UNIVERSTY OF CAPE COAST

EFFECTS OF PARTICIPATORY DECISION-MAKING ON

TEACHERS OF BOLE SENIOR HIGH SCHOOL,

BOLE, NORTHERN REGION OF GHANA

DANIEL KPEBU

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BY

DANIEL KPEBU

Dissertation submitted to the Institute for Educational Planning and Administration of the Faculty of Education, University of Cape Coast, in partial Fulfillment of the requirements for the award of Master of Education Degree in Educational Administration

JANUARY 2011

DECLARATION

Candidate's Declaration

I hereby declare that this dissertation is the result of my own original work and that no part of it has been presented for another degree in this University or elsewhere

Candidate's Signature: ………………………. Date:……………………

Name: Daniel Kpebu

Supervisor's Declaration

I hereby declare that the preparation and presentation of the dissertation were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast

Supervisor's: ……………………….. Date:………………………

Name: Dr. A. L. Dare

ABSTRACT

The purpose of the study was to find out the effects of participatory decision making on teachers of Bole Senior High School. The study used an action research design with 25 teachers involved in the pre-intervention, intervention and post-intervention stages of the study. A questionnaire was used to collect both the pre-intervention and post intervention data.

The study indicated that participatory decision-making in Bole Senior High School helped teachers to not only to grow professionally but also improved the teachers commitment and led to greater acceptance of decisions.

It is recommended, among other things, that the study be modified and the scope widened to cover all senior high schools in the Northern Region. It is further recommended that methods of energy should include interviews so that teachers can be protected for their views especially on finance and admission of students.

ACKNOWLEGEMENTS

DEDICATION

This work is dedicated to Ivy A. Kpebu, Sophia A. E. Kpebu and Jude-Daniel Kodji Kpebu Jnr. as a source of inspiration for them to attain higher heights.

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S HS	Senior High School
FCUBE	Free Compulsory Universal Basic Education
JHS	Junior High School
PTA	Parent-Teacher Association
ICT	Information and Communication Technology

CHAPTER ONE

INTRODUCTION

Background of the Study

One of the major responsibilities of an administrator in any organisation is decision-making. Decision-making within an organisation follows a more logical process than individual or personal decisions. The decision-making process is a laborious exercise which involves a conscious selection among alternatives to move towards an objective. Since it is a central element of administration, administrators go about it with the greatest possible care so as to get the best out of it. A rational decision can be formulated only when many people put their heads together, thus the adage "two heads are better than one". This is in line with what Drucker (1977) described as "Japanese way of making decision". He says in Japan no decision is taken until all people affected by it have been given the chance to express their views on the issue.

Organisational decision-making involves two major aspects. The first is the objective and the second, the environment. Decision-making requires analysis of situations primarily to determine strategic factors (Bernard, 1964, p.124), Griffiths (1968) also said "decision-making is the process which one goes through in order to be able to pass judgement and terminate controversy" (p.150).

Four basic aspects of decision-making processes are identified as; policy decision execution, advice and interpretation; establishing criteria of standards by which a solution will be evaluated as acceptable and adequate to the need. The third stage is the recognition of alternatives consideration of consequence of each alternative. Finally, individuals seen to be reluctant about the amount of decision-making responsibilities they actually wish to take up.

Some assumptions have been made regarding democratic decision-making process. The growing emphasis is on the development of each person's potentialities as long as they do not conflict with the common good of the organisation. The emerging emphasis is upon methods of working harmoniously together in, unity for the common good. If these assumptions are accepted, then it could be safely stated that, organisational development can be realised with participation of whole working staff in the decision-making process.

Blau and Scott (1997) state that "the school is a formal organisation made up of people deliberately composed for achievement of certain specific purposes, the school, like any organisation has its hierarchy of officers, and a well structured interpersonal relationship with shared value orientation. For the school to run smoothly, it has to make decisions to guide its activities" (p. 247).

Historically, the system of administration found in the schools that were first established was predominately autocratic. The headmaster assumed control over teachers and classroom procedures. The teacher had to submit to rigid regimentation which was sometimes very close to military control. Teachers had to take orders and instructions from heads.

According to Callahan (1966),

> Staff participation in the decision-making process, in the school was considered a laborious and wasteful exercise not appropriate for the smooth-running of schools (p.40).

The early part of the 19th Century saw the rapid growth and development of school systems and increased professionalism in the teaching field. Teachers realised that the subordinate role they had been playing in the educational enterprise was not compatible with the emerging ideas of professionalism. School teachers who for a very long period worked under strict orders were no longer prepared to be docile "Partners" of education. Within the partially hostile decision-making environment, the chief administrator can hardly afford to be a man of leisure who sits back dreaming of new ideas and issuing arbitrary directives. He is more accurately viewed as arbitrators of interest groups that are seeking to dominate issues and perhaps circumscribe powers of his own office. In this setting it is stressed that the ability to administer is not equivalent to ability to create ideas. The administrator is forced to rely on the participation of his subordinates. His administrative skills rest to a greater extent simply on the ability to see the value and consequences of ideas suggested by subordinates]. They therefore seriously challenged the authority of the school. With time they become increasingly vocal and militant about their desire to get involved in the affairs of the schools.

Jennings (1975) questions the idea of holding heads of educational institutions responsible for decision if they no longer have final say in the affairs of schools. He argues that if decisions are arrived at collectively, the entire staff should be held accountable. However, in practice it is almost impossible to hold such a body accountable. The actual decision-making process however should not be confused with the logic of making decisions. The logic of ends-means relationship is, of course, one basis of many decisions. But most decisions are probably as immediately determined by exigencies of external environment as they are by calculating logic, for the daily pressures of environment impinges on teachers as realistically and often more effectively than logical relationship between means and ends. It is true that such questions as definition of purpose, clarity of lines of authority, and the relation of actions to goals are logical parts of the decision but the basic decision often concerns the question of which of these logics are to be compromised in the face of uncontrollable circumstances. The outcome of a decision in school involves the decision of other organisations, and the outside environment due to the uncontrollable changes and long time spans required to assess the eventual outcome.

