

UNIVERSITY OF EDUCATION WINNEBA

**TEACHER INVOLVEMENT IN DECISION MAKING IN PUBLIC BASIC
SCHOOLS IN THE EFFUTU MUNICIPALITY**

ELIZABETH ENYONAM YEVU



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**ELIZABETH ENYONAM YEVU
(220023874)**



**A thesis in the Department of Education Administration and Management,
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DECLARATION

Student's Declaration

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

Signature:

Date:

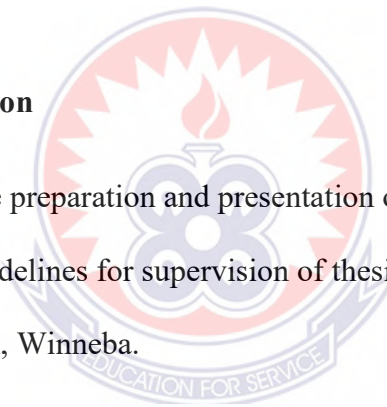
Supervisors' Declaration

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.

Supervisor's Name: Prof. Edison D. Pajibo, PhD

Signature:

Date:



DEDICATION

This work is dedicated to my dear family.



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I would like to express my profound gratitude to my maker for guiding me through the entirety of my Master of Philosophy programme. His guidance and blessings have been my constant source of strength and inspiration throughout this journey.

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ABSTRACT

The study aimed to explore teacher involvement in decision making in public basic schools, focusing on the extent, nature, influencing factors, mechanisms, and influence of such involvement on teaching and learning outcomes. To guide the inquiry, four research questions were formulated. The study used a mixed-method convergent parallel design with a pragmatic philosophy and drew from pertinent literature, including Charles, Gafni, and Whelan's (1997) shared decision making theory. From a total population of 647 teachers, a sample of 300 public school teachers from the Effutu Municipality was selected for the study, with data collected through questionnaires and semi-structured interviews. Eight (8) participants were sampled for the interview based on data on the concept of data saturation. Frequencies, percentages, means, and standard deviations were used to examine quantitative data, while thematic analysis was employed for qualitative data. The findings revealed varying degrees of teacher involvement in decision making. Teachers actively participated in areas such as providing input on school resources and budgets, professional development planning, and staff meetings. Their participation was however less in making decisions concerning school improvement initiatives. It was also found that, the key factors influencing teacher involvement included the value placed on teacher input by school administration, clarity in communication, time constraints, workload, alignment with professional expertise, a collaborative culture fostered by leadership, and recognition of contributions. Teacher involvement was found to significantly enhance teaching quality, student engagement, and overall learning outcomes. Based on these findings, it is recommended that school heads and the Effutu Municipal Directorate prioritize improving communication channels to ensure transparency and clarity when making decisions. Frequent updates, unambiguous instructions, and chances for feedback should be provided to keep teachers informed and engaged. Structured mechanisms for teacher involvement, such as forums, and suggestion channels, should be established and promoted.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Many politicians, economists, and education experts have recognized the role that education plays in the development of a country. Enhancement and self-actualization of the individual depend on education. Adigun and Ogunyinka (2014) assert that the availability and caliber of education determine a nation's level of advancement and development. Among others, the contribution of instructors to the delivery of high-quality education also needs to be linked to the focus on quality education. Hence, it is important to reflect on the history of education Ghana in order to understand how teachers have contributed to participating in decision-making to provide high-quality education. The value of the role of instructors in basic school decision-making as far as the achievement of learning objectives are concerned cannot be overestimated.

Studies carried out in Ghana show that school performance and organizational commitment are positively pertaining to the involvement of educators in the decision-making process (Abonyi, 2024). Additionally, Dampson and Afful-Broni (2018) found that teachers often engage in classroom and curriculum-related decisions, yet they are often not involved with the school-level decisions (including those related to finance or school policy). Yet, increasing their participation can make them feel that they are more engaged in the missions of the school and enhance the learning process in the students. It is believed that the best means of achieving education goals is where teachers are directly involved in decision creating within schools. Kochlar (2017) emphasized this detail in his statement that the teacher is the most critical individual element of the education system; when it comes to the quality of education, the instructor is the most

important factor. He went on (p. 125) to say that the teacher is the highest variable in education. Making decisions was once considered a management function in and of itself. However, academics and management authorities now associate decision-making with teamwork. This is because both at the national and school levels, educational policies need to be rethought, reformulated, and restructured in light of the changes in the educational system. Among other things, the Ministry of Education prioritized and paid particular attention to the country's educational management and organization transformation in 1987.

The policy's idea is the development of a professional, well-organized, decentralized participatory structure for managing and administering the educational system. As a result, school management committees and the Parent-Teacher Association, which is made up of community members, educators, and students, were given democratic control over the school's educational administration. The policy's implementation plan established a way for teachers to be involved in curriculum development, implementation, assessment, and decision-making (MOE, 2020).

Involving stakeholders in decision-making is crucial because of the increasing recognition of the requirement for trustworthy, informed input when making administrative decisions from different organizational levels (Mualuko et al., 2015). Teachers are one of the most significant groups that must take part in the decision-making process at school. Teachers are in charge of maintaining instruction, carrying out school rules, and planning school events. Additionally, they are impacted by the decisions made in schools, and since they are professionals with expertise in several fields, they are better equipped to make the right choices while keeping in mind their duties as teachers (Mualuko, 2015, p. 392).

In Ghana, public basic schools are managed by the government through the Ghana Education Service (GES). The GES has to decide on how to administer and manage the state basic schools. Nevertheless, the significance of involving teachers in the process of making decisions processes that influence their profession and the education of students is gaining more and more significance. Research done in Ghana has found that the participation of educators in decision-making is advantageous correlated to teacher motivation, job satisfaction and teacher retention (Drah, 2011). Participation in decisions pertaining to teachers' jobs makes them feel valued and they own their work and this improves motivation and increases job satisfaction (Drah, 2011). The latter is further attributed by a more recent research in Ghana where moderate involvement in decision-making is strongly related to increased organizational commitment among basic school teachers (Abonyi, 2024).

When teachers participate when making decisions at the school level, they commit to the choices they helped formulate and believe that a participatory approach to decision-making produces the best solution or reality since different people have different perspectives on the issues. When multiple people get together to make a decision, the ancient saying that "two heads are better than one" may actually be accurate. Teachers who participate in decision-making make their own choices and increase the likelihood that the group will put in more effort to carry out those decisions once they are implemented. More experience is offered, and participants are better at weighing their options and accepting the risks that come with participatory decision-making.

Teachers were subject to strict regimentation, which at times was quite similar to military supervision, and were required to follow their headmasters' directives. In the majority of junior high schools, the head teachers also took charge of classroom processes. According to Adigun and Ogunyinka (2014), some heads of educational

institutions continue to believe that teachers should teach and headteachers should run the school.

Teachers who had long been extremely obedient to the leaders' authority weren't prepared to be the passive guardian of instruction, and as a result, they contested the administrators' authority (Akpan & Adeyemi, 2017). Teachers expressed a wish to be involved in school affairs in a more forceful and loud manner throughout time. Establishing an institutional culture that can encourage high performance, high dedication, and a positive work culture is therefore highly advantageous for all schools.

This suggests an organizational culture in which the school manages delegation, teamwork, and empowerment across boundaries, technological integration, and a common goal. According to Akpan and Adeyemi (2017), the traditional use of authority by school administrators is no longer prudent or practical.

Since administrators today operate in a complicated setting, if they want to be successful in their position, they must be willing to share their time and respect other school employees' administrative prerogative of decision-making. Because of this, the educational administrator is in charge of determining each teacher's unique skills and interests and allocating them the amount of participation they want.

It is obvious that teachers' participation in school decision-making will improve collaboration, strengthen school management, motivate teachers to put in extra effort, hold them accountable, and act as a conduit for information between the teaching staff and administration. The headmaster or mistress must foster an atmosphere that encourages involvement in the process of determining decisions for the operation of the school in order to manage it successfully. Therefore, there is a good chance that teaching staff members will be highly committed to the school administration when

they are given the chance to participate. According to Ejiogu (1987), the active participation of subordinates involved in the process of making decisions is a prerequisite for the democratization of any administrative procedure.

1.2 Statement of the Problem

Decision making in educational institutions is a critical process that significantly influences the effectiveness and quality of education delivery. However, in Ghanaian public elementary schools, particularly in the Effutu Municipality, it appears teachers' participation in the processes of decision-making remains limited. According to past studies, when the teachers are engaged in decision making process, they would feel devoted to implementing the school policies, hence leading to more satisfaction at workplace and better results in the school (Ingersoll 2003, Ghavifekr & Rosdy 2014). However, the current structure in most Ghanaian public schools does not allow teachers' input in administrative and instructional matters to the optimal level which may enhance education outcomes.

Educational stakeholders and researchers have asserted that the forms or kinds of the teacher involvement in the process of determining decisions, factors that determine the level of teacher participation in the decision-making process, participation of educators in the process of making decisions in public Basic schools, and the impact which teacher involvement in the decision making process has on teaching and learning, and on the whole, is seen as an essential requirement of participatory decision making in education (Murray & Lawrence, 2017).

One major concern is that decision making in public schools often follows a top-down approach, where directives from higher authorities are implemented without consulting key stakeholders like teachers. Such practices undermine the principles of participatory management and create a disconnect between policy formulation and classroom

realities. Studies indicate that this disconnect often leads to resistance, low morale, and reduced teacher effectiveness (Bush, 2011; Asare-Danso, 2018). In the Effutu Municipality, anecdotal evidence suggests that teachers feel marginalized in decisions related to curriculum implementation, resource allocation, and professional development opportunities.

Moreover, the lack of teacher involvement in decision processes has broader implications for the quality of education. Teachers are the implementers of policies and curricula, and their exclusion from decision making can lead to poor alignment between policy objectives and classroom practices. For instance, the implementation of new instructional strategies or curricula without teacher input often results in inadequate preparation, misinterpretation of guidelines, and poor outcomes for students (Fullan, 2007). This issue is particularly pressing in the context of Ghana's efforts to achieve Sustainable Development Goal 4, which emphasizes inclusive and equitable quality education (UNESCO, 2015).

The existing literature on teacher involvement in decision making is largely focused on developed countries, with limited research exploring this phenomenon in the Ghanaian context. Assefa (1995), Legesse (2008), and Wondesen (2011), for example, all carried out their research outside of Ghana. The function of head teachers in creating an atmosphere that encourages greater teacher participation in the decision-making process was not covered in these research, though. For example, Assefa (2015) conducted research on the involvement of educators in decision-making. Wondesen conducted a more recent investigation in this field in 2021. He made an effort to evaluate Nekemte Town's secondary school's decision-making procedures and issues. He did not, however, address the issue of teachers' participation when making decisions in school.

In Ghana, Amissah (2009) looked into how teachers in a few basic schools in the Shama Ahanta East Metropolis participated in decision-making. Agebure (2013) also looked at the level of teacher involvement in decision-making in Ghana's Bolgatanga Municipality's public senior secondary schools. More recently, Dampson and Afful-Regarding teacher involvement in school decision-making in the Cape Coast Metropolitan Area and Mfantseman Municipality in Ghana's Central Region, Broni (2018) investigated the opinions and expectations of stakeholders.

Also studies such as Osei-Owusu and Mensah (2020) have highlighted the benefits of participatory making decisions in some Ghanaian schools, there is insufficient evidence on the extent of teacher involvement in the Effutu Municipality and its impact on school management and educational outcomes. Understanding this gap is essential for promoting a collaborative culture in schools and improving the overall quality of education in the municipality. Indeed, in the Effutu Municipality, the issue of teacher participation in decision making through their involvement has been of much concern since the past 10 years. Consistently, teachers during PA meetings have complained regarding the issue of their involvement despite a number of sensitization programs aimed at participation of teachers in decision-making (Effutu Municipal Educational Directorate Report, 2022) Specific evidence which will provide information on teacher involvement in making decisions in the municipality is yet to be known and this can be done through research. It is in this light that this study investigated the involvement of teachers in decision making in the Effutu Municipality.

1.3 Purpose of the Study

The study sought to investigate the extent of teacher involvement in the decision-making process within public basic schools in Effutu with particular attention to the

factors influences such involvement and the implication it holds for the quality of teaching and learning.

1.4 Objectives of the Study

The objectives of the study are:

1. Investigate the forms of teacher involvement in decision making in public basic schools in Effutu Municipality.
2. Identify factors affecting teacher involvement in decision making in the public basic schools in the Effutu Municipality.
3. Find out how teachers are involved in decision making in public schools in Effutu Municipality.
4. Examine how teacher involvement in decision making influence learning and teaching in public basic schools in Effutu Municipality.

1.5 Research Questions

The research questions were:

1. What are the forms of teacher involvement in decision making in the Effutu Municipality?
2. What factors affect teacher involvement in decision making in public basic schools in Effutu Municipality?
3. How are teachers involved in decision making public basic schools in Effutu Municipality?
4. How does teacher involvement in decision making in public basic schools influences learning and teaching in Effutu Municipality?

1.6 Significance of the Study

For schools to function properly, teachers must be involved in decision-making at all levels of the educational system. The study's findings will offer useful details about how teachers participate when making decisions in public elementary schools, particularly in the Effutu Municipality. In order for schools to leverage teachers' potential and experience to improve their problem-solving abilities, Head teachers, educators, students, and educational officers will all become more conscious of the importance of participatory decision-making as a result of this. The study's findings will highlight the variables influencing teachers' participation in decision-making in public elementary schools. In order for schools to use teachers' potential and experience to improve their problem-solving abilities, these findings will raise awareness among head teachers, teachers, students, and the educational office about the significance of participatory decision-making.

The study will provide policy information on the level of teacher involvement in decisions making in public basic schools. This will inform policy decisions and administrative practices for the improvement of schools. This will enable school administrators to discuss issues with all instructors and make wise decisions.

The findings of the study will provide information on how teacher involvement in decision making affects teaching and learning in public basic schools. This will help teachers' participation in decision-making process. Theoretically, the study might provide some hints for future research by academics, researchers, and educators.. The findings of the study will serve as a source of reference to provide valuable information on teacher involvement in decision making for future researchers.

1.7 Delimitation of the Study

This study was delimited to teachers in the public schools in the Effutu Municipality in the Central Region of Ghana.

The study concentrated on particular problems, namely the participation of educators in the decision-making process in the Effutu Municipality's public basic schools. These concerns included the ways in which teachers participate in decision-making, the factors that influence their participation, the types of teacher involvement in decision-making, and the effects of teacher involvement in decision-making on instruction and learning.

The study did not include private schools and decision-making procedure at the Municipal office of Education.

1.8 Operational Definition of Terms

For the purpose of this research, the following terminologies assume the following operational meanings:

Decision-making: A decision-making process that involves recognizing options, obtaining data, and evaluating potential solutions.

Teacher involvement: Refers to how much teachers who participates in making decision. In this thesis it is used interchangeably with teacher participation.

Basic school: A school for the primary education of children who are four to eleven years of age.

Academic decision making: Refers to the process by which individuals or bodies within an educational institution make choices related to teaching, learning, curriculum development, student assessment, program planning, and academic policies.

Administrative decision making: Refers to the process by which individuals or bodies in non-academic roles manage institutional operations, resources, human resources, finances, and policy enforcement to ensure organizational efficiency and compliance.

1.9 Organization of the Study

This study has been organized into five chapters. Chapter One focuses on the introduction to the study. This involves the background to the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitation of the study, definition of terms and the organization of the study. Chapter Two involves the review of literature related to the study. It presents the theoretical and conceptual frameworks as well as related empirical studies on teacher involvement in decision making.

Chapter Three focuses on the methodology to the study. This chapter describes the research philosophy, research approach, research design, the population, the sample and the methods used for sampling, and the tools and processes utilized for data collection and analysis. Chapter Four reports on the results, including their presentation and debate. The gathered information is analyzed and evaluated in light of the literature review. Chapter Five of the study concludes with a discussion of the study's summary, results, and recommendations.

The next chapter, Chapter Two, is the review of related literature. The chapter provides a scholarly outline and analysis of the works of scholars whose works were cited.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

Teacher participation in educational decision-making processes settings is increasingly recognized as pivotal for fostering effective school governance, improving educational outcomes, and enhancing teacher satisfaction and professional growth. This literature review explores the various dimensions of teacher involvement in decision making, specifically examining recent research to illuminate the diverse forms, effective models, and impacts of such involvement. Importantly, the review covers different types of teacher participation in decision-making, decision-making criteria, teacher participation in decision-making, and the effects of teacher participation in decision-making on teaching and learning.

2.1 Theoretical Framework

A theoretical framework, according to Kivunja (2018), is composed of the theories advanced by experts in the field the researcher plans to investigate. This framework serves as a theoretical coat hanger for data processing and result interpretation. Swanson (2013, p. 122) explicitly asserts, “Theoretical framework is the structure that can hold or support a theory of a research study”. This research work is supported or based on the Charles, Gafni, and Whelan’s (1997) theory of shared decision-making.

2.1.1 Shared Decision-Making Theory

Shared Decision-making is the foundation of this study. Charles, Gafni, and Whelan's (1997) theory. According to the shared decision-making idea, patients or their families and medical professionals work together to make decisions. Charles, Gafni, and Whelan (1997) developed the theory, which emphasis the importance of mutual decision-

making and the sharing of information and decision-making power. The goal of shared decision-making is to ensure that patients are well-informed and is able to make choices that are consistent with their values and ideals, while also taking into account the expertise of healthcare professionals.

The theory has been widely applied in the healthcare context, but it can also be relevant to other fields, including education. Shared decision-making can be used in schools to involve teachers, students, and parents in decision-making process related to educational policies and practices. The theory suggests that involving teachers in decision-making can result in more effective choices and increased levels of commitment and job satisfaction (Vroom and Yetton, 1973). In the context of education, involving teachers in decision-making can take many forms, such as soliciting their input on curricular decisions or giving them a voice in school governance structures.

Regarding the involvement of Ghanaian teachers in decision-making, the Shared decision-making Theory may be relevant for promoting collaboration and mutual decision-making between teachers and educational policymakers. By involving teachers in decision-making processes related to curriculum development, teacher training, and other aspects of education, policymakers can ensure that teachers' expertise and perspectives are taken into account. This may lead to more effective policies and practices that are better aligned with teachers' needs and the needs of students. Teachers participate in the decision-making process at multiple levels, from selecting teaching materials to designing curricula and assessing student learning.

Effective decision-making requires teachers to have access to relevant information, the ability to analyze that information, and the capacity to consider multiple perspectives (Leithwood & Mascall, 2008). Simon's decision-making theory also highlights the

importance of collaboration and communication in decision-making. Teachers often work in teams or with administrators to decide on curriculum, assessment, and other aspects of teaching. Effective collaboration requires clear communication, shared goals, and an understanding of each person's roles and responsibilities (Lieberman & Miller, 1990).

According to Charles, Gafni, and Whelan (1997), a professional information exchange between the decision-maker and the decision-receiver is necessary in order to arrive at a quality decision that is founded on the best available data regarding the advantages and disadvantages of each alternative. Many decisions in schools are made by groups, even though the decision-making process frequently concentrates on the individual decision-maker (Lunenburg & Ornstein, 2014). Task forces, committees, teams, or site-based councils are some names for these groups. Consensus rather than majority voting is frequently used to make decisions (Straus, 2012). While implementing collaborative decision-making is not easy, it has benefits in terms of faculty dedication, group collaboration, and total attachment to the chosen course of action, which in turn inspires motivation for the benefit of all parties. Restructuring schools and updating curricula to meet the needs of students in the twenty-first century requires ownership and dedication to such decisions (Lunenburg, 2012, 2013). It makes sense to argue and provide evidence for the claim that instructors would feel inspired, valued, recognized, and respected and would invest their time, talents, and energy to make sure these choices are made (Straus, 2012). Essentially, once they participate in the decision-making process, teachers will be strongly motivated to see that the decisions they help make are implemented and bring about significant change inside the business. Reform initiatives won't succeed if instructors don't commit. By understanding the shared decisions, head teachers and other staff members would be able to decide whether to

support or discourage desired and undesirable behavior or conduct, allowing them to work together as a cohesive team.

Instead of assigning blame, one helps to create institutions with better professional cultures and clearer frameworks by viewing it as a group task. This is because the benefits and problems are ultimately shared by all parties involved in teacher participation in the decision-making process. In contrast to schools with low teacher engagement and turnover, those with strong teacher commitment and a more positive organizational climate have high teacher participation in classroom and school decision-making, according to empirical research (Smylie, 1992; Ingersoll, 2003). Significant cross-national data from the OECD's TALIS also demonstrates that increased teacher satisfaction is correlated with staff participation in school management, demonstrating the system-level value of inclusive decision-making (OECD, 2020; 2021). Principals should be in charge of deciding when and how to deploy teachers in order to enhance the caliber of group decisions. Conventional contingency models, like the Vroom-Yetton-Jago model, provide useful suggestions like time restrictions to adjust involvement levels, buy-in requirements, information dissemination, and quality standards in decision making (Vroom and Jago, 2007). In support of their efficacy and shared responsibility, recent study also notes that teachers typically participate in instructional rather than management decisions and suggests planned possibilities for more participation (Musengamana et al., 2024).

The theory is particularly pertinent to the current work, since decisions that affect teaching, learning, and human resources should actively involve teachers, school administrators, and management committees in a school-based decision-making process. In this instance, empirical and policy data consistently demonstrate that involving teachers in these choices promotes accountability, ownership, and more

context-sensitive results (Leithwood and Menzies, 1998; Smylie, 1992; OECD, 2020). Effective school leadership, according to Bush (2011), is collaborative rather than hierarchical; the principal must be able to leverage teachers' professional expertise to address organizational and instructional challenges.

Similarly, Fullan (2014) emphasizes that when educators are viewed as equal leaders and learners rather than as administrators of top-down mandates, sustained school reform will occur. Accordingly, the inclusion of teachers in school-based management and governance structures serves as a strategic instrument to raise staff morale and educational quality rather than only being a formality (Ingersoll, 2003; Musengamana et al., 2024).

It is obvious that the demands of a constantly changing global economy and quickly changing external settings exert a tremendous influence on schools today. These forces are implicitly putting more pressure on schools to develop competitively capable kids (Moran, 2009). Teachers must be mobilized and given opportunities to participate in school decision-making in order to enhance schools' performance in the face of these obstacles.

Regarding the role that teachers play, UNESCO (2015) states that educational reforms cannot occur without the involvement of educators. Teachers are the cornerstone of educational activities, as this proposition affirms. Furthermore, it can be argued that facilitators, who hold the most significant position in the teaching and learning process, are primarily responsible for the caliber of school performance. Short & Greer (2020) opine that the participation of teachers in decision making play a key role in motivating teacher to exert their mental and emotional involvement in among themselves that may contribute to group goals and shared responsibilities.

Despite the literature's assertion that school principals should encourage facilitators participation in various aspects of school decision-making, the researcher's informal observation showed that basic school teachers' involvement in decision-making and implementation is still far from ideal (MoE, 2018). As a result, public basic schools in the Effutu municipality are quite concerned about the lack of interest instructors have in participating in school decision-making.

2.2 Frameworks on Decision-making Process

Theory form the basis of practice. When applied well, it enhances performance and infuses knowledge. It is important to revise pertinent theories before practice. Decision making process has been widely researched by a number of scholars and theorists as an organizational management and administration role. There are two primary approaches to researching the problem of organizational decision-making, according to Harding (1987). The prescriptive and descriptive approaches are these. Examples of the descriptive and prescriptive approaches are Linblom's Theories of Muddling and Classical Decision-Making Theory models, respectively.

