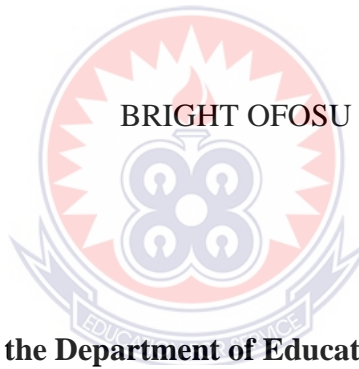


UNIVERSITY OF EDUCATION, WINNEBA

STUDENTS INVOLVEMENT IN DECISION-MAKING IN ST JOSEPH'S COLLEGE  
OF EDUCATION



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

DECEMBER, 2018

## DECLARATION

### STUDENT'S DECLARATION

I, BRIGHT OFOSU, declare that this project report, 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 were supervised in accordance with the guidelines for supervision of project report as laid down by the University of Education, Winneba.

NAME: DR. LYDIA OSEI-AMANKWAH

SIGNATURE:.....

DATE.....



## ACKNOWLEDGEMENTS

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## **DEDICATION**

To my dearest mum Agartha Frimpong, dear wife Akosua Aduse Pokuah and my children Kwadwo Ofosu, Akwasi Ofosu and Mary Ofosu.



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## ABSTRACT

Involving students in decision-making has been identified as management tool that ensures efficiency in school administration. One of the problems confronting authorities in Colleges of Education is how to involve students in making decisions that affect them. The purpose of the study was to find out the decision-making areas in which students take part and factors that impede students' involvement in decision-making. Descriptive design was employed for the study. The target population comprised the students, and the principal of St Joseph's College of Education. Stratified random sampling was used to select the students. Purposive sampling was used to select the Principal of the College. The sample size for the study was 84. This comprised 83 students and the Principal. The study employed the use of questionnaire and interview guide. Cronbach Alpha was used for the pre-test and the alpha coefficient obtained was .83. The study revealed that most of the structures that could promote students' involvement in decision-making had not been instituted. The study established that fear of victimization and intimidation impeded student's participation. It was recommended that college authorities should not intimidate and victimize students when they express their views. The study recommends frequent organization of open forum and provision of suggestion box in the school to enable student speak their minds on problems confronting them.

## CHAPTER ONE

### INTRODUCTION

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

Over the years there has been a lot of worry over effectiveness of decision-making process in the various educational institutions in Ghana. Of late, decision-making has become more important as students have developed keen interest in the administration and most especially in our educational institutions (Agebure, 2013). Decision making is one of the management functions that ensures effective and efficient administration of organizations, and therefore schools.

Student participation in school decision making means to the work of student representative bodies such as school councils, student parliaments and the prefectural body. It is also a term used to encompass all aspects of school life and decision-making where students may make a contribution, informally through individual negotiation as well as formally created structures and mechanisms (Agebure, 2013). Student participation also participation of students in collective decision-making at school or class level and to dialogue between students and other decision-makers, through consultation or a survey among students. Student participation in decision making in schools is often considered as problematic to school administrators (Anwar, 2014). This is often due to the fact that students are viewed as minors, immature and lack the expertise and technical knowledge needed in the running of a school. Thus, students' participation in decision making is often confined to issues concerned with students' welfare and not in core governance issues (Magadla, 2007).

The extent of student involvement in decision making is debatable with often conflicting viewpoints propagated by differing stakeholders depending on their background and world view. (Aggrawal, 2004)

Aggrawal (2004) further stated that while student representatives may not participate in matters relating to the conduct of examinations, evaluation of students' performance, appointment of teachers and other secret matters, their participation should be ensured in all other academic and administrative decisions taken by these bodies. Though this view appears to support student participation in decision making, it however confines student involvement in decision making to specific areas of school life. Defining the limits of student participation in this way is however not only likely to give students the impression that the school's commitment is tokenistic and therefore not to be taken seriously, but it also severely limits the possibilities for experiential learning (Huddleston, 2007).

The principal of a college is the leader, and therefore the success or failure of the college depends on the management techniques she/he adopts. Knezevich (1984) supported this point by saying that the principal is the educational leader who influences how well students perform and how innovations are introduced in the college. Leaders need to make decisions before the innovations are introduced. He further stated that, some of the indicators of effective decision making process in the college that work towards the students' comportment, principal's and students' relationship and diligent students are the achievement of institutional goals. It takes more than a person to provide good decision. Talents and expertise and rich information are needed for effective decision making in our complex educational institutions. (Knezevich, 1984)

However, current studies show that involving students in the decision-making process offers a variety of potential benefits which can generate the social capacity necessary for excellent schools (World Bank, 2010; Dampson, 2010 & Wadesango, 2011). More in detail, research shows that such benefits range from improving the quality of the decisions made (Harris, 2012; Somech, 2010), and enhancing student motivation (Akyeampong, 2004; Dampson & Mensah, 2010). In addition, decision-making serves as an important conflict resolution tool, allowing the students of the school environment to resolve their differences before the educational process is hampered and student learning diminished (Afful-Broni & Dampson, 2009).

The creation of conducive environment for learning in the college by Principals is as a result of decision-making. If students are involved in decisions that affect them they try to make the implementation a success. Lack of effective communication in the school has resulted in students' unrest which always leads to destruction of school property. Decision-making in school seems to be the sole responsibility of principals and sometimes the Vice Principals. Students seem to be ignored when authorities are taking decisions. The 1987 educational reforms stressed the need to involve students in decision-making process in the school. This view was supported by Hanson (1996) when he said that people who are affected by a decision must be involved in making it. It is the duty of the principal to make decisions that direct the school towards the attainment of specified objectives but rather the head needs to co-operate and monitor the process of making the decision to ensure that important ones are formulated and implemented. Principals should encourage students to get involved in decision making and also ensure that they accept quality decisions from students that will best fit a particular situation.

## **Statement of the Problem**

From the beginning of the establishment of College of Education, avenues have been paved for the students to channel their grievances to Management in the college. In spite of this, there have been various confrontations and student unrests within the Colleges. It seems student participation in decision-making at the Colleges of Education has not been appreciated. Some of the principals seen not to involve students in making decisions that affect them. Students, in trying to make their views heard, resort to other means such as demonstrations, destruction of property or boycotting of classes and food at the dining hall. Involvement of students in decisions such as discipline, formulation of rules and regulations, menu and others has been neglected in St Joseph's College of Education. Students seem to be dissatisfied with their involvement in college decision making. Principal has the mentality that students are in matured. The literature searched indicated that students' involvement in school decision making is vital.

In this context, Somech (2010) and Harris (2012) remind us that the participation of students in school decision-making may motivate students to exert their intellectual and emotional involvement in group situations that may enable them to contribute to group goals and share responsibilities for better school improvement. In addition, Botha (2006) claimed that lack of student participation in decision-making is the cause to lack of student academic achievement in tertiary institutions in Ghana. Furthermore, Dampson (2010 & 2011) believed that Ghana's quality of education will be fully achieved through student participation in school decision-making. Dampson and Agebure (2013) posited that lack of participation of students in school decision-making has become a matter of great concern in the field of education in tertiary institutions in Ghana in recent years. It

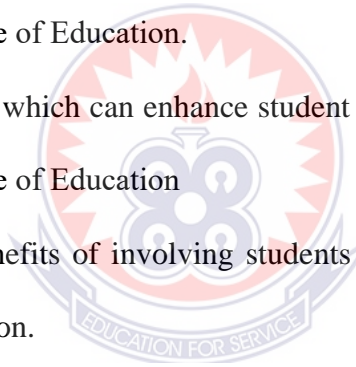
is based on these issues that the research was conducted to investigate students' involvement in decision making process in the college.

### **Purpose of the Study**

The purpose of the study was to examine students 'involvement in decision-making process in St Joseph's College of Education.

The objectives of the study were:

1. to determine whether decision-making structures in St Joseph's College of Education promote students' participation in decision-making.
2. to investigate factors that prevent students from taking part in decision-making in St Joseph's College of Education.
3. to identify factors, which can enhance student participation in decision making in St Joseph's College of Education
4. to find out the benefits of involving students in decision-making in St Joseph's College of Education.



### **Research Questions**

The following questions have been formulated to guide and direct the study.

1. What decision making structures exist in St Joseph's College of Education to promote student involvement in decision-making process?
2. What factors prevent student participation in the decision-making process at St Joseph's College of Education?
3. What are the benefits of involving students in decision-making process in St Joseph's College of Education?
4. What factors can enhance student's involvement in decision-making?

### **Significance of the Study**

The study will enable the principal of the college to realize the need to involve students in decision-making process. It will provide the college with additional knowledge on decision-making process and how to encourage students to be actively involved in decision-making in the college. The study will enable policy makers of Ministry of education to formulate decision-making policy to the management of the College of Educations.

It is hoped that results of this study will help students understand their roles in decision-making and improve their active involvement.

### **Delimitation**

The study was delimited to students' involvement in decision making process. St Joseph's College of Education was selected for the study. The study involved students, and principal of the college. The study again covered areas such as structures, level of student involvement. Factors that impede students' involvement and the effects of students' involvement in decision making process in the college and factors to enhance decision making.

### **Limitations**

The study used only one College of Education for the study. This showed that the study was limited to small sample. This may affect the validity of the research findings. The questionnaire constructed might not provide all the needed information the researcher may need and this might have affected the validity of the results.

## **Definition of Terms**

The following variables are explained to ensure clarity:

**Decision:** It is a resolution to adopt a particular course of action in preference to alternative policies (Nye & Capelluti, 2003).

**Decision-making:** It is a process of making a choice from identified alternatives in order to solve a problem so as to achieve an objective or goal through proper implementation and evaluation.