Other types of commitments that influence any decision are, internal tradition, formal commitments to outside organisations, pressure from outside, past decisions and existing relationship among personnel. Decision-making in schools in Africa is mostly based on a top-down model (Petomonde, 1992). This is perhaps because schools in Africa were established by the same trend of autocratic administrators like the British system. Schools in Ghana are now going

through rapid structural changes. For example, currently, there is the government policy of decentralization. There is also the educational reform policy in place to encourage teachers to become fully involved in the affairs of their schools. The recent education reforms of 2007 can be conceptualised around the following issues:

The structure of the schooling system in which Universal Basic education has been extended to include two (2) years of Kindergarten educational level thus increasing the period of Basic education from nine(9) years to eleven (11) years. These cover two years Kindergarten, six years of primary and three years of Junior High School(JHS).The Senior High School (SHS) previously called the Senior Secondary School (S.S.S) has also been increased from three(3) to four(4) years. In this, students enter for a broad based General Education which will offer Electives in Business, Technical, Vocational and Agricultural per suits. The Educational Reforms further provides that, greater emphasis will be placed on Information and Communication Technology, Science and technical Education with Core subjects to be offered being Integrated Science, Technology, mathematics, Technical and Vocational Education.

Other aspects spelled out include Curriculum Development, which inevitably entails teachers' training and education quality assurance through external inspectorate of Schools. Technical, Vocational and Agricultural Education are also to be oriented in a manner that would promote self-employment.

Special emphasis is placed on co-operation and consultation among the staff. Keith (1996) observed that co-operation is the key to survival. He therefore suggested that efforts towards school improvement should take place on co-operative basis.

Increasing level of involvement of multiple shareholders in governance and management of the school is very necessary because this enables the school to cater for educational decisions to the needs of the students, thus facilitating effective use of schools' limited resources. Participatory decision-making process also allows greater range of perspective to be taken into school decisions thereby using the energies of people fully and also empowering them to introduce improvement into the school. It enhances performance and quality of education provided to students.

The extent to which the performance of Bole Senior High School teachers has improved through participation in decision-making has not been scientifically researched into. Consequently, it is difficult for one to say whether participation in decision-making is effectively used in Bole Senior High School, hence the research study.

Statement of the Problem

With regard to the above observation the researcher has seen that Bole Senior High School teachers are not actively involved in decision-making process. Most teachers have actually found themselves more concerned with only classroom teaching Worth-noting reasons for these attitudes includes the fact that their involvement in decision-making would not change the administrative system

in the School. In what ways does the situation at Bole Senior High School differ from the situation discussed above? It is the lack of ready answers to questions such as these that necessitated the study.

Purpose of the Study

The purpose of this Study was to investigate the extent to which teachers think their participation in decision-making would improve teacher performance in Bole Senior High School. The study is also intended to find out the extent to which teachers are willing to participate in decision-making at the school.

Research Questions

This study was therefore intended to seek answers to the following questions:

1. In what ways do Bole Senior High School teachers show interest in decision-making?

2. In what ways do teachers in Bole Senior High School perceive their participation in the decision-making process?

3. How do teachers in Bole Senior High School under study think their participation in decision-making affects their teaching?

4. How can teacher participation in decision-making process improve their performance in teaching?

Significance of the Study

The study is significant in the benefits that will accrue to Bole Senior High School and all who have a stake in the development of Bole Senior High School. The study will provide administrators in particular with information on the effects

of participatory decision-making in schools management. With this information, school administrators will appreciate the need for them to actively show interest in involving their teachers in decision-making in their schools. It is also anticipated that the findings of this study when made available will bring together administrators and teachers in their combined efforts to improve the quality of education in the Senior High Schools.

Finally, the findings would contribute to the existing literature on the social and psychological factors that affects performances of teachers and also justify the need for getting them involved in the decision-making process.

Delimitation

The study was delimited to only Bole Senior High School the only Boarding School in the Bole District. As the Assistant Headmaster of the school, the researcher was interested in finding a solution to the challenges of decision-making that existed in the school. Also only the teaching staffs were used for the study because they were mainly involved in the academic activities of the students.

Limitation

There were some limitations that confronted the study. First among them was the flow of information from the teachers who participated in the study. Despite the assurance of anonymity and confidentiality, some respondents were quiet cautious about the information that they provided. This was partly due to the fact that the researcher was the head of the school.

Organisation of the Study

The study was organized into five chapters. The second chapter deals with the review of related literature to the study. This chapter reviews other people's work on the subject matter and personal view on them. The third chapter deals with the method used in the study, describes the population, the sample, the designing of instruments and methods of collection of data.

Chapter four will deal with the analysis of data and discussion of data. Chapter five will deal with the summary, conclusions and recommendations of the study. References and appendices and copies of appraisal questionnaire are also provided. In the next chapter the researcher reviewed the related literature of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In view of the importance attached to decision-making process by organisations, a lot of research energy has been expended on the quest for factors that facilitate or impede the process. Several factors have been found to account for the non-involvement of teachers in Bole Senior High School in Participatory decision-making. In this chapter relevant research and literature have been reviewed. It covers a theoretical frame work of decision-making in organisations, decision-making in the education enterprise, teachers' perception towards participation in decision-making, teachers' participation in decision-making and job satisfaction and the administrative sector of Bole Senior High School

Theoretical Framework of Decision-making

Lane and Corwin as citing in Griffiths (1968) noted that the decision-making process cannot occur in a vacuum; there is an orderly process to decision - making opined that decision-making is the process which one goes through in order to be able to pass judgement and determine a controversy. In defining the decision-making process, several writers have described decision-making to consist of a series of steps. For example, Griffiths (1968) proposed the following steps:

a) Recognise, define and limit the problem

b) Analyse and evaluate the problem

c) Establish criteria or standards by which a solution will be evaluated or judged as acceptable and adequate to the need

d) Collect data

e) Formulate and select the preferred solution or solutions

f) Put into effect the preferred solution.

These mechanically defined steps and procedures may be broken down and practiced because administrators are not all equally adept at recognising the need for decisions.