2.2.1 Linblom's Theory of Muddling through Model

The descriptive method illustrates the decision-making process of leadership. It is an irrational method of making decisions. According to Harding (1987), the decision-maker is an administrative "man" as opposed to a logical economic "man", making the most sensible choices rather than the best or most perfect ones. His insufficient knowledge and his capacity to use it may be his limitations. Based on their prior experiences and knowledge, supervisors and school officials more often than not settle for a choice that will fulfill their objectives or seem logical. Instead of maximizing or arriving at the optimum choice, they, at most, merely pursue a path of action that

satisfies; in other words, they search for a “satisfactory decision” or a course of action that is “satisfactory” or good enough.”

2.2.2 The Classical Decision-Making Theory Model

It is prescriptive approach that attempts to demonstrate the way decision can be made. Once again, Harding (1987) views the traditional paradigm of decision-making as the model that requires a rational, deliberate and systematic approach in the decision making process. This is informed by the assumption that individuals are economic rational and they strive to make the maximum output in a sequential and orderly fashion. All of the steps of this model are believed to be indispensable and one has to follow the particular sequence. This model has diverse step counts to the process. According to Marfo-Yiadom (2001), the steps include the following:

1. Recognition and identification of the problem.
2. Development and evaluation of alternatives
3. Choice among the alternatives
4. Implementation; and
5. Evaluation of results

Harding (1987) also outlines five steps in the process, these are:

1. Identification and definition of the problem,
2. Statement of the desired state of affairs
3. Generation of alternative course of action
4. Formulation and selection of the preferred course of action and
5. Implementation

Furthermore, Daft (2003) enumerates three (3) techniques that managers use when rendering decisions. The three categories are the political, administrative, and classical

models. The manager's personal preferences, whether the decision is programmed or not, and how much risk, uncertainty, or ambiguity the decision carries all influence the model selection. This supports Bennet's (1987) findings that the leadership style at the central office determines the decision-making process at the school.

2.2.3 Classical Model

This concept is predicated on the idea that managers ought to make rational choices that will serve the organization's financial interests, according to Daft (2003). Since it specifies how a decision maker should make decisions, it is seen as normative. The following presumptions form the basis of this model:

1. The decision-maker acts to achieve predetermined and understood objectives. Issues are clearly stated and defined.
2. The decision-maker collects all available information in an effort to reach a state of certainty. Every option is evaluated along with its possible outcomes.
3. There are established standards for assessing alternatives. The decision-maker will then optimize the organization's financial gain.
4. The rational decision-maker assigns values, ranks preferences, considers options, and makes choices that maximize the achievement of organizational objectives.

2.2.4 Administrative Model

The model describes the way managers make actual decisions in complex and uncertain situations- especially in terms of non-programmed decisions, ambiguity and incomplete information. It is viewed as a descriptive model as it depicts the manner in which managers' act in real-life situations of decision-making and not how they should act based on theoretical ideal (Simon, 1979; Robbins and Coulter, 2018). This is unlike the classical or rational models which presuppose complete information and rationality of the objects of choice. The descriptive model, instead, recognizes the limited rationality

of human decision makers, i.e. the informational, cognitive and environmental limitation of fully rational decision making (Simon, 1955; March and Simon, 1993). In this perception, managers satisfice, as opposed to optimize, and make decisions satisfactory in the existing circumstances, as opposed to optimal ones (Bazerman and Moore, 2013). The model is thus representative of organizational decision-making reality to which uncertainty, time, and value conflicts are usual and where decisions are outcomes of judgment and experience as much as logic and data (Daft, 2016; Kinicki and Williams, 2021).

The administrative model states that: 1. Decision goals are frequently ambiguous, contradictory, and devoid of manager consensus. It is common for managers to be ignorant of issues or possibilities within the company. 2. Using rational methods is not always possible, and when it is, it is limited to a simplified perspective of the issue that fails to account for the complexity of actual organizational occurrences. 3. Due to resource and human information limitations, managers' ability to explore other options is restricted. 4. The majority of managers choose a solution that satisfies rather than maximizes. They only agree on criteria for what makes a maximizing solution, which contributes to this (Daft 2003).

2.2.5 Political Model

When dealing with non-programmed decisions in circumstances characterized by ambiguity, incomplete knowledge, and conflicting managerial objectives, this decision-making approach is especially helpful. Decisions in organizational life are rarely simple and are frequently influenced by conflicting interests, negotiations, and coalition building; this is reflected in the political model (Daft, 2016; Robbins & Coulter, 2018). It makes the assumption that information is vague and insufficient, and that power relationships and the influence of important stakeholders—rather than just logical

analysis determine the results of decisions (Mintzberg, 1983; Pfeffer, 1992). According to Daft (2016), this model captures the situation where “managers build coalitions among people who share common interests” in order to reach workable rather than ideal solutions.

Conflict and disagreement over issues and solutions are normal in these kinds of contexts and are even seen as essential to organizational learning and adaptation (March, 1994; Buchanan & Huczynski, 2019). Therefore, the political model offers a practical framework for comprehending how decisions are made in intricate institutions, especially when players have different values, interests, and viewpoints.

1. Groups having a variety of interests, objectives, and values comprise organizations. Managers may not comprehend or share the objectives and interests of other managers, and they may disagree on the priorities of problems.
2. The information is vague and lacking. The intricacy of many issues, in addition to organizational and human limitations, limits the ability to be rational.
3. Managers lack the time, resources, and mental capacity necessary to recognize every aspect of the issue and analyze all pertinent data. Managers communicate with one another and share perspectives in order to obtain information and eliminate uncertainty.
4. To choose objectives and talk about options, managers use the push and pull of argument. Coalition members negotiate and consult before making decisions (Daft 2003).

He again identified six steps in the Decision-making process.

1. Recognition of decision requirement
2. Diagnosis and analysis of causes
3. Development of alternatives

4. Selection of desired alternative
5. Implementation of chosen alternative
6. Evaluation and feedback

2.3 Conceptual Framework

In this study, several key variables are central to understanding the dynamics and relationships within the research framework. This section provides a conceptual description of the relationship between these variables based on the study's objectives. Teacher participation in the making of decisions as a variable represents the extent and nature of teachers' participation in decision-making processes within their schools. It includes their involvement in curriculum development, professional development planning, school policy formulation, and other governance activities. Forms of Teacher Involvement identify the specific forms or mechanisms through which teachers engage in decision-making. These forms could range from participation in formal committees (e.g., curriculum committees, school improvement teams) to informal collaboration with colleagues and administrators.

Factors Affecting Teacher Involvement examines the organizational, leadership, cultural, and personal factors that facilitate or impede the involvement of educators in decision-making. Factors such as school leadership styles, organizational culture, teacher autonomy, professional development opportunities, and external influences (e.g., policy mandates) are considered. Impact on Teaching and Learning explores how teacher involvement in decision-making affects teaching practices and student learning outcomes. It includes indicators such as changes in instructional strategies, student engagement levels, academic performance metrics, and overall school climate. Figure 1 presents the interconnectedness of these key elements is presented in the conceptual diagram.

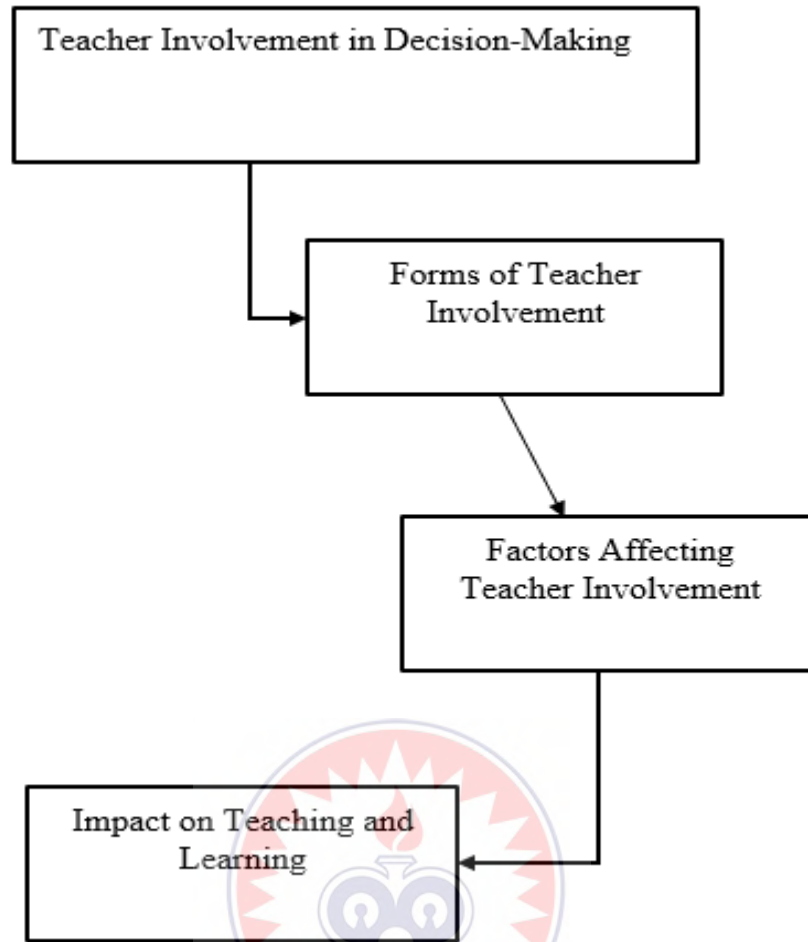


Figure 1: Researcher's Designed Conceptual Framework (2023).

This diagram visually captures the relationships explored in the study, emphasizing the interconnected nature of teacher involvement in decision-making, the forms teacher involvement in decision it takes, the factors shaping this involvement, and its impact on teaching and learning outcomes. It serves as a conceptual framework to guide the investigation into enhancing educational practices in public basic schools through informed decision-making processes involving instructional practices of teachers and student learning. This representation aligns with theoretical frameworks (shared decision making), highlighting the importance of collaborative decision-making structures in educational settings.

2.3.1 Concept of Decision-Making

Making logical decisions necessitates comprehending the issue and being aware of potential solutions. More accurate information systems lead to better decision-making, which is one of the dimensions or indicators of decision-making. Lipursari, Anastasia (2018). The organizational environment, as well as knowledge, abilities, and motivation, are some of the numerous factors that impact the dynamic process of decision-making. The science and art of choosing from multiple options for solutions and available steps to address issues is known as decision-making. Personalities and decision-making abilities are aspects or markers of decision-making. The decision-maker's abilities and disposition also have a significant impact on the choice made. comprises evaluation, requirements, IQ, ability, crafts, and so on (Derawan, 2014).

From a researcher's point of view, decision-making in organizational and educational settings is profoundly human and influenced by feelings, instincts, and experience rather than being just mechanical or logical. Often subjective and impacted by psychological and environmental factors, intuitive or feeling-based judgments are a crucial component of decision-making. According to Wang and Ruhe (2007), managers or educators can make comparatively fast decisions in circumstances with little complexity or urgency by using intuitive decision-making, which is based on internalized experience and subconscious pattern recognition. Such intuition is not arbitrary; rather, it is based on situational awareness and accumulated tacit knowledge, which are abilities I frequently witness teachers using when reacting impromptu to interpersonal or classroom difficulties.

The quality and accessibility of the information used to make decisions is another crucial factor. In order to determine the origins of an issue as well as possible remedies, effective decision-making requires the collection, processing, and interpretation of

pertinent data (Kuzgun & Bancalı, 2017). In actuality, this means that one must thoroughly examine the context, consider other possible interpretations, and confirm that the information is accurate, current, and comprehensive before acting. Based on my own experience working with school administrators, choices that are supported by thorough and accurate information typically result in better outcomes and fewer unforeseen consequences.

Terry (2013) reminds us that choosing one course of action among two or more options to address a problem is the essence of decision-making, which is the selection of behavioral alternatives. This is consistent with what I frequently observe in leadership practice: decision-makers evaluate several options while taking into account the risks and the possibility of significant change. Additionally, experience-based decisions are extremely beneficial since they utilize past knowledge to better manage present difficulties. Experienced knowledge improves one's capacity to see trends and forecast results, allowing for more flexible and context-sensitive problem-solving, according to Brata, Husani, and Hapzi (2017). This strikes a deep chord with my own perception of how seasoned teachers and administrators naturally combine lessons learned from the past with the reality of the present to arrive at well-informed and compassionate conclusions.

2.3.2 Decision-making and Leadership Style

Because the quality of the decisions made determines a school's success, decision-making is important in educational institutions. Furthermore, since the outcomes have a big impact on the company and its members, making decisions is one of the most crucial responsibilities of managers and leaders (GüLCAN, 2011). Stephen P. Robbins, a management and organizational behavior expert, described six methodical procedures that help people and organizations make more sensible and efficient decisions. These

steps are as follows, per Robbins (2003): (1) defining the problem; (2) determining the criteria for making a decision; (3) allocating weights to these criteria; (4) creating alternative solutions; (5) assessing the alternatives; and (6) choosing the best option. By reducing conjecture and emotional bias, this framework offers an organized and logical method that improves institutional outcomes.

In order to improve the quality of decisions and guarantee their successful implementation, effective leaders in educational institutions work in tandem with their staff rather than making decisions alone. Employee engagement, motivation, and ownership are increased through collaborative decision-making, which also improves institutional cohesion and productivity (Kolzow, 2014; Yukl, 2013). Northouse (2022) asserts that the core of good leadership is persuading people to accomplish shared objectives via inspiration, communication, and a single vision. In this way, leadership entails motivating and enabling subordinates to make significant contributions to the goals of the company in addition to providing direction.

A leader's decision-making process influences institutional results and frequently reflects their overall leadership style. To accomplish their objectives, leaders must thus choose styles that are suitable for particular situations (Daft, 2018). For example, an autocratic leader emphasizes efficiency and control and usually gives precise directives with little feedback (Bass & Bass, 2008). Participatory leaders, on the other hand, prioritize inclusivity and include their subordinates in decision-making; they frequently base choices on consensus or feedback from the majority (Lewin, Lippitt, & White, 1939; Robbins & Judge, 2020). While excessively autocratic methods might inhibit creativity and morale, research shows that participative leadership fosters innovation, satisfaction, and commitment (Likert, 1967; Vroom & Jago, 2007). Effective leaders thus strike a balance between consultation and decisiveness, making sure that their

management approach complements organizational requirements and staff involvement.

In the meantime, the delegate leader lets his employees make decisions because he believes in their skills (Leithwood et al., 2004). The way each style makes decisions varies; an autocratic leader forbids outside opinions after a choice is made, which has an impact on the operation of the organization. Furthermore, it denies others the opportunity to offer a solution to any issues that may have arisen. Conversely, participative leaders encourage their staff to operate as a team and give more by sharing decision-making and other responsibilities. On the other hand, with the delegate approach, the assistants in charge make decisions. Unless they requested assistance from the leader, the assistants would take the lead (Kolzow, 2014; Mawajdeh, 2020; Prabhakar & Yaseen, 2016).

Teachers are given the chance to participate in decision-making when schools are managed effectively. Teachers are excluded from this process, though. Furthermore, the study found that school administrators typically kept teachers out of the decision-making process (Muindi, 2011). The findings of the Muindi study were at odds with those of Somech (2010), who showed that participatory decision-making improves teacher performance and schools while also encouraging team members to be more creative.

They feel more comfortable sharing ideas that are crucial to school effectiveness and improvement (Ingersoll & Collins, 2018; Somech, 2010; Wong, et al., 2018). Additionally, Wadesango stated that school-based teacher involvement is appropriate. It is well known that participation enhances the caliber of management decisions. According to them, involving teachers in decision-making fosters a wider range of

viewpoints, which will boost productivity, effectiveness, and improvement (Mawajdeh, 2020).

2.3.3 Participative Decision-Making and Its impact on Teachers

Effective leadership requires both a compelling vision that is in line with the future and a clear definition of that future. They must be able to manage and lead at the same time in order to be ready for any challenge that may arise; else, they will fail and could ruin the organization. The importance of teacher involvement aids the school administration team in accomplishing the goals of the school's mission and vision. As the most important operational component in the school that can enhance academic achievement, Ezennaya Njideka Prisca, a researcher at the University of Nigeria, advised administrators in her study to boost teacher participation (Prisca, 2011). Suppose we want to search for good indicators as a prove for effective management. In that case, we will look for the commitment of the school staff.

Teachers can participate in a variety of activities, according to Ingersoll & Collins (2018), and schools should encourage and give educators opportunities to engage in extracurricular activities (Chi Keung, 2008). Workers who communicate and exchange ideas and information within a group have higher expectations for their abilities and goals and uphold a democratic, positive work environment. According to Ingersoll et al., teachers can improve their teaching strategies by exchanging ideas and suggestions and benefiting from each other's experiences through participatory decision-making. According to Omemu, who was quoted in (Mawajdeh, 2020), the findings demonstrated that participatory decision-making would enhance teachers' performance, job satisfaction, and favorable school outcomes. According to Kolzow (2014), leadership theories concentrated on workplace factors like the nature of the work and organization, the skills, experience, and character of the leader, as well as the credentials of the

followers. Therefore, decision-making and the stability of the institution are impacted by the style of leaders.

2.3.4 Impact of Teacher Involvement in Decision-Making

Teachers' participation in decision-making within schools has garnered significant attention from researchers and educators alike, particularly for its far-reaching implications on various aspects of the educational landscape. The research consistently underscores the notion that when teachers are actively engaged in decision-making processes, they not only enhance their own professional experiences but also contribute to promotes a more constructive and successful learning environment.

One of the most profound impacts of teacher involvement in decision-making is its positive influence on teacher job satisfaction. Ingersoll and Collins (2018) highlight that teachers who feel their voices are heard in school decisions tend to exhibit higher levels of job satisfaction. This is primarily because involvement in decision-making fosters a sense of ownership and agency among teachers. When teachers are allowed to participate in discussions and decisions that affect their work, they feel valued and respected as professionals. This sense of respect and acknowledgment can lead to increased motivation, engagement, and overall satisfaction in their roles.

Moreover, job satisfaction is closely linked to teacher retention, which is a pressing concern in many educational systems. Liu et al. (2020) found that teachers who are actively involved in decision-making are more likely to remain in their positions and less likely to consider leaving the profession. High turnover rates among teachers can be detrimental to school communities, leading to instability and negatively affecting student outcomes. Thus, fostering teacher involvement in decision-making processes not only enhances job satisfaction but also contributes to greater teacher retention, creating a more stable educational environment for students.

In addition to job satisfaction, teacher involvement in decision making significantly contributes to professional growth and development. When teachers participate in decision-making processes, they are sometimes exposed to new ideas, perspectives, and practices that can enhance their teaching skills. This collaborative environment promotes continuous learning among teachers, as they share insights and strategies with one another. For instance, when teachers are involved in curriculum development or instructional planning, they engage in discussions that allow them to reflect on their practices and consider alternative approaches.

Research by Tschannen-Moran and Gareis (2015) suggests that schools that prioritize teacher involvement in decision-making foster a culture of professional collaboration. In such environments, teachers are more likely to engage in professional development activities, attend workshops, and collaborate with peers to enhance their teaching practices. This commitment to ongoing learning not only benefits individual teachers but also enhances the overall quality of education within the school. Teachers who feel supported in their professional growth are more likely to implement innovative teaching strategies, positively impacting student learning outcomes.

One of the most critical aspects of teacher involvement in decision-making is its direct impact on student achievement. Research consistently indicates that when teachers have a voice in decisions that affect their classrooms, they are more effective in their instructional roles (Ingersoll & Collins, 2018). This effectiveness is rooted in the notion that teachers who participate in decision-making processes are better equipped to tailor their teaching strategies to meet the diverse needs of their students.

For example, when teachers are made part of decisions related to curriculum development, they can advocate for materials and methods that resonate with their students. This responsiveness to student needs fosters a more engaging and relevant

learning experience, which can lead to improved academic performance. Additionally, teachers who are actively engaged in decision-making are more likely to implement evidence-based practices, further enhancing student achievement. Research conducted by Liu & Thien (2025) supports this connection, revealing that schools with high levels of teacher involvement in decision-making often demonstrate higher levels of student achievement and academic growth.

Moreover, involvement of teachers in decision-making extends beyond the classroom, influencing school-wide initiatives that impact student learning. When teachers are included in discussions about school policies, extracurricular activities, and community engagement, they can contribute valuable insights that lead to more effective strategies for enhancing student engagement and success. For instance, teachers can advocate for programs that attend to the particular needs of their student populations, such as mental health support or after-school tutoring programs. This holistic approach to decision-making, where teachers have a seat at the table, creates a more responsive educational setting that encourages students to succeed.

Another significant impact of teacher involvement in decision-making is the promotion of collaborative school cultures. When teachers are actively engaged in the decision-making processes, they are more likely to develop strong professional relationships with their colleagues. A strong school atmosphere depends on staff members feeling a sense of belonging and shared responsibility, which is fostered by this partnership (Bryk & Schneider, 2002; Tschannen-Moran, 2014).

Tschannen-Moran and Gareis (2015) emphasize that schools with collaborative cultures tend to have higher levels of trust and communication among staff, which in turn leads to improved decision-making and problem-solving capabilities.

In a collaborative school culture, teachers feel comfortable sharing their ideas, concerns, and feedback with their peers and school leaders. This open communication allows for more informed decision-making processes, as diverse perspectives are considered. When teachers work together to address challenges and develop solutions, they not only strengthen their professional bonds but also enhance the overall effectiveness of the school. This sense of collaboration extends to student involvement as well, as teachers who work together are more likely to create opportunities for student voice and agency in their learning experiences.

Furthermore, collaborative cultures that arise from teacher participation in decision-making can result in better staff morale and a sense of belonging among teachers. When educators feel supported and connected to their colleagues, they are more likely to be engaged in their work and invested in the success of their students. This sense of belonging can mitigate feelings of isolation and burnout, which are prevalent in the teaching profession. Consequently, fostering a collaborative culture through teacher involvement in decision-making not only benefits educators but also positively impacts student learning and school performance.

Successful educational environments are built on a foundation of trust and effective communication. Teacher involvement in decision-making plays a crucial role in building and maintaining these essential components. The school community develops a culture of trust when teachers participate in decision-making processes because it shows them that their opinions are respected (Tschannen-Moran, 2014; Bryk & Schneider, 2002). According to Tschannen-Moran and Gareis (2015), trust among staff is vital for promoting collaboration and open communication. When teachers trust their leaders and colleagues, they are more likely to share their ideas and concerns, leading to better decision-making outcomes.

Moreover, including teachers in the decision-making process enhances transparency within the school. Clear and open communication about the rationale behind decisions fosters understanding and buy-in among staff. Teachers who are informed about the decision-making processes are more likely to feel empowered and engaged in their work. This empowerment may result in more job satisfaction and motivation, as teachers perceive their contributions as meaningful and impactful.

Trust and effective communication extend beyond the adult stakeholders in schools; they also influence student experiences. When teachers feel motivated and valued, they are more likely to model these positive behaviors in their interactions with students. A trusting and communicative classroom environment encourage students to express their thoughts, ideas, and concerns freely. This open communication fosters a positive learning climate where students feel safe to take risks and engage in their learning.

The cumulative effects of participation of teachers in decision-making contribute to the creation of a positive educational environment. This environment is characterized by high levels of teacher morale, collaboration, and student engagement. When teachers feel empowered and supported, they are more likely to be enthusiastic about their work, which can have a contagious effect on their students. Students thrive in environments where their teachers are passionate and engaged, leading to a more dynamic and effective learning experience.

Furthermore, a positive educational environment nurtures the social and emotional well-being of both teachers and students. Research indicates that supportive school climates are associated with lower levels of stress and burnout among educators (Liu & Thien 2025). Teachers who feel valued and included in decision-making processes are less likely to experience feelings of isolation and frustration. Similarly, students benefit from a positive school environment, as it fosters a sense of belonging and

connectedness. When students feel that their teachers care about their well-being and involve them in their learning, they are more likely to be motivated and engaged.