**Decision Making Process:** It is procedure adopted for making decision to reach a census.

**Involvement:** The process during which individuals and groups are consulted about or have the opportunity to become actively involved in decision making

**Principal:** The head of College of Education.

## **Organization of the Study**

The study is organized into five chapters. The first chapter deals with introduction of the study. It includes the background, statement of problem, purpose of the study, objectives, research questions delimitation and limitations of the study, definition of terms and the organization of the study. Chapter two deals with review of related literature. Chapter three is the methodology. The following were treated: the research design, the population for the study, sample and sampling techniques. The chapter also looks at the development of the instruments, pre-testing, data collection procedures and data analysis plan. Chapter four focuses on results and discussion of data collected. Chapter five presents the overview of the study, summary of findings, conclusions, recommendations and suggestion for further research.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **Introduction**

The literature review focused on theoretical perspectives on decision-making process in order to provide a focus for the study. Literature was reviewed on the following areas:

- a) The concept of decision-making
- b) Modes of decision-making
- c) Types of decision-making theories
- d) Factors that impede participation
- e) Benefits of participation
- f) Factors that enhance participation

#### **Concept of Decision-Making**

Decision making is the essence of the management process. Decisions are made to solve problems, tackling the situations, handling crises and resolving conflicts that are inevitable. Decision making is at the core of planning. The concept of decision making involves defining the problem, finding, comparing and choosing a course of action. It is a process or activity of choosing an appropriate course of action from several alternative courses (Jeruto & Kiprop, 2011). The term “decision making” has been defined as a process of judging various available options and narrowing down choices to a situation one. Decision making is a conscious and human process involving both individual and social phenomena based on factual and value premises which concludes with a choice of

one behavioral activity from among one or more alternatives with the intention of moving towards a desired state of affairs (Smriti, 2015).

Decision-making can be simply put as choosing the best option from more alternatives. It consists of recognizing and defining the type of a decision situation, identifying alternative, choosing the best alternative and putting it into practice (Davidson, 2006, p.116). Decision making process is crucial to good administration. It ensures quality, transparency, accountability, efficiency and ultimately, sustainability. Decision is defined by Beaker (2014) as “act by which individuals undertake to perform one activity rather than another. In other words, all refer to a choice between alternative lines of action at some juncture where the choice is not given but appears to the person to be problematic.

According to Kreitner (2006) decision making is a process of identifying and choosing an alternative course of action in a manner appropriate to the demand of the situation. The act of choosing implies that an alternative course of action must be weighed and weeded out. Decision making could be defined as the study of identifying and choosing from alternatives, the best option that suits a purpose. It is usually regarded as a cognitive study as it involves mental and logical reasoning (Ahmed *et al.*, 2012). It is also a course of action consciously chosen based on some criteria from available alternatives for the purpose of desired result (Massie, 2009).

In decision-making, there are various alternatives that worth to be considered but the interest is not on the number of different alternatives rather to identify all the alternatives and choose the one with the highest probability of success or that best fits specific goal or objective (Ahmed *et al.*, 2012). Most decision involves a certain amount

of risk. If there is no uncertainty, then there is no decision; as you are just to act and expect a fixed result. Wherever you see a successful business, someone once made a courageous decision. The fear of wrong decision making runs in heart of all good leaders and managers but the ability to make the right decision despite that fear, makes them successful (Ahmed *et al.*, 2012).

According to Gorton (1980), decision-making is a complex exercise that needs much time and effort. It employs analytical thought process and utilizes relevant sources of information and assistance. It therefore involves selecting an alternative solution, which is subsequently implemented with the view to achieving set objectives. Gorton stated the rationale behind involving others in a decision-making process as follows:

It increases the use of different viewpoints and ideas which are relevant to the decision being made. It may improve the morale by showing the individuals involved that the administrator values their opinions which may give them greater feeling of satisfaction. It makes better utilization of available expertise and problem solving skills which exist within the community. It can aid acceptance and implementation of a decision because the people who are involved are more likely to understand the decision and become more committed to its success.

Atakpa and Ankomah (1998) further stated that student's active involvement in decision making enables the learners to learn better ways of handling differences in opinions. However, Cafa (1994) argued that students are noted for taking militant action and arguing arbitrarily for reason of non-consultation. Short and Geer (1997) asserted that decision making provides students opportunities for developing the problem-solving skills. It gives students a stake in the organization. Students develop self-evaluative skills

and opportunities for engaging in self-assessment. It develops academic skills. Wadesango (2011) attributed decision-making to choice, sufficiently reducing uncertainty, leadership and action oriented towards a specific goal. Both from individual as well as educational organization perspective decision-making is seen an important activity for successful school improvement.

### **Modes of Decision-Making**

Asare-Bediako (1990) considered the mode of decision-making as the system adopted by an organization in arriving at decisions. He identifies four modes that can be used to make decisions. The first is “decision by authority. This is where the one in authority takes decision for the group. The second is “decision by minority” and this is a situation where a single person or a small group takes a decision on behalf of a large group. Thirdly, “decision by unanimity, which is considered to be the ideal, is where every member of the group agrees with the decision taken. Fourthly, “consensus decision-making” is the approach where there are a lot of collaborations and discussions so that group members who do not favour the majority understand it clearly and are prepared to support it (Sergiovanni, 1995).

Sergiovanni (1995) supported this when he said that such involvement through laid down decision-making structures, builds a large commitment, which leads to effective implementation of decisions. Such involvement has been recognized by Ettl and Jago (1988) as the best positive means of improving the quality of decision and as a result, generates support and understanding for controversial ideas. Gorton (1980) observed that students who are consumers of education have all along not been involved in making decisions like discipline. He further stressed that students have been denied

involvement in decision taking for assessment of their teachers. According to Gorton, students are in the best position to determine whether the teaching they receive is worthwhile or deficient.

Shanahan (1987) also looked at the extent to which principals used participatory management in their schools. The study indicated a high percentage use of participatory decision-making by principals in areas such as maintaining classroom discipline, allowing students to control funds contributed by them for projects. Hanson (1996) and Blasé and Blasé (1994) shared similar views when they said that majority of principals involved their students in the decision-making process of their schools. Shanahan (1997), Hanson (1997), Blasé and Blasé (1994) confirmed that the use of participatory decision making mode increased commitment and higher level of cooperation. It was further revealed that school size was a contributing factor to the use of participatory decision-making. Whereas large school size was found to be a hindrance to active involvement in decision-making process, small school size promoted it.

According to Bennet (1987) mode of decision-making at the school depends on the style of leadership at the central office outside the school. Bennet (1987) investigated the way principals perceived certain conditions and practices at the central office level and how these relate to the methods, the heads employed to involve their subordinates in the decision-making process. It was revealed that apposite relationship existed between the principal's office allocation of decisional power and their perception of leadership at the central office. Ettl and Jago (1988) looked at the results of decision-making games played by volunteers from Houston University. It was found that disagreement among members was likely, and it generated greater acceptance than absorption. This means that

collective thinking resulted in higher quality decisions. Ettlind and Iago (1988) confirmed that increased subordinate involvement in decision-making generates greater acceptance of decisions made.

However, Gorton (1980) stated that group interaction is more desirable because it encourages the consideration of more variety of alternatives and their appropriate results. Gorton (1980) also stated that it makes better use of the available expertise and problem-solving skills which exist within the school community. Quality decision would come from group involvement when various views are put together for the best to be selected. Field (1982) argued strongly that disagreement could be better understood and resolved through collective decision-making. Hanson (1996) further added that disagreements are “conflicts” which are inevitable in group work. They help the people involved to sit upgrade find lasting and positive solutions to problems.

Sergiovamii (1995) cited in Blasé and Blasé (1994) stated that highly successful shared governance principals know it is not power over people and events that counts but, rather, power over accomplishments and over the achievements of organizational purposes. They understand that their subordinates need to be empowered to act and given the necessary responsibility that releases their potentials and makes their actions and decisions count. If students are denied the opportunities for their empowerment that seeks to release their potentials, then principals must be ready for “a strike”

### **Models of Decision Making**

Historically scientists have emphasized two basic models of decision making: the rational model and the bounded rationality model (March, 2010). The Rational Model:

Decision making is assumed to be rational. By this we mean that a decision maker makes decisions under certainty: They know their alternatives; they know their outcomes; they know their decision criteria; and they have the ability to make the optimum choice and then to implement it (Towler, 2010). According to the rational model, the decision making process can be broken down into six steps. Identifying the problem, generating alternative solutions, evaluating alternatives, choosing an alternative, implementing the decision and evaluating decision effectiveness

After a problem is identified, alternative solutions to the problem are generated. These are carefully evaluated, and the best alternative is chosen for implementation. The implemented alternative is then evaluated over time to assure its immediate and continued effectiveness. If difficulties arise at any stage in the process, recycling may be effected (Fred, 2010). Thus, we see that decision making is a logical sequence of activities. That is, before alternatives are generated, the problem must be identified, and so on.

The rational decision making model, discussed above, characterizes the decision maker as completely rational. If a decision maker was completely rational, she would have perfect information: know all alternatives, determine every consequence, and establish a complete preference scale. Moreover, the steps in the decision-making process would consistently lead toward selecting the alternative that maximizes the solution to each decision problem. Frequently, decision makers are not aware that problems exist. Even when they are, they do not systematically search for all possible alternative solutions. They are limited by time constraints, cost, and the ability to process information. So they generate a partial list of alternative solutions to the problem based

on their experience, intuition, advice from others, and perhaps even some creative thought. Rationality is, therefore, limited. Simon (2009) coined the term bounded rationality to describe the decision maker who would like to make the best decisions but normally settles for less than the optimal. In contrast to complete rationality in decision making, bounded rationality implies decisions will always be based on an incomplete and, to some degree, inadequate comprehension of the true nature of the problem being faced, decision makers will never succeed in generating all possible alternative solutions for consideration, alternatives are always evaluated incompletely because it is impossible to predict accurately all consequences associated with each alternative and the ultimate decision regarding which alternative to choose must be based on some criterion other than maximization or optimization because it is impossible to ever determine which alternative is optimal.