A problem to one administrator may not be regarded as a problem to another. The perception of problems is related to ones knowledge and value system. Worth noting is also that, though organisations attempt to secure for their executives (through titles, salary differential, control of resources and so on), it is partially true that, executive decision carry authority only when the subordinate accepts them and permit them to influence his activities. People generally like to take part in decisions which affects them; therefore it is more effective when domination is reduced to a minimum. If subordinates must comply, they prefer complying to a co-operatively developmental rule. Subordinates often want the system clarified and will subscribe to the decision of superior if they do not seriously distort their basic roles.

Increasing workers' participation in decision-making process has therefore been identified as means of improving the quality of education (Ettling and Jago,

1988) and therefore, generating support and understanding for seemingly controversial issues (Hanson (1996). However, in the educational sectors teachers have often been neglected in the process of formulating national educational policies. Merrit (1987) agrees with this assertion by saying that, the teacher is the executer of policy not the manager. Even at the staff level, participation in decision-making was until recently a controversial one, yet scientific evidence has proven that the teachers' involvement in the affairs of the level of decision-making is necessary for effective management in his output. The work of Edgar, Morthet, Johns, and Reller (1974), shows a strong positive relationship between staff involvement in the affairs of the schools system and willingness to contribute towards the achievement of the goals of the schools.

The Structure and Mode of Participatory Decision-making in the Education Enterprise

Decision-making structure or mode of decision-making could be defined as the method an organisation adopts in arriving at decisions. Effective participatory in decision-making pre-supposes the instance of decision-making structures. Asare-Bediako (1990) identifies three steps or structures that a group can adopt in formulation of decisions:

Firstly, there is decision by authority; this refers to the one where someone in authority makes decision for the group. Secondly, we have decision by majority, which is the situation where members of the group freely express their views on a given issue. Thirdly, decision by unanimity which he argues is the

ideal type that occurs when every group member truly agrees on the decision taken on an issue.

Bennet (1987) found out that the mode of decision-making at school depends on the style of leadership at the central office outside the school. He investigated the way principals' perception of certain conditions and practices at the central office level were related to the methods the Principals use to involve teachers on their staff in decision-making process. One hundred and twenty Primary Schools and Senior Secondary Schools Principals were asked to describe the decision-making process mode that best characterised the way Instructional decision were made in their schools on a continuum which ranged from boss centred to subordinate centred! It was found out that a positive relationship existed between the Principals' allocation of decisional power and Principals' perception of leadership at the office.

Even though Bennet (1987) was concerned with a broader concept, his views which are pertinent to the day to day educational decision seem to be concentrated at the central office. In his view, decisions which are pertinent to participation matters is reduced to the minimum level in some schools.

In a similar study the results of decision-making game played by volunteers from Holston University were examined by Elting and Jago (1988). It was found out that when disagreement among members is likely and acceptance was necessary decision-making method that allowed group interaction generated greater acceptance than when such methods were absent. This collective thinking the subject observed resulted in a higher quality decision-making..

Rockster (1987) confirmed the above view and emphasis the connection between decision-making styles and a more positive teacher attitude. The findings of the study showed that a teacher would be more committed to work when he is actively involved in the decision-making process.

Teachers' Participation in Decision-making and Job Satisfaction

Participation in the management of organisation motivates employees to stays on the job and give their best. Herberg (1987) argued along similar lines. According to him, extrinsic motivations were not enduring so he advocated for job enrichment programme such as genuine participation of staff in the decision-making process.

Patchem (1970) argues that increased participation of staff in decision-making was associated with greater job satisfaction work achievement and personal integration in the organisation. Appealbaum (1988) also argue that when teachers are involved in those decisions that affect them, they are more likely to be more satisfied with their job situation performance and their principal.

The coverage the researcher has made at this various positions is that among other things satisfaction and high performance stem from active participation in the decision-making process. A study conducted by Alluto and Acito 1974) in the United States of America among groups of workers randomly selected from industrial and education setting, it was found that decisional climate was a major factor influencing employee satisfaction level. Apparently, recognising the potential of participation in decision-making and its effects on the job satisfaction, they went on to state specifically, that decision deprived

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individuals were found to be negative towards employer, less committed to the job and experience greater job related tensions. They were also found to have exhibited less mutual trust and were at the same time less satisfied with their Boss.

According to Clegg (1971) democratically organised school exceed those with authoritarian organisation in the variety of programmes and services. This occurs because staff involvement in management motivates them to give their best towards the achievement of organisational objectives.

Perception towards Teacher Participation in School Decision-making Process

Chapman (1988) indicates that perception just like attitude, is a hypothetical construct: it cannot be measured directly. One can only measure perception through the expression in which a person does or says. Effective management and efficiency is what people are now more concerned with in the educational enterprise. Some administrators in the Schools and Colleges and Senior Secondary Schools see teachers as inexperience and lacking the necessary knowledge and understanding to be involved in managerial work and teachers were deprived of the opportunity to be partners in certain decision-making at the school level. As stated by Azzarelli (1966) Board of Governors in America Schools were at one time strongly opposed to the idea of teachers' involvement in educational decisions at even the local level. It was believed that teacher participation contravened the Boards Constitutional rights. By this, different perceptions and attitudes among the general public towards teachers participation in decision-making was developed. It was generally accepted by parents that the

teacher was hired to teach and nothing else. School administration saw obviously that decision-making was their sole prerogative delegated to them by the Board of Governors.

Keef (1975) studied the role of teachers in school decision-making from class in Montana School District. The analysis of data confirmed that significant difference existed among Teachers, Principals and Board of Governors members, perception of teachers' involvement in school decision-making. Teachers perceived that they should be given the opportunity to get involved in all types of school decisions while administrators perceived that they should be involved fully only in instructional decisions. The Board of Governors would like teachers to be involved in neither operational nor managerial decision. Also some problems in a complex organisation are also technical that participation in decision-making is automatically limited even though there is ample time and the decision will affects everyone. Implementation of school-based shared decision-making in urban school setting at Perdue. He reported that the attitude of principals and Teachers regarding the process of shared decision-making differed significantly. He further observed that Teachers indicated significantly less agreement with their Principals as to how the shared decision-making process was functioning in their schools. The Principals were in favour of the following:

  i.   Teachers having input in decisions

  ii.   Teachers having inputs in getting goals and priorities

 iii.   The principals supporting the process and

 iv.   Teachers being provided with enough information to make decision.