The impact of Participation of teachers in decision-making is profound and multifaceted. From enhancing teacher job satisfaction and professional growth to improving student achievement and fostering collaborative school cultures, the benefits of engaging teachers in decision-making processes are substantial. Research consistently underscores the importance of including teachers in discussions and decisions that affect their work, as it leads to better outcomes for educators and students alike. By prioritizing teacher involvement, schools can create an environment that promotes trust, communication, and collaboration, ultimately leading to a more successful and satisfying educational experience for all parties involved.

2.3.5 Decentralization

Decentralization has emerged as a pivotal factor in facilitating school improvements, allowing educational institutions to possess greater independence and flexibility in their decision-making processes. This shift from centralized control to a more decentralized approach empowers schools to tailor their strategies and actions to attend to the particular needs and circumstances of their communities and students. By granting schools this autonomy, decentralization positions them to align their objectives more closely with local demands, ultimately enhancing their overall effectiveness.

The importance of giving schools more autonomy in making decisions is highlighted by research conducted by Al-Taneiji and McLeod (2008) from the United Arab Emirates University. Their findings indicate that when schools are afforded this autonomy, they are better equipped to achieve their planned goals. This independence not only fosters a sense of ownership among school leaders and staff but also encourages innovative approaches to problem-solving and decision-making. Al-Taneiji

and McLeod assert that the worth and maturity of an education system are reflected in the management practices employed within schools, particularly in developing effective partnerships and fostering collaborative relationships among various stakeholders. This assertion is supported by other research that emphasizes the need for collaboration among educators, parents, and community members in enhancing educational outcomes (Epstein, 2011).

Further supporting the notion of decentralization, studies at State University by Lin (2014), a Ph.D. graduate in education, demonstrate that transferring decision-making authority from higher administrative levels to local schools is essential for fostering teacher engagement in the decision-making process. Teacher involvement is critical for enhancing school performance, as it ensures that the voices of those directly interacting with students are heard and considered in decision-making processes. However, despite the recognized importance of teacher engagement, a lack of substantive procedures often limits teachers' empowerment to take an active role in decision-making (Lin, 2014). This situation points to a significant gap between the ideal of teacher involvement and the reality of decision-making structures within schools.

The implications of decentralization extend beyond autonomy to encompass the necessity of rational decision-making in achieving school success. Hariri et al. (2012) emphasize that the quality of decisions made at the school level is fundamental to determining educational institutions' overall success.

Rational decision-making processes are characterized by systematic analysis, reflection, and consideration of various perspectives before arriving at conclusions. By emphasizing the importance of decision quality, Hariri and colleagues argue that effective decision-making is important for fulfilling teachers' job satisfaction, which is directly linked to overall school performance. This connection underscores the need for

educational leaders to establish frameworks that promote evidence-based decision-making and involve teachers in the process.

The relationship between effective decision-making and job satisfaction cannot be understated. Teachers are more likely to feel appreciated and respected as professionals when they participate in the decision-making processes that impact their work environment and teaching methods, according to research by Ingersoll and Collins (2018). This sense of empowerment leads to increased job satisfaction, motivating teachers to invest more deeply in their students' success. Satisfied teachers are often more effective in their instructional roles, fostering a positive and productive learning environment that benefits both educators and students. Liu (2020) further support this notion by highlighting the correlation between teacher involvement in decision-making and enhanced instructional effectiveness, emphasizing that engaged teachers are better equipped to adapt their teaching practices to meet the diverse needs of their students.

Decentralization also encourages schools to develop strong partnerships with parents, community members, and local organizations. When schools have the autonomy to make decisions based on their specific contexts, they can engage with stakeholders more meaningfully. This engagement often results in collaborative efforts to address the needs of the community, leading to enhanced educational experiences for students. Schools that prioritize building relationships with their communities are better positioned to respond to local challenges and seize opportunities for improvement. For instance, Epstein (2011) notes that effective school-community partnerships can enhance student outcomes, as they create supportive environments for learning and development.

Furthermore, the flexibility afforded by decentralization enables schools to adapt quickly to changing circumstances. In an era characterized by rapid technological

advancements and shifting educational paradigms, the ability to respond to new challenges is crucial. Decentralized schools can experiment with innovative practices and approaches, allowing them to find solutions that best serve their students' needs. This adaptability is particularly important in the face of unforeseen events, such as natural disasters or public health crises, which can disrupt traditional educational practices. The COVID-19 pandemic is a prime example, where schools that were able to make swift decisions and adaptations were more successful in maintaining continuity of learning (Harris, 2021).

The impact of decentralization on school improvement is also reflected in the development of leadership practices within schools. When decision-making is decentralized, school leaders must cultivate a culture of collaboration and shared responsibility among staff. This shift in leadership practices encourages leaders to empower their teachers, allowing them to take on greater roles in shaping the direction of the school. By fostering a collaborative environment, leaders can harness the collective wisdom and expertise of their staff, leading to more informed decision-making and enhanced school performance. Research by Tschannen-Moran and Gareis (2015) emphasizes that collaborative school cultures characterized by trust and open communication contribute to improved teacher morale and efficacy, further highlighting the significance of decentralization.

Moreover, the teachers' participation in decision-making processes creates a culture of shared responsibility for educational outcomes. When teachers feel that they have a voice in shaping policies and practices, they are more likely to take ownership of their roles and strive for excellence in their teaching. This sense of accountability extends to students as well, as teachers who are engaged in decision-making processes can design learning experiences that are relevant, engaging, and responsive to student interests and

aspirations (Bryk et al., 2015). Consequently, the impact of teacher involvement in decision-making is felt not only in improved teacher satisfaction and morale but also in enhanced student engagement and achievement.

Decentralization plays a pivotal role in facilitating school improvement by providing educational institutions with the autonomy and flexibility to make decisions aligned with local contexts. Many education systems have increased school autonomy with the aim of better adapting policies to local needs (Organisation for Economic Co-operation and Development [OECD], 2018). Decentralization that grants more decision-making authority to schools has the potential to strengthen accountability, promote stakeholder participation, and build shared leadership (Winkler & Yeo, 2007). When decision-making powers are vested at the school level, school leaders often gain the ability to recruit, manage, and support teachers in ways more tailored to their unique environments (Winkler & Yeo, 2007). Thus, by emphasizing rational decision processes and actively engaging stakeholders (teachers, parents, community), decentralization can foster a culture of collaboration, improve teacher satisfaction, and ultimately lead to better school and student outcomes (Winkler & Yeo, 2007; OECD, 2018).

2.3.7 Teacher Leadership

The idea of teacher leadership is crucial for educators to begin stepping outside of the classroom and working with school stakeholders to develop and support leadership. Teacher leaders should not take the place of administrators, according to numerous studies. Though there are various viewpoints, there isn't a precise definition. In the meanwhile, it is a crucial component of student achievement, particularly in the area that calls for teachers to be involved in decisions that impact students' progress, such selecting the right textbooks, setting up the school schedule, assisting new teachers, and

keeping an eye on the instructors of other kids. Student success, teacher stability, and school growth all depend on the development of teacher leadership (Smith, 1999).

Diane Yendol-Hoppey (previously Yendol-Silva), an assistant professor of education at the University of Florida who specializes in professional learning and teacher development, identified three waves of teacher leadership (Yendol-Hoppey & Dana, 2010). Teachers started taking on positions such as department head, lead teacher, and representatives with descending responsibility in the 1980s, marking the beginning of the first wave. Teachers were capable of becoming effective leaders, but they felt that their leadership role endangered the teaching and learning process and other administrators' hierarchical positions, which led to a division between instructors and leaders. The second wave rose in the late 1980s as a result of the first wave's constraints. The second wave acknowledged the role of teachers as instructional leaders and adopted a hierarchical structure that includes positions such as head of department, coordinators, assessment leaders, and lead teacher. This was made possible by the teachers' expertise and experience, which enabled them to take on instructional rather than managerial roles. The third wave started out as a teacher leadership shaping formula in the 1990s. The majority of educational institutions throughout the world continue to use this formula.

This third wave of teacher leadership, like the first two, is centered on the daily duties that educators carry out in their capacity as leaders. It highlights how teachers can improve their teaching methods to better and reform their educational institutions, as well as the leadership duties they encounter on a daily basis (Silva, Gimbert, & Nolan, 2000). The inability to discern whether teachers identified as leaders in the second and third waves were primarily classroom-based or non-classroom leaders is a significant

critique of this third wave of teacher leadership (Kelley, 2011; Wenner & Campbell, 2017).

Consequently, although some educators view teacher leadership as a formal administrative role, others view it as an opportunity to participate in school decision-making (Johnson & Donaldson, 2007). Dr. Jennifer York-Barr of the University of Minnesota and her colleague Karen Duke, a senior lecturer at Middlesex University, believe that teacher leadership can participate in professional society. Additionally, teachers can support, share, and concentrate on what is good for students and school improvement in a variety of areas, such as curriculum and instructions, thanks to the various roles they can play in the school community. Leadership is distributed and supported in this way (York-Barr & Duke, 2004).

As previously mentioned, teachers can be involved in areas like teaching-learning, learning circumstances, community service programs, school events, and student punctuality because they are the cornerstone of school success and the implementation of school decisions. Teachers must develop, carry out, and assess the guiding process in order to meet school goals. In the meanwhile, they require all-encompassing management that has faith in each worker's ability to establish specific objectives (Fuller, 2011). Additionally, the participative management approach offers characteristics that enable unrestricted communication and idea and opinion sharing among all subordinates. However, an administrator oversees the conversations, coordinating and motivating the participants and ensuring their stability and steadiness (Hariri et al., 2012). Dr. Kenneth Leithwood, an educational researcher and professor at the Ontario Institute for Studies in Education in Toronto, concurred with Hariri that everyone has the right to make decisions. They think that all parties involved

understand that work is a source of experience and that leaders must give them various forms of recognition in order to provide stability (Leithwood et al., 2019).

2.4 Forms of Teacher Involvement in Decision-Making

Teacher involvement in decision-making processes is essential for creating effective educational policies and practices that meet the needs of students and support teacher professional growth. This literature review explores various forms of Participation of teachers in decision-making based on current research, highlighting effective models and their impact on educational outcomes.

2.4.1 Collaborative Decision Making

Collaborative decision making involves teachers working together with administrators and other stakeholders to make decisions that impact the school community. This approach emphasizes shared responsibility and collective problem-solving (DuFour & Eaker, 2017). PLCs (Professional Learning Communities) are a common example of collaborative decision-making structures where teachers analyze data, discuss instructional strategies, and plan interventions to improve student learning outcomes (Vescio et al., 2008).

2.4.2 Professional Development Planning

Teachers are often involved in decision making related to professional development planning. When teachers participate in identifying their own learning needs, designing workshops, and selecting relevant training programs, the professional development becomes more targeted and meaningful (Wenner & Campbell, 2017). This involvement ensures that professional learning aligns with teachers' instructional challenges and supports their ongoing professional growth.

2.4.3 Curriculum Development

Teachers play an important role in curriculum development decisions. They offer insightful information into the effectiveness and relevance of existing curriculum frameworks and contribute to the design of new instructional materials and units (Leithwood et al., 2020). Collaborative curriculum planning sessions allow teachers to share best practices, integrate new pedagogical approaches, and ensure alignment with academic standards and student needs.

2.4.4 School Policy and Governance

Teachers participate in school policy and governance through various committees and leadership roles. For instance, teachers may serve on school improvement teams, advisory councils, or as department heads (Harris & Jones, 2019). These roles enable teachers to influence policies related to assessment practices, student behavior management, and school-wide initiatives, ensuring that policies reflect the practical realities of the classroom.

2.4.5 Budget and Resource Allocation

Involving teachers in decisions regarding budget allocation and resource management is crucial for supporting instructional programs and enhancing student learning environments (Blase & Blase, 2018). Participating in budget planning allows teachers to lobby for resources like instructional materials, technological advancements, and professional development opportunities that have a direct impact on their effectiveness as teachers.

2.4.6 Teacher Leadership Roles

Teacher leadership roles, such as instructional coaches, mentors, or lead teachers, empower educators to take on formal leadership responsibilities within their schools (Kaparou & Bush, 2016). These roles involve decision making related to instructional

practices, professional development initiatives, and school improvement strategies. Teacher leaders bridge the gap between administration and classroom teachers, ensuring that decisions are informed by classroom experiences and student needs.

2.5 Effective Models of Teacher Involvement

Distributed Leadership: Distributed leadership models distribute decision-making authority across various stakeholders, including teachers and administrators (Spillane, 2019). This approach promotes collective responsibility and leverages the expertise of teachers in improving school effectiveness. Distributed leadership approaches foster a culture of shared ownership and ongoing improvement by involving educators in decision-making processes.

Shared Governance: Shared governance structures ensure that teachers have a voice in high-level decisions that affect the entire school community (Fullan & Quinn, 2016). These structures typically include representation from teachers, administrators, parents, and community members, ensuring diverse perspectives in decision making. Shared governance promotes transparency, accountability, and collaboration in developing educational policies and practices.

Site-Based Management: Site-based management decentralizes decision-making authority to individual schools, giving teachers and school leaders more autonomy (Leithwood & Menzies, 1998). This model allows schools to tailor decisions to their specific contexts and needs, including curriculum development, budget allocation, and school improvement planning. Teachers involved in site-based management participate in decisions that directly impact teaching and learning outcomes.

General Influence of Teacher Participation in Decision Making: Research consistently shows that teacher participation in decision making positively impacts

teacher job satisfaction, professional development, and student achievement (Harris et al., 2018; Liu, 2020). Schools that prioritize teacher involvement in decision-making tend to have more collaborative cultures, higher levels of trust among staff, and better alignment between school policies and instructional practices.

Teacher involvement in decision making encompasses various forms, including collaborative decision making, professional development planning, curriculum development, school policy and governance, budget allocation, and teacher leadership roles. Effective models of teacher involvement, such as distributed leadership, shared governance, and site-based management, empower educators to contribute to meaningful and impactful decisions that enhance educational outcomes. By fostering a culture of collaboration and shared responsibility, schools can leverage the expertise of teachers to create supportive learning environments that meet the needs of all students

2.6 Factors Influencing Teachers' Decision-Making Participation

Teacher participation in decision making is recognized as important aspect of actual school management and improved educational outcomes. However, the extent and influence of teacher participation in decision making are influenced by various factors. This literature review examines the key factor influencing teacher involvement in decision making in schools based on recent literature.

School Leadership and Management Style: Teacher participation in decision-making is strongly influenced by school leadership. Recent studies highlight the importance of transformational leadership in promoting teacher participation. Transformational leaders who encourage collaboration, empower teachers, and foster a shared vision are more successful in engaging teachers in decision making (Kaparou & Bush, 2016; Leithwood et al., 2020). Conversely, autocratic leadership styles tend to restrict teacher involvement and diminish their influence on school policies (Blase & Blase, 2018).

Organizational Culture: A school's organizational culture plays a critical role in facilitating or hindering participation of teachers in decision-making. A positive, inclusive, and collaborative culture encourages teachers to participate actively (Deal & Peterson, 2016). Recent research by Fullan and Quinn (2016) emphasizes that a culture of trust and mutual respect is essential for meaningful teacher involvement. Conversely, a hierarchical or rigid culture can stifle teacher participation (Schein, 2010).

Professional Development Opportunities: Continuous professional development is vital for equipping teachers with the skills and confidence to engage in decision making. Training in leadership, collaboration, and problem-solving enhances teachers' ability to participate effectively (Harris & Jones, 2019). Recent studies indicate that professional development programs that focus on these areas lead to higher levels of teacher involvement in decision-making processes (Wenner & Campbell, 2017).

Teachers' Perceived Autonomy and Agency: Teachers' perceptions of their autonomy and agency significantly impact their involvement in decision making. When teachers feel they have control over their work and can influence school policies, they are more likely to engage actively (Pearson & Moomaw, 2005). Recent research by Liu (2020) supports this, showing that perceived autonomy is positively correlated with teacher participation in decision making.

Trust and Communication: Trust between teachers and school administrators is a crucial factor affecting teacher involvement. High levels of trust foster open communication and collaboration, enabling teachers to share their ideas and opinions freely (Tschannen-Moran & Gareis, 2015). Effective communication channels are essential for facilitating teacher involvement in decision making (Fullan, 2016).

Teacher Workload and Time Constraints: Teacher workload and time constraints can significantly impact their ability to participate in decision making. High workloads and limited time can prevent teachers from taking on additional responsibilities related to decision making (Smylie, 1992). Recent studies by Richards and Hemphill (2018) suggest that reducing administrative burdens and providing dedicated time for collaborative planning can enhance teacher involvement.

School Size and Structure: The size and organizational structure of a school can also influence teacher involvement in decision making. Smaller schools and those with flatter organizational structures tend to facilitate greater teacher participation compared to larger schools with more hierarchical structures (Leithwood & Jantzi, 2009). Recent findings by Spillane et al. (2019) indicate that decentralized decision-making structures are more conducive to teacher involvement.

External Policies and Accountability Pressures: External policies and accountability measures can either support or hinder teacher involvement in decision making. Policies that promote decentralization and school-based management encourage greater teacher participation (Spillane, 2019). However, stringent accountability pressures and top-down mandates can restrict teachers' ability to influence decisions (Ball, 2003). Recent literature by Harris et al. (2018) underscores the importance of balancing accountability with professional autonomy to foster teacher involvement.

Teacher involvement in decision making is influenced by a complex interplay of factors, including leadership style, organizational culture, professional development opportunities, perceived autonomy, trust, communication, workload, school size, and external policies. Understanding these factors can help school administrators create

supportive environments that encourage active teacher participation in decision making, ultimately leading to improved educational outcomes.

2.6.1 Teachers Involvement in Decision Making

Teacher involvement in decision making is a fundamental aspect of school governance that can lead to improved educational outcomes and teacher satisfaction. This literature review examines the various ways in which teachers are involved in decision-making processes within schools, drawing on recent research to highlight effective practices and models.

Instructional Decision Making: Teachers are frequently involved in decisions related to curriculum development, instructional strategies, and assessment methods. Research by Leithwood et al. (2020) indicates that when teachers participate in these areas, they can tailor instruction to better meet student needs, leading to enhanced learning outcomes. For example, collaborative curriculum planning sessions allow teachers to share best practices and develop cohesive instructional plans that align with school goals.

Professional Development: Teacher involvement in selecting and designing professional development programs is crucial. Wenner and Campbell (2017) found that when teachers help identify their professional development needs and contribute to the planning of these programs, the training is more relevant and effective. This involvement ensures that professional development activities are directly aligned with teachers' instructional challenges and professional growth goals.

School Policy and Governance: Teachers participate in school policy and governance through various committees and leadership roles. According to Harris and Jones (2019), teachers who serve on school improvement teams, advisory councils, or as department

heads play a dire role in shaping school policies and practices. This involvement not only empowers teachers but also ensures that policies reflect the practical realities of the classroom.

Administrative Decision Making: Teachers' involvement in administrative decisions, such as budget allocation, resource management, and scheduling, is essential for creating a supportive teaching environment. Research by Blase and Blase (2018) shows that when teachers contribute to these decisions, it leads to more efficient use of resources and better support for instructional programs. Involvement in budgeting, for instance, allows teachers to advocate for necessary materials and resources that directly impact their teaching effectiveness.

Teacher Leadership Roles: Teachers often take on formal leadership roles that involve decision making, such as instructional coaches, mentors, or lead teachers. Kaparou and Bush (2016) found that these roles allow teachers to influence school-wide instructional practices and mentor their peers, fostering a culture of continuous improvement. Teacher leaders bridge the gap between administration and classroom teachers, ensuring that decision-making processes are informed by classroom experiences.

Collaborative Decision Making: Collaborative decision-making models, such as Professional Learning Communities (PLCs), involve teachers working together to analyze data, discuss instructional strategies, and plan interventions. According to DuFour and Eaker (2017), PLCs provide a structured framework for teachers to engage in collective decision making, leading to more coherent and effective instructional practices.

2.6.2 Models of Teachers Participating in Decision-Making

Distributed Leadership: Under the distributed leadership paradigm, administrators and teachers share leadership duties. Spillane (2019) suggests that this model promotes collective responsibility and leverages the strengths of individual teachers. In distributed leadership models, decision-making authority is decentralized, allowing teachers to have a significant impact on school policies and practices.

Shared Governance: Shared governance involves teachers in formal governance structures, such as school boards or governance councils. This model, as described by Fullan and Quinn (2016), ensures that teachers have a voice in high-level decisions that affect the entire school community. Shared governance structures typically include representatives from various stakeholder groups, ensuring diverse perspectives in decision making.

Site-Based Management: Site-based management decentralizes decision-making authority to individual schools, giving teachers and school leaders more autonomy. Leithwood and Menzies (1998) assert that this model enables schools to customize choices to their unique requirements and circumstances. Teachers who take part in site-based management have a say in decisions about school policies, curriculum, staffing, and budget.

2.6.3 Teacher Involvement in Decision Making and Its Influence on Learning and Teaching

Teacher involvement in decision making within schools is increasingly recognized as a crucial element in enhancing educational outcomes. This literature review explores current research on the impact of teacher participation in decision making on teaching practices and student learning. Participative decision making (PDM) involves teachers in the formulation of policies and practices that affect their work and the school

environment. This approach is based on the belief that those who are directly involved in implementing decisions are best positioned to understand the implications and practicalities of those decisions (Bush & Glover, 2014).

Research shows that teacher involvement in decision making leads to improved teaching practices. When teachers participate in decisions related to curriculum design, instructional strategies, and assessment methods, they are more likely to feel empowered and committed to implementing these decisions effectively. A study by Shen et al. (2020) found that teachers who are involved in decision making are more innovative and proactive in their teaching approaches, leading to higher student engagement and achievement.

Teacher involvement in decision making has been linked to higher levels of job satisfaction and retention. Involving teachers in meaningful decisions can reduce feelings of alienation and increase their sense of professional fulfillment. This is supported by research from Ingersoll and Collins (2018), who reported that schools with high levels of teacher participation in decision making had lower turnover rates and higher levels of teacher job satisfaction. Engaging teachers in decision making processes also contributes to their professional development. According to Harris and Jones (2019), when teachers are given opportunities to participate in leadership roles and decision-making processes, they develop critical thinking, problem-solving, and leadership skills. This professional growth enhances their teaching effectiveness and positively impacts student learning outcomes. Studies have shown a direct correlation between teacher involvement in decision making and student academic performance. When teachers have a say in instructional and curricular decisions, they can tailor these to better meet the needs of their students. Leithwood et al. (2020) found that schools with high levels of teacher participation in decision making showed significant

improvements in student academic achievement compared to schools with lower levels of teacher involvement.

While the benefits of teacher involvement in decision making are well-documented, there are challenges to its effective implementation. One major challenge is the need for a supportive school culture that values and acts on teacher input. Research by Blasé and Blasé (2018) highlights that without genuine support from school leadership, efforts to involve teachers in decision making can be superficial and ineffective. Additionally, the extent to which teachers are involved can vary significantly between schools and districts. A study by Hallinger and Heck (2019) pointed out that in some contexts, teacher involvement is limited to minor decisions, while in others, teachers play a central role in shaping major school policies. The impact of teacher involvement is most pronounced when they are engaged in significant and meaningful decision-making processes.

In conclusion, the involvement of teachers in decision making is crucial for improving teaching practices and student learning outcomes. Current literature indicates that participative decision making enhances teacher job satisfaction, professional growth, and student academic performance. However, the effectiveness of these processes is contingent on the presence of a supportive and collaborative school culture. School leaders should strive to create environments that genuinely value and utilize teacher input to maximize the benefits of participative decision making.

