

UNIVERSITY OF EDUCATION, WINNEBA

TEACHERS PARTICIPATION IN DECISION MAKING PROCESS IN
JUNIOR HIGH SCHOOL AT BOSOMTWE DISTRICT IN
THE ASHANTI REGION



**A Dissertation in the Department of Educational Leadership, Faculty of Education
and Communication Sciences, submitted to the School of Graduate Studies,
University of Education, Winneba, in partial fulfilment of the requirement for
award of the Master of Arts (Educational Leadership) degree**

DECEMBER, 2020

DECLARATION

STUDENT'S DECLARATION

I, EVELYN PEACE ARTHUR, declare that this dissertation, 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 it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE:.....

DATE:

SUPERVISOR'S DECLARATION

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

NAME OF SUPERVISOR: DR. LYDIA OSEI-AMANKWAH

SIGNATURE:.....

DATE:

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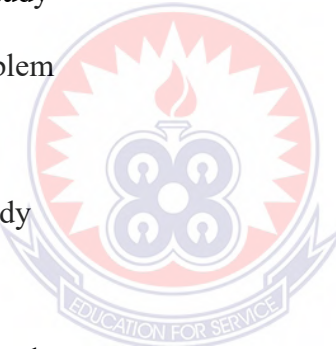
DEDICATION

To my husband, Henry Teye and my children, Gerald, Jude, Herbert and Phaniel.

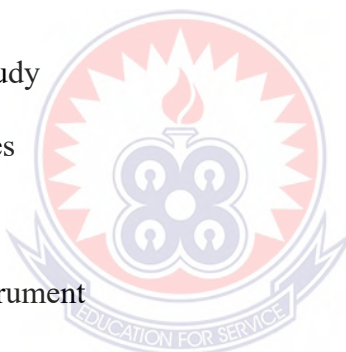


TABLE OF CONTENT

CONTENT	PAGE
TITLE PAGE	
DECLARATION	ii
ACKNOWLEDGEMENTS	iii
DEDICATION	iv
TABLE OF CONTENT	v
LIST OF TABLES	viii
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the problem	3
1.3 Purpose of the Study	4
1.4 Objectives of the Study	4
1.5 Research Questions	4
1.6 Significance of the Study	5
1.7 Delimitation of the Study	5
1.8 Limitations of the Study	6
1.9 Definition of Terms	6
1.10 Organization of the Study	6
CHAPTER TWO: LITERATURE REVIEW	8
2.1 Introduction	8
2.2 Concept of Decision making	8
2.3 Coupling Theory	10



2.4	Types of Decision Making	12
2.5	Rationale for Teachers' Participation in Decision making process	15
2.6	Decision making areas teachers participate	19
2.7	Benefits of teachers' participation in decision making	22
2.8	Factors impeding teachers' participation in decision making process	25
2.9	Strategies to promoteteachers participation in decision making process	27
2.10	Summary of Literature	34
CHAPTER THREE: METHODOLOGY		36
3.1	Introduction	36
3.2	Research design	36
3.3	Population of the Study	37
3.4	Sampling Techniques	37
3.5	Sample size	37
3.6	Data Collection Instrument	38
3.7	Validity of Instrument	38
3.8	Pre-testing of Instrument	39
3.9	Procedure for Data Collection	39
3.10	Data Analysis Plan	40
CHAPTER FOUR: RESULTS AND DISCUSSION		41
4.1	Introduction	41
4.2	Background Information of Teachers	41
4.2.1	Age of Respondents	42



CHAPTER FIVE SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	54
5.2 Summary of the Study	54
5.3 Summary of findings	54
5.4 Conclusions	55
5.5 Recommendations	56
5.5 Suggestion for Further Studies	56
REFERENCES	57
APPENDIX: QUESTIONNAIRE FOR TEACHERS	75



LIST OF TABLES

TABLE	PAGE
4.1: Gender of Respondents	41
4.2: Age of Respondents	42
4.3: Educational Level of Respondents	43
4.4: Number of Years Taught	43
4.5: Areas teachers are involved in school decision making	44
4. 6: Factors preventing teachers participation in decision making	48
4.7: Strategies for enhancing teacher participation in decision making	51



ABSTRACT

The main objective of the study was to investigate the areas teachers are involved in decision making in Junior High School at Bosomtwe District in the Ashanti Region. The study employed descriptive survey design. The population for the study comprised teachers of the public and private junior high schools at Bosomtwe District. Purposive sampling techniques was used to select 160 teachers. Questionnaire was the main instrument used. The data gathered were analysed using descriptive statistics. The study revealed that teachers are involved in project planning, formulating school plans, and decisions concerning the use of school facilities. The finding showed that the autocratic leadership style of school heads and busy schedule of teachers are the factors affecting teachers participating in decision making. It was discovered that sharing responsibility with the teachers establishing good interpersonal relationship with teachers are the major strategies to enhance teacher participation in school decision making process. Conclusion was made that teachers are less involved at certain areas in school decision making process in JHS at Bosomtwe District. It was recommended that teachers should be given more opportunities to come together and share different ideas and experiences with school administration.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Decision making has been found to promote achievement of school goals. The success or failure of any school is largely dependent on the groups that makes it up, and effective utilization of the intellectual abilities of these group or human resources helps the development schools (Olorunsola & Olayemi. 2011). Thus, participation of teachers in decision making is an important ingredients for proper functioning of institutions of learning and Junior High Schools (JHS) particularly. Decision making has been observed to be the heart of administrative process and leadership in schools (Bademo & Tefera, 2016). In the school system, like in any other organization decisions are made towards solving problems aimed at achieving the stated goals of the schools effectively and efficiently. These decisions may be related to students/staff discipline, curriculum Implementation, resource utilization, school policy or extra-curricular activities (Lashway, 2003). Good schools depend on administrators recognizing that teachers are capable of being responsible for their students' learning.

Decision making is the process of identifying and choosing between alternatives based on values and preferences (Bademo & Tefera, 2016). Participation of teachers in decision making is important in any educational institutions (Agebure, 2013). According to Ndu and Anogbov (2007) as cited in Ngussa (2017), lack of teacher's involvement in decision making results into teachers behaving as if they are strangers within the school environment. Thus, they will not put in their best to have full sense of commitment and dedication to the school. Teachers can take a greater role in the success of the school

when they are fully involved as active participants in decision making process. According to Olorunsola and Olayemi (2011), decision making is the center for administrative process and leadership in schools.

A study from South Africa (Wadesago, 2015) found that insignificant teachers' participation in decision making issues resulted in low staff morale. This implies that failure to include teachers in the process of decision making may lead to detrimental effects in schools and education system at large. According to Lunenburg (2010), decision making is one of the most important activities in which school administrators engage daily; the success of schools are linked to effective decisions. According to Keung (2008), teacher's participation in decision-making is one of recommendations for proper management system and is one of the key characteristics of an effective school management. Teachers' participation in school decision making is mandatory for the attainment of school goals and objectives (Wadesango, 2015).

Teachers participation in decision-making gives them the opportunity to voice their opinions, and to share their knowledge with both school administrators and fellow teachers. While this improves the relationship between school leaders and teachers, it also encourages a strong sense of teamwork among teachers. As per Omobude and Igbudu (2012), participation in decision-making is a good way for school administrators to gather information about the teachers as to how they work and where training may be necessary, both of which leading to an increased effectiveness and ultimately good teamwork and performance. According to Keung (2017), teachers' participation in decision-making improves job satisfaction and commitment, which are positive indicators for effective management. While there are many areas in which teachers can be involved in decision

making, schools can particularly encourage and open avenues for teachers to participate in activities outside the classroom such as textbook selection, curriculum development, learning assessment. Student placement, personnel staffing and professional development. This is because teachers who participate in decision-making are expected to make more sincere efforts to implement Close decisions (Ojukuku & Sajuyigbe, 2014). Through collaborative decision making approach, teachers benefit from one another's experiences and enhance their teaching effectiveness by offering constructive suggestions and appropriate feedbacks to each other. Teachers' getting together to make decisions can bring about school transformation and positive changes. This suggests that teachers must be given opportunity to play their defined and legitimate roles in decision making processes. It is in the light of this fact that this study sought to investigate the level of teachers' participation in decision making in public Junior High Schools in Bosomtwe Junior High Schools (JHS) in the Ashanti Region of Ghana.

1.2 Statement of the problem

Teacher participation is an important tool that ensures effectiveness of school management. Unfortunately teachers seem to pay minimal attention to this important tool. Teachers are probably reluctant to share their views on issues affecting the school and fail to attend meetings regularly. Personal observation by the researcher seems to reveal that most decisions in the schools are made by the heads and teachers are bound to abide by them. Literature searched indicated that teachers participation in decision making is less encouraging. Agebure (2013) reported that the main decision makers in Junior High Schools in Ghana are heads. Dampson (2015) commented that many teachers

feel that they have been limited or in many instances in the decision-making process in schools. It is based on these issues that this study has been designed to investigate teachers' participation in decision making process in junior high schools at Bosomtwe District.

1.3 Purpose of the Study

The purpose of the study was to investigate the level of teachers' participation in decision making in public Junior High Schools in Bosomtwe in the Ashanti Region.