### **Factors influencing Student Participation in the Decision-Making Process**

A review of literature on student participation in school decision-making processes points to some factors that play a role in determining the extent and the manner in which teachers can be involved in school decision-making processes. Some of these factors are organisational trust, student motivation, decisional zones, student empowerment, past experiences and individual differences (Somech, 2010; Oduro, 2007; Johnson & Kruse, 2009). These factors are reviewed in more details in the next subsections.

According to Giddens (2009), trust is analyzed in two categories: trust among individuals, and trust in abstract systems. In its broadest meaning organisational trust is the dispositional beliefs that employees have for their organisations (Zaheer, 2009).



Organisational trust also reflects the perceptions of an employee related to the support provided by the organisation (Mishra & Morrissey, 2006). Taylor (2009) points out that organisational trust is phenomenon developed through harmonious behaviour based on mutual respect and courtesy, and is realised over time. This implies that for principals to develop organisational trust among students, they must respect and give students the due courtesy and vice versa.

Newcombe, McCormick and Sharpe (2007) conceptualize trust in financial context, as integrity, consistency and fairness of the decision makers and the decision-making process; the expertise of the decision maker; the effectiveness of the process; and the degree of disclosure of financial information. This implies that principals and students who work together ought to have a trusting work relationship because if they do not trust one another, they are not likely to disclose information openly to each other. The issues of transparency, openness, accountability and democracy are some of the factors that influence organisational trust in most Ghanaian schools (Dampson, 2010; Bogaert *et al.*, 2012). These factors are aimed at ensuring trust and faith in all educational institutions. The implication is that principals who work with students within educational institutions must have trust in each other, in order for them to be able to ensure proper student participation in school decision-making. Newcombe *et al.*, (2007) point out that the desire to be involved or not to be involved in the decision-making may stem from lack of trust in the decision makers and the decision-making processes.

In addition, Newcombe and McCormick (2001) suggest that the challenge for school leaders is to establish an environment of trust through the implementation of a process based on integrity, openness, consistency, fairness and professional approach to decision-

making processes. Despite these suggestions, Newcombe *et al.* (2007) further noted that in circumstances where participative decision-making is based on full disclosure of information there is an absence of perceived bias in the decision-making process and implementation of the decision resulting from collaborative process.

Internationally, a plethora of research on teacher motivation (Agezo, 2010; Dolton & Marcenaro-Gutierrez, 2011) found that teacher motivation is associated with student learning outcomes. In a cross-country analysis of the relationship between student motivation and performance, Dolton and Marcenaro-Gutierrez (2011) observed that countries with poor records of teacher motivation have low teacher performance leading to poor educational outcomes.

In the field of education, motivation may mean different things to different people depending its application. Velez (2007) conceptualises motivation as an inspiration or encouragement of a person to do his or her best. Snowman, Mcown and Biehler (2008) however, define motivation as the forces that lead to the arousal, selection, direction, and continuation of behaviour. In their view, student motivation is a concept that assists us in understanding why students behave the way they do.

According to Bennell (2004), student motivation are all the psychological processes that influence their behaviours towards the achievement of educational goals and yet these psychological processes cannot be observed directly due to many organisational and environmental challenges that affect the achievement of educational goals. Measuring the determinants and consequences of students' motivation to work is therefore difficult. However, there are two important aspects of motivation that are inter-

related. They are; “will-do” and “can do”, and 'will-do' motivation is “the extent to which an individual has adopted the organization’s goals and objectives. On the other hand, 'can-do' motivation focuses on the factors that influence the capacity of individuals to realize organisational goals” (Bennell, 2004, p.8). Affirming the relationship between motivation and student participation in decision-making, Dampson and Mensah (2010) observed that students’ representatives in the College of Education of Ghana were not satisfied with their job because they lacked both extrinsic and altruistic motivation to do their job. In order to ensure a good relationship between administrators and students, the institutions of learning must provide facilities for teaching and learning that will enhance and entice students to study and perform well.

Hoy and Tarter (2004) claim that principals find it difficult to motivate students because the majority do not have the expertise to know how and when to involve students in school decisions. However, they believe that it would be unrealistic and unproductive to expect school leaders to involve students in every school decision, especially those that relates to school financial management. They developed a normative model of shared decision-making. This model is based on two rules. The first rule has to do with whether or not the student has a personal stake in the decision. The second rule has to do with whether or not the student has the expertise to contribute in the decision. This means that representatives may want to be involved in an area or issue because they have the expertise or personal stake in the decision. This model advocates extensive student involvement in the decision in which students have personal stake and or expertise. This model provides school authorities with a tool that they can use to decide on which decisions to involve students and how. In a school setting where a decision falls outside

the students' "zone of acceptance", involving them in that decision will increase the likelihood that the decision will be accepted (Tschannen-Moran, 2004).

In recent years, the role of principals has come to be seen as critical in implementing shared decision-making. It is believed that when principals acquire the skills and knowledge in shared decision-making they will be able to motivate students' leaders and make use of student's expertise in school decision-making.

Empirical research provides, however, few detailed pictures of the day-to-day dynamics of sharing governance of a school with empowered students (Blasé and Blasé, 2001). This implies that for students to be able to participate fully in school governance (school decision-making) principals should be able to empower students to be more fully responsible for teaching and learning-related decisions. For students to achieve empowerment, Tate (2004) believes that principals should regard students as concerned citizens, as protectors of the truth, and as participants in the schooling enterprise and be allowed to voice their opinions about educational policies.

Within the Ghanaian educational, culture and past experiences can have an impact on school decision-making. Juliusson, Karlsson, and Garling (2005) indicate that past decisions influence the decisions people make in the future. It stands to reason that when something positive results from a decision, people are more likely to decide in a similar way, given a similar situation. On the other hand, people tend to avoid repeating past mistakes (Sagi & Friedland, 2007). This is significant to the extent that future decisions made based on past experiences are not necessarily the best decisions. In this regard, principals who relied on programme decision-making style tend to repeat mistakes made because many decisions taken in the past might have not been evaluated. It must,

however, be noted that although past experience can enable the principal to solve problems and make quick and wise decisions in no time, care must be taken as schools have evolved within the last century.

In addition to past experiences, individual differences may also influence school decision-making. Research studies have shown that age, socioeconomic status, and cognitive abilities influences decision-making (Bruine de Bruin, Parker & Fischhoff, 2007). Finucane *et al.* (2005) also established a significant difference in decision-making across age; that is, as cognitive functions decline as a result of age, decision-making performance may decline as well. In addition, older people may be more overconfident regarding their ability to make decisions, which inhibits their ability to apply strategies (Bruine de Bruin *et al.*, 2007). Finally, with respect to age, there is evidence to support the notion that older adults prefer fewer choices than younger adults (Reed, Mikels & Simon, 2008). These suggestions imply that older principals will prefer not to involve the majority of the student leaders as he/she is overconfident in his/her decisions. However, younger principals might prefer involving majority of the student leaders as his/her choices are limited.

In another instance Bruine de Bruin *et al.* (2007) argue that age is only one individual difference that influences principals' decision-making. According to Bruine de Bruin *et al.* (2007), the school leaders in lower social economic status group may have less access to education and resources, which may make them more susceptible to experiencing negative life events, often beyond their control; as a result, low social economic status of principals may make poorer decisions, based on past decisions.

## **Benefits of Students Involvement in Decision-Making Process in School**

A lot of benefits can be enjoyed by both students and authorities if students are allowed to participate in college decision-making. Arikewuyo (1995) asserts that the involvement of organization members in administration and management is essential to the achievement of its goals and objective. He further stated that the democratization of the administrative machinery is very crucial to effective management. Johnson's (1991) study among San Francisco principals revealed that collective work structures enabled workers to develop their professional competence.

Asiedu-Akrofi (1978) posited that subordinate involvement in organizational decision-making is a means to release their potentials (p. 132). It is argued again that subordinate participation in administration is seen as motivational tool that increases employee satisfaction, commitment and confidence in the organization (Sergiovanni, 1995). It was found out in Amabile's (1983) study that investment of subordinates in decision-making produces more innovative work. Ukeje, Akabugu and Ndu (1992) similarly discovered the importance of student participation in the management of schools. Some of the important aspects that Ukeje mentioned are as follows: It provides a channel through which the principal may educate the students in civic responsibilities and in ideals and attitude of good citizenship. It develops a feeling goodwill, friendliness and fellowship between students and departments. It reduces the necessity of supervision and pressure by staff thus, relieving. It improves in discipline morale and tone of the school. It opportunity and means for students to solve their own problems. It leads to the development of ideas for right conduct, self-control, co-operation, efficiency and fairness. It provides training in leadership. It enhances students understanding and appreciating the

virtues of fair and ethical co-operation demanded in adult and business life. It increases the number of different viewpoints and ideas, which might be relevant to the decision being made.

Lutterrodt (1989) came out with five reasons for involving others in decision-making. The first was that the involvement increased the number of different viewpoints and ideas which might be relevant to the decision being made. The second was that involvement made better utilization of available expertise and problem-solving skills existing within the school community.

The third reason was that involvement might improve school morale by showing the individuals involved that the head valued their opinions, which might give them greater feelings of professional pride and satisfaction. The fourth one has been that involvement could aid acceptance and implementation of a decision because the people involved are more likely to understand the decision and be committed to its success. Lastly, involvement has been found to be consistent with the democratic principles of our society which noted, that those affected by public institution like school should have some voice in how the schools were run.

Involvement of subordinates in the management of an institution motivates them to give of their best to achieve the goals of the institutions. It enables them feel that they are part of the institution. Herzberg (1987) stated that extrinsic motivators are not enduring. He recommends job enrichment programmes like participation of staff or subordinates in the decision-making process. Lutterrodt (1989) indicated that employee participation in decision-making is among the range of key success factors for productive improvement. Short and Geer (1997) stated that workers found in all organizations would

like to be involved in maturing the decisions that made an impact on the quality of their working lives, as well as those decisions essential to the success of the organization. Lutterrodt (1989) indicated that participation in management is one of the widely recognized motivational techniques. The effects of the technique, according to him, are increased employee satisfaction, commitment and confidence in an organization.