2.7 Empirical Review

2.7.1 Decision-making and Teacher Involvement

In a school setting in Papua New Guinea, Najike, McRobbie, and Lucas (2012) conducted a study to ascertain the motivation and attitudes of science teachers toward their work. One of the main conclusions was that instructors' motivation was impacted

by their lack of say in decision making, and that the quality of instruction as a result of increased motivation was a significant factor in better educational experiences and results. The study came to the conclusion that little was known about instructors' attitudes toward their work. Poor terms and conditions of employment included pay, a system of allowances, and other advantages like housing, professional support, training, and supervision of in-school and regional education centers. However, the study ignored public secondary school teachers generally and only looked at science teachers. In order to close this gap, the current study examined how secondary school teachers' involvement in decision-making affected their motivation for their jobs in Kenya's Nyeri, Nairobi, and Kajiado counties.

Mualuko, Mukasa, and Achoka (2009) conducted a study to assess the degree of participatory decision-making among teachers in Kenya's Makueni District and found that teachers wanted to be more involved than they are now. They came to the conclusion that teachers, who are responsible for maintaining instruction, putting school policies into practice, and co-organizing school events with headteachers, are among the most crucial groups to include in decision-making in schools. They advise that stakeholder involvement in decision-making is crucial because of the increasing recognition of the need for reliable, informed input in administrative decision-making from different organizational levels. The investigation was limited to the Makueni District. This might not accurately reflect the situation in all of Kenya's public secondary schools. The current study expanded its scope to include three Kenyan counties Nyeri, Nairobi, and Kajiado in order to solve issue. Although the study examined the degree of decision-making participation, it was unable to demonstrate how it affected motivation, which is what the current study aimed to determine.

In Taiwanese public secondary schools, Chen and Silverthorne (2008) studied how locus of control affected job stress, job performance, and job satisfaction. The results shed light on the causes of instructors' lack of involvement in decision-making. The respondents gave a wide range of reasons, such as mistrust, conflict among coworkers, victimization, headteachers' double standards, fear, and the principal's opinion. Delegation, team building, empowerment, motivating, collective standard-setting, avoiding witch-hunting, open administration, and inclusion 26 throughout the decision-making process were among the methods they indicated that could allow people to actively participate in decision-making. However, the study was carried out in Taiwan, which might not accurately represent the situation in Kenya; thus, the current study. Additionally, the study made the assumption that educators don't take part in decision-making. Because the Kenyan educational sector has policies that ensure the same, the current study concentrated on the level of involvement.

A study by Dewettinck and Ameijde (2011) examined how staff perceptions and behavioral intentions among Indian primary school teachers were impacted by leadership empowerment behavior. Teachers were asked to indicate their involvement in several areas in an effort to determine whether they were participating in the decision-making process. It is ineffective for teachers to participate in financial decision-making. According to the findings, headteachers believe that teachers are not prepared to manage financial matters in the school, which is why the majority of teachers felt excluded from financial choices. The head teachers were uncomfortable include teachers in financial decisions, according to their interviews. However, the study was conducted in India, with primary schools as its target demographic. The target demographic for the current study was public secondary schools in Kenya. Involvement in financial problems was also considered, but the current study

concentrated on a number of other topics, including curriculum and instruction, community relations, student affairs, human resource management, and physical resource management.

Ejaz, Khalid, and Raza (2011) examined the participation of employees in the decision-making process of the telecom industry in Pakistan- both in practice and in their imagination. They found that the climate of organization, management approach, treatment of previous decisions, and employee expertise was a potent factor that determined participation. Organizational structure, nature of work and communication were also of importance. Interestingly, the physical facilities have not been perceived as a big obstacle, though some minority of the respondents believed so. Their research was conducted in a business, as opposed to an educational setting hence the necessity of the current study.

Wall and Rinchart (2009) discovered that instructors in Brooklyn's secondary schools were not given equal access to decision-making chances. Although they were largely involved in carrying out the decisions that had previously been made, teachers did have some involvement in areas such as curriculum, extracurricular activities, and their own well-being. Many wanted to participate in the entire process rather than simply the conclusion. Rather, parents' associations, boards of management, and head teachers frequently created rules that teachers were forced to follow against their will. It is not possible to presume that the findings of this study apply to Kenya because it was conducted in a completely different environment, New York, with its sophisticated economy. Furthermore, an important aspect of this study that was overlooked was how participation affects teachers' motivation.

In his research on organizational designs for excellence in New Delhi, India, Khandwalla (2009) makes the case that the participatory mode places a strong emphasis on a certain level of equalization power, allowing even subordinates to participate in decision-making. Additionally, Khandwalla enumerated the following crucial aspects of the participatory management mode: Free and open discussions between all parties; sharing of information and ideas among the group; everyone's right to participate and voice their opinions in school; the tradition of everyone speaking up; emphasis on reaching consensus on decisions that take into account the real concerns of all decision-making participants; coordination and control vested in the entire group rather than the boss; and fitting in with a group and helping to determine its future are all major sources of motivation. Since the study's focus was outside of public secondary schools, its findings might not apply to the same, which is why the current study is necessary. Huang, Iun, Liu, and Gong (2010) assess how Chinese manufacturing companies' work performance is affected by participative leadership. The findings included a summary of some essential elements of the participative management approach, such as: a manager aligns the work of their own group with that of their subordinates; work (charge) is assigned; a manager diverts problems from the subservient path; work can serve as a basis for praise or criticism depending on manageable circumstances (manager and management); and participation in decision-making at all levels. Everyone takes part in the decision-making process; rewards are used to encourage employees; and people learn to pursue more responsibility rather than just accepting it. The study focused on the manufacturing industry, which is different from the education sector and particularly public secondary schools; hence, the present study.

Mualuko, Mukasa, and Judy (2009) evaluated the extent of teacher participation in decision-making in Kenya in comparison to their desired level of 29 participation and

concluded that teachers' involvement in curriculum and educational planning is crucial to program improvement and that teachers' involvement in the process of school program change and improvement is crucial. Because they have direct experience with students, curricula, and school operations, teachers are in a good position to identify issues in the classroom and within the institution and to come up with workable solutions (York-Barr & Duke, 2004; Harris & Muijs, 2005). Their perspectives frequently better capture the realities of school life than those of outside administrators or legislators since they are actively involved in the teaching and learning processes (Lieberman & Miller, 2011). They came to the conclusion that holding frequent teacher meetings at the school to discuss textbook content analysis, ideas, appropriate decisions, educational issues, and the creation of annual plans would raise teachers' awareness of the use of new technology in the classroom and, ultimately, improve student progress. The current study adopted a descriptive research design approach, whereas the previous study used an ex-post factor research design. Although the study examined teachers' decision-making involvement, it did not connect it to job motivation, which is the current study's main focus. Teachers reported higher desired involvement levels and lower actual involvement levels in managerial issues, particularly those related to selecting the school's administrative structure and organization, selecting teacher evaluation procedures, evaluating teams or subject departments, selecting team leaders or departmental chairpersons, hiring new faculty, establishing broad school policies, and updating and setting school goals, according to Robertson's (2013) study on the politics of self-management, devolution, and post-Fordism in Canadian secondary schools. The current study was conducted in Canada, which may have significant variations from Kenya in terms of the daily management and operations of the schools.

Steyn (2010) evaluated the influencing of teacher empowerment on South African principals' leadership roles. According to the study, teachers were most willing to participate in decisions pertaining to curriculum and instruction and least willing to participate in decisions pertaining to general administration. According to Steyn, teachers' expectations and preferences differed significantly between decision domains and between teachers themselves. Participation from teachers was thought to boost commitment to decisions and motivation for making them. The study was based on a different context, South Africa, while the Kenyan literature on the same is rather scanty; hence, the present study. The current study addressed that gap by focusing more specifically on areas that teachers should be involved in, such as student affairs and human resource management. In the decision-making domains of objectives and goals, mission, curriculum, student progress assessment, and communication, Parnell and Crandall (2011) compared the intended and actual participation of Latin American teachers. Although actual involvement varied by issue, teacher rank, and level of education, the study found that most teachers' actual participation in decision-making was lower than their desired participation. The study was based on a different context Latin America whereas there isn't much literature on the same topic in Kenya, which is why this study was conducted. Teachers' participation in decision-making, which the researcher believes is more important, was the main focus of the current study rather than their position. Parnell (2010) used more than 45 decisions on 31 subjects to further examine the tendency for participatory decision-making in Latin America with regard to Peru and Mexico. The findings showed that real teacher participation in decision-making was much lower than the planned level. Parnell (2010) described the situation where teachers' participation in decision-making was more common in practice than expected using the deprivation-decision notion. Teachers were far less able to

participate in decision-making in the individual managerial level domain than in the technical domains. All three levels of decision-making involvement group, individual, and school were in the deficiency state. The individual's technical domain had the highest level of instructor participation. Latin America served as the study's alternative context. The goal of the current study was to ascertain the degree of teacher involvement in decision-making across three socioeconomic contexts in public secondary schools.

Teachers seemed to want more control over technical (operational) decisions related to direct student instruction than did management (strategic) school administration, according to Rotenberry and Moberg's (2007) evaluation of the effect of job participation on college instructors' performance in the United States. Teachers did admit, though, that they were not given as much decision-making power in the organizational domain as they were in the personal one. In this sense, they felt that they ought to have more authority over choices that drew lines between the organization and the classroom, like those concerning grading guidelines, reporting protocols, and student rights. The current study is to examine whether this condition varies in Kenya, while the prior study focused on colleges rather than high schools.

According to Scott-Ladd and Chan's (2014) study of the relationship between emotional intelligence and decision-making participation among secondary level teachers in New Zealand, teachers' ability to influence decisions and the content of these decisions may be essential for having teachers truly become leaders in schools by influencing the decision-making process and encouraging the shifting of their active participation in the direction of teacher leadership.

The study also made the case that teacher leadership possibilities and their advantages can be increased when educators participate in a truly meaningful shared decision-

making process that inspires them to lead as well as participate. The current study aimed to determine how the same holds true in Kenya while taking into account the two distinct environments. The current study has established that shared leadership can be established through participative decision-making.

Too (2009) used a nearby secondary private school to evaluate Hong Kong's teachers' involvement in decision-making. The study discovered that emotional arousal, situational belief, personal goals, and capacity all contribute to a stronger commitment to decision-making and the synthesis of organizational and individual objectives. The study came to the conclusion that instructors need to exercise effective leadership in addition to taking part in decision-making. They must therefore be given the authority to do so. However, the study's background differs from that of Kenya because it concentrated on private schools and ignored other areas in which teachers should be involved, which is what inspired the current investigation.

Teachers should be involved in this process when they have a personal stake in the outcome, have the expertise to contribute to the solution, and can be trusted to make decisions that are best for the organization, according to Selart's (2005) study on locus of control in consultative decision-making among secondary schools in the Philippines. The quality of the choice being made as well as the acceptance and commitment of subordinates to carry it out impact its effectiveness, which makes participation in workplace decision-making crucial. The study used a case study design, which is more limited in scope than the survey used in this investigation.

Ahsan, Abdullah, Fie, David, and Alam (2009) explored the relationship between job stress and job satisfaction among university staff in Malaysia. Their study revealed four key factors shaping teachers' willingness to participate in decision-making: the quality of the principal teacher working relationship, the norms guiding collaboration among

teachers, teachers' perception of their own capacity to contribute to or make decisions, and their sense of responsibility and accountability in working with students. These factors highlight important dynamics that deserve further study, particularly in relation to how they influence student outcomes and teachers' long-term commitment to their institutions. However, the study was conducted within a Malaysian university context, which differs significantly from Kenya. While their work focused on university staff, the present study shifts attention to secondary school teachers in Kenya, making the investigation both contextually and institutionally distinct.

Akiri and Ugborugbo (2009) conducted a review of literature on teacher effectiveness and student performance in public secondary schools in Delta State, Nigeria. Their findings showed that the evidence linking teacher participation in decision-making to student achievement remains inconclusive. This lack of clarity largely stems from the absence of a common understanding of what participative decision-making entails, who exactly is involved in decision-making, the categories of decisions under consideration, and the measures of effectiveness, motivation, and control applied across studies. Consequently, the literature points to the need for further research into how teachers' involvement in decision-making relates to other factors particularly their level of organizational commitment. By raising questions about the influence of participative decision-making on broader job-related issues, the study highlighted a gap that warrants the present investigation. Unlike their desktop review, the current study adopts a descriptive research design, thereby offering a more empirical approach to examining these issues.

Bogler and Somech (2014) examined how teacher empowerment influences organizational commitment, professional commitment, and organizational citizenship behavior in schools in the United Kingdom. Their study identified three organizational

levels of participation within school-based management: the individual level, which involves decision areas directly related to classroom teaching; the group level, which covers decisions linked to the functioning of departments, subject areas, and grade levels; and the school level, which encompasses broader issues such as school goals, budgeting, and personnel. The study highlighted the need for further research into how teacher decision-making interacts with other factors, particularly in relation to student achievement. However, the study was situated in a developed economy and concentrated on decision-making and student outcomes. By contrast, the present study shifts the focus to the relationship between teacher decision-making and job motivation within the Kenyan secondary school context.

Research work by Akuoko, Dwumah and Ansong (2012) examined the participation of teachers in decisions and its influencing on their performance in some of the public secondary schools in the Ashanti Region of Ghana. Their research indicated that the teachers had to change their attitudes and beliefs toward their roles outside the classroom and to think differently about what could be done in the school governance. Nevertheless, it emerged from their study that other teachers were not able to cope with these new expectations and some of them refused or resisted taking up new decision-making responsibilities. This observation is in line with previous researches that highlight the importance of beliefs and dispositions of teachers in developing their readiness to participate in leadership and reform-based actions (Harris, 2003; Lieberman and Miller, 2004). Likewise, Muijs and Harris (2007) have contended that the leadership of teachers and their involvement in decision making involves change of traditional hierarchical forms of leadership to more distributed and collaborative forms of leadership.

The results of Akuoko et al. (2012) thus accentuate the existing deficiency of suitable attitudes and beliefs in regards to participatory leadership in the teaching profession, and thus reflect the necessity of in-service training and retooling programmes to assist teachers in reformulating the skills, roles and attitudes that are required in making decisions together (Frost & Durrant, 2002; Katzenmeyer and Moller, 2009). As Leithwood et al. (2007) point out, this shift will depend on how much schools cultivate a professional culture that gives teachers agency and influence over decision-making. However, because Akuoko et al. (2012)'s research was limited to Ghana's Ashanti Region, its findings are not as broadly applicable as they could be. The current study, however, provides a broader and more representative picture of teacher participation in decision-making and the appropriate amount of that participation because it encompasses three counties with different socioeconomic backgrounds (York-Barr & Duke, 2004; Wenner and Campbell, 2017). Appelbaum (2013) investigated the role of participation in decision-making on teachers' job satisfaction and commitment in Amsterdam. The study revealed that shared decision-making requires each school to establish a site-based management committee composed of teachers, parents, and principals. This committee's role is to engage collaboratively in decision-making processes aimed at improving student achievement. The findings further showed that when principals involve teachers in decision-making, they help to prevent potential conflicts that may arise from individual differences. In addition, such shared responsibility allows principals to distribute both authority and accountability more effectively, as mandated by institutional structures. While insightful, this study was situated in Germany, a developed economy, making its context different from that of Kenya.

Bhatti (2011) investigated how direct teacher participation affected organizational commitment in private schools in New Delhi and discovered that by cooperating, principals and teachers can gauge each other's performance and understand expectations. If well implemented, this participatory decision-making can be a major factor that contributes to the stability of the school. According to the study, the degree to which the school can create an atmosphere where people can relate to one another in an open and trustworthy manner will determine how well the school's goals are met. The current study concentrated on public secondary schools in Kenya, while the previous study concentrated on private schools in India. The goal of the current study was to determine the motivational levels that teachers achieve through participatory decision-making, which in turn improves teacher performance. Burnes (2014) evaluated the decision-making practices of Manchester school principals and discovered that shared authority necessitates that the leaders share their governing duties with the teachers. Participatory decision-making, in which teachers are invited to participate in school decision-making in varying degrees and in various methods, is the same as shared governance. Although the majority of school principals make decisions alone, the study also found that some do engage their subordinates before making most judgments, while others involve teachers and make decisions jointly. This latter phenomenon has been appropriately labelled as participatory decision-making. The United Kingdom, a developed economy distinct from Kenya, served as the study's base. Although the study focused on shared governing responsibilities, it was vague about the roles that the current study is addressing.

2.7.2 Teacher Participation in Decision-making and Job Motivation

Uba-Mbibi and Oluchi (2013) studied the connection between decision-making, job satisfaction and the performance of teachers in junior secondary schools in Abia State,

Nigeria. Their paper has indicated some of the important advantages of participatory decision-making. First, group decision-making offers more access to a wider range of information than the individual members would have had separately and leads to more informed and balanced decisions. Second, teacher involvement in the decision-making process means that teachers are more likely to be more accepting and committed to the decisions thus becoming more motivated to put the decisions into practice. Lastly, groups are likely to have bolder risks compared to individuals hence, they are likely to give innovative and dynamic solutions to problems. Although this paper provided valuable information, it was carried out in the Nigerian scenario. The current research, though, takes Kenya as the center of interest with special attention to the effects of teacher involvement in decision-making on their motivations.

In Manila, the Philippines, Kim (2012) studied teachers' job satisfaction and participative management. She discovered that group decision-making can improve decision quality, implementation and acceptance, staff morale, teamwork and commitment, and trust, all of which can lead to increased school effectiveness. Additionally, the study demonstrated how participatory management promotes professional development and organizational learning by giving administrators and teachers the opportunity to learn new interpersonal and problem-solving techniques (Kim, 2012). These results are consistent with past research indicating that teacher participation in decision-making fosters ownership of institutional goals, empowerment, and teamwork (Somech, 2010; Bush, 2011).

However, the socioeconomic and cultural background of Manila, where Kim's (2012) research was carried out, is very different from the educational setting in Kenya. While Kenyan schools frequently deal with issues including scarce resources, centralized decision-making, and hierarchical management structures, the Philippine context

represents an urbanized, bureaucratic school system with comparatively significant resource availability (Waweru & Orodho, 2014). Given that socioeconomic realities and governance models may influence collaboration and decision-making dynamics differently in Kenyan educational settings, these contextual variations support the need for additional study on teacher leadership and participatory management (Gichohi, 2015).

In their study on South African teachers' engagement in decision-making processes, Wadesango and Bayaga (2012) discovered a substantial association between teacher empowerment and self-efficacy. Their research showed that teachers' motivation, goals, cognitive abilities, and even physical health are all adversely impacted by lower self-efficacy, which is a direct result of lower empowerment. Because they believe their efforts are futile, teachers who have low self-efficacy frequently feel helpless and are less inclined to take initiative or look for solutions to problems (Bandura, 1997; Wadesango & Bayaga, 2012). This is consistent with social cognitive theory, which holds that effort, perseverance, and resilience in the face of adversity are largely determined by one's sense of self-efficacy, or the conviction that one can complete tasks effectively (Schunk & DiBenedetto, 2020).

Even though Wadesango and Bayaga's (2012) study offers insightful information in the South African context, sociocultural and institutional variations call for additional research in other African contexts. Therefore, the current study was carried out in Kenya, where there are notable differences between South Africa and Kenya in terms of educational governance, resource distribution, and teacher involvement.

In a similar vein, an Iranian study by Hava and Miskel (2013) showed that giving teachers a say in educational decisions greatly improved their professional abilities and motivation for their jobs. According to their research, teacher participation fosters a

sense of commitment and belonging, which raises performance and satisfaction levels. These results are corroborated by other academics who contend that participatory management improves institutional cohesion and collective efficacy in addition to raising teacher motivation (Somech, 2010; Bush, 2011).

The current study, which was carried out in Kenya, found that including teachers in decision-making processes improves their commitment and motivation for their jobs, which is in line with these earlier findings. Teachers feel appreciated, trusted, and accountable for accomplishing school objectives when they are given the opportunity to participate in institutional governance; these elements work together to promote long-term professional development and better educational results (Leithwood & Jantzi, 2006; Fullan, 2014).

Keung (2008) conducted extensive structural equation modeling research on the impact of shared decision-making on the enhancement of teachers' job development in Hong Kong. The findings showed that teachers felt deprived in all decision domains, even though they had a stronger desire to participate in instructional decisions than in managerial and curriculum domains. Furthermore, the findings showed that involvement in managerial and curriculum decisions was associated with employment motivation, while involvement in curriculum decisions was associated with commitment. Commitment and job satisfaction were not associated with involvement in instructional decisions. Additionally, it was discovered that the only factor that predicted job commitment was involvement in curriculum selection domains, whereas the only factor that determined workload was involvement in instructional domains.

With an emphasis on Islamic Azad University, Kazempur (2010) compared the desired and actual circumstances of less experienced and experienced teachers in the curriculum planning process. They discovered a strong link between teachers'

involvement in educational affairs and their professional abilities as well as their performance afterward. The current study was conducted since the previous study was unable to establish a connection between motivation and teachers' involvement in educational activities. Fathi (2014) investigated the viability of involving teachers in the preparation of the Persian, Iran, and educational system's curriculum and demonstrated that doing so significantly improves their professional development. Others, however, pointed out that the issue lies in the execution of choices rather than their formulation. The 60 study however failed to link the teachers' participation to motivation, hence the present study.

In Texas, Taylor and Bogotch (1994) studied the school level consequences of teacher involvement in decision-making. Their results showed that they did not actually improve the teacher or student performance and the teachers continued to have an under-presenting feeling of involvement in the decision-making process, even in a reform district. These findings are contrasted with a number of other studies that have been reviewed hence giving impetus to the current research.

Wagner (2014) also studied the impacts of teacher involvement on performance and satisfaction by conducting a desktop review. Study findings showed that participation encouraged teachers to be more accountable to the school processes, helped them feel ownership of change and offered them avenues to use their expertise in the formulation of school policy. Engagement in decision-making by the teachers was also perceived as a tool of building relationships between the teachers and the administrators and a substitute school management tool, which was aimed at change. Nevertheless, whereas the Wagner work used a desktop design and focused on the extent to which participative decision-making could establish school ownership, the current study uses a descriptive design. It also narrows down to the Kenyan context, as to how much teachers are

actually participatory in various aspects of decision-making, particularly since the Kenyan policy framework makes it explicit that teachers can be involved in its various aspects.

In the selected secondary schools in Tennessee Education||, Williams (2000) researched on the perceptions of the teachers towards the effectiveness of principals and discovered that involvement of teachers in decision-making empowers them too as the abandonment of them in decision-making was a supposition that they were untapped resources with experience, knowledge and interest in participating. Staffs must provide structures and avenues of their participation. Wilkinson further anticipated that participative decision making is likely to enhance quality of decisions besides enhancing job motivation and gains that can be made to the worker job satisfaction and higher efficiency to the principal. In brief a win situation is sustained. The research was premised in Tennessee and the current examined the Kenyan scene. Nevertheless, the study had an interest in the perception of teachers about how the principals engage them but the present study also concentrated on the approaches used by the principals to engage teachers as they influence the degree of engagement.

Knoop (1995) compared influence of participative decision-making on job satisfaction and organizational commitment of school principals in Turkey and found that when teachers were involved through a decentralized model, they were less inclined to report their satisfaction with that issue, but when they were not motivated, they flooded and expressed greater satisfaction with both issues and at symmetry stated that they were more committed. In that case, a simple increase in engagement in making choices in total terms can be counter-productive.

Overall, they however, found that permitting teacher involvement in decision-making alleged to lead to a more contented teacher with increased dedication to organizational

objectives, although exceptions were observed. The two articles were framed in settings that are not the same as Kenya therefore the current study. Also, the present research aimed to discover the degree of motivation as an outcome of decision making participation that this research had not examined.