1.4 Objectives of the Study

The study sought to achieve the following objectives:

1. to find out areas teachers participate in school decision making process in junior high schools at Bosomtwe District.
2. to identify the factors that impede teacher participation in decision making in Junior High at Bosomtwe District.
3. to adopt strategies to promote teacher participation in school decision making process in junior high schools at Bosomtwe District.

1.5 Research Questions

The following research questions directed the study

1. What decision making areas do teachers participate in junior high schools at Bosomtwe District?
2. What factors impede teachers participation in school decision making process in junior high at Bosomtwe District?

3. What strategies could be adopted to promote teacher participation in school decision making process in junior high schools at Bosomtwe District?

1.6 Significance of the Study

Teachers participation in school decision making process is vitae for effective management of Junior High schools. The study will help policy makers of junior high schools to get information on the issues affecting teachers participation in decision making so that effective measures could be put in place to solve similar issues.

The findings of this study will help heads of Junior High Schools to realized the need to involve teachers in decision making process in the school to enable them become committed to the school programmes. The study will contribute to knowledge by providing useful information regarding teacher involvement in decision making. The study will serve as reference materials for future researchers who may conduct similar studies.

1.7 Delimitation of the Study

The study was delimited to the public Junior High Schools at the Bosomtwe District. The study used only teachers of Junior High schools. The study covered areas such as the areas teachers participate in school decision making process, factors that impede teachers participating in decision making, and the strategies that could promote teacher participation in school decision making process.

1.8 Limitations of the Study

The study used only questionnaire. This prevented respondents from providing additional information and this affected validity of research findings. The use of Likert-type scale was likely to limit the flow of some vital information for the study as respondents were only limited to the items provided on the question. This weakness might have affected the findings of the study. Some respondents were unwilling to respond to the items on the questionnaire for fear that their responses may be published.

1.9 Definition of Terms

For purpose of clarity, the following terms are explained:

Participation: The process during which individuals are consulted about or have the opportunity to become actively involved in a project or program of activity.

Decision making: The process of belief or a course of action among several possible making

Strategies: Methods or means of improving teachers involvement in school decision making.

Coupling: It is the act of joining two things together.

1.10 Organization of the Study

The dissertation has been organized into five chapters. Chapter one takes critical look at background of the study, problem statement, purpose, objectives of the study. Chapter one further deals with the research questions, significance of the study, delimitation of

the study, limitations, definition of terms, and organisation of the study. Chapter two deals with the literature review. It presents theoretical and empirical perspectives on teachers participation in decision making. Chapter three focuses on the research methodology. It describes the research design, population, sample and sampling technique, data collection instrument, validity, pre-testing, data collection procedure and data analysis. Chapter Four presents results and discussion of the study. Chapter five presents overview of the study, summary of findings, conclusions, recommendations, and suggestion for further studies.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the theoretical and empirical literature on teachers' participation in school decision making process. The literature specifically reviewed concept of decision making, types of decision making, rationale for teachers' participation in decision making process, benefits of teachers' participation in decision making, factors that impede teachers' participation in decision making and strategies to promote teacher participation in school decision making.

2.2 Concept of Decision making

Decision making is the most aspect of educational management. Decision making is considered to be the "heart of management". In the process of planning, organizing, staffing, directing, reporting, and budgeting a manager makes decision (Newcombe & McCormick, 2001). Simon (2007) asserted that decision-making is the process of selecting one action from a number of alternative courses. Decision-making entails making the best alternative choice capable of providing solution to a given problem.

Decision-making is the live-wire of the successful management of any school. It could be rightly argued that the degree of success in the management of any school depends to a large extent on the leadership and decision-making style of the leader. The characteristics of decision in the words of Miles (2004) are that every decision affects a course of action: a decision may alter the present course of action-, change the direction of action; adjust a present course of action or permit the present course of action to

continue because of the consequences of that decision. Every decision affects a course of action, some social scientists have called for greater care in reaching decisions.

Griffith (2007) highlighted three important concepts concerning the nature of decision making. These are; the structure of an organization is determined by the nature of its decision making process, an individual's rank in an organization is directly related to the control exert over the decision process, and the effectiveness of an administration is inversely proportional to the number of decision that he/she must personally make.

Compbell (2006) as cited in Jideofor and Nonye (2019) identified six basic steps in the decisions process that will help in arriving at good decision. They include: recognize, define and limit the problem, analyse and evaluate the problem, establish criteria or standard by which solutions will be evaluated or judged as acceptable and adequate to the need, collect data, select the preferred solution or solutions, put into effect the preferred solution and programme the solution, control the activities and calculate three results and the process. In relation to school, there exist many problems which are subject to decision-making process. One may rightly expect that more complex problem will be encountered in a highly populated school compare to a less populated one. These solutions must have been arrived at through a proper identification of the problem, proffering alternatives from which the best alternative is chosen, and then implementing the solution. Hence, this decision-making process is always sequential.

School administration at all levels along the hierarchy makes decision. The decision may ultimately influence the school's members. It can therefore be argued that, school heads who make decision on important school issue without adequate information do not facilitate to attainment of organizational goals and frequently lower the morale of

members of the organization. As a result, the school heads should facilitate the process of decision making and the communication of those decisions to the members of the organization to attain the school goal and to enlarge the moral of teachers and other staffs. Moreover, since all decisions involve future events, the school principals should learn to analyze the certainty, risk and uncertainty associated with alternative course of action (Morphet, Johns & Reller, 2002). According to Vroom-Yetton and Jaggon (2005), effective leadership select the appropriate decisions set and permit the optimal participation for followers. This indicates that, even though, decision-making is an important managerial process, many decisions should be make by member of the groups.

2.3 Coupling Theory

This study is guided by tight and loose-coupled systems. The theory of 'coupling' provides a way of conceptualising school systems in terms of the interrelatedness of behaviour patterns among the personnel. 'Coupling' has been used to describe the relationships between schools and the central district authority (Fennell, 1994), but also to describe the interactions or interpersonal mechanisms between principals and teachers within schools (Ingersoll, 1994). Loose coupling refers to the weak, infrequent and minimal ties between various elements in a strongly disconnected system (Weick, 2015), that is the push which maximises individual autonomy and discretion within the school. For instance, schools that are loosely coupled systems' are ones in which heads have few structures through which they can directly influence teachers' work. In these systems, teachers operate in an autonomous manner and are seen as the 'experts' in the fields where they make the decisions (Weick, 2015). Schools that are tightly coupled systems have strong cultural features that bind their members to the school's goals and values. In the

literature loose coupling and tight coupling often appear together and are used in a relative sense. Herriott, Henderson and Firestone, (2004) have indicated that school may be better understood as a mixture of loose and tight coupling, referring to different relationships in different situations. Peters, Brown, and Waterman (2002) identified simultaneous loose-tight coupling as one of the features of America's best-run corporations. Based on an analysis of the school effectiveness literature, Sergiovanni (2015) found that excellent schools were both tightly coupled and loosely coupled.

In this study, loose coupling describes teachers' autonomy to employ discretion in performing work in the light of their own educational judgement. Teachers' professional competence is recognised by the school and there is a relationship of interdependence between teachers and the school. Through the mechanism of loose coupling, teachers are 'disconnected' from the authority structure of the school to exercise their own discretion; however, they may be simultaneously more coupled to the organizational goals through their professional commitment and performance. Loose coupling in schools is taken to be an indicator of teachers' professional autonomy.

Peters, Brown and Waterman, (2002) saw tight coupling as the pull which drew teachers towards school core values. In schools, tight coupling alerts teachers to the alms, mission, philosophy and core values of the school; creates coherence of effort; and reinforces the appropriate behaviour of members towards achievement and success. These factors suggest that tight coupling encourages shared vision; and shared vision has been identified as one of the success factors associated with school-based management (Chorewycz, 1994).

2.4 Types of Decision Making

Decisions falls into several categories depending on where or who made them. There are personal and organizational decisions. Personal decisions are the decisions made by an individual to himself and organizational decisions are those made concerning the organization and its functioning. Bidwell (2009), classified decisions into three, namely intermediary, appellate and creative decisions. Simon (2007) classified it into two namely: Horizontal and Vertical decisions. The latter is further sub-divided into three, namely legislative, administrative and executive. Decisions are related to three classification of the former respectively. These decision classification for example, range from the decision made at the ministry of Education, individual schools to determine the manner of the realization of the overall school objectives, to the day to day decisions to deal with immediate and local problems. Horizontal decisions are those sent across the organizational units or departments as advice from a specialist to another unit while the vertical one moves up and down the line structure.

Assefa (1995) classified decision in to "individual and group decision, personal and organizational decisions, programmed and non-programmed decision intermediary, appellate and creative decisions, rational and non-rational decisions" (p .21). In addition, other writers such as Ivancevich, Konopaske and Matteson (2005) classified based on nature of the problem as programmed decision that is repetitive and routine activities and none-programmed decisions that is novel, unstructured, and new problem. However, for the most part, these different classification systems are similar, differing mainly in terminology (Ivancevich et al, 2005). The present researcher also believes that almost all the ideas proposed by the authors are similar except in their scope, width and ways of

expressing the different types of decision-making. Therefore, this section mainly focuses on the types of decision-making based on their nature, time and purpose. These are: Individual versus Group Decisions and Program and Non-program Decisions.