Sergiovanni (1995) indicated that when workers are empowered by way of taking part in decision they have a sense of ownership and as a result are committed to the implementation of the decisions. He further stated that when people are motivated they co-operate to avoid instruction, assured responsibility and finally are ready to be held accountable to their stewardship. Short and Geer's (1997) study revealed that managers who fail to motivate workers by involving them in decision-making process say, "but if anything goes wrong, we are the ones who will be held responsible." They suggested in their studies that institutions must not "treat students as product, but as workers with vested interest in the learning experiences in which they participate at school. If students are considered as workers with the same "vested interest" as the other relevant publics, the study therefore suggests that their involvement in decision-making process will bring about the same positive effects as in the case of formal workers. Students who are empowered are able to initiate and carry out new plans, because they are allowed to be part of decisions. Students who are empowered are able to initiate and carry out new plans, because they are allowed to be part of decisions. They take more responsibility for their learning and exhibit higher levels of engagement in learning experiences. A study carried out by Amabile (1983) found that people placed in conditions that provide intrinsic instructions and free choice generally, produce more innovative work. Blasé and



Blasé (1994) argued strongly that students' participation in decision-making would promote the building of a positive, trusting environment that encourages openness, facilitates an environment that effective communication and models understanding.

The researchers share the view that if students are treated as mature persons, trusted, respected and considered as people who have interest in the learning experiences in which they participate at school, they will be allowed to involve themselves in the decision-making process. Such empowerment will make students to work towards the creation of an environment where they will feel free to contribute their quota.

### **Factors that Prevent Students from Participating in College Decision Making**

Studies have revealed various factors that impede student's involvement in decision-making. For instance, Blasé and Blasé (1994) found in a study on barriers to shared governance that from the principal's perspective, the principals feared the erosion of their traditional authority and that fear had the potential to produce errors in judgment as well as tension between the principals and teachers.

Zuo and Ratsoy (1999) also identified three major factors that impede student participation in decision making. They are: personal, environmental and organisational factors. According to them, the personal factors include individual's philosophy, educational level, and degree of maturity, attitudes, personality, age, leadership styles, experience and interpersonal skills. Examples of attitudinal factors were the attitudes of some heads towards students' participation and confrontational attitudes of students towards heads. For environmental factors they posited that the political and the economic

factors mostly prevailing in our communities impede student participation in decision making. Students are not allowed to express their views in political environment since they are considered as immature in terms of reasoning. In an academic environment decisions are mostly formulated for students to obey because the students are seen as children. The third factor, organizational and structural factors such as time of scheduling meetings and rules of the school affect students' participation in decision making.

Hoy and Miskel (1982) cited in Bridges (1967) identified the relevance of expertise in decision-making. To test the expertise of students, Bridges (1967) said students must be qualified to make useful contribution to the identification and solution of a problem. He added that to involve students in decisions that are outside their scope of experience and sphere of competence is likely to cause unnecessary frustration.

Blasé and Blasé (1994) found out that lack of time was one of the factors that impede student involvement in decision-making. He said that shared governance required enough time for collaborative decision, time to consult with participants and time to fulfill one's responsibility as principal. Principals reported that time for shared decision-making was an ongoing challenge. Locke (1974) shared a similar view when he said that participation cost time since group decisions take too long time to be made. When such a situation arises, students are discouraged even to contribute.

Additionally, Kaba and Baker (2001) indicated that some students believe that the ability to speak well is being equated to intelligence and students are not able to argue out their case well, and whatever they say may not be convincing and thus, the authorities may fail to act on them. Lansdown (2001) identified the significant hostility among many

adults to giving young people voice in cultures where the young are expected to obey rather than to question or challenge authority. He further asserts that the incompetence of the youth and the fear that young people will lack respect and indeed evade necessary adult protection are factors that contribute to the refusal of adults to recognize the value of a more democratic relationship with young people.

Short and Geer (1997) indicated that school administrators see students as inexperienced, and therefore lack the requisite knowledge for making managerial and operational decisions that could propel the school in the direction for achievement of set objectives. Azarelli (1996) observed that the Board of Governors in America school was once strongly opposed to the ideas of subordinates' involvement in educational decision at even the local level. It was believed that such subordinate participation contravened the board's constitutional rights. The situation led to the development of different views among the public towards student participation in the affairs of the school. Parents considered the teacher as hired to teach; the student on the other hand, was in the school to learn and not to meddle himself or herself in administrative matters.

With this in mind administrators saw decision-making as their sole authority delegated to them by the Board of Governors. Teachers were then restricted to certain technical decisions whilst students were completely denied the opportunity of participation. Asiedu- Akrofi (1978) agreed with Azarelli by saying that many heads of institutions abuse powers given to them by the government and as a result intimidate the very students they are supposed to work with. He further stated that such attitude of intimidation and abuse of power does not augur well for the collaborative efforts needed for the smooth running of schools. He said that of Africa where the child does not and

dares not question the actions of the adult. This shows why some heads do not respect students' views and are reluctant to involve them in decision-making.

Blasé and Blase (1994) asserted that to bring about positive changes in education, principals must understand that both teachers and students must experience the school as a place that provides innovative and dynamic opportunity for growth and development, Sergiovanni (1995) noted that school principals are those who are consistent with the ideals of a “transformative leadership”, a leadership style in which “teachers and students are given responsibilities and their potentials released to make their actions and decisions count. Study conducted by Gorton (1980) on the attitudes and perception of principals and teachers towards the implementation of school based shared decision-making in Dubuque district school. The study indicated that the attitude of principals and teachers regarding the process of decision-making and their perceptions of areas for student participation differed. Students indicated significantly more agreement than principals and teachers as to how the shared decision-making process was functioning in their schools. Principals also indicated that students are to be provided with requisite information to help them make appropriate decisions. Teachers who were identified as being faculty advisory body to students' councils however felt student's council should not be allowed increased roles in decision-making. Students on the other hand, were found to press for involvement in matters of discipline. Students also said that they should be allowed to evaluate teachers because they are consumers of education. They should be involved in decisions concerning control of extracurricular funds without administrative interference.

Gorton (1980) also found that involving students in decision-making required that the administrator be certain “that the individuals or group are given sufficient training for participation in decision-making. In the study it was found that heads of schools thought that students lacked the requisite knowledge for an effective involvement in decision-making at the school level. Students on their part felt that they had adequate information upon which to make a decision. Therefore, there was a significant difference in the perception of the two groups. Chapman (1990) conducted a study to find out factors that were associated with subordinate participation in school decision-making with the emphasis on teachers. The study revealed that subordinate involvement was associated with factors such as age, sex, and years of experience.

### **Factors that Enhance Student Participation in Decision-Making**

Factors that enhance student participation in decision-making is an important management technique which is applied if the objectives of the school are to be achieved. Janis (1996) cited by Okumbe (2000) identified one main problem, which arises when a group decision is to be taken. He stated that pressure is mounted on the group for conformity and thus deters the group from critically appraising unusual minority or unpopular view.

He said that this situation has a serious effect on the quality of decisions made by groups, in the sense that individuals who may be having important feelings, beliefs and positive critical analysis of decisions are always put under pressure to suppress, withhold or modify them. He pointed out that even if a different view could have improved the decisions made by groups, some members are always forced to appear to be good members of the group by following the group decisions.

Janis (1996) suggested that groups should not be isolated by their leaders rather; managers or group leaders should encourage individual members to give their own critical evaluations of proposals before a final decision is made. Open inquiry by all members should be promoted so that a variety of alternatives can be suggested and critically analyzed. In other words, managers should not state their own positions at the onset. Managers may find it more effective to divide groups into two or more sub-groups so that independent views from sub-groups could be viewed together.

According to Janis (1996), if each individual in a group is allowed to air out his views on an issue, without the leader imposing his position on them, good decisions will be arrived at and the decision will bind all members. Lansdown (2001) emphasized the importance of access to information. He elaborated on the importance of disseminating information at the appropriate time to the youth. Moreover, he said the youth must be involved in the development of such information. He therefore made mention of a broader inclusion of young people in decision-making. He pointed out that disabled young people are not to be marginalized. Duku, Shower and Limber (1980) in their study identified open communication with subordinates as an important factor that enhances decision-making. Blasé and Blasé (1999) also identified five primary strategies for implementing shared governance in schools. These were building trusts, developing open communication, sharing information, building consensus and embracing inevitable conflict in productive ways. Shared-governance principals reported that building trust was central to their roles and that included active listening, extending responsibility and authority, accepting people's differences, and demonstrating understanding and respect. According to Blasé and Blasé (1999), shared governance principals established open

communication by listening actively, encouraging input and feedback by making themselves available for interaction and discussion. Shared-governance principals were aware of the important link between access to relevant information and successful teacher empowerment so they constantly shared information relevant to decision-making.

Zuo and Ratsoy (1999) reported that administrators could facilitate student involvement in school decision-making process by providing necessary training, appropriate scheduling of school committees meetings and using multiple approaches to obtain students input. They said that administrators who hold negative attitudes towards students' involvement are to be enlightened about student's role in school governance so that they would show greater respect for students on school committees. Owens (1995) shared similar view when he stated that it is insufficient that only the administrator be skilled in participative methods. It is essential that all participants understand and know how to play their roles effectively (p. 198). The school authorities should not take a supportive stance towards student involvement but rather provide concrete assistance that facilitates student involvement. They gave examples like organizing lectures, or workshops on school activities, open communication, conflict management and scheduling meetings when students can be present. Zuo and Ratsoy (1999) further asserted that students who wanted to be involved in school governance must be knowledgeable about the procedures involved in the decision-making of the school. Students must know their limits.

They suggested that student organizations should employ various means to encourage capable students to become involved in the governance of their schools.

Incentives appear to be required for students to participate in the process because their financial and other limitations may deter them from doing so.