Mark (1992) examined the role of participation in decision-making among the teachers with emphasis on the evaluation of willingness to participate in Chicago. In the effort to understand more about a teacher who wants to participate in decision-making, the research used four 63 categories of teacher involvement in decision-making: disenfranchised (desired but not involved), empowered (desired and involved), disengaged (neither desired nor involved), and involved (involved but no desire). The research attempted to establish what was believed to be a poor understanding of the teacher involvement dimension qualities. They further determined that the most appropriate difference between low and high participation groups was the principal and evidence of job satisfaction, and that the most probable discriminant variable among teachers was that of teacher effectiveness. This study did not highlight the importance of the principal in involving teachers in decision-making that the current study is addressing because the style employed by the principal would define how much the teachers would participate.

Mustafa and Othman (2010) examined the impact of work motivation on the performance of the teacher in the work at Pekanbaru senior high schools, Riau Province, Indonesia|| and discovered that teachers are more motivated as leaders and thus commit more to change. The research also determined that one way through which teachers led outside the school and classroom was shared decision-making. This farfetched participation and impact enhanced their duty to systematic change and allowed them to be more powerful and effective teachers. The emphasis of participation in decision-

making has over time changed its orientation on coopting teachers to leading teachers. The research had been conducted in Indonesia, which is an alternative setting to Kenya, therefore, the current study. To make the participation of the teachers effective, there is need to determine that the style being adopted by the principal is acceptable to the teachers which is being addressed by this current study.

Latham (2010) examined site-based management in educational leadership in Indonesia and discovered that one of the primary reasons why this reform has become so popular is that it is more likely to decentralize school decision-making, and, therefore, enhance student performance. Engaging the teachers in the decision-making process will alter the way schools are run because the power will be taken out of the hands of the central office or administration and distributed among teachers, principals and in some cases, parents. The study did not show a definite relationship between participation and teacher motivation therefore the current study.

2.8 Chapter Summary

This chapter navigates the work of various scholars in the field of teacher involvement in decision making and its impact on teaching and learning. The specific context of the study is Effutu Municipality. The key outline of the chapter includes theoretical and conceptual framework and empirical studies. The next chapter (Chapter Three) dilates on the methodology of the study.

CHAPTER THREE

METHODOLOGY

3.0 Overview

The previous chapter deals with the review of related literature to the study. It contains the theoretical framework of the study, conceptual reviews, and empirical reviews. This chapter contains information about the research methodology. The study area, study population, research methodology, research design, research philosophy or paradigm, sample size and sampling processes, research tools, validity and reliability, data collecting and analysis procedures, and ethical considerations are all specifically covered.

3.1 Research Philosophy

This study employed the pragmatist paradigm as its philosophical underpinning. Pragmatism does not adhere to a particular system of philosophy and reality but rather emphasizes on what works in order to address research questions (Teddle and Tashakkori, 2009). This research is underpinned by the pragmatic worldview, formulated around research questions with the view of answering them using various methods deemed appropriate, aiming to produce results that benefit stakeholders (Babbie, 2015).

The pragmatic approach was chosen because it allows for the use of both positivist and interpretivist methods to gather data on teachers' involvement in decision-making in public basic schools. Pragmatism concerns itself with practical outcomes and determining the meaning of things (Shannon-Baker, 2016). It emphasizes communication and shared meaning-making to create practical solutions to social problems (Shannon-Baker, 2016). Pragmatism is grounded on the principle that

theories can be both contextual and generalizable by examining their "transferability" to other circumstances. Researchers adhering to pragmatism tend to balance subjectivity in their judgments with objectivity in data collection and analysis. Pragmatism is seen more as an "approach" rather than a strict paradigm, offering precise ideas on what constitutes knowledge but not providing a comprehensive worldview (Biesta, 2010).

The pragmatic paradigm is especially suitable for this study because it supports the use of mixed methods to address complex research problems. It allows researchers to employ both quantitative and qualitative approaches, using the best techniques and procedures to solve the problem at hand (Rahi, 2017). Pragmatism bridges the gap between empirical scientific approaches and interpretative research theories (Tashakkori & Teddlie, 2003). Johnson and Onwuegbuzie (2004) argue that quantitative and qualitative approaches can efficiently synchronize within a single study. By adopting a pragmatic and pluralist position, researchers can improve communication among diverse paradigms to advance knowledge (Tashakkori & Teddlie, 2010).

Despite its strengths, the pragmatic approach has some weaknesses. One major weakness is that it does not provide a comprehensive worldview, which can lead to inconsistencies in theoretical grounding. Additionally, the flexibility in choosing methods can sometimes result in a lack of coherence in the research design. There is also the risk of overemphasizing practical outcomes at the expense of theoretical depth. Nevertheless, the pragmatic paradigm was chosen for this study because it is the most applicable for focusing on the research problem in social science research and using pluralistic approaches to extract information. This flexibility is important for exploring the multifaceted issue of teachers' participation in decision-making in public basic

schools, allowing for a thorough and nuanced understanding of the problem (Tashakkori & Teddlie, 2010).

3.2 Research Approach

This study employed a mixed-method approach, combining both qualitative and quantitative methodologies (Tashakkori & Teddlie, 2010). Mixed methods research involves the collection, analysis, and integration of quantitative and qualitative data within a single research endeavour or across multiple studies. The underlying premise is that the synergistic application of both quantitative and qualitative methods enhances the understanding of research issues beyond what each approach can achieve independently (Creswell & Plano Clark, 2018). Andrew and Halcomb (2006) emphasized that the mixed-method approach does not seek to replace either qualitative or quantitative research but aims to leverage the strengths of both and mitigate their respective weaknesses within a specific study. Researchers openly embrace both quantitative and qualitative foundations in their research endeavors (Creswell, 2014).

In the context of this research work on teacher participation in decision making within public basic schools in the Effutu municipal, the mixed-method approach was particularly suitable. It allowed for a comprehensive exploration of both the extent and nature of teacher involvement (quantitative data) and the personal experiences and perceptions of teachers regarding their participation in decision-making processes (qualitative data). This dual approach provided a robust framework to understand not just the “what” and “how” of teacher involvement, but also the “why” behind their participation and its impact on teaching and learning.

However, Cohen et al. (2017) pointed out a major obstacle in mixed methods research, highlighting the necessity of providing a thorough justification for important elements like classifying the main motivations for using a mixed method design and clarifying

the criteria taken into account when choosing the type of mixed method design. The researchers emphasized the necessity for explicit articulation of decisions regarding the allocation of respective weights (equal or different) to each methodological component during the research process. Researchers are encouraged to specify whether the mixed method design is sequential or simultaneous when implementing data collection.

In this study, the mixed-method design was implemented concurrently, with qualitative data embedded within the larger framework of quantitative data. The rationale for incorporating both quantitative and qualitative methods and data lies in the recognition that neither approach alone can comprehensively address the depths and scopes of “what,” “how,” and “why” questions related to teacher involvement in decision-making. The integration of quantitative and qualitative methods allowed for a holistic and in-depth examination of the research problem, leveraging the strengths of each approach (Cohen, Manion & Morrison, 2018).

Despite its strengths, the mixed-method approach also has challenges. One significant challenge was the potential for unequal emphasis on the data sets, where the secondary data (qualitative in this case) might be overshadowed by the primary data (quantitative), leading to an imbalance in the interpretation and analysis of the findings. Integrating qualitative data within a predominantly quantitative framework can be complex and time-consuming, requiring careful planning and execution to ensure that the qualitative insights are effectively utilized. Additionally, maintaining coherence between the two types of data can be difficult, potentially leading to challenges in drawing comprehensive conclusions that integrate both data sets seamlessly.

Nevertheless, given the complexity and multifaceted nature of teacher involvement in decision-making, the mixed-method approach was deemed the most appropriate for this study. It enabled a nuanced understanding of the research problem, capturing the

richness of teachers' experiences and the quantifiable aspects of teachers' involvement in decision-making processes.

3.3 Research Design

A Convergent parallel design was adopted for this study because it allowed for the simultaneous collection and analysis of both quantitative and qualitative data, which was essential in addressing the research questions comprehensively. This design is particularly suitable when the aim is to corroborate and complement findings from different data sources, thereby providing a richer and more nuanced understanding of the research problem.

A convergent parallel mixed methods design refers to a research design in which a portion of the data is collected quantitatively and qualitatively concurrently, the data collected is analyzed separately before being combined in order to give a broad perception of a research study. This design is particularly well-suited for studies investigating complex issues, such as teacher participation in decision-making, where both measurable trends and rich contextual experiences are critical for actionable insights (Creswell & Plano Clark, 2018). By addressing both the “what” (quantitative) and the “why” or “how” (qualitative), this design ensures a balanced perspective on the phenomenon under study.

One primary justification for using this design in the study is its ability to provide a comprehensive understanding of teacher involvement in decision making. Quantitative data from surveys or questionnaires can reveal the extent of teacher participation, while qualitative data from interviews or focus groups can uncover the underlying factors influencing involvement. For example, surveys may show that a majority of teachers feel excluded from decision-making, while interviews can provide insights into the

systemic or cultural barriers contributing to this perception. This dual approach ensures that the research captures both statistical trends and the lived experiences of teachers.

The design also aligns well with the research objectives of the study, which aim to examine the extent of teacher participation, Investigate the forms of teacher involvement in decision making in public basic schools in Effutu Municipality, Identify factors affecting teacher participation in decision making in public basic schools in Effutu Municipality, Find out how teachers involved in decision making in public basic schools in Effutu Municipality and how teacher involvement in decision making influence learning and teaching in public basic schools in Effutu Municipality.

Quantitative data can provide generalizable insights into participation levels, while qualitative data offers depth by exploring teachers' perceptions and experiences. The integration of these data sets enables a holistic understanding of how decision-making practices affect teachers and school performance (Bryman, 2012).

Another key advantage of the convergent design is its capacity for triangulation, which enhances the validity and reliability of the findings. By cross-validating results from different data sources, the study gains credibility. For instance, if quantitative survey results indicate that teachers have limited involvement in curriculum decisions and qualitative interviews corroborate this with detailed examples, the findings are strengthened. Triangulation not only improves the accuracy of the results but also ensures that the conclusions drawn are well-supported by evidence (Fetters et al., 2013).

The efficiency of concurrent data collection is another factor supporting the use of this design. Conducting quantitative and qualitative data collection simultaneously saves time compared to sequential designs. This efficiency is particularly valuable when

working with tight research timelines, as it allows for the collection of comprehensive data without compromising the depth or breadth of the study.

Finally, the design is particularly suitable for educational research, where complex, practice-based problems are common. Teacher involvement in decision-making is a multifaceted issue that requires both empirical analysis and an understanding of context. Mixed-methods designs, such as the convergent approach, are increasingly popular in educational research due to their ability to bridge the gap between statistical generalizations and practical, context-specific insights (Plano Clark et al., 2021).

The most suitable design applicable in the study of the teacher involvement in decision-making in the Effutu Municipality in the public basic schools is the convergent parallel mixed methods design. By integrating quantitative and qualitative data, this design ensures a comprehensive, credible, and actionable understanding of the research problem, contributing to strategies that promote participatory decision-making in education

3.4 Study Area

The research was conducted in Basic schools in the Effutu Municipality, located in the Central Region of Ghana. Effutu Municipal District, one of the twenty-two districts in the region, underwent administrative changes, separated from the Awutu/Effutu/Senya District in 2008. This separation resulted in the elevation of the remaining part to municipal district assembly status, officially named Effutu Municipal Assembly. The municipality, situated in the southeast part of the Central Region, has Winneba as its capital town.

According to the 2021 population and housing census, the literacy rate in the municipality is noteworthy, with over three-quarters (80.7%) of the population aged 11

years and older being literate. Among the literate population, majority representing (63.6%) are proficient in both English and Ghanaian languages, while close to 30 percent (29.2%) are literate in English alone. Males exhibit a higher literacy rate (87.5%) compared to females (74.8%). In terms of educational levels, about one-third (33.8%) of the population currently in school are in primary school, with 13.3 percent at the junior high school (JHS) level. Senior high school (SHS) enrollment stands at 6.9%, while nearly 28% are at the tertiary level, possibly influenced by the presence of the University of Education in the Municipality. Females outnumber males at each educational level, except for the tertiary level.

In terms of occupation, the occupied population mostly deals with craft and allied occupations (31.4%), then in service and sales (24.9%). In agriculture, there is a ratio of about 27 percent males to 37.3 percent females in service sector and sales respectively. The leading sector is manufacturing (21.6%), retail services (19.9%) and agriculture, forestry, and fishing (16.1). Interestingly, the proportion of females (28.2) who are involved in manufacturing is higher than that of males (13.0%). Approximately 13 percent of the households in the Municipality are engaged in agriculture with urban households relying more on livestock farming (59.7) and crop farming (49.4).

Effutu Municipality was chosen for this study due to its high literacy rate and diverse educational levels, which provide a unique context to examine teacher participation in decision-making processes. The literacy rate is crucial as it often correlates with greater awareness and involvement in educational and administrative activities. In a community where the majority of individuals are literate and proficient in multiple languages, there is likely to be a higher level of engagement and more informed contributions from teachers. This setting allowed for a comprehensive analysis of how

literacy influences teacher participation in decision-making, providing valuable insights into the effectiveness and inclusivity of these processes in public basic schools.

3.5 Population

Population, as defined by Creswell (2014), encompasses all categories of individuals, objects, items, cases, articles, or entities sharing common characteristics that coexist within a specific geographic area at a particular moment. For this study, the population under consideration comprised all public basic school teachers situated in the Effutu Municipality. Additionally, the targeted population, as articulated by Creswell (2016), represents the comprehensive assembly of individuals or objects that researchers aim to collect data from for the study. In the context of this research, the specific focus is directed towards the entirety of 647 public basic school teachers present in the Effutu Municipality. This selection reflects a deliberate effort to encompass the entire group of educators within the defined area for a comprehensive understanding of the research objectives.

3.6 Sample Size

In determining the sample size for this study, a total of 300 public basic school teachers from the Effutu Municipality were selected as participants. The formular employed to arrive at this sample size involved referencing the Krejcie and Morgan's table of sample size determination. By employing this established formular, the researcher aimed to ensure that the chosen sample size maintained statistical robustness in relation to the broader target population. This approach enhanced the study's capacity to derive meaningful conclusions and extend its findings to the larger population of basic school teachers in the district. According to the guidelines provided by Krejcie and Morgan (1970), for a target population of 650, a minimum sample size of 242 is deemed necessary to achieve representativeness. However, recognizing the potential for

incomplete or unreturned questionnaires, the researcher opted to sample 300 respondents. This proactive measure aimed to compensate for any potential gaps in data collection, ultimately augmenting the external validity of the research instrument.

3.7 Sampling Techniques

The researcher employed a stratified random sampling and purposive sampling techniques for the data collection process. The stratified random sampling approach involved categorizing basic school teachers into three distinct strata, each corresponding to a specific circuit within the Effutu Municipality. Subsequently, the researcher utilized the simple random sampling technique to select 100 public basic school teachers from each circuit. This methodological choice aimed at constructing a sample that precisely mirrored the characteristics of the broader target population, ensuring a robust and unbiased representation in the study. The random sampling process involved the lottery method of selecting samples. In this method, the names of all eligible teachers within each stratum were written on slips of paper, which were then placed into a container. The container was thoroughly mixed to ensure randomization. From this container, the researcher drew slips of paper one by one until the desired sample size of 100 teachers from each circuit was achieved. This lottery method is a straightforward and effective way to ensure that every teacher within the strata had an equal chance of being selected, thereby enhancing the randomness and fairness of the sampling process.

Conversely, the researcher adopted purposive sampling for the selection of eight (8) participants out of the total sample size of 300 for the interview phase. This number was determined based on the concept of data saturation, where additional data from more respondents would not contribute novel information beyond what had already been gleaned from the research participants. The purposive sampling technique was

specifically chosen to capture individuals with ideas, knowledge, expertise, and experience related to inclusive education. According to Creswell and Plano Clark (2017), purposive or judgmental sampling is a deliberate selection of particular settings, persons, or events to provide essential information not attainable through alternative choices.

3.8 Data Collection Instruments

A semi-structured interview guide and a closed-ended questionnaire were used to gather data. The researcher developed the interview guide and questionnaire.

3.8.1 Questionnaire

In this study, a questionnaire served as the primary instrument for surveying the selected participants. This choice was based on its suitability for measuring attitudes and eliciting responses, its ability to provide insights into the internal meanings and thought processes of respondents, and its efficiency in terms of control and quick turnaround (Cohen et al., 2017). The specific type of questionnaire employed was closed-ended in nature.

The questionnaire offered respondents a perceived level of anonymity, fostering open and candid participation, thus enhancing the reliability and validity of the measurements. As emphasized by Babbie (2015), closed-ended items within the questionnaire were advantageous for their precision in providing specific information, ease of analysis, and applicability for both exploratory and confirmatory purposes.

However, the use of closed-ended questions also had disadvantages. It limited the depth of responses and restricted the respondents' ability to provide nuanced or detailed feedback, which could potentially lead to oversimplified data and a lack of rich, qualitative insights. Moreover, the fixed responses might not capture the complexity of

participants' thoughts and experiences, leading to potential biases in the data. There is also the risk of respondents misinterpreting questions, which could skew the results and reduce the overall validity of the findings.

The researcher determined that a questionnaire was the best tool for accomplishing the study's goals after taking into account the high number of participants, the particular concerns being studied, the time allotted, and the complex analysis that would be required afterwards. The questionnaire items were designed to be measured on a 5-point Likert scale, ranging from "Strongly Disagree = 1" to "Strongly Agree" = 5. The closed-ended questionnaire was structured into three sections: Section A covered background information about the respondents, Section B focused on different forms of teacher involvement in decision-making in public basic schools, and Section C gathered information on factors influencing teacher involvement in decision-making in public basic schools.

3.8.2 Semi-Structured Interview Guide

For the qualitative data collection in this study, a semi-structured interview guide was employed, facilitating face-to-face interviews in the field. Face-to-face interviews involve direct, in-person interaction between the interviewer and the respondent (Babbie, 2015). Creswell (2016) characterizes interviews as a method of data collection that entails presenting oral or verbal stimuli and receiving responses in oral-verbal form. The key advantage of interviews lies in their adaptability to various situations. In semi-structured interviews, the researcher utilizes a comprehensive, yet flexible interview guide. This guide comprises a predetermined sequence and wording of questions to be asked of each respondent, ensuring consistency and minimizing potential bias on the part of the researcher or interviewer (Kothari, 2008). The interview guide, tailored for this study, contained items specifically addressing the research question regarding how

teachers engage in decision-making processes in public basic schools and the impact of teacher involvement in decision-making on teaching and learning within this educational context.

3.9 Pre-testing of Instruments

The instruments were tested on twenty-five (25) public basic school teachers from five (5) schools in Apam in the Gomoa West Municipality. The researcher's choice of teachers from Apam in the Gomoa West Municipality was influenced by the shared similarity in the characteristics of the teachers in the Effutu Municipality who formed the sample of the main study. Pre-testing the equipment was done so the researcher could test their reliability. The instrument's reliability was indicated by its score of 0.83.

3.10 Validity and Reliability of Instruments

Validity is a means of ascertaining the accuracy of the instruments by establishing whether the instruments focus on the information they are intended to collect. As Creswell and Creswell (2018) indicated, validity involves the instruments measuring what they are supposed to measure to get the expected data that can address the objectives of the study. Both face and content validity were employed in this work to test whether the instruments actually measured the concepts that the researcher believed it measured.

3.10.1 Face Validity

Face validity, as defined by Creswell and Creswell (2018), is the appearance of validity to test takers, examiners, and particularly examinees. The researcher presented the instruments constructed to her colleagues students for constructive criticisms. Bryman (2012) opine that face validity is established by asking other people with experience or

expertise in a field whether the measure seems to be getting at the concept that is the focus of attention.

3.10.2 Content Validity

Content validity refers to the degree to which a research instrument accurately covers the specific content it is intended to measure. It ensures that the instrument comprehensively addresses the topic of study. According to Saunders, Lewis, and Thornhill (2012), expert opinions and thorough literature reviews are key methods to establish content validity. Creswell (2016) explains that content validity reflects whether the questions included in the instrument, along with their corresponding scores, represent all possible aspects of the subject matter.

In this study, the researcher developed the research instruments; questionnaires and interview guides under the close supervision of academic advisors to ensure comprehensive coverage of all key areas under investigation. This process included regular consultations with the supervisors to align the instrument with the study's objectives and relevant themes. According to Cohen et al. (2017), content validity can be significantly enhanced through expert judgment, where experienced professionals review and provide feedback on the instrument.

During the content validation process, several changes were made to improve the instrument's clarity and relevance. Irrelevant items that did not directly contribute to the study's focus, such as questions on unrelated educational policies, were removed. Lengthy items that could overwhelm respondents, such as questions with multiple sub-questions, were shortened to maintain respondent engagement. These revisions ensured that the instrument was clear, concise, and relevant to the study's objectives. The researcher's supervisors, acting as experts, thoroughly evaluated the validity of the

instruments, ensuring that they were aligned with the research focus and that all relevant topics were appropriately addressed.

3.10.3 Reliability of Questionnaire

The concept of reliability is described as how well an instrument is able to measure the same construct when used in similar conditions on the same subjects (Agyedu, Donkor, and Obeng, 2013). Establishing reliability ensures that the instrument yields stable and dependable results across repeated administrations.

In this study, internal consistency reliability was employed. A pilot study was first conducted with respondents similar to the target population. Based on the feedback obtained, several revisions were made to refine the questionnaire: irrelevant items unrelated to decision-making processes were removed, lengthy items that could overwhelm respondents were shortened for clarity, and ambiguous items were reworded to enhance understanding. These revisions ensured that the instrument was both clear and directly aligned with the research objectives.

The reliability of the revised questionnaire was then determined using the Cronbach's Alpha coefficient. According to Tech-Hong and Waheed (2011), a reliability coefficient ranging between 0.70 and 0.90 is generally considered to indicate strong internal consistency. The analysis yielded a coefficient of 0.83, confirming that the questionnaire demonstrated a high level of internal consistency.

Consequently, the finalized questionnaire was deemed a reliable instrument for data collection and was subsequently administered in the main study.

3.12 Data Collection Procedures

The Department of Educational Administration and Management provided an introductory letter outlining the researcher and the study's goal to the teachers of the

chosen schools in the Effutu Municipality in order to successfully gather data for the study. The researcher first asked headteachers and teachers in the schools for permission to perform the study before distributing the questionnaire. The chosen respondents were grouped together at each school and informed of the study's objectives. Instructions on how to complete the questionnaire were given to the respondents. Respondents were urged to read the questionnaire before choosing the right answers so they wouldn't miss any of the questions. In order to fill out the questionnaire, respondents were allowed to ask any question that confused them. Six days were spent administering the questionnaire and collecting the data.

During the interview, the researcher used open-ended questions to the participant in which close notes were made and the interview was recorded to ensure accuracy. The tape recording of the interview was transcribed subsequently to supplement the field notes so as to achieve a detailed recording of the responses of the participant. The researcher also followed all the laid down protocols of the interview process in order to uphold consistency, reliability and ethical integrity. In particular, the researcher adhered to the elements of the interview protocol described by Creswell (2014), which involves the identification of the information including the date, location, interviewer, and interviewee. The protocol also included specific guidelines to be followed by the interviewer in order to make sure that the standardized procedures were used throughout the interviews.