Individual and group decisions are kind of decision based on a number of people involved in decision making process. Based on the nature of the problem and the situation, some decisions may be made better by group, while others may be handled by individuals. As pointed out by Newsrom and Pierce (2013), the question of decision making by individuals or involving other should not be determined by leader personal preference, but by the nature of the problem and the situation. Bhmuck and Blumberg (2009), on their part underlie that, individuals, and not group, can usually reach more efficient decision for issues that are relatively simple in their elements, which are objectively and easily separable, and where the issue requires a strict sequence of acts that can be performed readily by single person. Group decision-making is sometime referred to by other terminologies: participative decision making, collective judgment management or plural management (McEwan, 2007).

According to Agrawal (2009), in many schools most of the basic and strategic decisions are made by a group of head teachers rather than individual teacher. Decisions relating to the determinant of the school objective and formulation of plans, strategies and policies fall in this category. Today important decisions are made by group than individuals. This is because there is great deal of information available in a participative decision-making process. Supporting this idea, Legesse (2008) stated that group decision would become particularly appropriate for non-programmed decisions because these decisions are complex and few individuals have all knowledge and skills necessary to

make the best decisions. This implies that groups can make higher quality decision than individuals because different ideas come together from different groups and select the best form the given alternatives. Thus, in school context, the school principals are not the only person that makes decision and the other people like teachers implement the decision without involving on the issues; and also, the others should to accept the decision to agree with the action to be chosen. Supporting this idea, Adane (2002) state that, schools heads no longer make decision on their owns. That is because they need information and advice from several sources especially teachers and pupils to act rationally.

Generally, decisions may be taken either by an individual or groups. Even if the group decision-making may have its own limited disadvantage in school organizations making the decisions by group is preferable than one individuals. As argued by McEwan, (1997), group decision can bring more resource to many decisions than a single individual. Different people bring a variety of information, ideas, and viewpoints. Moreover, group decision helps to facilitate the identification of creative and innovative solution to the problems through participating staff members.

Vecchio (1991) distinguishes decision in terms of whether they are fairly routine and well-structured or novel and poorly structured. Okumbe (2008) indicated that program decisions are made on routine problems, whereas, non-programmed decision are in response to problems which are either novel or poorly defined. Knezevich (2009) noted that programmed decisions are used in repetitive and routine activities. This means when definite procedures can be worked out, program decisions cover the routine problems of an organization that do not need a new response for each recurrence.

In contrast, non-programmed decisions encompass novel unstructured, and consequential issues for which no cut-and dried method can be developed. This indicates that programmed decisions are the easiest for school heads to make a decision. Moreover, while employing programmed decisions what principals often need to do follow either written or unwritten policies, procedures or rules to make solution for the problems in their school. Supporting this idea, Tripathi and Reddy (2002) have concluded that, programmed decisions are the easiest for educational managers to make. Furthermore, program decisions are not time taking and simpler. Instead of to thinking to bring some solution for a problem on their own what principals are required in programmed decision is to implement a policy. It can thus be said that programmed decision has limited opportunity when it comes to exercising creativity and independent judgment.

2.5 Rationale for Teachers' Participation in Decision making process

Considerable attention has been devoted to teachers' roles in decision making participation for school effectiveness. According to Everard and Morris (1999), effectiveness of a school depends on the head of schools' collaborating with the teaching staff to achieve a common and explicit vision. Teacher participation in decision-making increases students' achievement, creates a sense of community, increases teacher morale and helps schools meet academic standards (Wyman, 2000). Also, decision-making if used correctly, it can bring together teachers, parents, administrators, and community members. According to Cheng (2004), teachers become partners rather than employees when they are involved in decision making. They also act as facilitators and coordinators to reinvent the organizational culture in school.

Teachers' participation in decision making has been advocated for a variety of reasons. Most often, participation is thought to enhance communication between teachers and administrators and improve the quality of educational decision making. It is also thought that participation may contribute to the quality of teachers' work life (Algoush, 2010). Furthermore, because teachers have an opportunity to be involved in and to exert influence on decision making processes, their participation is believed to increase willingness to implement them, hence to promote educational productivity (Somech, 2010). The participation of teachers in decision making is perceived as an important link between administrators and teachers (Sergiovani, 1992). The importance of participative decision making in educational organizations has been recognized as a key function required by administrators.

Participatory decision making is crucial to the overall effective operation of the school (Pashiardis, 1994). Participative management ensures that members in organizations take ownership of the decisions, and are willing to defend such decisions taken through collaborative means. This means that participative decision making results in a great sense of commitment and ownership of decisions. In most cases the responsibility for obtaining school objectives depends on teachers, also participative decision making is an important contributor to successful educational management. It does not only facilitate implementation of decisions but also leads teacher to feel respected and empowered. Moreover, such approach builds trust, helps teachers acquires new skills, increases school effectiveness and strengthens staff morale, commitment and team work (Gardian & Rathore, 2010).

According to Mohrman and Lawer (1992), participation of teachers in making decision enables higher quality products and services, less absenteeism, less turn over, better problem solving and, greater organization effectiveness. In addition, Pashiardis (1994) suggest that, increasing amount of teacher participation in making decisions and extending their involvement in the overall decision process makes school policy and management more responsive to societal needs.

Participation in decision making is of prime importance for effective school management. But teachers, in most cases, have been excluded in the process of decision making. This is revealed by Muindi (2011) who conducted a research in Kenya and came up with findings that decision-making on school staffing, curriculum and resource allocation had been made by school principals or selected members of administrative managerial teams. The study also established that in most cases, teachers were usually excluded by school administrators in the process of decision-making. Contrary to this trend, researchers have indicated significance of teachers' participation in decision making. Sen (2012) for instance contends that teachers' participation in decision-making helps the school administration to achieve organizational objectives. Njideka (2011) recommended that managers should increase the frequency and level of teachers' participation in decision-making because they are the ones carrying out the main operative work and they are in the better position to know what goes on in school operations.

According to Murphy, David and Brown as cited in Keung (2002), teachers' participation in decision-making improves job satisfaction and commitment, which are positive indicators for effective management. While there are many areas in which

teachers can be involved in decision making, schools can particularly encourage and open avenues for teachers to participate in activities outside the classroom such as textbook selection, curriculum development, learning assessment, student placement, personnel staffing and professional development (Lin, 2014). This is because teachers who participate in decision-making are expected to make more sincere efforts to implement those decisions (Ojukuku & Sajuvibe. 2014). Through collaborative decision making approach, teachers benefit from one another's experiences and enhance their teaching effectiveness by offering constructive suggestions and appropriate feedbacks to each other. Teachers' getting together to make decisions can bring about transformation and positive changes.

According to Wadesango (2012), teachers need the opportunity and space to participate in decision-making at a level that satisfies their needs. This is because those who participate in the decisions of the organization, feel like they are a part of a team with a common goal, and find their sense of self-esteem and creative fulfillment heightened. Therefore, teacher participation approach can be used as a tool to enhance relationships in the organization, to increase employee work incentives and to increase the rate of information circulation across the organization.

Participation in decision-making gives teachers the opportunity to voice their opinions, and to share their knowledge with both school administrators and fellow teachers. While this improves the relationship between school leaders and teachers, it also encourages a strong sense of teamwork among teachers. According to Omobude and Igbudu (2012), participation in decision-making is a good way for school administrators to gather information about the teachers as to how they work and where training may be

necessary, both of which leading to an increased effectiveness and ultimately good teamwork and performance. The findings of Muindi (2011) indicated a significant strong and positive correlation to exist between job satisfaction and participation in decision-making. Since job satisfaction is important for teaching effectiveness, participation in decision-making becomes an important factor for school effectiveness.

WainainaIravo and Watitu (2014) conducted a research about effect of teachers' participation in decision making on the organizational commitment amongst academic staff in the private and public universities in Kenya and found that decisions made in consultation with teachers are more effective. Particularly, those teachers who are involved in decision-making are better equipped to implement such decisions. Similarly, the study of Omobude and Igbudu (2012) revealed that private school teachers participate more in decision-making than public school teachers. Teachers in private schools are given more involvement in the decision-making. Moshet (2013) conducted a research about teacher participation in school decision-making and job satisfaction as correlates of organizational commitment in senior schools in Botswana and found that allowing teacher participation in decision-making results into a more satisfied teacher with greater commitment to organizational goals.

2.6 Decision making areas teachers participate

According to Carl (1995), teachers should exercise their professional autonomy on curriculum and instructional decision-making, something which enhances the effectiveness of learning and teaching process during implementation. Teacher's involvement in this area includes creating the curriculum they will use. Lunenburg of (2011) argues that teachers can control learning experiences through the manipulation of

environment which results in stimulating situations required to evoke the kind of learning outcome desired. Malebye (1999) argues that teachers should make decisions concerning each lesson, the time for each concept, different tasks and the instructional placing for each skill area.