Despite the slight difference in the conclusion drawn from the study above it confirms that Teachers and Principals do not have the same regard to involvement of teachers in the school decision-making process.

Ejogu (1987) conducted a study to examine the relationship behaviour of school principals and Teachers perception of type of leadership exhibited by Principals. The study indicated that there was direct relationship between teachers' involvement in decision-making and the presence of a principal who both reconciled conflicting roles and conducted the affairs of the school in an orderly manner. It was concluded that teachers were more involved in the affairs of the school when school principals defended the roles that teachers should play and kept them well informed about the expectations and desired extent of their involvement in decision-making process of the school. It was further established that there was positive relationship between allowance of freedom for decision as well as action in the school as authorised by Principals and Teachers in the decision-making process. In a similar vein, Woode's (1981) observed that any attempt by a group to dominate others at meetings may make the dominated feel humiliated.

In a similar study conducted among Secondary Schools in West York, Gorton (1980) examined the extent to which behaviours were related to teachers' perceived participation in decision-making. It was reported that significant relationship existed between participation in decision-making and a combination of Principals initiating structure, consideration and non-authoritarian structures.

The analysis of Gorton emphasised one that, the personality of the Principal and his leadership style are determined factors of teacher in school-related matters.

The apparent consensus in the conclusion drawn by the literature above is that, teachers' perception of their involvement in school decision-making differ on demographic data base (i.e. age, gender, distance between residence and school, etc.). It therefore followed that there would be less uniformity in their desire to be involved in the affairs of the school as it is shown by Alluto and Belasco (1973) in their study. According to them, teachers' desire to involve themselves in decision-making process varies. Factors like age, sex, level of teaching, were cited as being related to teachers' desire to be involved in the executive and managerial decision. According to Releg (1984) men are more too militant than women and therefore more likely to reduce their headmaster's influence when they are actively involved in the administration machinery.

Bernard (1964) stated that, since failure to involved oneself in decision-making process was not usually sanctioned except in extreme cases, there was the tendency for people to avoid participating in the decision-making process.
Bernard (1964) tried to find out whether teachers would be willing to get involved in decision-making process and assume responsibility for their decisions if they were given the opportunity. The result of the study showed that teachers had a strong desire to have a say in the affairs of the school and willing to accept responsibility for their decision.

In an article by Twumasi (1974), it was pointed out that technical knowledge is the basis for decision-making in purely bureaucratic organisation.

Since many Ghanaian workers lacked the technical knowledge they tent to exclude themselves from participation in decision-making. This could be true of the situation in Ghana education Service since there are many untrained teachers at various levels of the education system.

Summary of Related Literature

Evidence in the literature revealed that participatory decision-making has interactive and joint effect on the performance of the teacher in the school. It was also concluded that teachers' satisfaction with their school was directly related to the correspondence between desired and actual decision-making practices. They are more involved in the affairs of the school when school heads defined the roles that should play and kept them well informed about the expectations and desired extent of their involvement in decision-making process of the school. It is further revealed that decision which affect personnel in an organisation, (school) are more effective when such personnel either participate in the decision-making process or willingly consent to be governed by such decision. Decision-making in educational organisations demands an understanding of the legal aspects of organisation's structure, the problems between the school and which affect the value system of school personnel.

The hierarchical set up in second cycle institutions in Ghana and indeed in Bole Senior High School is worth noting as far as decision-making is concerned. The Organogram of the administrative set up of Bole senior High School is as follows:

1. Board of Governors

2. The Headmaster

3. Parent-Teacher Association (P. T. A.)

4. Assistant Headmaster(s)

5. Senior Housemaster(s)

6. Housemaster(s)

7. Form Masters

8. Prefects

9. Students

Finally, it was perceived that decision-making differed on demographic database. According to Alluto and Belasco (1973) teachers' desires to involve themselves in decision-making process vary. Factors like age, sex, level of teaching were cited as being related to teachers' desire to be involved in executive and managerial decisions.

Board of Governors

As enshrined under Section 14 of the Education Act, 1961 (Act 87) public higher institutions shall be controlled by a Board of Governors, Committee to manage school. The Minister of Education is empowered under subsection (1) of the Section 15 of the Education Act to establish a Board of Governors to act in accordance with a constitution and rules approved by the Minister.

The Board may in carrying out its functions under this constitution hold and manage any movable or immovable property in possession of the school of which may be acquired for the school. The Board, in effect and as far as the

school administration is concerned, is the highest authority. It ensures a good administration of funds of the Institution and ensures good discipline among staff and students.

The Board also assists the headmaster to discharge his duties as under article 9 of the constitution but shall not encroach upon the authority and responsibilities of the Head.   The Board also submits to the Minister of Education through the Director-General by March, 31st of each year an annual report on the preceding year covering all aspects of activities in the school as well as such information and accounts the Minister may require from time to time. It shall also ensure that the premises of the Institution be kept in a sanitary and structurally safe conditions and generally in good state of repair.

The Headmaster

He is responsible for the general administration of the school, personnel management and related matters. The headmaster manages the finance of the school, confidential and other restricted correspondence (such as Testimonials, Certificates of Education, etc.).

The Assistant Headmaster

The assistant headmaster is responsible for the organisation of academic programmes, allocation of subjects and classes and general supervision of classes during instructional period. He also ensures regular attendance and time tables for both teachers and students. He supervises daily rosters, discipline in general and protocol duties. The assistant headmaster can be given any additional

responsibilities by the headmaster when the need arises. He also acts in the absence of the headmaster.

There are also the administrative officer and school accountant who take instructions from the headmaster. Brief job description of the above officers and bodies are given as follows.