According to the Creswell (2014) recommendations, the interview would have an icebreaker question to facilitate the rapport-building followed by four to five main questions based on the sub-questions in the qualitative research plan. Those were supplemented by closing questions in the form of like “Who should I talk to get a better understanding of this topic? to deepen the information and find out possible new

informants. It was also intended to encourage the participants to elaborate or clarify their ideas by asking probing questions. Between questions, there was sufficient spacing to capture responses and a statement of appreciation was given to the participant as a way of showing that he/she was grateful towards the time and contribution made. This systematic process helped the researcher to achieve methodological rigor and coherence, as well as to observe respect to qualitative research.

3.11 Trustworthiness of the Interview

Loh (2013) suggested that when engaging in qualitative research, the terms, reliability and validity can be interchangeably replaced with the term trustworthiness. Creswell (2010) supported the idea that maintaining rigor in a qualitative study requires ongoing efforts throughout the research process. He outlined various strategies, including ensuring methodological coherence, researcher responsiveness, appropriateness of the sample, and maintaining an active analytical stance. In the realm of qualitative research, McMillan and Schumacher (2010) defined validity as the degree to which interpretations of collected data hold the same significance for both the researcher and the participants.

By adhering to the principles put forward by Guba (1981), which include credibility, dependability, transferability, and confirmability, the researcher hoped to assure trustworthiness in this study. In quantitative research, some researchers have linked these concepts to reliability, objectivity, external validity, and internal validity, respectively (Shenton, 2004; Morrow, 2005). The discussion that follows explores the approach used to accomplish these goals.

3.11.1 Ensuring Credibility

Credibility in qualitative research pertains to the degree to which the study's findings accurately reflect reality (Morrow, 2005). As Gasson (2004) noted, credibility addresses the rigorous nature of the research process and how researchers communicate this rigor to others. Essentially, it involves methods to ensure accurate data analysis. To uphold credibility, the researcher established familiarity with participants by building rapport at the onset of each interview session. Additionally, an informed consent form, detailing the study's essence and participants' rights to voluntary participation and withdrawal, was presented. Incorporating direct quotations in the findings' presentation, as suggested by Graneheim and Lundman (2004), further contributed to the study's credibility. Regular discussions between the researcher and the research supervisor throughout the study period involved deliberations on the best approach, methodology, and data collection instruments. At the end of the transcription process, the data were presented to the research supervisor for inspection and feedback.

3.11.2 Ensuring Dependability

Dependability, according to Lincoln and Guba (1985), involves addressing factors of instability and changes induced by phenomena or design during data analysis. This necessitates documenting the research process for potential replication, even though the aim is not to reproduce identical results (Marrow, 2005; Shenton, 2004). In this study, the researcher meticulously planned the instruments, method, and overall design for data collection at the beginning of the chapter. To ensure research ethics, necessary clearances and permissions were obtained from the Department of Educational Administration and Management and the Effutu Educational Directorate, granting approval to proceed with the research and access schools. The research methodology employed was thoroughly described for clarity and transparency.

3.11.3 Ensuring Transferability

Transferability, as outlined by Morrow (2005), pertains to the extent to which findings from a specific study can be extrapolated to broader situations. Shenton (2004), however, argued that qualitative studies, focusing on a limited population, face challenges in generalizing findings to wider contexts. Guba (1981) emphasized that applicability relies on the similarity of situations and populations to those studied. Shenton (2004) suggested that researchers provide comprehensive information on the research's general design and approach, aiding readers in informed decisions regarding its transferability. Graneheim and Lundman (2004) proposed a detailed description of the context, sample, sampling procedures, data collection, analysis processes, and an intense presentation of findings, incorporating direct quotations from transcribed data. In this chapter, the researcher furnished details on the study's context, sample, sampling technique, and data collection and analysis, facilitating reader decisions on transferability. Direct quotes from transcribed text enriched the presentation of findings.

3.11.4 Ensuring Confirmability

Confirmability in qualitative research involves ensuring that findings genuinely mirror participants' experiences, free from researcher biases or prejudices (Shenton, 2004). It presupposes that the robustness of research findings lies in the researcher's ability to intricately connect data, analysis processes, and findings, allowing confirmation of accuracy (Morrow, 2005). To ensure confirmability, the researcher deliberately set aside personal opinions during data analysis, repeatedly reviewing transcripts to become intimately acquainted with the contained ideas, evident in the transparent data analysis process. Methodological justification for the study was provided by referencing relevant authors, and a clear description of data collection and analysis

facilitated reader assessments of findings acceptability. Triangulation, achieved by diversifying data sources, further strengthened the research's confirmability.

3.13 Data Analysis Procedures

The data and information gathered were analyzed using both quantitative and qualitative data analysis techniques. Version 26 of the Statistical Package and Service Solutions (SPSS) software was used to code and process the questionnaire data in order to analyze the quantitative data. Before beginning any analysis, the data file was examined to look for any irregularities. The findings were displayed in accordance with the four criteria used to assess the opinions of the respondents. Quantitative analysis involved the use of descriptive statistics (frequencies, percentages, mean, standard deviation to answer research questions 1, and 2.

Qualitative data (interview) collected on research question three (3) and four (4) were analysed using thematic analysis. The process of identifying, analyzing, and reporting themes or trends within a dataset is known as thematic analysis (Braun & Clarke, 2006). The transcriptions were verified by comparing the transcribed and recorded audio, and where necessary, corrections were made. As soon as the material offered in the interview was still fresh in the evaluator's mind, each interview was transcribed and coded. The data were analysed based on themes taking into account important comments, common trends, as well as the commonalities and thematic differences.

3.14 Ethical Considerations

The study was conducted in accordance with Creswell's (2013) guidelines for qualitative and quantitative research ethics. He maintained that as individual respondents like to elaborate on the precise origins or effects of an event, ethical consideration is a crucial part of doing qualitative research. According to Creswell (2016), informed permission, secrecy, and anonymity were among the unique ethical

concerns in study. Participants were reassured of the purpose of the study and their ability to withdraw at any moment by means of informed consent (Min, 2012). Because they were assured of confidentiality, the participants agreed to participate in the study. Participants were given an explanation by the researcher of the study's objectives, the use of their data, and the precautions taken to maintain their anonymity and confidentiality. Obtain their informed consent by highlighting their rights and the fact that participation is voluntary.

Confidentiality issues were dealt with by assuring participants that the information they provided would be kept in secret. The researcher took measures to protect participants' data from unauthorized access, use, or disclosure. This involves securing physical records, electronic files, and any other forms of data collected during the study.

Regarding anonymity, respondents were assured that no reference would be made to individual participants when reporting the findings so pseudonyms were used to quote participants when necessary. Specific details that may potentially identify participants in the research reports, publications, or presentations were avoided.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Overview

The methodology is covered in the preceding chapter. The study area, study population, research methodology, research design, research philosophy or paradigm, sample size and sampling procedures, research instruments, validity and reliability, data collection and analysis procedures, and ethical considerations are all specifically covered. The data gathered about the participation of teachers in decision-making in public basic schools in the Effutu Municipality is analyzed and discussed in this chapter. The analysis is structured into two main components. The initial segment focuses on examining the background information of the respondents and providing essential context for understanding the subsequent findings. Subsequently, the analysis delves into the primary data, aimed at addressing the research questions posed in this study. The analysis aims to gain insights into the extent and implications of teacher involvement in decision-making processes within the Effutu Municipality.

4.1 Demographic Characteristics of Respondents

The background information of the respondents were analysed. These included the gender, age bracket, highest academic qualifications and teaching experience. Data on sex of respondents are presented in Table 4.1 below.

Table 4.1: Sex Distribution of Respondents

Sex	Frequency	Percentage
Female	172	57.3
Male	128	42.7
Total	300	100.0

Source: Field Survey, 2023

The sex distribution of respondents is presented in Table 4.1. Among the 300 respondents surveyed, 172 (57.3%) were females, while 128 (42.7%) were males. The higher frequency of female respondents suggests a potential gender imbalance within the teaching workforce in the Effutu Municipality or a greater unwillingness among females to participate in research studies of this nature. This distribution underscores the importance of considering gender dynamics in exploring teacher involvement in decision-making processes.

Table 4.2: Age of Respondents

Age Bracket	Frequency	Percentage (%)
Below 30 years	45	15.0
31-40 years	216	72.0
41 to 50 years	33	11.0
51-60 years	6	2.0
Total	300	100.0

Source: Field Survey, 2023

The age of respondents is presented in Table 4.2. Out of the 300 respondents surveyed, the majority fell within the age bracket of 31-40 years, accounting for 216 (72.0%) of the sample. Additionally, 45 (15.0%) were below 30 years old, 33 (11.0%) were between 41 and 50 years old, and a small proportion of respondents, 6 (2.0%), were aged between 51 and 60 years. The substantial representation of respondents aged 31-40 years suggests that this age group constitutes a significant portion of the teaching workforce in the Effutu Municipality. Understanding the distribution of respondents across different age brackets provides insights into the demographic composition of teachers involved in the study, which may influence perspectives on decision-making processes within schools. This demographic analysis sets the stage for exploring potential correlations between age and perceptions of teacher involvement in decision-

making, as well as for considering the implications of age diversity within educational institutions.

Table 4.3: Academic Qualification of Respondents

Qualification	Frequency	Percentage (%)
Certificate A	21	7.0
Diploma	129	43.0
HND	3	1.0
Degree	117	39.0
Masters	30	10.0
Total	300	100.0

Source: Field Survey, 2023

Table 4.3 presents the academic qualifications of respondents in the study on teacher involvement in decision-making in public basic schools in the Effutu Municipality. Among the 300 respondents surveyed, the majority held diplomas, comprising 129 (43.0%) of the sample. Furthermore, 117 respondents (39.0%) held degrees, while 30 (10.0%) possessed master's degrees. A smaller proportion of respondents held Certificate A qualifications (21 respondents, 7.0%), and an even smaller number held Higher National Diplomas (HND), constituting only 3 respondents (1.0%). The dominance of respondents with diploma qualifications suggests that this level of education is prevalent among teachers in the Effutu Municipality.

However, it is noteworthy that a substantial proportion of respondents also held degrees and Master's degrees, indicating a diverse range of academic qualifications within the teaching workforce. Understanding the distribution of academic qualifications among respondents is crucial for assessing the educational background of teachers involved in decision-making processes within schools.

Table 4.4: Years of Teaching Experience of Respondents

Qualification	Frequency	Percentage (%)
Below 6 years	36	12.0
6 – 10 years	123	41.0
11 – 20 years	128	42.7
Above 20 years	13	4.3
Total	300	100.0

Source: Field Survey, 2023

Table 4.4 illustrates the distribution of years of teaching experience among respondents in the study on teacher involvement in decision-making in public basic schools in the Effutu Municipality. Among the 300 respondents surveyed, the largest proportion had teaching experience ranging from 11 to 20 years, with 128 respondents (42.7%) falling within this category. Furthermore, 123 respondents (41.0%) reported having 6 to 10 years of teaching experience, while 36 respondents (12.0%) had less than 6 years of experience. Only a small percentage of respondents, 13 (4.3%), reported having over 20 years of teaching experience. The distribution of years of teaching experience highlights the prevalence of mid-career teachers within the teaching workforce in the Effutu Municipality. However, there is also a significant representation of both early-career and experienced teachers. Understanding the distribution of teaching experience among respondents is essential for assessing the varying levels of expertise and perspectives on decision-making processes within schools.

4.2 Analysis of Main Data

This section presents the results for the analysis of the main data. The results of the main data have been presented according to the research questions of the study. Again, the responses for each research question were presented in this section. The data were

analyzed and discussed using mean and standard deviation. The results are presented in Tables 4.5, and 4.6.

2.2.1 Research Question 1: What is the form of Teacher Involvement in Decision-making in the Effutu Municipality?

The first research question explores the various forms of teacher involvement in decision-making processes within the Effutu Municipality. Each statement in the table reflects a specific aspect of teacher participation, providing a nuanced understanding of their role in shaping various aspects of school governance and administration. Table 4.5 provides insights into different aspects of teacher participation in decision-making, as perceived by the respondents.

Table 4.5: Form of Teacher Involvement in Decision-making

STATEMENT	N	M	SD
I am actively involved in determining school policies and procedures.	300	3.3	0.7
My opinions and suggestions are taken into consideration when making decisions about school resources and budgets.	300	4.6	0.3
I am actively involved in the selection and hiring of new staff members.	300	3.7	0.4
I am encouraged to participate in professional development planning and decisions.	300	2.3	0.6
I have a say in determining the allocation of resources for instructional materials and equipment.	300	2.1	0.4
I am involved in decision-making processes related to school improvement initiatives and programs.	300	2.5	0.3
I have been given opportunities to provide input and feedback on school-wide policies and initiatives.	300	2.3	0.6
I have been encouraged to collaborate and share my perspectives during staff meetings and planning sessions.	300	3.0	0.4

Source: Field Survey, 2023 Key: N= Number of respondents; Mean (M); Standard Deviation (SD)

The data in Table 4.5 reveal varying forms of teacher involvement in decision-making within public basic schools in the Effutu Municipality. Teachers reported very high involvement in decisions concerning school resources and budgets ($M=4.6$, $SD=0.3$), suggesting that their opinions and suggestions are highly valued in financial planning and resource allocation. They also indicated high involvement in the selection and hiring of new staff members ($M=3.7$, $SD=0.4$), highlighting their influence in shaping the workforce of their schools.

In contrast, teachers perceived only moderate involvement in determining school policies and procedures ($M=3.3$, $SD=0.7$) and in opportunities to collaborate and share perspectives during staff meetings ($M=3.0$, $SD=0.4$). These results suggest that while teachers are somewhat engaged in governance and collegial decision-making, their roles are not as central as in budgetary and staffing matters.

Teachers reported low involvement in professional development planning ($M=2.3$, $SD=0.6$), allocation of instructional resources ($M=2.1$, $SD=0.4$), participation in school improvement initiatives ($M=2.5$, $SD=0.3$), and providing feedback on school-wide policies ($M=2.3$, $SD=0.6$). These findings indicate that teacher input is limited in areas that directly affect instructional quality and long-term institutional growth.

The results suggest that while teachers in the Effutu Municipality are actively engaged in decision-making regarding resources and staffing, their involvement is less pronounced in professional development, school improvement, and policy feedback mechanisms.

Also, these findings resonate with earlier studies which emphasize that teacher involvement in decision-making is often concentrated in areas such as staffing and budgetary allocations, while their participation in professional development,

curriculum implementation, and school improvement programs tends to be limited (Bennell & Akyeampong, 2007; Arhine, 2011; Otchere, 2015). Scholars argue that this imbalance reflects the hierarchical nature of decision-making structures in many school systems, where teachers are consulted primarily on operational issues but excluded from strategic or developmental planning (Fullan, 2007; Bush, 2011). In the context of the Effutu Municipality, the results suggest that although teachers are recognized as stakeholders in resource and staffing decisions, greater efforts are needed to foster inclusive practices that enhance their participation in broader institutional and instructional decisions. This gap has implications for building a more democratic and collaborative school culture, which in turn may positively influence teaching and learning outcomes.

4.2.2 Research Question two: What Factors Affecting Teacher Involvement in Decision-making in Public Basic Schools in Effutu Municipality?

According to Research Question 2, the information in Table 4.6 clarified the variables affecting teachers' participation in decision-making in the Effutu Municipality's public basic schools. The table's statements each highlight a distinct facet of the organizational environment and how it affects teacher involvement, offering insights into the opportunities and difficulties teachers face when participating in decision-making. The following ranges were adopted for interpretation (Boone & Boone, 2012): 1.00 – 1.80 = Very Low Involvement, 1.81–2.60 = Low Involvement, 2.61–3.40 = Moderate Involvement, 3.41–4.20 = High Involvement and 4.21–5.00 = Very High Involvement. This rule provided a consistent framework for interpreting the computed mean scores.

Table 4.6: Factors Affecting Teacher Involvement in Decision-making

STATEMENT	N	M	SD
I am provided with opportunities to participate in decision-making processes in the school.	300	2.6	0.5
The school administration values and actively seeks teachers' input when making decisions.	300	3.1	0.3
There is clear communication about decision-making processes and opportunities for teachers' involvement.	300	2.7	0.4
I feel empowered by my headteacher to share their opinions and ideas during decision-making discussions.	300	2.8	0.9
Time constraints and heavy workload hinder teacher involvement in decision-making.	300	2.1	0.2
I perceive that decisions made in the school by the headteacher align with my professional expertise and experience.	300	2.8	0.5
School leadership fosters a culture of collaboration and collective decision-making.	300	2.9	0.8
The school administration recognizes and acknowledges teacher contributions to decision-making.	300	3.0	0.5

Source: Field Survey, 2023

Key: N= Number of respondents; Mean (M); Standard Deviation (SD)

The data presented in Table 4.6 shed light on the factors influencing teacher involvement in decision-making within public basic schools in the Effutu Municipality, as addressed by Research Question two.

Starting with the availability of opportunities for participation, respondents expressed a relatively low level of agreement (mean score = 2.6). This suggests that teachers may perceive limited avenues for actively engaging in decision-making activities, potentially hindering their overall involvement in shaping school policies and practices. Conversely, the moderate level of agreement (mean score = 3.1) regarding the value placed on teacher input by school administration indicates recognition of their

contributions. However, there remains room for improvement in fully embracing and incorporating teacher perspectives into decision-making processes.

Regarding communication and clarity about decision-making processes, respondents perceived a moderate level of clarity (mean score = 2.7). However, variability in perceptions ($SD = 0.4$) suggests that some teachers may feel more informed than others, highlighting the importance of transparent communication to ensure all staff members are aware of and can participate in decision-making activities. Similarly, while teachers reported feeling moderately empowered by headteachers to share opinions and ideas during decision-making discussions (mean score = 2.8), there may be inconsistencies in how empowerment is perceived across different schools or departments.

One significant challenge identified by respondents was the influence of time constraints and heavy workload on teacher involvement in decision-making (mean score = 2.1). This indicates that teachers may struggle to find the time and energy to engage in decision-making activities alongside their teaching responsibilities, posing a significant barrier to participation. Moreover, while decisions made by headteachers are perceived to align with professional expertise and experience to some extent (mean score = 2.8), there may be instances where teachers' input was not fully utilized or considered, limiting their influence on decision outcomes.

Efforts to foster a culture of collaboration and collective decision-making by school leadership are evident (mean score = 2.9). However, the variability in perceptions ($SD = 0.8$) suggests that collaboration may not be consistently experienced across all schools or departments. Lastly, the moderate agreement (mean score = 3.0) regarding the recognition and acknowledgment of teacher contributions to decision-making indicates a positive aspect of teacher involvement, which can enhance morale and motivation to participate in decision-making activities.

The data demonstrates various factors influencing teacher involvement in decision-making processes within public basic schools in the Effutu Municipality. While efforts may be made to value teacher input, communicate decision-making processes clearly, and recognize teacher contributions, challenges such as time constraints, workload, and inconsistencies in empowerment and collaboration may hinder meaningful participation. Addressing these factors is essential for fostering an inclusive decision-making culture that fully engages teachers in shaping school policies and practices.

4.2.3 Research Question Three: How are Teachers Involved in Decision-making Public Basic Schools in Effutu Municipality?

Research Question three examines how teachers are involved in decision-making within public basic schools in the Effutu Municipality. This question seeks to unravel the specific modalities and mechanisms through which teachers contribute to shaping school policies, practices, and initiatives.

Sub-theme 1: Frequency of Teacher Consultations

Sub-theme 1 provides how regularly teachers are consulted or involved in decision-making processes within public basic schools in the Effutu Municipality. This provides insights into the inclusivity and effectiveness of decision-making processes within schools. The interview responses shed light on the varying levels of consultation experienced by teachers, ranging from regular involvement in curriculum changes to limited participation in significant decisions like budget allocations and staffing changes.

“We are regularly consulted on matters related to curriculum changes and student welfare issues. Our input is valued in these areas. However, when it comes to budget allocations and staffing changes, we are rarely consulted. These decisions seem

to be made at higher levels without much input from teachers.”(PSBT1)

"Teachers in our school are frequently involved in discussions regarding curriculum development and classroom management strategies. We have regular meetings where our opinions and suggestions are actively sought and considered. However, this level of consultation does not extend to all areas. For example, decisions related to budget allocations or hiring new staff are typically made by the administration without seeking input from the teaching staff.” (PSBT2)

“In our school, teacher consultations occur primarily when there are changes to teaching methodologies or the introduction of new educational technologies. We are encouraged to share our experiences and feedback, which are often incorporated into the final decisions. Despite this, our involvement is limited when it comes to broader administrative decisions, such as budget planning or changes to school policies. These critical decisions are usually made by the school leadership without consulting the teaching staff, which can sometimes lead to a disconnect between administrative actions and classroom needs.” (PSBT3)

The responses highlight varying levels of teacher involvement in decision-making processes within public basic schools in the Effutu Municipality. Teachers feel actively engaged and valued in areas like curriculum changes, student welfare, and educational methodologies, fostering a sense of inclusion in these aspects. However, their

participation is notably limited in critical administrative decisions such as budget allocations and staffing changes, indicating a hierarchical approach where higher-level administrators make key decisions without teacher input. This exclusion can lead to a disconnect between policy implementation and classroom needs, potentially hindering the effectiveness of school policies and resource allocation.

Sub-theme 2: Committees and Groups for Teacher Participation

This theme focuses on the institutional structures and mechanisms that facilitate teacher involvement in the decision-making. Exploring the roles and functions of these groups sheds light on the formal avenues available for teacher participation in decision-making processes. The interview responses highlight the diverse committees and groups where teachers participated, such as curriculum committees and staff councils, underscoring the importance of organized forums for teacher input in school decisions.

“We have a curriculum committee where teachers discuss and propose changes to the curriculum. Our staff council also meets regularly to address various school issues.” (PSBT2)

“Parent-teacher associations play a crucial role in decision-making, especially in matters related to school events and community engagement.” (PSBT4)

Teachers reported active participation in committees and groups, indicating a culture of collaboration within schools. However, there are opportunities to expand teacher involvement to ensure representation across all decision-making domains.

Sub-theme 3: Opportunities for Suggesting New Ideas

This sub-theme examines the opportunities available to teachers for suggesting new ideas or initiatives in school decision-making. Understanding the avenues for

suggesting new ideas provides insights into the extent to which teacher innovation and creativity are encouraged and valued within educational institutions. The interview responses revealed the presence of formal processes like suggestion boxes and staff meetings, but also indicated the need for improvement in creating structured channels for teacher input. The teachers said:

“We have suggestion boxes where teachers can submit new ideas or initiatives. However, it feels like these suggestions are often overlooked or not acted upon.” (PSBT1)

“There is no formal process for suggesting new ideas. We usually bring up our ideas during staff meetings, but it’s unclear if they are considered by the administration” (PSBT5)

The responses suggest that while there are some avenues for suggesting new ideas, such as suggestion boxes and staff meetings, there is room for improvement in creating formal processes to encourage teacher innovation and participation in decision-making.

Sub-theme 4: Communication and Information Sharing

Sub-theme 4 focuses on the communication channels and practices used to inform teachers about upcoming decisions and opportunities for involvement in decision-making processes. Exploring communication practices helps understand the extent to which teachers are kept informed and engaged in decision-making activities. The interview responses highlight various communication methods used by schools, but also reveal challenges such as sporadic communication and lack of clarity in information sharing.

“Our school uses email updates and bulletin boards to inform us about upcoming decisions and opportunities for

involvement. However, the information is sometimes unclear or comes at the last minute.” (PSBT1)

“Our principal holds regular meetings where decisions are communicated and discussed with the staff. It helps keep us informed and engaged in the decision-making process.”
(PSBT4)

Teachers highlighted various communication channels used to inform them about upcoming decisions and opportunities for involvement, including staff meetings, email updates, and bulletin boards. However, some teachers felt that communication was sporadic or insufficient, leading to a lack of awareness about important decisions. Effective communication is crucial for ensuring teacher awareness and participation in decision-making processes. While some communication channels are utilized, efforts should be made to improve clarity and consistency in information sharing to enhance teacher engagement.