The reviewed literature explained the concept of decision-making as a conscious and deliberate choice between two or more alternatives, modes of decision-making which include decision by authority, majority, minority, unanimity and consensus. The two categories of decision-making included programmed and programmed, Participation processes were found to be consultation, delegated authority, joint decision-making and student control. The benefit of decision-making was that it enables students to give their best to achieve the goals of the institutions. Factors that prevent students from participating in decision-making were found to be inexperience and incompetence on the part of students and factors that enhance participation included open communication and building trust. The topics discussed in the literature were related to the study since the purpose of the study was to find out the level of student involvement in college decision-making. The study followed issues evolved from the literature review. One major issue evolved from the literature was the need to involve students in decision-making. Student participation indecision making was found out to be contravening heads constitutional right.



## CHAPTER THREE

### METHODOLOGY

This chapter discussed the design, the population, the selected sample and the sampling procedures that were used in the study. It also looked at the development of the instruments, pre-testing of the instruments, data collection procedure and data analysis.

#### **Research Design**

The descriptive survey design was employed in the study to find out the attitudes and opinions on student's involvement in decision-making process in St Joseph's College of Education. Kombo and Tromp (2006) observe that descriptive research attempts to describe what is in the social system such as a school. This research design was appropriate for this research studies because it deals with matters concerning education which is a social science. In this case school is a social system. A descriptive survey research design involves acquiring information about one or more groups of people about their opinions, characteristics, attitudes or even habits. This information is collected by interviewing or administering a questionnaire to a sample of individuals. In this study, both questionnaires and interview schedules were used.

The study assessed the situations of making decisions in St Joseph's College of Education, that is, to find out whether students are actively involved in making decisions that affect them. Babbie (1990) recommended the suitability of this design for purposes of making generalization from a sample to a population so as to make inferences about some opinions and attitudes of the population.

The descriptive design was employed because it provides useful information from a large group of people. Also, items which are unclear to respondents can be explained and follow up questions can be asked (Fraenkel & Wallen, 1993). However, some of the weaknesses of the design are that it is difficult to ensure that the questions to be answered are clear and not misleading. This is because survey results can vary significantly depending on the exact wording of the questions. The design requires people who can articulate their thoughts and can even put such thought into Writing (Seirfert & Hoffmann, 1991). In spite of these disadvantages, the researcher considered the descriptive survey as the appropriate design for the study.

### **Population**

St Joseph's College of Education which is one of the Colleges of Education in the Brong Ahafo Region was selected for the study because recently one often heard of students complaining of their noninvolvement in decision that concerned them. The target population for the study comprises all students and the Principal of the college. The statistics for 2017 academic year indicated that there were 325 students. The accessible population consists of first, second and third year students and the Principal of the college.

### **Sampling Technique**

Stratified random sampling was used to give everyone equal chance to have his or her view collected. Stratified random sampling reduces human bias and provides a sample that is highly representative of the population (Freedman, 2005). Simple random

sampling technique was adopted by selecting 83 students of the college with the application of a lottery method. In this method, pieces of paper written YES or NO were put in a box, shook thoroughly after every handpicking and 83 students who picked YES formed the sample. Purposive sampling was employed in targeting the school principal. The Principal was automatically selected for the study because he was considered to possess the needed information. The justification for using purposive sampling lies in the fact that, according to Palinkas *et al.* (2013) purposive sampling may be used with both qualitative and quantitative research techniques. According to Saunders, Lewis and Thornhill (2007), purposive sampling is a form of sampling often used when working with very small samples such as in case study research.

### **Sample Size**

The sample comprised 83 students and one principal of the college. A total of 84 respondents formed the sample for the study.

### **Instrument for Data Collection**

The study employed the use of questionnaire and interview guide. The questionnaire was used to gather information from students because the study was conducted in an educational institution where all the students were literate. Sarantakos (1998) said that if questionnaire is used data offered by respondents are of limited interference on the part of the researcher. Gay (1987) supported the use of questionnaire when he points out that in a descriptive research, data are usually collected by administering questionnaire. The questionnaire was developed and designed by the

researcher. The questionnaire was in 6 sections (A, B, C, D, E and F). Section A dealt with personal data, section B sought respondents' views on decision making structures that exist in the college, section C demanded opinions on the areas in which student were involved indecision, section D found out the benefits of involving student in decision making process, section E sought views on factors that prevented students from participating in decision making and section F required respondents to state factors that enhanced participation in decision making. The four-point Likert scale was used to rate the responses. Sarandakos (1998) stated that Likert scale allows the responses to be ranked and it is easy to construct. For the structure, actual participation and perception of student's involvement in decision-making, respondents were asked to rate the scale to express their views on each item. The views were analyzed to facilitate the discussion.

The interview consisted of five broad themes. They included decision-making structures, benefits of involving students in decision-making, factors that impede and factors that enhance student's involvement in decision-making.

### **Pilot-Testing**

There was the need to pre-test the instrument to ensure validity and reliability of the items. Gall, Borg and Gall (1996) emphasized the need to subject new research instrument to field-testing with a population similar to that from which the sample of the study would be taken. To obtain the appropriateness and usefulness of the instrument, a pre-test was conducted at Wiawso College of Education in the Western Region because it has similar characteristics as that of the college selected for the study. The pilot-test involved the principal and 30 students. The Cronbach alpha was used to run the reliability and the coefficient obtained from the pre-test was 0.83. The pre-test enabled the

researcher to reframe, reshape and delete those items that were found to be unclear and ambiguous.

### **Data Collection Procedure**

The researcher approached the principal for a permission to gain access to the school. In the school, the researcher personally met and explained the purpose of the study to the respondents during break time, after which the questionnaire was given out to them to answer. The researcher established rapport with the respondents to make them feel at ease in answering the questionnaire. The researcher administered questionnaire personally. This helped researcher to explain items that posed problems to the respondents. The questionnaire was collected after one week.

### **Data Analysis Plan**

Data from the completed questionnaire were edited for consistency. The closed-ended items were coded for entry into the computer and the Statistical Package for Social Science (SPSS) was used to analyze the data. Descriptive statistics indicating frequencies and percentages were used to present the results in tabular form.

Data from the interview were analyzed manually. The recorded responses of the interview were written down and edited. The edited data were assembled under the various themes identified from principal involvement indecision-making process. The analysis was based on the number of times an issue occurred.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

This chapter discusses the findings on students' involvement in decision-making process in the school. The data were collected from 84 respondents. The aim of the study was to find out student's involvement in decision-making in St Joseph's College of Education. This comprised 83 students and the principal of St Joseph's College of Education. Questionnaire and interview guide were the main instruments used to draw information from the respondents. The Principal was interviewed while the students answered questionnaire. Data were analyzed with the use of percentages and frequency tables.

This section of the research has been grouped under six sub-headings. They are:

- (1) Personal data
- (2) Decision-making structures
- (3) Areas students are involved
- (4) Benefits of involving students in decision-making
- (5) Factors that impede student's involvement in decision-making
- (6) Factors that enhance students' involvement in decision-making.

#### **Personal Data of Respondents**

Personal data on respondents was sought to enable the researcher know the type of people involved in the study. They are sex and age of respondents.

### Sex of Respondents

This section presents proportion of gender of respondents who took part of the study.

Table 1 provides the details of respondent's sex,

**Table 1: Sex of students**

Sex	N	%
Male	71	84.5
Female	13	15.5
Total	84	100

Source: Field Data, 2018

Information on Table I shows that 84.5% of the respondents were males while only 15.5% were females. The analysis means that there were more males than females in the college. The male dominance did not affect decision making in the college.

### Age of Respondents

Respondents were asked to indicate the age range in which they fell. The scores are displayed in Table 2 below.

**Table 2: Age of Respondents**

Age	N	%
15-20years	16	19.0
21-25years	49	58.4
26-30 years	14	16.7
Over 30 years	5	5.9
Total	84	100

Source: Field Data, 2018

As indicated in Table 2, 58.4% of the respondents fell within the range of 21 -25 years, 19% were within 15-20 years, 16.7% were fell within 26-30 years and only 5.9% were over 30 years. From the analysis it could be deduced that majority of the students are 21 - 25 years. This means all the respondents were legally old enough to be included in the decision making process in the school. The implication is that good decision would be taken for effective administration.

**Research Question 1: What decision making structures exist in Colleges of Education to promote decision-making?**

Respondents were asked to indicate how the decision making structures in the college promote decision-making. Findings are shown in Table 3.

**Table 3: Decision-making structures**

Structure	SD		D		A		SA		Total	
	N	%	N	%	N	%	N	%	N	%
The SRC often meet	11	13.3	19	22.9	28	33.8	25	30.0	83	100
Students serve on disciplinary committee	27	32.5	36	43.4	11	13.3	9	10.8	83	100
Suggestion box is provided	54	65.0	23	27.8	3	3.6	3	3.6	83	100
Open forum is frequently organized	49	59.0	25	30.0	6	7.0	3	3.6	83	100
Housemasters frequently meet the house	51	61.4	24	29.0	6	7.0	2	2.6	83	100
Form masters/ mistress meet classes every fortnight	48	57.9	22	26.5	10	12.0	3	3.6	83	100
Students views on effecting changes are welcome by school authorities	47	56.6	23	27.8	8	9.6	5	6.0	83	100

Source: Field Data, 2018



Results in Table 3 show that 33.8% of the respondents ‘agreed’ that Student Representative Council often met to discuss issues concerning students, 30% of the respondents ‘strongly agreed’ that SRC often met while the least number (13.3%) of the respondents ‘strongly disagreed’ with the statement. From the analysis it could be said that majority of the respondents ‘agreed’ that the SRC often met. This implies that a lot of issues which were bothering students could be discussed and the immediate solution could be provided. Atakpa and Ankomah (1998) supported this finding when they said that students’ active involvement in decision-making enables them to learn better ways of handling differences in opinions.