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                        ┌──────────────────────┐
                        │  Board of Governors  │──────────┐
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                                   │                       ▼
                                   │                  ┌──────────┐
                                   │                  │  P. T. A │
                                   ▼                  └──────────┘
                        ┌──────────────────────┐
          ┌─────────────│      Headmaster       │─────────────┐
          ▼             └──────────────────────┘             ▼
┌──────────────────────┐          │              ┌──────────────────────┐
│ Administrative Officer│         │              │      Accountant       │
└──────────────────────┘          ▼              └──────────────────────┘
                        ┌──────────────────────┐
                        │  Assistant Headmaster │
                        └──────────────────────┘
                                   │
                                   ▼
                        ┌──────────────────────┐
          ┌─────────────│   Senior Housemaster  │─────────────┐
          ▼             └──────────────────────┘             ▼
┌──────────────────────┐          │              ┌──────────────────────┐
│     Housemaster       │         │              │    Housemistress      │
└──────────────────────┘          ▼              └──────────────────────┘
          │             ┌──────────────────────┐             │
          └────────────▶│    Senior Prefects    │            │
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                        │     Student body      │◀────────────┘
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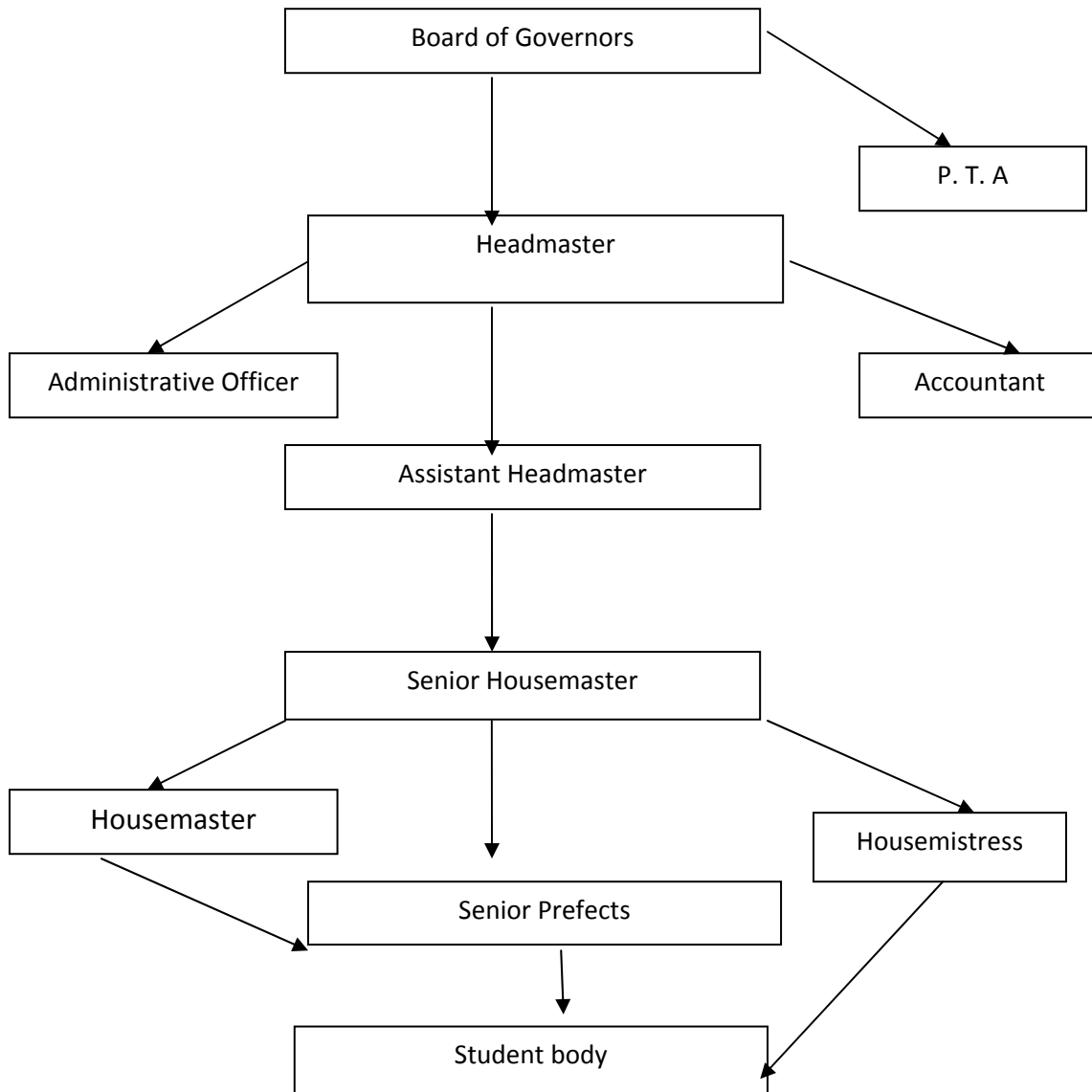
Figure 1: Organogram of the Administrative Structure of Bole Senior High School

The Senior Housemaster

The senior housemaster is charged with the responsibilities of ensuring general discipline in the school. He prepares the beginning and end of term activities and issue both external and internal exeats to students.

The senior housemaster prepares house lists and nominal rolls. He arranges accommodation for visiting schools teams and officers. He supervises Housemasters, collection of results of various competitions, keeping of duplicate keys and a co-opted member of Student Representative Council. He collects master-on-duty diary for onward transmission to the headmaster.

The Accountant

The Accountant is the Head of the non-teaching Staff. He takes instructions from the Headmaster, directly. He is the financial advisor of the Headmaster and keeps all financial documents. He prepares monthly and final accounts for award transmission to the regional office.

The Housemasters/Mistresses

The housemasters/mistresses issues exeats (internal) to students and takes House Inventory and House Inspections. The housemaster/mistress visits the house day and night, meets with the students and supervises specific house duties. The housemaster/mistress writes house terminal and annual reports and generally keeps discipline in the house.

The Senior Prefect

The senior school prefect is directly involved in the control of affairs at the student level, with the assistance of house prefects and other students.

It does not require extraordinary charismatic qualities and uses of authority if teachers perceive decision-making as a natural outgrowth of their roles as professionals and educators, as the headmaster delegates power through this descending order to sustain school discipline.

CHAPTER THREE

METHODOLOGY

This chapter discusses the procedures that were used in conducting the study. The study covered the structures of decision-making process in Bole Senior High School, teachers' perception of involvement in the process and factors associated with participation. It also examined the relationship between teachers' performance and their involvement in School decision-making process.