Sub-theme 5: Leadership Support for Teacher Involvement

This theme examines the role of school leadership in supporting and facilitating teacher involvement in decision-making. Understanding the leadership styles and practices that promote teacher engagement provides insights into the organizational culture and climate within public basic schools in the Effutu Municipality. The interview responses emphasize the importance of supportive leadership practices, such as open-door policies and recognition of teacher contributions, in fostering a collaborative decision-making culture. The participants had these to say:

“Our principal has an open-door policy, and we feel comfortable approaching them with our ideas and concerns. They actively seek our input in decision-making.” (PSBT1)

“In my previous school, the principal rarely involved teachers in decision-making. It created a sense of disconnect and demotivation among the staff.” (PSBT5)

Supportive leadership practices are essential for promoting teacher involvement in decision-making. Schools should strive to adopt inclusive leadership approaches to empower teachers and create a collaborative decision-making culture. Generally, the interview responses enrich our understanding of teacher involvement in decision-making processes within public basic schools in the Effutu Municipality. The data reveal varying levels of involvement across different domains, highlighting opportunities for improvement to foster a more inclusive and collaborative decision-making culture.

4.2.4 Research Question four: How does Teacher Involvement in Decision-making in Public Basic Schools Influences Learning and Teaching in Effutu Municipality?

Research question four examines of teacher involvement in decision-making on teaching and learning within public basic schools in Effutu Municipality. It seeks to understand how teacher participation in decision-making processes influences educational practices, student outcomes, and the overall learning environment.

“Our school encourages teachers to participate in curriculum development committees. Through these committees, we discuss and propose changes to the curriculum based on our experiences in the classroom. This ensures that the curriculum

is relevant, engaging, and caters to the diverse needs of our students.” (PSBT5)

“Teachers are actively involved in selecting instructional materials and resources for the curriculum. We assess the suitability of materials based on our students’ abilities and learning styles. This involvement ensures that the curriculum is well-supported with appropriate resources for effective implementation.” (PSBT7)

“We conduct regular reviews of the curriculum to ensure its alignment with educational standards and students’ learning needs. Teachers provide valuable feedback during these reviews, leading to adjustments and improvements in the curriculum content and delivery methods.” (PSBT8)

From the data, it can be seen that teacher involvement in decision-making positively influenced curriculum development and implementation by ensuring relevance, engagement, and alignment with students’ needs. Their active participation in curriculum committees, resource selection processes, and curriculum reviews facilitates the creation of effective instructional materials and resources.

Sub-Theme 2: Contribution to an Inclusive and Supportive Learning Environment

This theme explores how teacher participation in decision-making contributes to the creation of an inclusive and supportive learning environment. Understanding these contributions highlights the role of teachers in fostering a positive school culture that values diversity and promotes student well-being.

“Teachers collaborate to develop policies and practices that promote inclusivity and support students from diverse backgrounds. This includes implementing strategies for addressing students’ individual needs, promoting respect and tolerance, and creating a safe and welcoming learning environment for all.” (PSBT1)

“Our school emphasizes the importance of student voice in decision-making processes. Teachers actively seek feedback from students to ensure their perspectives are considered in shaping school policies and practices. This involvement fosters a sense of belonging and empowerment among students.” (PSBT2)

“Through collaborative decision-making, teachers advocate for the implementation of inclusive teaching practices and the integration of diverse perspectives into the curriculum. This creates a supportive learning environment where all students feel valued and respected.” (PSBT6)

The data showed that teacher participation in decision-making contributes to the creation of an inclusive and supportive learning environment by promoting diversity, respecting student voice, and fostering a sense of belonging and empowerment among students.

Sub-Theme 3: Impact on Adoption of New Teaching Strategies

Theme 3 examines how teacher involvement in decision-making has led to the adoption of new teaching strategies or pedagogical approaches. Understanding these impacts highlights the role of teachers as innovators and drivers of instructional improvement.

“Teachers collaborate in professional development sessions to share innovative teaching strategies and best practices. Through these collaborations, we learn from each other and adopt new approaches to enhance student engagement and learning outcomes.” (PSBT4)

“Our school encourages teachers to experiment with new pedagogical approaches in the classroom. We have flexibility in adapting curriculum materials and instructional methods to meet the diverse needs of our students. This autonomy fosters creativity and innovation in teaching.” (PSBT6)

“Teachers participate in action research projects to explore the effectiveness of new teaching strategies. This hands-on approach allows us to test innovative methods and adapt them to suit our students’ learning needs.” (PSBT8)

As shown in the data, teachers’ involvement in decision-making facilitates the adoption of new teaching strategies and pedagogical approaches by promoting collaboration, professional development, and flexibility in instructional practices.

Sub-Theme 4: Influence on Resource Allocation and Provision of Educational Materials

This theme explores how teacher input in decision-making processes influences the allocation of resources and the provision of educational materials for students. Understanding this influence highlights the importance of teacher voice in ensuring equitable access to resources and support for teaching and learning.

“Teachers provide input in budget planning meetings to advocate for resources that directly support student learning. We prioritize investments in instructional materials, technology tools, and professional development opportunities to enhance teaching and learning outcomes.” (PSBT3)

“Our school conducts need assessments to identify gaps in resources and address areas of priority. Teachers play a key role in identifying resource needs based on classroom experiences and student requirements. This ensures that resources are allocated strategically to support teaching and learning goals.” (PSBT7)

“Teachers collaborate with administrators and stakeholders to secure funding for special programs and initiatives that benefit students. This collaborative effort ensures that resources are allocated where they are most needed, promoting equity and access to educational opportunities “(PSBT8)

The data showed that teachers’ input in decision-making processes influences resource allocation by prioritizing investments in resources that directly support student

learning. Their involvement in needs assessments and collaborative efforts with stakeholders ensures that resources are allocated strategically to address areas of priority and enhance teaching and learning outcomes.

4.3 Discussion of findings

4.3.1 Form of Teacher Involvement in Decision-Making in Public Basic Schools in Effutu Municipality

The first research question for this study sought to examine the form of teacher involvement in decision-making in public basic schools in the Effutu Municipality. The findings show a complex and uneven pattern of participation. Teachers reported being deeply involved in certain domains of school governance, such as budgetary allocations and staff recruitment, but far less engaged in others, especially those linked to professional development, school improvement, and strategic planning. The findings point to a school system that values teacher perspectives in operational matters; on the other, it also expose significant gaps in inclusion where teachers' expertise could have the most profound impact on teaching and learning quality.

The Shared Decision-Making Theory (Charles, Gafni & Whelan, 1997) provided a useful lens for making sense of these results. This theory emphasizes that effective decision-making requires the active and meaningful participation of all stakeholders who are directly affected by decisions. It stresses collaboration, mutual respect, and the sharing of power, with the aim of generating outcomes that are not only efficient but also sustainable because they are co-owned by those who must implement them. Within the Effutu context, the high level of teacher involvement in budgetary allocations ($M = 4.6$) and in staff recruitment ($M = 3.7$) reflects at least a partial adoption of these principles. Teachers' professional insights were recognized as critical in decisions that directly affect the resources available for classrooms and the human capital of the

schools. From this perspective, this is an encouraging sign that teachers' voices are not ignored altogether; rather, they are valued when decisions are tangible, immediate, and operational in nature.

Yet, the same findings also reveal a significant deviation from the theory's principles. Teachers reported minimal involvement in decisions concerning professional development planning ($M = 2.3$), curriculum feedback ($M = 2.3$), school improvement initiatives ($M = 2.5$), and the allocation of instructional resources ($M = 2.1$). These are precisely the areas where teacher expertise should matter most, as they bear directly on the quality of teaching and learning. The exclusion of teachers from such domains undermines the collaborative ethos envisioned by shared decision-making theory. What emerges is a picture of selective involvement teachers are included in operational domains but marginalized in strategic and developmental ones. This form of participation does not foster the sense of shared ownership that the theory identifies as central to sustainable reform. Instead, it risks reducing teacher involvement to a tokenistic gesture, one that acknowledges their role superficially but withholds genuine power in decisions that shape long-term educational trajectories.

The conceptual framework for this study anticipated these dynamics by identifying four interrelated dimensions of teacher involvement: the forms of involvement, the factors influencing it, the leadership and communication practices that enable or constrain it, and the resulting impact on teaching and learning. The findings confirm the framework's core assumption that involvement varies across domains, with operational areas such as resource allocation and recruitment attracting greater teacher input while strategic areas such as professional development and school improvement remain out of reach. This pattern underscores the framework's contention that leadership style, organizational culture, and teacher autonomy determine the extent of teacher

participation. However, the findings also challenge the framework in important ways. It was expected that teacher involvement in professional development planning would be relatively strong, given its immediate link to classroom practice. Instead, participation was minimal. This contradiction suggests that institutional hierarchies and cultural norms within schools act as significant barriers to teacher agency, even in areas where teachers might be assumed to have the most authority.

The literature on distributed leadership helps to contextualize these findings further. Supovitz and Taylor (2019) argue that distributed leadership models promote shared responsibility between administrators and teachers, thereby fostering a more inclusive and democratic approach to governance. In Effutu municipality, some evidence of distributed leadership is visible. Teachers reported participating in curriculum committees, staff councils, and parent, teacher associations. These forums provided spaces for teachers to discuss curriculum changes, student welfare, and classroom management strategies, and teachers with subject-matter expertise were regularly consulted. Such collaborative structures mirror the ideals of distributed leadership by recognizing teachers as partners rather than passive implementers of policy. They also align with the arguments of Bryk et al. (2015), who demonstrate that when teachers are actively involved in decision-making, they develop a stronger sense of ownership over school initiatives, leading to improved morale and greater commitment to the success of reforms.

At the same time, significant constraints persist. Teachers were largely excluded from personnel decisions such as hiring, promotion, and staff deployment. They were also sidelined in the drafting of school improvement plans and long-term strategic initiatives, typically being invited to contribute only during the implementation phase. These limitations echo the observations of Gronn (2020) and Spillane and Sherer

(2014), who note that staffing and strategic decisions are often monopolized by administrators, leaving teachers in marginal advisory roles. Within Effutu municipality, this exclusion generated frustration among teachers, many of whom felt that their intimate knowledge of colleagues' strengths and classroom realities was undervalued. The persistence of such hierarchical models of governance underscores the need for more deliberate efforts to expand teacher participation beyond the operational level.

The constraints were not only structural but also practical. Teachers pointed to heavy workloads and time pressures as significant barriers to their involvement in decision-making. This finding resonates with studies by Bennell and Akyeampong (2007) in Ghana and Mualuko et al. (2009) in Kenya, which similarly identified workload as a major impediment to teacher participation. Teachers in Effutu also reported that their suggestions were sometimes overlooked or dismissed, reinforcing Smylie's (2019) concept of tokenistic involvement. A lack of transparency further compounded the problem, with some teachers feeling that key decisions especially those related to staffing and budget allocations were made behind closed doors. These practices erode trust between teachers and administrators, a point also emphasized by Leithwood et al. (2016), who argue that transparency is essential for building the mutual respect required for collaborative school cultures.

Situating these findings within the broader empirical literature reveals both parallels and divergences. In Ghana, Arhine (2011) and Otchere (2015) observed patterns similar to those found in Effutu: teachers had significant influence over operational issues but little say in strategic planning and professional development. Bennell and Akyeampong (2007) went further to argue that this imbalance reflects deeply ingrained governance traditions that favor hierarchical models over participatory ones. International studies echo these concerns. Fullan (2007) and Bush (2013) describe the global tendency to

involve teachers in day-to-day issues while excluding them from long-term policy decisions. Wall and Rinchart (2009) found that teachers in the United States reported moderate involvement in curriculum but limited influence on broader policy. Steyn (2010), working in South Africa, noted that while teachers valued involvement in instructional decisions, institutional structures often restricted their input. The convergence of these findings across contexts suggests that Effutu municipal is not unique; rather, it exemplifies a widespread global challenge.

There are, however, also examples of promising practice within the Effutu context. Teachers' active involvement in curriculum development committees, workshops, and informal discussions with peers and school leaders reveals a measure of agency that aligns with international best practice. Opfer and Pedder (2015) note that when teachers are involved in curriculum decisions, they are more likely to feel invested in implementation, which in turn improves educational outcomes. This was evident in Effutu municipality, where teachers reported that their participation in curriculum reviews and adjustments ensured that content was relevant and responsive to student needs. Similarly, their involvement in school improvement initiatives, particularly around student behavior and classroom management, demonstrates the potential of teacher input to enhance school functioning. These areas of strong involvement reflect what UNESCO (2015) describes as the indispensable role of teachers in sustainable educational reform.

Nevertheless, the barriers cannot be dismissed. The exclusion of teachers from professional development planning is especially troubling, given the centrality of professional growth to instructional improvement. Teachers are the direct beneficiaries of such programs, yet their limited role in shaping them suggests that training may not always align with their actual needs. From my perspective, this undermines both the

relevance and effectiveness of professional development initiatives. Similarly, the lack of teacher involvement in strategic planning diminishes the alignment between long-term school policies and classroom realities. This gap risks creating a disconnect between the administrative vision of schools and the day-to-day experiences of teachers and students.

Reflecting on these findings as a researcher, convinced that the problem in Effutu municipality is not a lack of teacher involvement per se, but rather its misdirection. Teachers are actively consulted in certain areas but excluded from others that matter equally, if not more, for the quality of education. Schools appear to recognize teacher expertise when decisions are immediate and tangible but hesitate to extend this recognition to areas that require long-term vision and structural change. This selective approach diminishes the transformative potential of teacher participation. Unless schools expand the scope of teacher involvement to include professional development, strategic planning, and policy formulation, they risk perpetuating a culture of tokenism. The findings for Research Question One reveal both progress and limitations. Teacher involvement in Effutu is strongest in operational matters such as budgeting, resource allocation, and staff recruitment. It is weakest in strategic and developmental domains, including professional development, school improvement, and long-term planning. This pattern aligns with global literature that identifies similar imbalances elsewhere, while also affirming the theoretical and conceptual expectations of this study. Yet, the results also highlight the urgent need to move beyond partial participation toward more genuine and holistic forms of collaboration. As UNESCO (2015) has argued, educational reform cannot succeed without fully leveraging teacher expertise. The Effutu findings strongly support this claim, showing that while structures for teacher

involvement exist, they must be expanded, deepened, and made more transparent if schools are to benefit from the full potential of their teachers.

4.3.2 Teacher Involvement in Decision-Making in Public Basic Schools in Effutu Municipality

The second research question sought to identify the factors that affect teacher involvement in decision-making in public basic schools in the Effutu Municipality. The findings from both the quantitative and qualitative data portray a nuanced picture, showing that while certain enabling conditions exist, systemic and institutional barriers continue to constrain meaningful teacher participation. Teachers reported relatively low opportunities for involvement ($M = 2.6$) and highlighted workload and time pressures as significant barriers ($M = 2.1$). At the same time, they acknowledged that school administrators moderately valued their input ($M = 3.1$) and occasionally recognized their contributions ($M = 3.0$). Factors such as clarity of communication ($M = 2.7$), empowerment by headteachers ($M = 2.8$), and collaborative practices ($M = 2.9$) were rated moderately but inconsistently across schools. These findings reveal that both structural and relational factors shape the extent of teacher participation in Effutu municipal schools. In reflecting on these results, It is evident that the issue is not the complete absence of teacher involvement but the lack of institutional arrangements, consistent leadership practices, and enabling conditions that can transform teacher consultation into meaningful and sustained participation.

When interpreted through the lens of the Shared Decision-Making Theory (Charles, Gafni & Whelan, 1997), the findings demonstrate only partial alignment with the theory's expectations. This theoretical perspective emphasizes the need for open communication, mutual respect, and equitable power-sharing between stakeholders. The moderate recognition of teacher contributions by administrators suggests some

acknowledgment of the principle of inclusivity. However, the low scores in relation to opportunities, empowerment, and time availability indicate that the preconditions for authentic shared decision-making are not fully realized in school in Effutu municipality. Teachers are consulted occasionally and their contributions are sometimes noted, but the structures that should guarantee equal participation and sustained influence remain absent. From my standpoint as a researcher, this reveals a fundamental weakness: while schools in Effutu municipal appear to accept the rhetoric of shared governance, they lack the mechanisms to practice it effectively. Instead of enabling collaboration, the prevailing structures often perpetuate top-down decision-making, reducing teacher agency in shaping policies that directly affect their professional practice.

The findings was examined against the conceptual framework of this study, which identified leadership, communication, professional culture, and workload as the major determinants of teacher involvement. The data affirm the framework in several ways. Teachers consistently identified supportive leadership particularly empowerment by headteachers and recognition of contributions as essential enablers of their participation. Clear communication also emerged as a key factor, as teachers noted that inadequate or inconsistent communication practices left some staff members less informed and less engaged than others. At the same time, the findings confirm that workload pressures and time constraints significantly inhibit participation, leaving many teachers unable to devote the necessary attention to decision-making activities. These results reinforce the framework's assertion that teacher involvement is shaped not only by formal structures but also by the daily realities of professional life and organizational culture.

However, the findings also challenge certain assumptions of the framework. One of the underlying expectations was that Ghana's decentralized governance system, which

emphasizes participatory structures, would naturally create avenues for teacher involvement. The low rating of opportunities for participation ($M = 2.6$) directly contradicts this assumption. Structural decentralization has not automatically translated into functional inclusion for teachers at the school level. Instead, opportunities remain limited and uneven, shaped by the discretion of school leaders rather than by institutionalized processes. This tension between policy intent and practice highlights a persistent gap in Ghana's educational governance: while the rhetoric of participation is embraced, the lived experiences of teachers suggest that it is only selectively implemented.

The data also shed light on the relational and cultural dynamics that shape involvement. Teachers who worked under headteachers with open-door policies and collaborative leadership styles reported higher levels of participation than those under more authoritarian leaders. This inconsistency underscores the pivotal role of leadership in shaping school culture. As Robertson (2013) argues, recognition of teacher input by administrators is not enough unless it is matched with mechanisms that translate recognition into influence. In Effutu municipal, the variability of experiences among teachers suggests that the professional culture of schools shaped largely by leadership practices remains uneven. This inconsistency contributes to the sense that participation is more dependent on individual leaders than on systemic norms.

The empirical literature provides strong support for these findings. Studies across Africa and beyond have identified workload, time pressures, and limited opportunities as significant barriers to teacher participation. For instance, Mualuko et al. (2009) in Kenya and Steyn (2010) in South Africa both reported that excessive workloads curtailed teachers' ability to engage meaningfully in school governance. Similarly, Bennell and Akyeampong (2007) emphasized that institutional constraints often

prevent teachers from participating fully in decision-making, even when their contributions are solicited. These parallels with the Effutu case demonstrate that the challenges observed are not isolated but rather part of a broader continental trend.

International studies echo similar concerns. Fullan and Quinn (2016) argue that without clear communication and supportive leadership, teacher involvement often remains symbolic rather than substantive. This resonates with Effutu teachers' accounts of inconsistent communication and their perception that leadership support was uneven. The moderate recognition of teacher input also reflects Robertson's (2013) findings that acknowledgment alone does not guarantee influence. Teachers may feel appreciated for their contributions, but unless their voices are integrated into final decisions, the process cannot be described as genuine participation. In this sense, the results confirm a global pattern: participation is often constrained not by the absence of teacher input but by the lack of structures that can transform input into shared decision-making power.

At the same time, the qualitative findings highlight both the potential and the limitations of current practices. Teachers described active participation in curriculum-related discussions, both in formal committees and informal staff meetings. These engagements fostered a sense of ownership and provided opportunities to align curricular decisions with classroom realities. The benefits of such participation are well documented. Opfer and Pedder (2015) argue that teachers who are engaged in curriculum decisions are more invested in implementing them effectively, leading to better outcomes for students. Similarly, Bryk et al. (2015) demonstrate that teacher participation in school improvement initiatives leads to more sustainable and impactful reforms. The results reflect these insights, as teachers reported that their involvement in curriculum adaptation and school improvement discussions made policies more responsive to student needs.

However, their exclusion from personnel decisions and strategic planning highlights the limits of participation. Teachers expressed frustration that their insights into colleagues' strengths and weaknesses were rarely considered in hiring or promotion processes. This aligns with Gronn (2020) and Spillane et al. (2014), who note that personnel decisions are often monopolized by administrators. Teachers in Effutu municipality also reported that strategic plans were often developed at higher levels with little teacher input, reflecting what Smylie (2019) describes as tokenistic participation. The lack of transparency in these processes eroded trust and reinforced the perception that decision-making remained hierarchical. From my perspective, these exclusions are particularly troubling because they remove teachers from domains where their classroom experience could have a transformative effect on school effectiveness.

Reflecting on these findings, it is evident that the central challenge in Effutu is the disjunction between structural opportunities and lived practice. Decentralization and participatory rhetoric exist at the policy level, but in practice, teacher involvement is constrained by time pressures, inconsistent leadership, and a lack of institutionalized opportunities. Teachers are often invited to contribute, but their input is not consistently integrated into outcomes, leading to disillusionment and disengagement. This confirms UNESCO's (2015) call for education systems to address both institutional barriers (such as workload and time) and relational barriers (such as leadership and communication) if teachers are to be fully engaged as partners in reform.

In conclusion, the factors influencing teacher involvement in decision-making in Effutu schools are both structural and relational. Workload, limited time, and inadequate opportunities represent systemic barriers, while inconsistent leadership, lack of recognition, and poor communication reflect relational constraints. The findings affirm the conceptual framework and resonate with empirical studies, but they also highlight

the gap between policy intent and practice. From my perspective, the lesson is clear: without deliberate efforts to institutionalize teacher participation and to address both the structural and cultural barriers, teacher involvement will remain partial and symbolic. To create a truly participatory culture, schools Effutu municipal must not only acknowledge teachers' contributions but also provide the time, structures, and supportive leadership needed to transform consultation into genuine collaboration. Only then can teacher involvement serve its intended purpose of improving school governance, strengthening teaching practices, and enhancing student learning outcomes.

4.3.3 How Teachers Are Involved in Decision-Making in Public Basic Schools in Effutu Municipality

The findings revealed that teacher involvement occurs through multiple modalities, formal consultations on curriculum, participation in committees, informal suggestion channels, communication mechanisms, and leadership support, though these are unevenly distributed and vary significantly across schools. Teachers reported being consulted frequently on curriculum changes, student welfare, and teaching methodologies, yet they were rarely engaged in administrative areas such as budget allocations and staffing. Formal committees, such as curriculum taskforces, staff councils, and parent, teacher associations, provided structured platforms for teacher input, but their representativeness and responsiveness were inconsistent. Opportunities to suggest new ideas existed in forms such as suggestion boxes and staff meetings, though teachers expressed skepticism about whether their contributions were acted upon. Communication channels, emails, staff meetings, and bulletin boards were used to share decisions, but these were sometimes sporadic or unclear.

Finally, leadership support emerged as decisive: in schools with open and collaborative principals, teachers reported higher involvement, whereas more authoritarian leadership stifled participation.

From my standpoint as a researcher, these findings illustrate a central paradox in Effutu schools: the structures for teacher involvement exist, but their effectiveness is undermined by weak responsiveness, uneven leadership practices, and inconsistent communication. Teacher involvement, therefore, is not merely about the presence of committees or channels but about the quality of engagement within those structures.