On the question of students serving on disciplinary committee, a great number of respondents 43.4% “disagreed” with the statement. About 32.5% of the respondents ‘strongly disagreed’ that students served on disciplinary committee. Only 9 (10.8%) said they ‘strongly agreed’ with the statement. This suggests that students were not given the opportunity to serve on disciplinary committees. The implication is that some measures which were taken might not be in favor of students and these could result in worries and anxieties among students. Cafa (1994) argued that students are noted for taking militant action and arguing arbitrarily for reason of non-consultation.

A question was asked to ascertain whether the school provides suggestion box for students to share their opinions, majority 54 (65%) of the respondents ‘strongly disagreed’ that the school did provide suggestion box, 23 (27.8%) disagreed with the statement. Only 3.6% strongly agreed that suggestion box was provided by school authorities. It could be seen from the analysis that the school authorities did not provide suggestion box for students to share opinions. This implies that students were deprived

from expressing their views in the school. This falls short of Sergiovanni's (1995) assertion that involving students through laid down decision-making structures builds a large commitment which leads to effective implementation of decisions?

Furthermore, respondent's views on whether open forum was frequently organized were analyzed. As many as 49 (59%) of the respondents 'strongly disagreed' that forum was frequently organized and 25 (30%) also 'disagreed' with the statement. Three (3.6%) of the respondents 'strongly agreed' that open forum was frequently organized while 7% agreed with that statement. It could be deduced from the discussion that the school did not frequently organize open forum. This implies that a lot of rich information which the school could have received from students to run the school may be lacking.

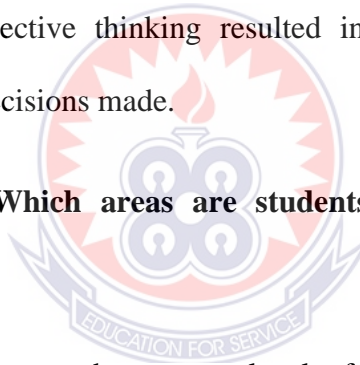
Views on whether housemasters/mistresses frequently met the house were sought, majority (61.4%) of the respondents strongly disagreed that housemasters/mistresses frequently met the house and 30% disagreed with the statement. Only three respondents (3.6%) 'strongly agreed' that housemasters/mistresses frequently met the house. This means that housemasters/mistresses did not frequently meet the house to discuss issues confronting students in the house. This implication is that students will be compelled to conform to any rule that will be formulated in the house.

A follow-up question was posed to find out whether housemasters/mistresses met the class every fortnight. Majority (57.9%) of the respondents strongly disagreed that housemasters/mistresses met the class every fortnight. However, about 26.5% also disagreed that housemasters/mistresses met the class while 3 (3.6%) of the respondents

strongly agreed with the statement. From the analysis one could conclude that form keepers did not meet the class to discuss issues affecting students.

As many as 46 (56.6%) of the respondents strongly disagreed that student views on effecting changes were welcomed by school authorities, about 27.8% also disagreed with the statement while 6% strongly agreed that student views on effecting changes were welcomed by school authorities and 9.6% of them agreed with that. This means that school authorities did not invite views from students when formulating policies. The implication is that students are bound to obey any decision from school authorities and this could result in students' riot. This finding is not in line with Ettlign and Jago (1988) who found out that collective thinking resulted in higher quality decisions and it generates acceptance of decisions made.

**Research Question 2: Which areas are students involved in decision- making process in the school?**



Respondents' views on the present level of student's involvement in college decision-making were analyzed. Findings are presented in Table 4.

**Table 4: Areas of involvement**

Areas	SD		D		A		SA		Total	
	N	%	N	%	N	%	N	%	N	%
Electing their own leaders	3	3.6	5	6.0	20	24.0	55	66.4	83	100
Taking part in planning college menu	20	24.0	9	10.8	35	42.2	19	23.0	83	100
Taking part in purchasing items for the school	52	62.6	19	23.0	5	6.0	7	8.4	83	100
Getting involved in planning programmes	45	54.2	24	28.9	12	14.5	2	2.4	83	100
Taking part in planning projects for the school	45	54.2	26	31.4	7	8.4	5	6.0	83	100
Supervising co-curricular activities	47	56.6	22	26.5	10	12.1	4	4.8	83	100
Getting involved in student discipline	32	38.6	30	36.1	17	20.5	4	4.8	83	100

Source: Field Data, 2018

On the question of electing leaders, as many as 55 (66.4%) of the respondents ‘strongly agreed’ that students were made to elect their own leaders and 24% also ‘agreed’ with the statement. Only 3.6% said that they strongly disagreed that students elected their own leaders. The result shows that students were much involved in electing their leaders. This implies that students will accept their leaders and help them to play their roles effectively. When the question was posed to find out whether students took part in planning college menu, 35 (42.2%) agreed that students took part in planning menu, 23% of them also strongly agreed’ with the statement. The least view expressed

(10.8%) indicated disagreement to this statement. The analysis means that students were involved in planning college menu. In responding to the question, taking part in purchasing items, majority 52 (62.6%) of the respondents said that they strongly disagreed with the statement, 23% also 'disagreed' with this statement. The least number 7 (8.4%) of respondents stressed that they strongly agreed that students took part in purchasing items for the school. From the analysis, it could be said that students were not allowed to take part in purchasing school items.

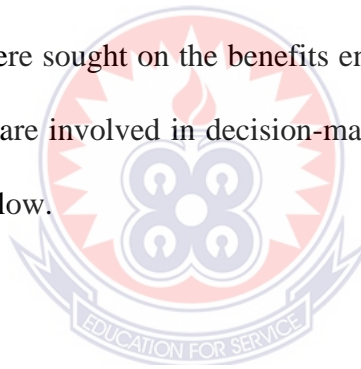
On the issue of involving students in planning programmes, majority (54.2%) of the respondents said they strongly disagreed with the statement and 23% of them indicated that they 'disagreed' with this statement. Only 16.9% of respondents expressed the view that they were involved in planning of programmes for the school. The results showed that students were not involved in planning programmes for them. Again, on taking part in planning projects for the school, majority of the respondents (54.2%) strongly disagreed that students took part in planning projects. Twenty-six (26) of the respondents representing 31.4% disagreed with the statement while 14.4% affirmed that students took part in planning projects for the school. The results showed that school authorities did not consult students when planning projects for the school.

Moreover, on supervision of co-curricular activities, a great number of the respondents 47 (56.6%) strongly disagreed that students were made to supervise co-curricular activities and 26.5% indicated that they disagree with the statement while only 16.9% claimed that students supervised co-curricular activities. From the analysis it could be deduced that students were not made to supervise co-curricular activities.

On the question of discipline, 38.6% of the respondents strongly disagreed that students were involved in student discipline, 36.1% of them disagreed with the statement and 4.8% strongly agreed that students were involved in student discipline. This means that school authorities did not invite student leaders when taking decisions on disciplining students. Shanahan (1987) was of the view that the use of participatory decision-making by principals in maintaining discipline and students to control funds contributed by them ensure co-operation.

**Research Question 3: What are the benefits of involving students' indecision-making?**

Students' views were sought on the benefits enjoyed by both students and school authorities when students are involved in decision-making process in the school. Details are provided in Table 5 below.



**Table 5: Benefits of involving students in decision-making**

Benefits	SD		D		A		SA		Total	
	N	%	N	%	N	%	N	%	N	%
It promotes quality of decision	4	4.8	4	4.8	26	31.4	49	59.0	83	100
Students are committed to school programmes	2	2.4	4	4.8	40	48.2	37	44.6	83	100
Promotes cordial relationship between staff and student	2	2.4	1	1.2	36	43.4	44	53.0	83	100
Trains students to acquire leadership skills	3	3.6	5	6.0	40	48.2	35	42.2	83	100
Enhances students feeling of belongingness	2	2.4	3	3.6	36	43.4	42	50.6	83	100
Minimizes or eliminates students unrest	1	1.2	2	2.4	28	33.7	52	62.7	83	100
Facilitates smooth management activities	5	6.0	10	12.0	26	31.4	42	50.6	83	100

Source: Field Data, 2018

Result in Table 5 reveals that 59% of the respondents strongly agreed that involvement of students in decision-making promotes quality of decision, 31.4% of the respondents also agreed that students' involvement in decision-making promotes quality of decision while 4.8% each strongly disagreed and disagreed with the statement respectively. This means that majority of the respondents considered students' involvement in decision-making as important since the school could derive quality of decision from them. Students have varied views to share and if they are allowed by the

school authorities, some decisions are more likely to be taken. This finding is in agreement with Owens (1995) view that subordinates participation in decision-making enables the organization to arrive at better decisions. Oktunbe (1998) shared similar view when he said that in a group, a lot of knowledge and facts can be gathered and more alternatives could be considered and a better decision could be arrived at on commitment to school programme, majority of the respondents (48.2%) agreed that involvement of students in decision-making made them committed to school programmes, 44.6% strongly agreed with this factor while 4.8% of the respondents did not agree with this factor and 2.4% of them strongly disagreed with that. This means that when students were given the opportunity to take part in decision-making, they become committed to programmes organized by the school and ensure the success of such programmes. This finding is confirmed by Bolman and Deal (1997) said that when subordinates are involved in decision-making, their committed to school programme is enhanced and that leads to the achievement of goals of the institution.

Result in Table 5 again, indicates that 53% of the respondent strongly agreed and 43.6% agreed that involving students in decision-making promotes cordial relationship between staff and students while 3.6% of the respondents did not support the statement. It is clear from the results that when students are allowed to be part of decision-making process, they tend to relate with the inmates of the school to achieve the set goals. This is in line with Asiedu-Akrofi's (1978) assertion that students' participation in decision-making creates good relationship between teachers and students. Ukeje (1992) reasoned similarly that involvement of students in decision-making develops feeling of friendliness and fellowship between students and departments.



As to whether students' involvement in decision-making trained them to acquire leadership skills, 42.2% of the respondents stressed that they strongly agreed with the statement and 48.2% of them 'agreed' with the statement. Only 6% claimed that they strongly disagreed' while 3.6% disagree to this benefit. It could be inferred from the analysis that when students are involved in decision-making while in school they acquire leadership skills. This is evident that the various positions held by students in schools' train them to gain experience in leadership skills which also prepares them for national leadership positions. Lansdown (2001) also asserted that through learning to question, to express views and have opinions taken seriously, young people develop skills, build competencies and acquire confidence.