According to Munazza (2004), involvement of teachers in curriculum decision making leads to understanding the nature of learning pose challenging tasks, encouraging students to articulate their ideas, setting goals for instruction, creating appropriate contexts and posing problems that have relevance and meaning to their learners. The rationale of teachers' participation lies in the fact that teachers have the potential to create an overall approach to curriculum development rather than follow a prescribed course of action.

Financial management in education is concerned with the cost of education sources of income to meet the educational costs and the spending of income in order to achieve the educational objectives (Brain & Knight, 1993). Mamba (1992) cited in Balcha (2012) has stated that school budget is a financial plan for producing an educational program in a school context. Budget preparation is therefore not only the responsibility of heads of schools but rather it needs teachers and staff participation. Teacher should participate in all areas of school finance because they are well placed in identifying what is lost or fulfilled regarding school resources. Newcombe and McCormick (2001) noted that teachers are required to attend meetings such as budget and finance planning committees. They are actually encouraged to be involved in a wide variety of financial issues.

According to Newcombe and McCormick (2001) there are two areas of financial decisions: technical and operational financial decision in which teachers can directly be involved. Whereas technical financial decisions are concerned with the provision of resource for classroom teaching, for instance preparing a subject department budget and financial resource within a teaching area, operational financial management decision issues are primarily concerned with the purchase and maintenance of plant and equipment unrelated to teaching and approving expenditure in other areas. Obviously, involving teachers in these areas requires creation of conducive atmosphere by heads of schools.

An effective planning process is an essential feature of every successful organization. Planning is the basic school activities that teachers should involve in and be concerned with during implementation. Planning means building a mental bridge from where one is to where one wants to be when one has achieved the objective (Adaire, 2010). Teacher's participation in planning can increase their understanding and commitment.

Inclusive planning activity should therefore include as many teachers as possible who will be affected by the resulting plans and/ or will be asked to help implement the plans (Schermerhorn, 1996). The best method of increasing the involvement of teachers in school decision-making is by involving them in the formulation of school's plan. Heads of schools should therefore facilitate the conditions that teachers take part in the formulation of school plan. Wadesago (2015) reported that involving teachers in school planning is a way to solicit ideas for effective running of the school. According to Keung (2017), teacher's participation in school planning is one of recommendations for proper

management system and is one of the key characteristics of an effective school management.

2.7 Benefits of teachers' participation in decision making

Decision-making is the live-wire of the successful management of any school. It could be rightly argued that the degree of success in the management of any school depends to a large extent on the leadership and decision-making style of the leader. The benefits of participation decision making is enormous both on the organizational management point of view and the work life of the subordinates towards the achievement of the organizational goals. Osuji (2009) stated that when policies and plans have been discussed and agreed upon, it is easier to carry staff in implementing them. The involvement of teachers in decision-making becomes imperative following the increase in teachers' awareness of the impact their participation has on the implementation of such decisions.

Individual members feelings of self-realization are related to participation in decision-making and its consequences. Teachers should be adequately involved in decision-making. It can be rightly argued that participation in decision-making contributes to the general well-being of teachers. Nwosu (2011) maintained that school administrators must involve their teachers in the decision concerning their welfare and the school programmes in general. Participation in decision-making often helps to develop and make individual worker more effective. He advocated more in involvement of teachers in decision-making in their schools. Osuji (2009) observed that the success or efficiency of any school head depends mostly on the degree of co-operation, compromise and partnership which exist between, the teachers and school head. It is logical to say that

school heads must endeavour to encourage good relationship between them and their staff. This cordial relationship, compromise, mutual understanding, trust, interdependence and partnership becomes effective especially when teachers participate in the decision-making process. Increased employee participation in decision-making will result in increased trust. It is directly associated with increased administrative control over the organization's activities. Hence, it is clear that school heads must have to involve their teachers on decision-making.

Nwosu (2011) maintained that role conflict is partly associated with the demand for increased participation in decision-making. However, if the decision-making process is closed, that is where the decision-making is solely undertaken by the school heads, without consultation with the teachers, role conflict is more likely to occur than when the teachers are involved. Based on the above analysis on importance of participatory decision-making, one could suggest increased involvement of teachers in decision-making. The involvements will, in no doubt foster the realization of the school goals. The involvement of teachers in decision-making has a lot of impacts and advantages in school goal achievement. Those who favour increased participation in decision-making believe that it will motivate teachers to work harder, raise their level of satisfaction, increase productivity, improve morale, heighten commitment and produce better decisions.

Teachers' participation in decision making would encourage them to understand how these were planned and designed. The involvement might promote teachers' commitment to these school policies and increase their motivation to implement them as well (Smylie & Tuermer, 1992). This commitment derived mainly from teachers' responsibility for those decisions for their participation as decision makers. The decisions

made by teachers could be easier implemented by them than before in that they were under obligation to enforce them in a satisfactory way. To take Asian countries for an example, teacher empowerment affected by the Confucian philosophy would cause productivity and high quality of teaching maintained by commitment to school (Wan, 2005).

Teacher participation in decision making presented crucial information closest to the sources of problems of schooling, improving the quality of decisions effectively (Johnson & Boles, 1994). Traditionally, teachers passively accepted the decisions made by those administrators, obliged to implement the policies or projects which they did not participate in at all. These decisions might be questioned for they had no access to the classroom realities or even not practicable. Teachers were the very ones who taught and instructed students in the classroom and who were responsible for their learning directly. They could realize the authentic need of students' learning within the classroom instead of those administrators outside it. Thus, it was of vital importance for a school leader to empower teachers to support with each others to acquire knowledge and skills to meet the needs of student learning, which would improve the quality of decision making (Caldwell & Spinks, 1992).

Richardson and Placier (2001) indicate that teachers were traditionally viewed as the silenced in the process of decision making due to their less chances to be involved in crucial school matters. Voiceless as teacher were always seen, it was not true that teachers had no voices for the operation and management of their own schools. Thus it would be the oppression of the hierarchal administrative school system that kept all of teachers who were important members of school voiceless (Freire, 2000; Giroux &

McLaren, 1994). In case schools became more democratic by encouraging teachers' participation in decision making in the manner of school restructuring, school then would transformed into the sites for reconstructing society, further resulting in the equity of society eventually (Richardson & Placier, 2001).

2.8 Factors impeding teachers' participation in decision making process

Organization theory of high-involvement management, teachers needed to be empowered by four basic elements, comprised of power, knowledge, information and reward (Johnson & Boles, 1994). It was necessary for a teacher to have all of the four critical elements as participating in decision making concerning school management. Providing a school principal just provided authority and time for teachers to participate in the meeting, there was no guarantee that teachers were able to acquire enough knowledge and information how to work together (Wehlage, Smith, & Lipman, 1992). In other words, teachers empowered needed to understand both the knowledge with regard to decentralized school governance and the information about the operation and outcome of school policies (Johnson & Boles. 1994). This revealed the need for teachers' training about their participation in school budget, curriculum, and staffing decisions (White, 1992).

Cambone, Weiss, and Wyeth (1992) affirmed that as empowered the authority of decision making, teachers had to change their beliefs and attitudes toward their roles outside the classroom and learnt to how to think in new ways regarding what was possible. Sometimes it was not easy for teachers to adapt themselves to the new strange circumstance which they were not familiar with at all. Some may felt that they did not

prepare well for the acceptance of the new roles to join in the groups of making decisions. Others might complain that schools would increase their workload by means of their involvement in decision making instead of incorporating it into their work (Zeichner, 1991). These two misunderstandings reflected the lack of the appropriate belief and attitude toward involvement in teachers' mind, which needed the retraining and in-service activities for teachers to construct new attitudes and roles fundamental to the new style of decision-making (Chapman, 1990)

According to a research by Gorton (2017), factors which affect the decision making process are: amount of time available to make decision; availability of resources necessary to implement any particular alternatives; amount of information available to make decision; ambiguity of the situation, including the alternative and potential consequences; degree of organizational autonomy give for decision making process; and amount of tension in the situation. Adane (2002) identified various factors other than the above stated factors which influence decisions-making process as other factors. These are: time pressure, how much time the decision-maker has to make the decision; higher management altitudes; budget, the amount of money needed to implement decision; personnel required people in number or skills effectively implement decision; and the reaction of subordinates. Principals' support of participative decision making seems to be another factor in determining teachers' involvement in decision-making (Johnson & Scollay, 2001). Here are many reasons why principals may not support participative decision-making. Some principals may not perceive that they are sufficiently empowered themselves and are therefore relevant to increase the level of teachers' participative decision-making in their own power and authority would be diminished by greater

teacher involvement (Dufour & Eaker, 1991). Other may fear poorer decision quality from wider involvement (Huddlestone, Dachler & Wilpert, 1991).

Spencer (2001) revealed some limitations to teachers' decision making such as the school political pressure, the lack of time the vagueness of shared decision making models, the discord between teachers and administrators. Nevertheless, the two barriers mentioned above represented the very readiness of teachers as the authority of decision making was transferred to them. With the capacity to deal with decisions, teachers had to be informed enough by means of the offer of professional knowledge and information. As for the self-efficacy regarding decision making, it was essential for teachers to have confidence in performing the new roles well.