The Shared Decision-Making Theory (Charles, Gafni & Whelan, 1997) provided a useful lens for interpreting these findings. The theory emphasizes collaboration, transparency, and mutual respect among stakeholders in shaping decisions. In Effutu municipal, aspects of this model are evident: teachers are included in curriculum discussions, committees, and welfare issues, which acknowledges their expertise and recognizes the value of shared perspectives. These practices partially embody the spirit of shared decision-making by validating teachers as partners in pedagogical and welfare-related issues.

However, the exclusion of teachers from critical domains such as staffing, budgeting, and strategic planning reveals only a partial application of the theory. True shared decision-making requires equitable participation across all domains of school governance, not selective consultation in areas administrators deem “safe.” By excluding teachers from administrative and strategic domains, schools limit the collective ownership of decisions and risk creating disconnects between classroom realities and broader policy directions. As the theory argues, collaboration loses its integrity when key stakeholders are systematically excluded from significant areas of

influence. In this sense, schools in Effutu municipality fall short of realizing authentic shared decision-making.

The conceptual framework developed for this study emphasized structured avenues of participation (committees, councils, and consultations), leadership support, effective communication, and opportunities for innovation as central to meaningful teacher involvement. The findings largely affirm this framework. Teachers' participation in curriculum committees, staff councils, and parent, teacher associations demonstrates that structured platforms exist and are used to engage them. The role of leadership was strongly validated: teachers working under principals with open-door policies reported greater engagement, confirming that leadership style is a decisive determinant of participation. Communication also emerged as a pivotal enabler; when information was shared transparently and consistently, teachers felt more involved and motivated to participate.

At the same time, the findings challenge certain assumptions of the framework. While the framework assumed that the mere presence of committees and suggestion channels would create effective participation, the data show that these structures do not always translate into genuine influence. Teachers expressed doubt about whether their suggestions through boxes or meetings were considered, revealing a culture of tokenism rather than responsiveness. This suggests that formal structures alone are insufficient without a culture of trust, feedback, and responsiveness that demonstrates to teachers that their input matters. The findings, therefore, extend the conceptual framework by highlighting the gap between formal structures and substantive influence.

The findings in the study resonate strongly with patterns reported in both African and international literature. In Kenya, Mualuko et al. (2009) found that while teachers were consulted in curriculum and instructional issues, they were largely excluded from

administrative matters such as budgetary allocations and staffing decisions. Steyn (2010) reported similar findings in South Africa, where teacher involvement was stronger in curriculum and welfare but weaker in governance and policy domains. These parallels suggest that the Effutu municipal experience is not unique but reflects a broader regional trend in which teacher involvement is skewed toward pedagogical domains while administrative decisions remain centralized.

International literature echoes these observations. Robertson (2013) emphasized that while institutional structures such as committees and councils are often established, they can serve symbolic rather than substantive purposes if teacher input is not acted upon. This mirrors the skepticism expressed by Effutu teachers regarding suggestion boxes and staff meetings. Fullan (2007) and Bush (2013) argue that leadership practices are decisive in determining whether such structures become meaningful. In Effutu municipal, the contrast between schools with participatory head teachers and those with authoritarian leaders supports this assertion. Where leadership was supportive, teacher involvement was robust and morale was high; where leadership was hierarchical, involvement was limited and teachers felt marginalized.

Globally, Wall and Rinchart (2009) and Ingersoll & Collins (2018) highlight the centrality of communication and recognition in sustaining teacher motivation to participate in decision-making. The case in Effutu municipal aligns directly with these findings. Teachers valued meetings, bulletins, and emails that kept them informed, but they also lamented sporadic communication and unclear directives. Without consistent and transparent communication, participation risks becoming superficial. Recognition, too, emerged as critical: when teachers' contributions were acknowledged, they felt more motivated to participate. When ignored, they became skeptical and disengaged.

Reflecting on these findings, it is evident that the nature of teacher involvement in Effutu schools is best described as partial, conditional, and leadership-dependent. Teachers are granted a voice in domains closely tied to classroom practice curriculum, student welfare, teaching methodologies but remain excluded from broader administrative and strategic decisions. While committees and councils exist, their capacity to empower teachers depends heavily on the leadership culture of the school. Where principals are open, inclusive, and communicative, teachers feel valued and engaged. Where principals are authoritarian and opaque, structures exist only in form, not in substance.

This raises an important implication: the challenge is not simply to create more structures for teacher involvement but to cultivate a culture of responsiveness and trust that ensures these structures are meaningful. Teachers must see that their contributions influence outcomes, otherwise involvement risks becoming tokenistic. This calls for schools in Effutu to go beyond symbolic consultation and to embrace authentic collaboration across all domains of school governance.

4.3.4 How Teacher Involvement in Decision-Making in Public Basic Schools Influences Learning and Teaching in Effutu Municipality

The findings demonstrate that teacher involvement exerts a powerful influence on the quality of teaching and learning across multiple dimensions. Teachers' participation in curriculum development, resource allocation, inclusive practices, professional collaboration, and adoption of innovative pedagogies collectively strengthens the educational process. At the same time, the findings reveal barriers such as hierarchical leadership, limited transparency, and workload constraints that temper the potential of teacher involvement to transform teaching and learning.

From my perspective as a researcher, these findings reveal that teacher involvement is not merely a procedural matter of inclusion but a substantive driver of educational quality. When teachers are meaningfully engaged in shaping curriculum, allocating resources, and influencing pedagogy, the school becomes more responsive to student needs, more innovative in practice, and more equitable in outcomes. The challenge, however, lies in ensuring that involvement is authentic, sustained, and extended beyond operational domains to strategic decision-making.

The Shared Decision-Making Theory (Charles, Gafni & Whelan, 1997) emphasizes collaboration, empowerment, and joint ownership of decisions. The findings align strongly with this theory in certain domains. Teachers' participation in curriculum committees, curriculum reviews, and instructional material selection exemplifies the theory's central principle that those most affected by decisions should have a voice in shaping them. When teachers adapted curriculum content to student needs or contributed to resource allocation, they engaged in precisely the kind of collaborative decision-making the theory envisions.

Similarly, teacher-led innovations in pedagogy whether through professional development collaborations, experimentation with new teaching strategies, or action research—reflect the theory's insistence on mutual respect for professional expertise. Teachers were not passive implementers of pre-determined policies but active contributors shaping educational strategies. Their involvement in creating inclusive environments and integrating student voice further embodies the ethos of shared ownership and respect for diverse perspectives.

Yet the theory also underscores that shared decision-making requires participation across all domains, not selective ones. The exclusion of teachers from personnel decisions and high-level strategic planning reveals a limitation in schools in Effutu

municipality. While collaboration occurs in curriculum and classroom-related matters, it does not extend to areas that influence long-term institutional direction. This partial application of the theory diminishes the transformative potential of shared decision-making, as major policy and governance issues remain the prerogative of administrators. According to the theory, without equitable participation across both pedagogical and administrative domains, the integrity of shared governance remains compromised.

The conceptual framework of this study identified four critical pathways through which teacher involvement influences teaching and learning: participation, leadership, communication, and resource allocation. The findings affirm the framework in significant ways.

First, teacher participation was shown to enhance curriculum relevance and instructional quality. Teachers' involvement in curriculum design and review ensured that content was aligned with students' diverse learning needs. This validates the framework's assumption that participatory governance strengthens instructional effectiveness.

Second, the role of leadership was strongly confirmed. In schools where principals supported open-door policies and valued teacher input, involvement translated directly into improved teaching practices and student engagement. Conversely, hierarchical leadership that limited participation undermined the framework's assumption that structures alone (committees, reviews) guarantee meaningful involvement. Leadership responsiveness, rather than structures per se, emerged as the decisive factor.

Third, communication was revealed as pivotal. Effective two-way communication enabled teachers to understand decision rationales and contribute informed feedback,

which in turn influenced classroom practices. However, inconsistent communication weakened involvement, highlighting that the framework's assumption of communication as an enabler requires further emphasis on clarity and transparency as essential components.

Fourth, resource allocation was clearly shaped by teacher input. Teachers' prioritized instructional resources, technology, and professional development when consulted, ensuring that budgetary decisions directly supported student learning. This directly validates the framework's pathway linking teacher involvement to improved teaching outcomes through resource prioritization.

At the same time, the findings challenge the framework by revealing that barriers such as time constraints and transparency gaps undermine participation. The framework assumed that participation structures would be sufficient to enable involvement, but the data show that without responsive leadership and adequate time, even well-structured committees may yield limited results. Thus, the framework must be extended to account for these systemic and cultural barriers.

Bryk et al. (2015) and Moolenaar et al. (2012) demonstrated that teacher involvement in curriculum and instructional decisions fosters teacher ownership, enhances morale, and improves student outcomes. This is directly reflected in Effutu municipality, where teachers reported that their participation in curriculum design, reviews, and resource allocation ensured content relevance and improved student engagement. Opfer and Pedder (2015) similarly argued that teacher participation enhances curriculum implementation fidelity, which echoes the Effutu municipality teachers' accounts of aligning curriculum with student abilities and contexts.

In Ghana, Arhine (2011) and Otchere (2015) observed that teacher input into curriculum adaptation and school improvement was essential for instructional effectiveness. These findings mirror Effutu teachers' contributions to inclusive practices and innovative pedagogies. The evidence suggests that when teachers are given agency, they use their classroom expertise to adapt practices to student needs, thereby strengthening teaching quality and learning outcomes.

At the same time, the barriers reported in time constraints, leadership hierarchies, and lack of transparency are consistent with broader research. Smylie (2019) and Leithwood et al. (2016) argue that workload pressures and opaque governance structures often reduce teacher involvement to symbolic participation. Similarly, Gronn (2020) and Spillane et al. (2014) found that exclusion from personnel and strategic planning decisions undermines the transformative potential of teacher participation. These parallels reinforce that the challenges are not isolated but part of a broader structural issue in school governance.

In North America, Wall and Rinchart (2009) found that schools with higher teacher involvement experienced greater student achievement, largely because teachers could tailor decisions to classroom realities. Ingersoll & Collins (2018) further emphasized the role of communication and recognition in sustaining teacher engagement, mirroring Effutu teachers' call for consistent communication and acknowledgment of contributions.

Thus, the Effutu findings align with a robust body of empirical evidence that teacher involvement enhances teaching and learning but requires supportive leadership, time, and transparency to reach its full potential.

From my perspective, the findings show that teacher involvement functions as a catalyst for educational improvement in Effutu schools. When teachers participate in curriculum, resource allocation, and pedagogical innovation, the entire teaching and learning process becomes more relevant, equitable, and responsive. Teacher involvement transforms the classroom into a site of shared ownership, where both teachers and students feel empowered.

Yet, it is evident that this positive impact is conditional. The persistence of hierarchical leadership practices, opaque decision-making, and workload pressures threatens to reduce teacher involvement to tokenism. Schools may appear participatory on paper through committees, meetings, and consultations but unless teacher contributions are genuinely integrated into final decisions, the transformative potential is lost. The implication is clear: authentic teacher involvement requires a cultural shift from symbolic consultation to substantive collaboration.

The findings also reveal that the full potential of teacher involvement remains constrained by hierarchical practices, limited transparency, and systemic workload challenges. Unless these barriers are addressed, teacher involvement risks remaining partial and symbolic, rather than transformative. For Effutu schools and indeed for Ghana's broader education system strengthening authentic teacher participation is not simply about democracy in governance; it is a strategic necessity for achieving sustained improvements in teaching quality and student achievement.

4.4.5 General Implications of the Data for Educational Administration

The study found that teachers in public basic schools within Effutu Municipality participated in various aspects of decision-making. Their involvement was more evident in areas like providing input on school resources, budgeting decisions, and planning for professional development. Teachers were also active in discussions during

staff meetings. However, their participation was notably limited in more critical areas such as the selection and hiring of new staff members and decisions related to school improvement initiatives. This indicates a partial but uneven distribution of teacher engagement across key administrative areas.

Several factors were identified as influencing the degree of teacher involvement in decision-making. These included the extent to which school administration valued and actively sought teacher input, as well as the clarity with which decision-making processes were communicated to teachers. Additionally, time constraints and heavy workloads were identified as barriers that hindered teacher participation. Teachers were more likely to engage when they perceived that the decisions aligned with their professional expertise, and when school leadership fostered a collaborative decision-making culture. Recognition and acknowledgment of teachers' contributions also played a critical role in encouraging involvement.

Teachers in the Effutu Municipality's public basic schools were engaged in decision-making through a variety of structured channels. These included formal staff meetings, committees, and informal consultations where their opinions were sought. The findings emphasized the importance of effective communication and supportive leadership in facilitating teacher participation. Clear communication pathways and transparent decision-making processes enabled teachers to contribute meaningfully, while supportive leadership encouraged more active engagement from the teaching staff.

The study revealed that teacher involvement in decision-making had a significant positive impact on the quality of teaching and learning outcomes. When teachers were included in key decisions, it led to improvements in teaching strategies, greater student engagement, and enhanced overall learning experiences. This underscores the role of

participatory decision-making in promoting a more effective and dynamic learning environment, ultimately contributing to better school performance.



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Overview

The previous chapter consists of the analysis and discussion of the data obtained regarding teacher participation in decision-making within public basic schools in the Effutu Municipality. The analysis delves into the primary data, aimed at addressing the research questions posed in this study. The analysis aims to gain insights into the extent and implications of teacher in participation in decision-making processes within the Effutu Municipality. This chapter contains the summary of the study, key findings, conclusion and recommendations. The chapter also suggest areas for further research based on the findings of the current study.

The study was conducted at public basic schools in the Effutu Municipality of Ghana's Central Region. The study sought to examine teacher involvement in decision-making within public basic schools. Specifically, the study sought to assess the extent and nature of teacher involvement, identify factors influencing teachers' involvement, explore the mechanisms through which teachers participate in decision-making, and examine the impact of teacher involvement on teaching and learning outcomes. To achieve these objectives, four research questions were formulated to guide inquiry into various facets of teacher involvement.

The study drew upon existing literature, particularly emphasizing themes relevant to the research objectives and questions, and incorporated insights from shared decision-making theory by Charles, Gafni, and Whelan (1997). Methodologically, the study was anchored on a pragmatist philosophy, utilizing a mixed-method approach within a mixed methods convergent parallel design. The sample comprised 300 public school

teachers selected from the Effutu Municipality. Data were collected through questionnaires and semi-structured interviews, allowing for both quantitative and qualitative insights. Quantitative data were analyzed using descriptive statistics such as frequency, percentages, mean, and standard deviation, while thematic analysis was employed to analyze the qualitative interview data. Ethical considerations, including informed consent, confidentiality, and anonymity, were rigorously upheld throughout the study.

5.1 Key Findings

The study revealed the following findings:

5.1.1 Forms of Teacher Participation

The data analysis revealed varying forms of teacher involvement in decision-making within public basic schools in Effutu Municipality. Teachers reported being actively engaged in certain aspects such as providing input on school resources and budgets, participating in professional development planning, and collaborating during staff meetings. However, there were areas where teacher involvement was less pronounced, such as selection and hiring of new staff members and decision-making related to school improvement initiatives.

5.1.2 Factors Influencing Teacher Involvement in Decision-making

Several factors emerged from the analysis as influencing teacher involvement in decision-making. These included the extent to which school administration valued and sought teacher input, the clarity of communication about decision making processes, the presence of time constraints and heavy workload hindering teacher involvement, teachers' perception of decision alignment with their professional expertise, the fostering of a collaborative decision-making culture by school leadership, and the recognition and acknowledgment of teacher contributions to decision-making.

5.1.3 How Teachers were Involved in Decision-making

The findings highlighted the diverse ways in which teachers are involved in decision-making processes, emphasizing the importance of structured channels, effective communication, and supportive leadership in promoting teacher engagement within Effutu Municipality's public basic schools.

5.1.4 Influence of Teachers' Involvement in Decision-making

Teacher involvement in decision-making played a pivotal role in enhancing teaching quality, student engagement, and overall learning outcomes within public basic schools in Effutu Municipality.

5.2 Limitations of the Study

The findings may lack generalizability beyond public basic school teachers in the Effutu Municipality, as the study focused solely on this specific group. Teachers in private educational settings within the municipality may have different experiences and perspectives on decision making. Additionally, the reliance on self-reported data from teachers introduces the possibility of biases, such as social desirability and recall bias. Despite efforts to mitigate these biases through anonymity and confidentiality measures, the potential for inaccuracies in responses may exist.

5.3 Conclusions

This study set out to examine the teacher involvement in decision-making within public basic schools in the Effutu Municipality. The findings reveal that while teachers play an important role in certain domains, particularly in resource allocation and staffing, their participation is considerably limited in areas such as professional development, school improvement initiatives, and policy formulation. This imbalance indicates that teacher involvement is not yet fully institutionalized across the spectrum of school governance.

The study further establishes that the extent of teacher engagement is influenced by leadership style, communication practices, and structural constraints such as workload and time availability. Supportive leadership and transparent communication emerged as essential conditions for creating an environment where teachers feel empowered to contribute meaningfully to decisions that affect their professional lives and the quality of education delivered in schools.

The conclusion drawn is that teacher involvement in decision-making cannot be treated as optional or peripheral; it is central to improving the quality of teaching and learning. Schools and educational authorities in the Effutu Municipality need to strengthen inclusive governance structures that deliberately create space for teacher voices in a wide range of decisions. By institutionalizing participatory practices, schools can harness teachers' professional insights, enhance collaboration, and foster ownership of educational reforms.

Ultimately, teacher involvement in decision-making should be recognized as a catalyst for educational improvement and student success. A system that values and integrates teacher perspectives not only enriches the decision-making process but also promotes accountability, enhances morale, and builds a collaborative school culture capable of sustaining long-term progress in Ghana's basic education sector.

5.4 Recommendations

Based on the findings of the study regarding teacher involvement in decision-making within public basic schools in Effutu Municipality, the following recommendations are made for school heads and the Effutu Municipal Directorate:

School heads and the Effutu Municipal Directorate should prioritize improving communication channels to ensure transparency and clarity regarding decision making

proceses. Regular updates, clear guidelines, and opportunities for feedback will help to keep teachers informed and engaged in school affairs.

1. School heads should establish and promote structured mechanisms for teacher participation in decision-making, such as committees, forums, and suggestion channels. These platforms should be inclusive and accessible to all teachers, allowing for meaningful input across various aspects of school governance.
2. Effutu Municipal Directorate should emphasize the importance of valuing and leveraging teacher expertise in decision-making processes by involving them. School heads should actively seek out and consider teachers' perspectives, experiences, and insights when making decisions that impact teaching and learning.
3. Effutu Municipal Directorate and school heads should encourage open dialogue, mutual respect, and collective problem-solving that will create an environment where teacher involvement in decision-making is valued and supported. Effutu Municipal Directorate and school heads should recognize and acknowledge teachers' contributions to decision-making processes. Publicly acknowledging teacher input and celebrating their achievements will foster a sense of ownership and pride among educators, motivating them to continue actively engaging in school governance.

5.5 Suggestions for Further Studies

Based on the findings and limitations of the current study, several suggestions for further research are made:

1. Conduct a comparative analysis of teacher involvement in decision-making across different municipalities within Central Region to identify variations in practices, challenges, and opportunities.
2. Explore the perspectives of other stakeholders, such as students, parents, school administrators, and community members, on teacher involvement in decision-making.
3. Investigate the impact of teacher involvement in decision-making on broader educational outcomes, such as student engagement, academic achievement, and school climate.



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APPENDIX
QUESTIONNAIRE
REQUEST TO SERVE AS RESPONDENT IN A STUDY

Dear Sir/Madam

The study sought to investigate teacher involvement in decision-making in public basic schools in the Effutu Municipality. Your valuable input will contribute to gaining insights into the research in public basic schools in the Effutu Municipality. Please answer the following questions honestly and objectively to the best of your knowledge. Your responses will remain anonymous and confidential, and the data collected will be used solely for research purposes only. Responding to this questionnaire is voluntary, and you may withdraw at any time without providing a reason.

Thank you in anticipation of your valuable contribution.

Section A: Biographic Data

1. Sex: Male [☐] Female [☐]
2. Age: 20-25 yrs [☐] 26- 30 yrs [☐] 31-35 yrs [☐] 36-40 yrs [☐] Above 40 yrs [☐]
3. Academic Qualification:

Certificate [☐] Diploma [☐] Degree [☐] Masters [☐] PhD [☐]
4. How long have you been teaching?

Less than 5 year [☐] 5-10 years [☐] 11-15 years [☐] 16- 20 years [☐]
Above 20 years

TEACHERS' QUESTIONNAIRE

Section B: Form of Teacher Involvement in Decision-Making in School

This section aims to gather information about the form of Teacher Involvement in decision-making in the Effutu Municipality. Please rate each statement on a 5-point Likert scale, where 1 represents "Strongly Disagree" 2 represents Disagree, 3 represent Uncertain, 4 represents Agree and 5 represents "Strongly Agree." Your responses will be kept confidential, and the data will be used solely for research purposes.

S/N	STATEMENT	SD	D	U	A	SA
1	I am actively involved in determining school policies and procedures.					
2	My opinions and suggestions are taken into consideration when making decisions about school resources and budgets.					
4	I am actively involved in the selection and hiring of new staff members.					
5	I am encouraged to participate in professional development planning and decisions.					
6	I have a say in determining the allocation of resources for instructional materials and equipment.					
7	I am involve in decision-making processes related to school improvement initiatives and programs.					

8	I have been given opportunities to provide input and feedback on school-wide policies and initiatives.					
9	I have been encouraged to collaborate and share my perspectives during staff meetings and planning sessions.					

Section C: Factors That Affect Teacher Involvement in Decision-Making

This section aims to identify the factors that affect teacher involvement in decision-making in public basic schools in the Effutu Municipality. Please rate each statement on a 5-point Likert scale, where 1 represents "Strongly Disagree" 2 represents Disagree, 3 represent Uncertain, 4 represents Agree and 5 represents "Strongly Agree." Your responses will be kept confidential, and the data will be used solely for research purposes.

S/N	STATEMENT	SD	D	U	A	SA
1	I am provided with opportunities to participate in decision-making processes in the school.					
2	The school administration values and actively seeks teacher input when making decisions.					
3	There is clear communication about decision-making processes and opportunities for teacher involvement.					

4	I feel empowered by my headteacher to share their opinions and ideas during decision-making discussions.					
5	Time constraints and heavy workload hinder teacher involvement in decision-making.					
6	I perceive that decisions made in the school by the headteacher align with my professional expertise and experience.					
7	School leadership fosters a culture of collaboration and collective decision-making.					
8	The school administration recognizes and acknowledges teacher contributions to decision-making.					

INTERVIEW GUIDE FOR HEADTEACHERS

How are teachers involved in decision-making public basic schools in Effutu Municipality?

1. How often are teachers consulted or involved in decision-making processes within the school?
2. What specific committees or groups available for teachers participate to provide input on school decisions? If so, could you elaborate on their roles?
3. Do teachers have opportunities to suggest new ideas or initiatives for consideration in school decision-making?
4. How are teachers informed about upcoming decisions and the opportunities for their involvement?

5. What challenges or barriers teachers face when participating in decision-making processes?
6. In what ways does school leadership encourage and support teacher involvement in decision-making?

Involvement of teachers in decision making in public basic schools and how it affect teaching and learning in Effutu Municipality?

1. How does teacher involvement in decision-making influence the development and implementation of the school's curriculum?
2. In what ways does teacher participation in decision-making contribute to the creation of an inclusive and supportive learning environment?
3. How has teacher involvement in decision-making led to the adoption of new teaching strategies or pedagogical approaches?
4. How does teacher input in decision-making processes influence the allocation of resources and the provision of educational materials for students?
5. How does teacher engagement in decision-making impact teacher morale and job satisfaction?
6. Are there measures in place to evaluate the effectiveness of teacher involvement in decision-making on teaching and learning outcomes?