On the question of whether involving students in decision-making enhances students feeling of belongingness, majority of the respondents 42 (50.6%) said that they strongly agreed with this view, 43.4% of them also 'agreed' that involving students in decision-making enhances feeling of belongingness while 2(2.4%) of the respondents strongly disagreed to this benefit and 3.6% disagreed with that. It could be deduced from the analysis that students' involvement in decision-making made them feel part of the school. Asiedu-Akrofi (1978) supports this finding as he said that when students are encouraged to take part in the administration of the school, they learn to cultivate democratic attitudes, right attitude to work, and sense of belonging to both the school and the society. Johnson (1991) shares the same view with Asiedu-Akrofi (1978) when he stated that student's involvement in decision-making creates among them a sense of ownership and engagement with the school.

Respondents views on whether involvement of students in decision-making minimizes or eliminates students unrest showed that, 62.7% of the respondents strongly agreed with this statement, 33.7% of them also agreed with that while only 3.6% of them did not support this statement. This means that when students are included in making decisions that affect them, it minimizes disturbances in the school. This finding is in line with Ukeje (1992) who said that students' participation in decision-making brings improvement indiscipline, morale and tone of the school.

Finally, 50.6% of the respondents strongly agreed that involvement of students in decision-making facilitates smooth management of activities, 31.4% of them agreed with this benefit while 12% disagreed with the statement. From the analysis it is clear that smooth management of activities are achieved when students are allowed to participate in making decisions that govern them. Interruptions such boycotting of school activities, demonstrations and others are minimized. This finding is in line with Lutterodt (1989) who asserted that involving students in school governance ensures productive improvement.

#### **Research Question 4: What factors impede students' involvement in decision-making?**

Responses on factors that impede students' involvement in decision-making were elicited. Table 6 provides the results.

**Table 6: Factors that impede students' involvement in decision-making**

Factors	SD		D		A		SA		Total	
	N	%	N	%	N	%	N	%	N	%
Fear of victimization and intimidation	6	7.2	9	10.8	20	24.2	48	57.8	83	100
Lack of knowledge	30	36.1	17	20.5	14	16.9	22	26.5	83	100
Inexperience in life	28	33.7	16	19.3	21	25.3	18	21.7	83	100
Leadership style of principal	17	20.5	10	12.0	30	36.1	26	31.4	83	100
Students do not have legal basis forgetting involved	38	45.7	22	26.5	11	13.3	12	14.5	83	100
Student Empowerment	2	2.4	3	3.6	36	43.4	42	50.6	83	100
Trust of students	10	12.0	6	7.2	28	33.8	39	47.0	83	100

Source: Field Data, 2018

Findings in Table 6 indicate that 57.8% of the respondents strongly agreed that fear of victimization and intimidation prevented students from taking active part in decision-making in the school, 24.2% of them agreed with that while 10.8% disagreed and 7.2% strongly disagreed with the factor. It could be deduced from the analyses that fear of victimization and intimidation did not encourage students to be actively involved in decision-making. The same finding emerged during the interview. It was found out from the interview that students were sometimes intimidated and victimized when they expressed their views on issues. Asiedu-Akrofi (1978) supports this finding when he points out that the cultural life of Africa upholds the view that the African child is seen but not heard. Asiedu-Akrofi (1978) agrees with Azarelli (1996) statement that heads

intimidate the very students they work with and this prevents student from taking active part in the decision-making in the school.

Further, on the question of whether lack of knowledge prevented students from taking part in decision-making, majority of the respondents (36.1%) strongly disagreed that lack of knowledge impeded students' involvement in decision-making, 20.5% of them also disagreed with this factor while 26.5% strongly agreed that lack of knowledge impeded students' involvement in decision-making. It could be seen that lack of knowledge about matters discussed by school authorities did not prevent students' involvement in decision-making because diploma students are matured enough to express views that could enhance effective running of the school. Students' views on the issue was contrary to Zuo and Ratsoy (1999) that some of the factors that impede students' participation in decision-making among others are limited knowledge, immaturity and students' apathy.

On inexperience in life, majority of the respondents (33.7%) strongly disagreed that students' inexperience in life impeded their involvement in decision-making while 25.3% of the respondents agreed with this factor. Again, 21.7% of the respondents strongly agreed with the statement and 19.3% disagreed. One can conclude that students' non-involvement in decision-making process could not be statement. This implies that past experience of students could prevent them from participating in decision making. People tend to avoid repeating past mistakes (Sagi & Friedland, 2007). This is significant to the extent that future decisions made based on past experiences are not necessarily the best decisions. In this regard, principals who relied on programme decision-making style tend to repeat mistakes made because many decisions taken in the past might have not

been evaluated. It must, however, be noted that although past experience can enable the principal to solve problems and make quick and wise decisions in no time. Short and Geer (1997) indicated that school administrators see students as inexperienced, and therefore lack the requisite knowledge for making managerial and operational decisions that could propel the school in the direction for achievement of set objectives.

On leadership style of principal, the results indicated that 36.1% of the respondents agreed and 31.4% strongly agreed that leadership style of principal impedes students' involvement in decision making while 32.5% did not support this factor. This implies that leadership style of leaders prevent students from involving them in decision making at schools. Regarding the issue that students don't have any legal basis to get involved, 45.7% of the students strongly disagreed and 26.5% of the students disagreed. According to Mazrui (1973), the contradiction is the perpetual tension between academic freedom on one hand and academic democracy on the other. Majority (50.6%) of the respondents strongly agreed that student empowerment impedes students' involvement in decision-making at school, 43.4% of them also agreed with that while only 3.6% of the respondents disagreed that empowerment impede students' involvement in decision-making. It is believed that when principals acquire the skills and knowledge in shared decision-making they will be able to motivate students' leaders and make use of student's expertise in school decision-making. This implies that for students to be able to participate fully in school decision-making, principal should be able to empower students to be more fully responsible for teaching and learning-related decisions. For students to achieve empowerment, Tate (2004) believed that principal should regard students as

concerned citizens, as protectors of the truth, and as participants in the schooling enterprise and be allowed to voice their opinions about educational policies.

Regarding trust of student as a factor that impedes student involvement in decision making, 47% of the respondents strongly agreed that trust prevents from participating in school decision making, 33.8% of them also agreed while 12% strongly disagreed with this factor. This implies that principal and students who work together ought to have a trusting work relationship because if they do not trust one another, they are not likely to disclose information openly to each other. The implication is that principals who work with students within educational institutions must have trust in each other, in order for them to be able to ensure proper student participation in school decision-making. This finding support Newcombe *et al.* (2007) view point that the desire to be involved or not to be involved in the decision-making may stem from lack of trust in the decision makers and the decision-making processes.

#### **Research Question 5: What factors enhance students' involvement in decision-making?**

Student participation in decision-making is very essential in any educational organization. This section presents factors that can enhance student participation in university administration is discussed below.

**Table 7 Factors that enhance student involvement in decision-making**

Factors	SD		D		A		SA		Total	
	N	%	N	%	N	%	N	%	N	%
Administrations should welcome students views	1	1.2	5	6.0	25	30.1	52	62.7	83	100
Suggestion box should be provided by administration	1	1.2	2	2.4	26	31.4	54	65.0	83	100
Administrators should provide immediate feedback on student demands	0	0	2	2.4	37	44.6	44	53.0	83	100
Administrators should ensure adequate flow of information	2	2.4	0	0	31	37.4	50	60.2	83	100
Administrators should increase the number of students serving on various committee	4	4.8	6	7.2	39	47.0	34	41.0	83	100

Source: Field Data, 2018

From Table 7, majority (62.7%) of the respondents strongly agreed that Administrations should welcome students' views, 30.1% of them agreed with that statement while 6% disagreed. This indicates that school authorities should receive students' views and opinions even if not implemented. On the question of provision of suggestion box, majority of the respondents (65%) representing strongly agreed that suggestion box should be provided, 31.4% agreed that suggestion box should be provided while 2.4% of them disagreed and 1.2% of the respondents strongly disagreed. This

means that it is very important to provide suggestion box so that majority of the students can express their views on issues that crop up in the school.

Again, majority of the respondents (53%) strongly agreed that immediate feedback on students' demand should be provided, 44.6% of them agreed with this factor while 2.4% claimed that immediate feedback on students' demands was not a factor that enhanced their involvement in decision-making. The results mean that prompt feedback on students' demands was an important factor to enhance their involvement. This finding is in agreement with Smylie's (1992) study which stated that the importance of feedback is shared governance.

On the factor of adequate flow of information, a great number of respondents (60.2%) strongly agreed that adequate flow of information is important, 37.4% of them also agreed with this factor while 2.4% said that adequate flow of information is not a factor. It could be concluded from the analysis that information flow is very important in school administration.

On whether the number of students serving on various committees should be increased, 47% of the respondents agreed with this factor, 41% of the respondents strongly agreed with the factor while 12% of them said that increasing the number of students on various committees was not a factor to enhance their involvement in decision-making process. It could be deduced from the analysis that increasing student representation on committees was an important factor which enhances their involvement in decision-making. Students are always the minority on every committee, which is to their disadvantage. When the number is increased, it will motivate them to participate



because when they are arguing a point, which is not in their interest, they will win support from their colleague. These findings are in line with the study conducted by Zuo and Ratsoy (1999) who found that administrators could facilitate students' involvement in decision-making processes by increasing the representation of students on certain committees. One can conclude that all the factors stated in Table 7 were important to promote students' involvement in decision-making process.

### **Interview Report**

The researcher had a one on one interview with the Principal of St Joseph's College of Education. The Principal was interviewed to find out their views on the following themes:

1. Decision-making structures;
2. Areas students are involved in decision-making;
3. Benefits of involving students in decision-making;
4. Factors that impede students' involvement;
5. Factors that enhance students' involvement in decision-making.