The chapter was divided into the following sections:

The Research Design

The Population

Sample and Sampling procedure

Pilot Study

Research instruments

Method of data analysis

Pre intervention data

Post intervention data

Research Design

The study sought to improve teacher performance in Bole Senior High School through participatory decision-making. This topic invariably involved a close scrutiny of what type of administration has existed in the school and the

gains of participatory decision-making. Against this background Action Research design was chosen as being the most appropriate for the study.

Garner (1996) defines Action Research more specifically as a systematic reflective collaborative process that examines a situation for the purpose of planning, implementing and evaluating change. Three of many definitions for action research are: a 'systematic inquiry that is collective, collaborative, self-reflective, critical and undertaken by participants in the inquiry" (Gummeston, 1991, p.140). "A form of collective self-reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and situation in which these practices are carried out"(Kemmis and Mc Tegets (1988) p.5). Action research aims to contribute both to the practical concerns of people in an immediate problematic situation and to the goals of social science by joint collaboration within a mutually acceptable ethical frame work (Smith 1979).

Within all these definitions there are four themes: empowerment of participants, collaboration through participation, acquisition of knowledge, and social change. The process that the researcher goes through to achieve these themes is a spiral of action research cycles consisting of four major phrases, acting, observing, planning and reflecting (Kemmis and Mc Tegets (1988).

Feldman (1995) and others describes action research as a process; a unique orientation towards inquiry. Garner (1996) proposes a cyclical paradigm: to learn is to change; to change is to create; and to create is to learn.

Takala (1994) processed the following: identifying the question, create a solution; implement the solution; evaluate; and modify the ideas and practice in light the evaluation. Action research is used in real situation rather than in contrived, experimental studies, since its primary focus is solving real problems. It can however, be used by social scientists for preliminary or pilot research, especially when the situation is too ambiguous to frame a precise research question.

Mostly, though in accordance with its principles it is chosen when circumstances require flexibility, the involvement of people in the research or change must take place as my topic "decision-making" requires. For Practitioners, action research can have several benefits. These include reflection an education practice, identification of strategies for improvement and acquisition of research skills.

There are several limitations to action research; however theoretically, action research can be either descriptive or experimental. Most action research studies use descriptive research designs but attempts to draw conclusion about effects of an action on some outcome. It rarely employs experimental methods such as the use of control group or matching or random assignment that give experimental studies their power. Conclusion about causes and effects are reliable, however, only when they are based on solid experimental research designs. Action research is restricted to one classroom or one school, which means that the results cannot be generalised to other classrooms or schools.

Action research often lacks both internal and external validity, and generally is not useful for making policy decisions. Action research was used because of its characteristics of being situational. This is concerned with diagnosing a problem in a specific content and actually attempting to solve it in that some content by the use of intervention method modifications which are also easily evaluated during the on-going process. It also has the advantage of producing a good amount of responses from a wide range of people. At the same time it provides a meaningful picture of events and seeks to explain people's perceptions and behaviours on the basis of data gathered at a point in time. It can be used with a great extent of confidence with regard to questions of special interest to the researcher.

Despite of the advantages of action research, it is time consuming because of the intervention normally introduced. Respondents also have to answer the same questions two times at different stages of the study that is at the pre-intervention and post intervention stages. The researcher was himself involved during the intervention as he had to monitor all the intervention mechanisms put in place to ensure how effective they were in solving the problem at stake. These disadvantages notwithstanding the researcher considered Action research as most appropriate for this study.

Population

Bole Senior High School, the area of the study, is in Bole, the district capital. There are only two second cycle schools in the district name Bole Senior high School and Tune Senior High Technical School. The target population for

the study includes Teachers in Senior High Schools in the Northern Region of Ghana. The accessible population was both male and female teachers of Bole Senior High School. The choice of the teachers in Bole Senior High School as the accessible population was based on the assumption that they shared similar characteristics in terms of their level of education, sex, and would have a wide range of experiences while interacting with their colleagues. Again, it was assumed the problem of teachers' performance in terms of their participation in decision-making existed in other schools. Both sexes of teachers were selected to obtain various views in order to draw valid conclusions.

Sample and Sampling Procedure

All members of the teaching staff were involved in both the pre-intervention and post-intervention of the study. Purposive sampling techniques were used to select all 25 teaching staff to participate in the study. Since all members of the Teaching Staff were involved, a stratified sampling was used, thus the School and its Teachers were specifically selected. It was considered that by virtue of the fact that all of them had worked in the School for over six month they could contribute meaningfully to the Study.

Research Instrument

The Study was enhanced mainly by the use of questionnaires. The questionnaire is a formally organised set of written items presented in a uniform manner to a number of persons or respondents to elicit responses from them on a specific subject matter. Most of the items on the questionnaire were closed ended.

The five item checklist was used in eliciting responses from respondents. Questions were made up of five sections with a total number of forty four items. Questionnaires were put into five sections thus as follows;

(1)   Section 1 dealt with Bio data, comprising of sex, age, marital status, professional status, academic qualification and residential status.

(2)   Section 2 was mainly concerned with the number of staff meetings held in a term.

(3)   Section 3a dealt with teachers' participation and how they perceived participatory decision-making process.

Section 3b was on teachers' involvement in technical decision-making that is discipline and instructional policies.

Section 3c dealt with teachers' involvement in managerial decision-making including departmental budget planning.

(4)   Section 4 dealt with effect of teachers' participation in decision-making and their performance.

(5)   Section 5 comprised of two open questions purported to find out the decisional policies teachers would like to be involved in and why. Respondents were also requested to give two factors that prevent them from fully participating in school decision -making.

Pilot-testing of Instrument

The research instrument for the study was designed by the researcher with the guidance of his supervisor. The instrument was pre-tested with five members of staff chosen at random from the Tune Senior secondary School. The

respondents were subjected to the same conditions as planned for the main study. As a result of the pattern of responses, statements felt to be ambiguous or misleading were revised for clarity. To establish the content validity of the instrument some experts of the research methodology of University of Cape Coast reviewed the items. Their inputs helped to establish the items face and content validities. The final instrument had an internal consistency reliability coefficient of 0.77.