2.9 Strategies to promote teachers participation in decision making process

Bondy (1994) suggested ways of improving teachers participation in decision making process in educational institution: developing a clear and shared educational vision; developing effective decision making and governance processes-, and building well-functioning teams. Cheng (2004) considered that shared vision was an element of organizational culture related to school effectiveness. Bondy (1994) found that shared vision was one of the factors for enhancing teacher involvement in decision making. She suggested that one of the preconditions for the successful implementation of school based management was that schools should develop a clear and shared educational vision.

According to Hanson (1998), shared vision was one of the critical success factors for implementing SBM; he found that shared vision about change and reform was the single most important force in determining the fate of a decentralization initiative.

Chiu, Shabbir, Wei and Guang (1996) remarked that shared vision for teachers was related to their perception of their involvement in decision making. Chiu et al., (1996) claimed that principals of schools with high vision had a higher score on empowerment of teachers. Chiu et al., (1996) reported that principals with vision generally attached importance to empowering teachers by allowing more flexibility and giving more discretion to teachers, distributing more power and responsibility throughout the school, and establishing organization structures that encouraged collaborative work among teachers. If the vision is shared among the teachers they were willing to put in more effort to make the school successful. These results suggest that if the principals' visions are strong and shared, the teachers will be empowered. Therefore, it seems that if teachers perceive their management climate as one of shared vision, they will be likely to participate in decision making.

Etzioni (2005) has suggested that teachers be regarded as semi professionals, on the assumption that they were more amenable than other professionals to bureaucratisation. The Task Force on Teaching as a Profession (1986) characterized a professional as having the following attributes: "expertise; judgment: a high degree of autonomy as a result of expertise and judgment: and. collegiality, rather than supervisor control" (quoted in Gratch, 2000, p.47). Hoyle (2000) distinguished teachers with a "restricted professionally" and teachers with an "extended professionally". Teachers with a less extended professional orientation, saw the classroom as their main domain of activity. In Smylie (1992) study, the norm of professional privacy was a predictor of high participation in the decision domain concerning curriculum and instruction. Jongmans, Johnson and Boles (1998) in research in The Netherlands found that teachers'

involvement in school policy making and their professional orientation appeared to be related. Teachers with an extended professional orientation are more involved in school policy making than their colleagues with a restricted professional orientation (Knoers, 1994).

On the basis of long periods of professional training, teachers expect a large measure of discretion in professional practice within teaching and learning and their fields of expertise. It is argued that it is by exercising their well-trained professional judgements that they can best serve the interests of the employing organization. Professional autonomy assumes that teachers will have the opportunity to participate, actively, in the process of decision making, implementation and evaluation. As a result of teachers' participation, the structure gets modified the perception of professional role changes, ensuring that teachers take more chance to participate. Teachers' participation in decision making and their professional orientation are related (Slegers, Leiberman, & Lynne, 1995).

In the professional model of school based management, teachers are expected to exercise their professional autonomy and judgement in school decision making. School improvement is seen to follow where teachers have considerable professional autonomy and teaching flexibility with regard to process that is how to use the resource inputs to provide educational programs and services. The level of teachers' involvement in school decision making is likely to correlate with the view taken by the school authority about the professional autonomy of teachers.

A bureaucratic model is used to refer to the generic characteristics of formal organizations. Bureaucracy is seen as an inevitable consequence of increasing the size

and complexity of organizations with written rules and regulations, and formal hierarchical structures. Most formal organizations seek maximum efficiency and bureaucracy is seen as a rational approach to management. The bureaucratic model emphasizes the formal authority of administrators to delegate responsibilities to subordinates, formulate rules to govern subordinate behavior and decision making (Sleegers et al., 1995). The bureaucratic approach demands teachers' compliance with administration decisions. Rules and regulations govern bureaucratic decisions and behaviour. Personal initiative is not encouraged. Bureaucracy emphasizes impersonal relationships between staff and clients. This is designed to minimize the impact of individuality on decision making (Sleegers et al., 1995).

Concern has been expressed about schools that are too bureaucratic and lack acceptable management structures and processes, where principals are insufficiently accountable for their actions and where they take on dictatorial powers in their schools (Chong, Ching & Yin-Cheong, 2000). These schools are seen to be ineffective and the government wishes to see a change in the principals' management practices, from authoritarian to more collaborative. Participative management. It is not uncommon in many schools to find principals who are reluctant to share their decision making authority (Harrison, 2008). Malen, Smylie and Tuermer (2008) reported that principals are inclined to protect their managerial prerogatives and hold resource advantages that enable them to use low cost routine strategies to control committee interactions.

Scott (2001) claimed that there exists in schools a basic conflict between professional values and bureaucratic expectations. Scott (2001) argued that there is a conflict between the teaching profession and the school organization arising from the

incompatibility between professional expertise and autonomy and bureaucratic discipline and control. Corwin, Smith and Lipman (2008) referred to it as the dilemma of control and autonomy in school management. Teachers usually resent interference and directives from the administration and call for shared governance in schools (Corwin et al., 2008). Bureaucratic control of school organization may be a barrier to implementing teachers' participation in decision making. Johnson, Rinehart and Short, (1996) have suggested the creation of democratic rules and procedures for enhanced teachers' participation in decision making to counteract bureaucratic control of school organization. One of the aims of the current study is to consider the relationship of bureaucracy to teachers' participation in decision making.

Purkey and Smith (2005) suggest that the strategies to build cultural linkages may include: assigning all staff members clear responsibilities and high expectations; encouraging collaborative planning and participative decision making; fostering collegiality through shared staff development experiences and peer teaching and learning. Purkey and Smith concluded a 13-factor model for achieving effective schools. They argued that collaborative planning and collegial relationships are the crucial factors that will evolve organically in the school, define the school's culture and lead to the development of the school climate. It is postulated in this study that collegiality is the managerial practices for cultural linkage in schools.

Smyth (1991) defined collegiality could be defined as teachers conferring and collaborating with other teachers. The unique characteristic of collegiality is full democracy in the making of all-important decisions. This is in contrast to the task force or committee structure of representative decision making. The assumptions of collegially

are that organizations determine policy and make decisions through a process of discussion leading to consensus rather than by conflict. Power is shared among some or all members of the organization who are thought to have a mutual understanding about the objectives of the institution (Bush, 1995). Collegiality assumes that organizations determine policy and make decisions through a process of discussion leading to consensus. Power is shared among some or all members of the organization who are thought to have a mutual understanding about the objectives of the institution (Bush, 1995).

Smylie (1992) explored the organizational and psychological antecedents to teachers' willingness to participate in personnel, curriculum and instruction staff development, and general administration duties. He found that teachers' willingness to participate was influenced primarily by their relationship with their principal. Teachers were more willing to participate if the principal was open, collaborative and supportive. They were much less willing to participate if their relationship with the principal was closed, exclusionary, or controlling. The more that teachers perceived their relationship with their principal to be open, collaborative, facilitative, and supportive of their judgment and discretion, the more likely they were to express willingness to participate in decision making. Smylie found that the more strongly that teachers opposed peer judgement, which was a feature of collegial culture, the less likely they were to express willingness to participate in decisions. Conversely, if teachers accepted peer judgement as legitimate, their involvement in decision making will likely be promoted.

Teachers wish to participate more fully in the management of their schools (Davies, 2003). The quality of decision making is likely to be better where teaching staff

participate in the process. Heads do not have a monopoly of wisdom or vision but the involvement of other staff increases the quotient of experience and expertise brought to bear on problems. Teachers' participation is important because they have the responsibility for implementing changes in policy. Collegial management is seen as one of the keys to enhancing school development (Hargreaves, 1994). A collaborative approach to decision making creates a more harmonious climate that increases mutual respect between teachers and teacher, teachers and administrators. Lontos (1994) suggested that clarifying procedures, roles, and expectations for teachers, gave everyone a chance to get involved and would create a climate for collegiality. Principals could support and encourage teachers' participation through creating opportunities for community participation and increasing interaction and dialogue between teachers and administrators.

Taylor, Beare and Boyd (1997) categorize four types of teachers: (1) empowered - those who wanted to participate and did (2) disenfranchised - those who wanted to participate but did not, (3) involved - those who did not want to participate but did, and (4) disengaged - those who did not want to participate and did not. They examined the differences and similarities amongst these four types of teachers on demographic and attitudinal indicators. They found that 'empowered' and 'disenfranchised' teachers were differentiated by collegiality; 'empowered' teachers perceived a higher level of collegiality than 'disenfranchised' teachers. 'Disengaged' teachers had a negative perception of collegiality. According to Taylor et al.'s finding (1997) finding, the variable of collegiality was an important factor. Mutchler Cooke and Duttweiler (1990)

argued that in order to increase teachers' participation in decision making, authoritative management styles need to be transformed into collaborative management styles.