### **Theme One: Decision-Making Structures**

On how decision-making structures promote decision-making, the Principal of the college agreed that the SRC met to deliberate nonissues that affected students. On the organization of open forum, the Principal agreed that the school frequently organized open forum for students to express their views on certain issues. The Principal was of the view that the college authorities often welcomed students' views to effect changes. The principal stated that:

*Students did not serve on disciplinary committee and suggestion box was not provided in the school. This confirmed the students' view that they do not representative on disciplinary committee.*

The principal also stated that:

*The college frequently organized open forum for students to give out their grievances and other concerns. This refuted the view of the students that school did not frequently organize open forum*

### **Theme Two: Areas Students Are Involved in Decision-Making**

The Principal same view that students were allowed to elect their own leaders and were also made to take part in planning college menu. The Principal, however, responded that:

*Students were not consulted when planning programmes and projects for the school. The students expressed the same opinion. The Principal confessed that students were not given the chance to supervise co-curricular activities but only involved in student discipline. This confirmed the view of the students.*

### **Theme Three: Benefits of Involving Students in Decision-Making**

The Principal made the following affirmation when asked of the benefits that both the college and students enjoyed from involving students in college decision-making: involving student in decision making promotes the quality of decisions, students become committed to school programmes and establishes healthy relationship existed between students and staff. The Principal also indicated that involving students in decision making

trains students to acquire skills, enhances feeling of belongingness minimizes student unrest and ensures smooth management of activities.

#### **Theme Four: Factors that Impede Students Involvement in Decision-Making**

When the Principal was asked as to whether certain factors impeded students' involvement in decision-making, the Principal admitted that when students shared their opinions on certain issues they were sometimes victimized and intimidated by some staff members. This result makes students fear to participate in college decision-making process. She agreed that busy schedules did not permit students active involvement in decision-making since some of the meetings were held after official hours. On lack of knowledge and inexperience in life, the Principal was of the opinion that students lacked knowledge and were also inexperienced in life and as a result could not participate in taking some decisions that affect them, she further said, we need to sometimes think for them. Short and Geer (1997) indicated that school administrators see students as inexperienced, and therefore lack the requisite knowledge for making managerial and operational decisions that could propel the school in the direction for achievement of set objectives.

Again, the Principal stated that trust of students makes them not involve in decision making.

*The Principal has perception that if students are involved in decision making, they may leak confidential information to other students which could result to unrest. This implies that Principal and students who work together ought to have a trusting work relationship because if they do not trust one another, they are not likely to disclose information openly to each other.*

The implication is that Principals who work with students within educational institutions must have trust in each other, in order for them to be able to ensure proper student participation in school decision-making. Newcombe *et al.* (2007) point out that the desire to be involved or not to be involved in the decision-making may stem from lack of trust in the decision makers and the decision-making processes.

### **Theme Five: Factors that Enhance Students Involvement in College Decision-making**

When the Principal was asked to state factors that could enhance students' involvement in decision-making, these were some of the factors stated: students' views on effecting changes should be accepted and implemented, the college needs to provide suggestion box to serve as a channel through which students views could reach the college authorities and prompt feedback on students' requests should be provided.

The principal also stated that:

*There should be adequate flow of information from the college authorities to prevent misconceptions and misunderstanding which could lead to student unrest and students should be invited to serve on the various committees and their numbers should be representative enough.*

## CHAPTER FIVE

### SUMMARY FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions drawn from the findings, and recommendations and suggestions made for further research.

#### Overview of the Study

The research investigated into students' involvement in decision-making process in St Joseph's College of Education. The study was an attempt to ascertain students' involvement in decision-making in the college. The study focused on areas such as decision-making structures, areas students are involved, benefits of involvement in decision-making, factors that impede students' involvement and factors that enhance students' involvement in decision-making.

Descriptive design was employed in the study. The purposive sampling technique was used to select the Principal while the students were selected through stratified random sampling method. 84 respondents were used for the study. Questionnaire and interview guide were used to gather the data. Data collected was analyzed using frequency and percentages. The reliability coefficient obtained from the pre-test was .83.

#### Summary of Findings

The following findings emerged from the study. The findings were presented according to the research questions. On the question of whether the various structures promote student decision-making, the study revealed that only the Student Representative Council (SRC) often met school authorities to discuss issues affecting them. The

structures such as organization of open forum, housemasters and housemistresses meeting students to express views, students serving on disciplinary committee, provision of suggestion box and school authorities welcoming students' views to effect changes were not functioning. Most of the structures that could promote students' involvement in decision-making had not been instituted.

On areas of student' involvement in decision-making, it was found out that students only participated in electing student leaders and planning menu for students. Students were not involved in planning programmes and projects for the school. On the benefits, the study revealed that students' involvement in decision-making is important, it makes students more committed to school programme, students acquire leadership skills, students activate the sense of belongingness, it eliminates disturbances or unrest and promotes smooth management of school.

With regard to factors that impede students' involvement, it was realized that fear of victimization and intimidation prevented students from taking part in decision-making. On factors that enhance students' involvement, the respondents suggested that students' views on effecting changes should be welcomed; suggestion boxes should be provided to promote feedback from students; students demand should be provided where necessary, information flow needed to be ensured and students representation on committees should be increased.

## **Conclusions**

The study revealed that most of the structures that could promote students' involvement in decision-making had not been instituted. The study also revealed that

students only participated in electing student leaders and planning menu for students. Students were not involved in planning programmes and projects for the school. On the benefits, the study revealed that students' involvement in decision-making is important, it makes students more committed to school programme, students acquire leadership skills, students activate the sense of belongingness, it eliminates disturbances or unrest and promotes smooth management of school.

The study revealed that fear of victimization and intimidation prevented students from taking part in decision-making process in the college. The study revealed that provision of suggestion boxes, and having student representative enhance student involvement in decision making in the college.

### **Recommendations**

1. The study revealed that most of the structures that could promote students' involvement in decision-making had not been instituted. It is therefore, recommended that the colleges of education should put the various structures that promote student decision making in place.
2. The study revealed students were not involved in planning programmes and projects for the school. It is recommended that colleges of education should involve student representatives in planning programmes and projects since the students' body form part of the College Board.
3. The study revealed that fear of victimization and intimidation prevented students from taking part in decision-making process in the college. It is therefore, recommended that the college authority should provide suggestion box for the students to present their grievances and concerns.

### **Suggestion for Further Research**

It is suggested that this study should be carried out in colleges in other regions to unearth how students are involved in decision-making process and how their involvement enhances the administration of the college.





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## APPENDIX A

### UNIVERSITY OF EDUCATION, WINNEBA

Decision: making questionnaire for students

Effective use of decision making process has been identified as a vital tool to ensure efficiency in administration. This questionnaire has been designed mainly to draw out information that will enable the researcher to conduct a study on student involvement in decision making process in St Joseph's College of Education.

Kindly respond to the following questions. Your responses will be treated strictly confidential.



Please tick ( ) as appropriate

1. Sex    Male ( )                      Female ( )
  
2. Age  
    15-20 year ( )  
    21-20 years ( )  
    26 -30 years ( )  
    Over 30 years ( )
  
3. In which year are you?  
    First year ( )  
    Second year ( )

Third year ( )

## 4. Position held in school

Prefect ( )

Ordinary ( )

**Section B****Decision-making structure**

The items below are statement of how the structures promote decision making in the college. Please circle the number that best describe the statement.

<b>Structures</b>		<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
6	The student Representative Council often meet				
7	Students serve on disciplinary committee				
8	Suggestion box is provided in the school for students to share questions				
9	Open forum is frequently organized for students to express their views on certain issues				
10	House master/ Mistresses frequently meet the house to discuss matters				
11	Form masters/ mistress meet classes every fortnight to discuss issues affecting the class				
12	School authorities often welcome students views on effecting changes				

**Section C:** Areas of involvement in decision - making process in the school

These statements represent the Areas of involvement in decision - making process in the school. Tick (✓) as appropriate

Areas of involvement		SA	A	D	SD
13	Students elect their own leaders				
14	Students take part in planning college menu				
15	Students take part in planning college menu				
16	Students are involved in planning programmes				
17	Students take part in planning projects for the school				

**Section D:** Benefits of involving students in decision –making process

These statements represent the Benefits of involving students in decision –making process in the school. Tick (✓) as appropriate

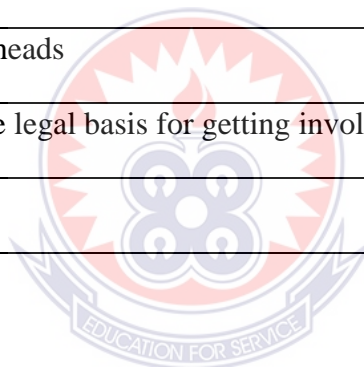
Benefits of involving students in decision –making process		SA	A	D	SD
20	It promotes quality of decision				
21	Students are committed to school programmes				
22	Promotes cordial relationship between staff and student				
23	Train students to acquire leadership skills				
24	Enhances students feeling of belongingness				



25	Minimizes students unrest				
26	Facilitates smooth management of activities				

**Section D:** Factors that impede students’ involvement in decision-making

Factors that impede		SA	A	D	SD
27	Fear of victimization and intimidation				
28	Lack of knowledge				
29	Inexperience in life				
30	Leadership style of heads				
31	Students do not have legal basis for getting involved				
32	Trust of students				



**Section E**

35. How can student’s involvement in decision-making be enhanced in the college?  
 (Please use the space provided below to indicate the key factors).

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.....

.....

.....

## **APPENDIX B**

### **UNIVERSITY OF EDUCATION, WINNEBA**

#### **INTERVIEW GUIDE FOR THE PRINCIPAL**

1. What decision-making structure exist in this school?
2. How do the decision-making structures promote decision-making in the college?
3. Which decision-making areas are students involved in making decisions process in the college?
4. What factors impede students involvement in decision making process in the college