Data Collection Procedure

Intervention

Following the diagnosis of the pre-intervention questionnaire on intervention was introduced. A one day orientation course on selected topics was organised by the researcher. The period of three months was used to monitor the interventions instituted. Monitoring was by way of daily assessment of the activities of teachers in the school within the intervention period specified. The procedure adopted was actually focused on teachers' response to class attendance, use of instructional time, teacher-student relationship, and teacher-teacher relationship. Other areas of monitoring were proceedings of staff meetings and the involvement of teachers in some specific decision-making policies. These included technical decision which involved selection of specific text books, determining appropriate teaching methods and establishment of general instructional policies. Operational policies involving classroom discipline, school time table preparation and co-curricular activities. Managerial decisions and policies include planning of departmental budgets, resolving departmental

problems, grievances of teachers and problems of parents. The researcher involved all teachers in these exercises.

A classroom monitoring was introduced for the first and second years on pilot basis. Every Friday, class prefects met the researcher to appraise the innovation put in place (Monitoring book). The headmaster showed keen interest as he provided all the needed logistics, moral and material support for the success of the intervention.

At the end of the intervention period of two months which coincided with the end of term, a staff meeting was summoned. This offered the researcher the opportunity to have an appraisal of the intervention strategies.

Based on the intervention reports post-intervention questionnaires were quickly administered. Masters, who had already answered the pre-intervention questionnaires, took no time to submit them.

The researcher avail himself to clarify any doubts and misunderstanding the respondents encountered.

Pre-Intervention Data Gathering

A pre-test was first conducted in order to obtain baseline information regarding the state of teacher participation in decision-making in their schools. It was also to find out the level of teachers' participation and influence of this on their performance. With this the researcher was able to reorganise the questionnaires for use. Pre-intervention questionnaires were collected and analysed using the data analysis procedure. The intervention put in place was actually based on the analysis of the pre-intervention questionnaires.

Section 3a dealt with teachers' participation and how they perceived participatory decision-making process.

Section 3b was on teachers' involvement in technical decision-making such as discipline and instructional policies.

Section 3c dealt with teachers' involvement in managerial decision-making including departmental budget planning.

Section 4 dealt with effect of teachers' participation in decision-making and their performance.

Section 5 comprised of two open questions to find out the type of decisional policies teachers would like to be involved in and why. Respondents were also requested to give two factors that would prevent them from fully participating in school decision-making.

The instruments were administered and supervised personally by the researcher. Permission was given by the Headmaster for all members of the Teaching Staff to gather in the Staff Common Room for the exercise. The purpose of the study was explained to respondents after which the Researcher's instrument was distributed to them. Each of the items on the questionnaire was then painstakingly explained to Respondents to answer. The researcher avail himself to clarify any doubts and misunderstanding that respondents encountered. The completed questionnaires were collected back at the end of the exercise by the Researcher on the same day. This ensured 100% return-rate.

Data Analysis Procedure

The Respondents were expected to respond to 44 items on the questionnaire. Options were provided for them to choose from in responding to items in section 1 – 4. They were to provide their own answers to questions 43 and 44.

Questions in section 3a and 4 were assigned the weights of 5, 4, 3, 2, 1, for strongly agree, agree undecided, disagree and strongly disagree respectively. Section 3b, 3c, and 3d were not at all and don't know respectively. The responses were edited coded and scored. Scores for each item were totalled to obtain the final raw scores. Simple percentages and frequency tables were used to analyse items on Bio data of respondents.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter is deals with the presentation of the discussion of the findings that emerged from the study. It is divided into two parts. The first part dealt with the discussion of background information of respondents whiles the second part dealt with discussing of the findings from the main from the research questions. Where ever applicable tables are provided to illustrate finding.

Background Information on Respondents

Demographic Data

Twenty five classroom teachers of Bole Senior High School responded to the questionnaire. A hundred percent return-rate was achieved for the questionnaires distributed. Age distributions of the respondents are presented in Table 1.

Table 1

Age Distribution

Age	Frequency	Percentage (%)
Less than 30 years	9	36.0
31 -40 years	10	40.0
41 – 50 years	5	20.0
Above 50 years	1	4.0
Total	25	100

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Table 1 suggests that most of the respondents were below 40 years (40%). Only one (4.0%) of the teachers was above 50 years. Nine (36.0%) were however below thirty years (30years). Respondents were also asked to indicate their marital status and child rearing responsibilities. The data that emerged from the study are presented in Table 2.

Table 2

Marital Status and Child Rearing Responsibilities

Marital Status of Teachers	Frequency	Percentage (%)
Married with children	10	40.0
Married with no child	2	8.2
Single parent	1	4.0
Single	12	48.0
Total	25	100

The data shows that 10(40%) of the respondents were married with children. Another 12(48.0%) were single (unmarried) while 2(8.2%) were married with no children. The researcher was also interested in the professional background of respondents. The data that emerged from the study were presented in Table 3.

Table 3

Professional Background of Respondents

Rank	Number	Percentage (%)
Teacher	8	32.0
Assistant Superintendent	16	24.0
Principal Superintendent	8	32.0
Assistant Director	3	12.0
Total	25	100

The data in Table 3 indicates that majority of the respondents were below the rank of principal superintendent. The data shows that 16(there were more Junior Staff members than the senior ones. Fourteen (56%) members were Assistant Superintendent and below while eleven (44%) were Principal Superintendent and above. Three of these senior members have attained the rank of assistant Director.

The researcher was also interested in the academic qualification of respondents. The data on academic qualification of respondents are presented on Table 4 below.

Table 4

Academic Qualification of Respondents

Qualification	Frequency	Percentage (%)
Teachers Diploma	2	8.0
HND	7	28.0
Degree	15	60.0
Post Secondary	1	4.0
Total	25	100

The data on table 4 indicated that majority 15(60%) of the teachers were degree holders. Seven (28.0%) were HND holders while 2(8.0%) and 1(4.0%) was diplomats and post Secondary Certificate holders respectively.

Another issue of concern to the researcher was the number of years respondents have spent in school. The results that emerged from the study are presented in Table 5.

Table 5

Number of Years Spent in the School

Years Spent in School	Number	Percentage (%)
Less than one year	10	40.0
2 – 5 years	12	48.0
6 – 10 years	2	8.0
More than 10 years	1	4.0
Total	25	100

Analysis of the data as presented in Table 5 revealed that majority 12(48%) have been teaching in the school for a period of between two and five years. In the same vein, 10(40.0%) of the teachers have thought in the school for less than one year. Only one teacher has served on the staff for more than ten years. The researcher also investigated the employment status of respondents. The results that emerged from the study are presented on Table 6.