Bondy (1994) have proposed some factors that affect teachers' participation in decision making, including shared governance and process shared vision and collegiality. She also suggested preconditions for the implementation of school based management: developing a clear and shared educational vision; developing effective decision making and governance processes; and building well functioning teams. A climate of teacher involvement may be facilitated through a leader establishing a tightly coupled collaborative decision making process but the development of a culture demands that staff commitment to the process and to one another be deeply rooted in the life and work of the school and the consciousness of individuals (Nias, Southworth & Yeomans, 2009).

The unique characteristic of collegiality is shared decision making and full democracy in the making of all-important decisions (Brown. 1990). Conley, Conway and Bacharach (1990) have argued that school based management will require not only more decentralized decision making to the school management, but decentralisation and participatory management at the school management level. Collegiality as a form of participatory management, should facilitate the implementation of school based management.

2.10 Summary of Literature

The review focused on the concept of decision making, types of decision making, rationale for teachers' participation in decision making process, benefits of teachers' involvement in decision making certain factors also emerged to affect teachers'

participation in decision making. It was evident from the review that teachers can be involved in decision making areas such as school planning, financial management, curriculum_ and teaching, and school policy, rules and regulations. Teachers' participation in decision making has been advocated for a variety of reasons. Most often, participation is enhance communication between teachers and heads and improve the quality of educational decision making. It is also manifested that participation may contribute to the quality of teachers' work life.



CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter describes methodology employed for the study. The aspects of the methodology discussed in this chapter includes, research design, population, sample and sampling techniques, data collection instrument validity and reliability, data collection procedure and data analysis plan.

3.2 Research design

The study employed descriptive survey design since the researcher wanted to find out the existing characteristics and opinion of teachers on decision making process in JHS at Bosomtwe District. Orodho (2005) notes that a descriptive research survey design is an appropriate way of evaluating educational programmes as educational activities operate in a social context. According to Krishnaswami (2001), the design is a fact finding study which involves collecting data directly from a population at a particular time. This design is suitable for this study because the study was conducted in a setting that requires direct responses from the respondents while investigating existing phenomenon without manipulating the variables. The design also allows the participants to describe and provide opinions regarding the variables being studied in detail (Creswell, 2005). On the other hand, Creswell (2005) indicated that with descriptive survey design the respondents may not feel encouraged to provide accurate, honest answers, and also the respondents may not feel comfortable providing answers that present themselves in an unfavorable manner.

3.3 Population of the Study

Population is a collection of all possible individuals objects or measurement that have one or more characteristics in common that are of interest to the researcher (Arthur, 2012). Population is a complete set of individuals (subjects or events) having common characteristics in which the researcher is interested (Fraenkel & Warren, 2002). The target population for the study comprised all teachers and all Junior High schools at Bosomtwe District. The data from Kumasi Metropolitan Office for 2021 academic year put the population of public Junior high school at 10 and 160 teachers. The accessible population of the study consists of teachers of the public junior high schools at Bosomtwe District.

3.4 Sampling Techniques

Purposive sampling technique was used to select all the 10 public junior high school at Bosomtwe District. In selecting the teachers for the study, purposive sampling technique was employed to select all the 160 teachers. According to Kothari (2008), purposive sampling represents a group of different non-probability sampling techniques. Purposive sampling relies on the judgement of the researcher when it comes to selecting the units that are to be studied. Purposive sampling allowed the researcher to use teachers that have the required information with respect to the objectives of the study.

3.5 Sample size

Sample consist of a carefully selected unit of the population for a particular study or is a sub-group of the population that is an ideal representative of the entire population

(Sarantakos, 2005). The sample size for the study was 160 teachers representing 100% of the population.

3.6 Data Collection Instrument

Questionnaire was the main instrument used to gather data because the study was conducted in educational settings where all the respondents are literates. The items were developed from the literature based on the research questions raised in the study. The responses are easily quantifiable and subjective to computation of some mathematical analysis. It allows respondents to respond in a degree of agreement. It is also quick, efficient and inexpensive methods for data collection (Awanta & Asiedu Addo, 2008). Avoke (2005) asserted that questionnaire is the instrument used to collect data for decision making in research.

A four- point Likert-type ranging from strongly agree to strongly disagree was used. The questionnaire was divided into four sections based on the research objectives. Section A dealt with background information of the respondents. Section B covered areas teachers' participate in decision-making. Section C dealt with factors that impede teachers' participation in decision making, and section D covered the strategies to promote teachers participation in decision making in Junior High.

3.7 Validity of Instrument

To ensure that the questionnaire measured what it was supposed to measure. The researcher submitted the questionnaire to her supervisor to check whether the items measure the intended purpose (face validity). The supervisor found out whether the items

cover all the research questions (content validity) and the extent to which the items measure specific construct (construct validity). The examination of the items helped the researcher to reshape and reconstruct items which were not clear to the respondents.

3.8 Pre-testing of Instrument

The questionnaire was pre-tested at Aprade M/A Junior High School at EJisu District, because it has similar characteristics as that of the main study. After collecting the data, the questionnaires was analysed using Cronbach's alpha because the items were mostly Likert-type scale. Reliability coefficient of 0.76 was obtained. After the pre-testing, items which were not clear were reframed and ambiguous items were deleted.

3.9 Procedure for Data Collection

An introductory letter was obtained from the head of Educational Leadership Department, University of Education, Winneba – Kumasi Campus to enable the researcher gain access to the school. The researcher obtained official permission from the District Director at Bosomtwe District before administering questionnaire to teachers and interviewing the heads. 'File purpose of the study was explained to the respondents. The researcher established rapport with the respondents to make them feel at home in answering the questionnaire. The questionnaire was personally administered to the respondents and item which were not clear were explained to the respondents. The respondents were given one week to complete the questionnaire achieved 100% return rate.

3.10 Data Analysis Plan

The data gathered were edited, coded and fed into SPSS software, version 23.0, for Windows. Descriptive statistics such as frequencies, and percentages were used to analyse the data obtained and the results were presented in tables.



CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the analysis of the data collected. Analysis of responses was done according to the research objectives. It determined the areas teachers are involved in school decision making process, factors that prevent teachers from participating in decision making, and the strategies that could enhance teacher participation in school decision making process in junior high schools at Bosomtwe District.

4.2 Background Information of Teachers

The data sought to provide background information of teachers. This included gender, age, educational level, and number of years taught.

Table 4.1: Gender of Respondents

Gender	Frequency	Percentage (%)
Male	120	75
Female	40	25
Total	160	100

Source: Field Survey, 2021

Data in table 4.1 depicts the gender of the respondents included in the study. Out of 160 teachers, 120 of them representing 75% were males while 40 respondents

constituting 25% were females. This indicates that there are more male teachers than females in Junior High schools at Bosomtwe District.

4.2.1 Age of Respondents

Table 4.2 provides information on respondents' age. Details are presented in Table 4.2.

Table 4.2: Age of Respondents

Age	Frequency	Percentage (%)
26 – 35 years	111	69
36 – 45 years	44	28
46 years and above	5	3
Total	160	100

Source: Field Survey, 2021

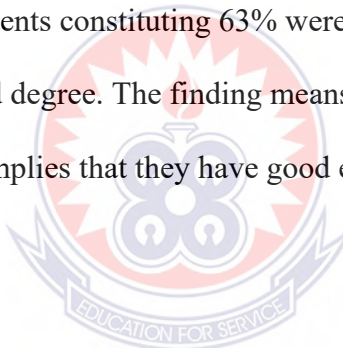
As shown in Table 4.2, 111 respondents representing 69% were between the ages of 26 – 35 years. About, 44 of the respondents constituting 28% were between the ages of 36– 45 years, and five respondents representing 3% were 46 years and above. This indicates that majority of the teachers were between the ages of 26-40 years. This denotes that the teachers are matured enough to share their experience on their participation in school decision making process.

Table 4.3: Educational Level of Respondents

Educational Level	Frequency	Percentage (%)
Diploma	54	34
First degree	101	63
Second degree	5	3
Total	160	100

Source: Field Survey, 2021

As shown in Table 4.3, 54 of the respondents constituting 34% were Diploma holders, while 101 respondents constituting 63% were first degree holders. The least percentage (3%) had second degree. The finding means that majority of the teachers are first degree holders. This implies that they have good educational background to provide the needed information.

**Table 4.4: Number of Years Taught**

Years	Frequency	Percentage
1 – 5 years	86	54
6 – 10 years	63	39
11 – 15 years	11	7
Total	160	100

Source: Field Survey, 2021

Data in Table 4.4 indicate that 86 respondents representing 54% had been teaching in the current school for 1-5years, while 63 of them representing 39% had been teaching in the current school for 6-10years. The least percentage (7%) had been teaching in the current school for 11-15years. This indicates that majority of the teachers had been teaching for 11-16 years. This means that teachers are experienced in teaching and could share their experiences in their involvement in school decision-making process.

4.3 Research Question 1: What decision making areas are teachers involved in Junior High at Bosomtwe District?

This research question presents data on the areas teachers are involved in decision making process. Table 4.5 presents the results gathered.

Table 4.5: Areas teachers are involved in school decision making

Items	SD		D		A		SA		Total	
	F	%	F	%	F	%	F	%	F	%
I am involved in project planning	12	8	36	22	83	52	29	18	160	100
I am involved in formulating school rules	21	13	49	31	69	43	21	13	160	100
I am involved in decisions concerning the use of school facilities	5	3	55	34	70	44	30	19	160	100
I am involved in planning extra-curricular activities.	21	13	29	18	64	40	46	29	160	100
I am involved in the allocation of resources for classroom teaching	56	35	38	24	40	25	26	16	160	100
I am involved in preparation of school budget	44	28	74	46	29	18	13	8	160	100
I participate in designing school time table	34	21	49	31	48	30	29	18	160	100
I am involved in curriculum designing	43	27	58	36	30	19	29	18	160	100
I am involved in planning sports activities	13	8	56	35	38	24	53	33	160	100

Source: Field Survey, 2021

Information in Table 4.5, showed that, as many as 83(52%) of the respondents agreed,29(18%) of the respondents strongly agreed that teachers are involved in project planning while 36 (22%) of the respondents disagreed,12(8%) of the respondents strongly disagreed to the statement. This implies that majority of teachers are involved in project planning in the school.

On formulation of school plans, 90 (56%) of the respondents agreed, while 70 (44%) of the respondents disagreed to the statement. This means that majority of the teachers are involved in formulating school rules. This findings is in line with Schermerhorn's (1996) finding that the best method of increasing the involvement of teachers in school decision-making is by involving them in the formulation of school's plan.

As to whether teachers are involved in decisions concerning the use of school facilities, 100 (63%) of the respondents agreed with the statement. About, 60 (37%) of the respondents disagreed to the statement that teachers are involved in decisions concerning the use of school facilities. This implies that majority of the teachers are involved in decisions concerning the use of school facilities.

On the issue of teachers involvement in planning extra-curricular activities, 110 (69%) of the respondents agreed, while 50 (31%) of the respondents disagreed to the statement that teachers involved in planning extra-curricular activities. The results show that majority of the teachers are involved in planning extra-curricular activities. This is in support of Schneider's (2014) finding that teachers have higher levels of desired involvement in extra-curricular activities, determining the procedures to address the challenges facing the school, and the use of school facilities.

On involvement in allocation of resources, 66 (41%) of the respondents agreed, while 94 (59%) of the respondents disagreed with the statement. This means that majority of the teachers are excluded from allocation of resources for classroom teaching. The finding was in line with the findings of Kumbi (2015) that absence of teachers' participation in allocation of resources.

On whether teachers are involved in preparation of school budget, 42 (26%) of the respondents agreed to the statement. Majority of the teachers, 118 (74%) disagreed with the statement that teachers are involved in preparation of school budget. This shows that teachers are less involved in preparing the plan of school budget. This is in line with Newcombe and McCormick's (2001) finding that teachers are less required to attend meetings such as budget and finance planning committees. They are discouraged to be involved in a wide variety of financial issues.

On whether teachers participate in designing school time table, 77 (48%) of the respondents agreed, while 83 (52%) of the respondents disagreed with the statement. This proves that majority of teachers do not participate in designing school timetable.

As to whether teachers are involved in curriculum designing, 59 (37%) of the respondents agreed, and 101 (63%) of the respondents disagreed with the statement that teachers are involved in curriculum designing. This implies that majority of teachers are not involved in curriculum designing. The finding is in line with the work of Achilles' (2009) finding that teachers preferred to be involved in curriculum but perceived to be less involved in curriculum. The finding is in support of Aggarwal (1993) statement that, "... individual and cooperative efforts of teachers to decide when, how and what to teach,

to revise courses, select content, plan units and produce teaching aids are influenced by school principals” (p.196). The finding is in agreement with Krug’s (cited in Aggarwal, 1993) assertion that, “... teachers participation in curriculum planning today is to be regarded not as a pleasant gesture to the teachers, but rather as an indispensable part of the process” (p. 1996).

Majority of the respondents, 91 (57%) of the respondents agreed that they were involved in planning sports activities, and 69(43%) of the respondents disagreed with the statement. This indicates that majority of the teachers are less involved in planning of sports activities.

4.4 Research Question 2: What factors prevent teachers from participating in decision making in junior high at Bosomtwe District?

This section presents data on the factors preventing teachers from participating in decision making. Table 4.6 shows the result

Table 4. 6: Factors preventing teachers participation in decision making

Item	SD		D		A		SA		Total	
	F	%	F	%	F	%	F	%	F	%
Autocratic leadership style of school head	28	18	40	25	42	26	50	31	160	100
Fear of taking risks by teachers	39	24	46	29	41	26	34	21	160	100
Teachers think decision making is not their responsibility	34	21	59	37	29	18	38	24	160	100
Busy schedule of teachers	11	7	47	29	88	55	14	9	160	100
Lack of motivation by the school head	20	13	29	18	72	45	39	24	160	100
Teachers low level of willingness	5	3	38	24	81	51	36	22	160	100
Lack of trust between teachers and school heads	32	20	38	24	67	42	23	14	160	100
Lack of positive relationship between teachers and school heads	46	29	13	8	74	46	27	17	160	100

Source: Field Survey, 2021

From Table 4.6, the respondents indicated the autocratic leadership style of school head prevented teachers from participating in decision making. As many as 42 (26%) of the teachers agreed, 50 (31%) of the teachers strongly agreed, while 40 (25%) of the teachers disagreed, 28 (18%) of the teachers strongly disagreed to the statement. The finding implies that the autocratic style of heads prevents teachers from participating in decision making. The result agrees with Dufour and Eaker (1991), who indicated that principals may not support teachers participative decision-making.

Concerning fear of taking risks by teachers, 41 (26%) of the respondents agreed, 34 (21%) of the respondents strongly agreed while 46 (29%) of the respondents disagreed, 39 (24%) of the respondents disagreed with the statement. Majority of the teachers disagreed that they fear taking risks.

The teachers disagreed that decision making was not their responsibility prevented them from participating in decision making. About 29 (18%) of the respondents agreed, 38 (24%) of the respondents strongly agreed while 34 (21%) of the respondents disagreed, 59 (37%) of the respondents disagreed to the statement.

The teachers indicated that their busy schedule prevented them from participating in decision making. Majority of the respondents 102 (64%) of the respondents agreed. Over 58 (36%) of the respondents disagreed. The finding concurs with the study by Spencer (2001) that lack of time affects teachers involvement in decision making process.

Moreover, on whether lack of motivation by the school head prevented teachers from participating in decision making, 111 (69%) of the majority of respondents agreed with the statement. About, 49 (31%) of the respondents disagreed that lack of motivation from the school head prevented teachers from participating in decision making. This is in agreement with Johnson and Scollay (2001) statement that teachers have to be motivated and informed enough by means of the offer of professional knowledge and information.

As to whether teachers low level of willingness prevented teachers from participating in decision making, 81 (51%) of the respondents agreed, 36 (22%) of the respondents strongly agreed while 38 (24%) of the respondents disagreed, 5 (3%) of the respondents strongly disagreed to the statement. This means that teachers willingness level seems to be factors determining teachers' involvement in decision-making. It was

essential for teachers to have confidence in participating in decision making process (Johnson & Scollay, 2001).

On the issue of lack of trust between teachers and school heads, 67 (42%) of the respondents agreed, 23 (14%) of the respondents strongly agreed to the statement. Meanwhile 38 (24%) of the respondents disagreed, 32 (20%) of the respondents strongly disagreed to the statement. This means that majority of the teachers agreed that lack of trust between teachers and school heads prevent teachers from participating in decision making.

On whether lack of positive relationship between teachers and school heads prevented teachers from participating in decision making, 74 (46%) of the respondents agreed to the statement, 27 (17%) of the respondents strongly agreed to the statement while 13 (18%) of the respondents disagreed, 46 (29%) of the respondents strongly disagreed that lack of positive relationship between teachers and school heads prevent teachers from participating in decision making. Majority of the teachers agreed that lack of positive relationship between teachers and school heads prevented teachers from participating in decision making. The finding concurs with Spencer's (2001) that discord between teachers and school heads influence teachers participation in decision making.

4.5 Research Question 3: What strategies could be adopted to enhance teacher participation in school decision making process in JHS at Bosomtwe District?

In answering the last research question, the teachers were asked to point out the strategies could be adopted to enhance teacher participation in school decision making process. Table 4.7 summarizes the findings obtained.

Table 4. 7: Strategies for enhancing teacher participation in decision making

Item	SD		D		A		SA		Total	
	F	%	F	%	F	%	F	%	F	%
Sharing responsibility with the teachers	53		13	8	66	41	76	48	160	100
Maintaining good interpersonal relationship with teachers	53		53		74	46	76	48	160	100
Encouraging teachers to participate in decision making	5	3	29	18	45	28	81	51	160	100
Accepting decision made by teachers	21	13	5	3	70	44	63	40	160	100
Establishing environment of trust	5	3	14	9	86	54	55	34	160	100
Giving recognition to teacher's ideas	5	3	13	8	56	35	86	54	160	100
Supporting teachers to develop sense of ownership	5	3	29	18	81	51	45	28	160	100

Source: Field Survey, 2021

From Table 4.7, Majority of the respondents 142 agreed that heads need to share responsibility with teachers, while 18 (11%) of the respondents disagreed with the statement. The finding is in support of Cheng's (2004) statement that shared responsibility is an element of organizational culture related to school effectiveness.

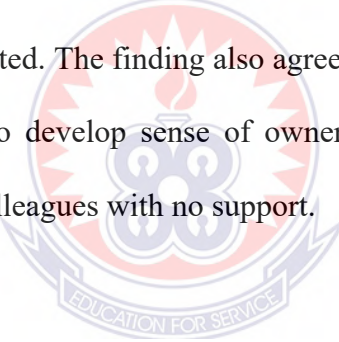
On the maintaining good interpersonal relationship with teachers, 150 (94%) of the respondents agreed, and 10 (6%) of the respondents disagreed with the statement. Majority of head teachers maintain good interpersonal relationship with teachers. The result concurs with Slegers, Leiberman and Lynne's (1995), finding that the level of teachers' involvement in school decision making is likely to correlate with good interpersonal relationship with the school authorities. Again, the respondents revealed that encouraging teachers to participate in decision could enhance their participation, 126 (79%) of the respondents agreed, while 34 (21%) of the respondents disagreed to the statement. The finding agrees with Chinelo (2007) view point that principals with vision generally attached importance to encouraging teachers by allowing more flexibility and giving more discretion to teachers, distributing more power and responsibility throughout the school, and establishing organization structures that encouraged collaborative work among teachers.

Table 4.7 further indicated 133 (84%) of the respondents agreed that heads acceptance of decision made by teachers could enhance teacher participation in school decision making process, while 26 (16%) of the respondents disagreed with the statement. Majority of head teachers accept that decisions made by teachers could enhance teacher participation in school decision making process. The finding supports Scott's (2001), if heads accept the views of teachers, they are willing to put in more effort to make the school successful.

Furthermore, on establishing environment of trust, 141 (88%) of the respondents agreed that this enhance teacher participation in school decision making, while 19 (12%) of the respondents disagreed to the statement. The finding agrees with Cheng (2004)

finding that teachers' willingness to participate was influenced primarily by the trust he/she has with the principal. On whether giving recognition to teacher's ideas as a strategy to could enhance teacher participation in school decision making process, 142 (89%) of the respondents agreed, while 18 (11%) of the respondents disagreed to that effect.

On the issue of supporting teachers to develop sense of ownership, 126 (79%) of the respondents agreed and 34 (21%) of the respondents disagreed with the statement that supporting teachers to develop sense of ownership could enhance teacher participation in school decision making process. The finding is in line with Jongmans, Johnson et al.'s (1998) finding that teachers' involvement in school policy making and supporting teachers appeared to be related. The finding also agrees with Bondy (1994) statement that teachers being supported to develop sense of ownership are more involved in school policy making than their colleagues with no support.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents summary, findings, conclusions, recommendations and suggestions for further research.

5.2 Summary of the Study

The purpose of this study was to investigate the level of teachers' participation in decision making in Junior High Schools at Bosomtwe District in the Ashanti Region. The objectives of the study were to find out areas teachers are involved in school decision making process; factors that prevent teachers from participating in decision making; and strategies that could enhance teacher participation in school decision making process in junior high schools at Bosomtwe District.

The study employed descriptive survey design. The study was conducted in 10 Junior High Schools. The sample size was 160 teachers. Purposive sampling technique was used to select the respondents. Questionnaire was used to gather data. Cronbach Alpha was used to analyze data from pilot test and the reliability coefficient obtained was 0.753. Data were analysed using frequencies, and percentages in order to make the presentation of the information easy for understanding.

5.3 Summary of findings

1. On areas teacher are involved, the study revealed that teachers are highly involved in project planning, formulating school plans, decisions concerning the use of school facilities, planning sports and other extra-curricular activities. They are

less involved aspects of decision making allocation of resources for teaching, preparation of school budget, participating in preparing school time table.

2. On factors that prevent teachers involvement, the finding showed that the autocratic leadership style of school head, busy schedule of teachers, lack of motivation by the school head, teachers low level of willingness, lack of trust between teachers and school heads, and lack of positive relationship between teachers and school heads are factors that prevent teachers from participating in decision making.
3. On strategies, the study found that sharing responsibility with the teachers, maintaining good interpersonal relationship with teachers, encouraging teachers to participate in decision making, establishing environment of trust, and giving recognition to teacher's ideas are the strategies that could be adopted to enhance teacher participation in school decision making process.

5.4 Conclusions

The study showed that teachers in junior high at Bosomtwe District are highly involved in most decision-making areas and they really contribute and participate towards the development and running the school.

The study found that numerous factors that prevent teachers from involving themselves in school decision making process. It could be concluded that these factors can hinder the progress and development of the school since teachers will not be able to fully contribute in decision making. It could be concluded that strategies that allows

teachers to share ideas and speak freely at work will enhance teacher involvement in school decision making process in junior high schools at Bosomtwe District.

5.5 Recommendations

The following recommendations were made:

1. The study found that teachers were not involved in allocation of resources for teaching, preparation of time table. The study recommended that teachers should be given more opportunities to share different ideas and experiences with school administration. Particularly, they should participate in decision-making in such issues as budget planning and curriculum designing.
2. The study recommends that school heads should motivate and encourage teachers to participate in various decisions making process.
3. The school heads need to communicate, give clear information and establish good interpersonal relationship in order to enhance teacher involvement in school decision making process.

5.5 Suggestion for Further Studies

The scope of the current study was limited to Junior high schools in Bosomtwe District. It is therefore recommends that further study should be conducted to Junior High School (JHS) in different district.

The study focused on areas of participation and factors that affect teacher participation in school decision making. The researcher recommends that further research should be carried to investigate how teacher participation influence teacher's performance.

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APPENDIX

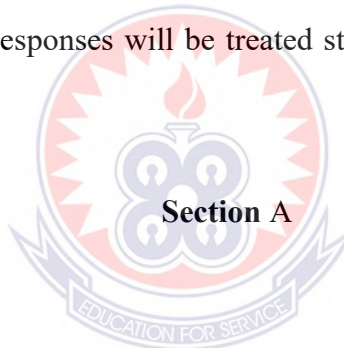
UNIVERSITY OF EDUCATION, WINNEBA

COLLEGE OF TECHNOLOGY EDUCATION – KUMASI

DEPARTMENT OF EDUCATIONAL LEADERSHIP

DECISION MAKING QUESTIONNAIRE FOR TEACHERS

This study is being carried out to find out teachers involvement in decision making process in the school. The information will enable teachers to be actively involved in school decision making process. Your school has been chosen to take part of this study. Your responses will be treated strictly confidential and will remain anonymous.



Background Information

Please kindly respond to the questions. Tick (✓) as appropriate

1. What is your age range?
 - a. Below 26 years ()
 - b. 26-35 years ()
 - c. 36-45 years ()
 - d. 46 years and above ()

2. What is your gender?
 - a. Male()

b. Female()

3. What is your educational Level?

a. Senior High School Certificate ()

b. Diploma ()

c. First Degree ()

d. Second Degree ()

Others (specify):

4. How long have you taught in this school?

a. 1-5years

b. 6- 10 years

c. 11-15years

d. 15years and above



Areas of participation in decision-making process

This section seeks your opinion on areas teachers participate in decision making process in the school.

Please, indicate your agreement or disagreement to the statements. Ticking (✓) as appropriate. Rating: 4=Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree

S/N	Decision making areas	4	3	2	1
5.	I am involved in project planning				

6.	I am involved in formulating school rules				
7.	I am involved in decisions concerning the use of school facilities				
8.	I am involved in planning extra-curricular activities.				
9.	I am involved in the allocation of resources for classroom teaching				
10.	I am involved in preparation of school budget				
11.	I participate in designing school time table				
12.	I am involved in curriculum designin ^g				
13.	I am involved in planning sports activities				



Section C
Factors that impede teachers participation process
process

The items below are factors that impede teachers participation in school decision-making.

Please indicate your degree of agreement or disagreement to the factors that prevent teachers from participating in decision making in your school by ticking (✓) in one of the following: 4=Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree

S/N	Factors	4	3	2	1
14.	Autocratic leadership style of school head				
15.	Fear of takin ^g risks by teachers				
16.	Teachers think decision making is not their				

17.	Busy schedule of teachers				
18.	Lack of motivation by the school head				
19.	Teachers low level of willingness				
20.	Lack of trust between teachers and school heads				
21.	Lack of positive relationship between teachers and school				

Section D

Strategies to promote teachers participation in school decision making process

The items below describe strategies to promote teacher participation in school decision making.

Please indicate your degree of agreement or disagreement on the ways of improving teachers participation in school decision making process in your school by ticking (✓) in one of the following: 4=Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree

S/N	Strategies	4	3	2	1
22.	Sharing responsibility with the teachers				
23.	Maintaining good interpersonal relationship with teachers				
24.	Encouraging teachers to participate in decision making				
25.	Accepting decision made by teachers				
26.	Establishing environment of trust				
27.	Giving recognition to teacher's ideas				
28.	Supporting teachers to develop sense of ownership				