Table 6

Present Status of Teacher

Status	Number	Percentage (%)
Service person	6	24.0
Full-Time Teacher	18	72.0
Part-Time Teacher	1	4.0
Total	25	100

The results 6 indicated that majority 18(72.0%) of respondents were Full-time teachers. There were 6(24.0%) who were national service personnel while 1(4%) was teaching on Part-time basis. This implies that most of the teaching work force in the school was in full-time employment.

Results of the Main Study

The Structure of Decision-making process in Bole Senior High School

The first Research Question was interested in how teachers showed interest in decision-making processes in the school. This section presents the

analysis of the data collected on teachers' responses to five questions designed to describe the methods of procedure adopted by the school for making decision. Responses for each statement of the questionnaire at both pre and post intervention eras were tallied and percentages calculated for the totals. In discussing the data the two columns under "strongly agree" (v) and "agree" (iv) were put together to mean agreement while "strongly disagree" and (ii) disagree (i) were combined to mean "disagree". This method was used to provide a clear distinction between those who agreed and those who disagreed.

Frequency of Staff Meeting

Frequent staff meetings are important to bring the desperate elements of the Staff into a harmonious relationship with one another. It is at Staff meetings that clear distinction, the inexperienced and the experienced, the enthusiastic and the cynic, the optimistic and the pessimistic , and between the so called "pupil oriented " and the "subject oriented" teachers could be drawn.

The analysis of the data on how Staff meetings were frequently held in the School is shown on Table 7 and 8.

Table 7

Frequency of Staff Meetings

Item	Pre-intervention (%)			Post-intervention (%)		
	Agree	Undecided	Disagree	Agree	Undecided	Disagree
Staff meetings are frequently held	84	8	8	84	8	8

As seen in Table 7 above, 21 respondents (84%) indicated that there were regular Staff meetings in the School for both Pre and Post intervention periods. Eight respondents (8%) at each period disagree, while the same number (8%) was undecided at each period. The general impression should not however be over emphasised since "frequency" was not defined. Respondents were not told precisely the number of meetings per term that should be considered as frequency.

Table 8

Opportunity for Discussing School Matters

Item	Pre-intervention (%) Agree Undecided Disagree			Post-intervention (%) Agree Undecided Disagree		
Most School matters are brought to Staff meetings for discussion and adoption	20	4	76	64	4	32

As Table 8 indicates, at the pre-intervention period majority of teachers said they were not given enough opportunity to discuss school related matters. At the post-intervention stage, the trend changed. Sixteen teachers agreed (20%) agreed that they had the opportunity to discuss most school matters while eight (76%) disagreed. From the analysis one can infer that before the intervention, the flow of information was from the top to bottom. The headmaster had the final word in School matters.

The uses of Vito powers reflect to some extend the method of decision-making by authority. It occurs in a culture where the headmaster in his capacity as a chief executive becomes the final arbiter in most School matters and makes most of the decision for Staff. The analysis of the data on the views teachers expressed on how often Headmasters influenced final decision in the school at both pre and post intervention stages of the study are presented in the Table 9.

Table 9

Professional Background of Respondents

Item	Pre-intervention (%)			Post-intervention (%)		
	Agree	Undecided	Disagree	Agree	Undecided	Disagree
Seldom has the final word in School matters	24%(6)	4%(1)	72%(18)	48%(12)	12%(3)	40%(10)

At the pre-intervention period, six (24%) agreed that the headmaster seldom influenced decisions at staff meetings. However, majority of teachers (72%) disagreed, indicating that the final decision in the school is rested with the headmaster. This trend however changed after the intervention where twelve (48%) agreed that the headmaster seldom influenced school decisions. Ten teachers disagreed with this while three were undecided.

The study was also wanted to find out how the headmaster accepts suggestions from the teachers on matters relating to school governance. The

results that emerged from both the pre and post intervention data are presented in Table 10.

Table 10

Acceptance of Teachers' Suggestions

Item	Pre-intervention (%)			Post-intervention (%)		
	Agree	Undecided	Disagree	Agree	Undecided	Disagree
Teachers' suggestions are accepted by						
Headmaster	40%(10)	8%(2)	52%(13)	72%(18)	8%(2)	20%(5)

At the pre-intervention period analysis revealed that thirteen (52%) disagreed that their suggestions were accepted. Ten (40%) agreed on this issue while two (8%) were undecided. Data also revealed that eighteen (72%) teachers responded that their suggestions were accepted during the post-intervention period while five (20%) disagreed. It was observed that before the intervention the headmaster was undemocratic. The behaviour however changed after the intervention and goes to confirm the fact that the headmaster did not have the final say as suggested in Table 10.

Domination at Staff Meetings

It is natural to expect variety in the range of views expressed by individuals at staff meetings. Sometimes, however, minority grouping may derive

their influence from their position, knowledge, and relationship with the Headmaster or by long association with the School. When this happens, team work gets disrupted. The point is well made in Woode's (1981) observation that any attempt by a group to dominate others at meetings may make the dominated feel humiliated. Consequently, the suppressed group may withdraw their co-operation.

Table 11 below presents views of participants on the state of the head's domination at staff meetings.

Table 11

Domination at Staff Meetings

Item	Pre-intervention (%)			Post-intervention (%)		
	Agree	Undecided	Disagree	Agree	Undecided	Disagree
Headmaster dominates Staff Meeting	0%(0)	0%(0)	100%(25)	0%(0)	4%(1)	96%(24)

At both periods, pre and post interventions, the general observation were that the headmaster did not dominate discussions during staff meetings. By this observation it means that staff meetings were not characterised by splinter groups. On the whole, it is noteworthy to observe that before intervention the predominant opinion expressed by the teachers is that, staff meetings were not held frequently. This suggests that teachers were interested in how decisions were taken and considered staff meetings as important enough to be hold frequently

Teachers' Participation in School Decision-making Process

Seven statements were specifically chosen to elicit teachers' feelings about their involvement in School-based decision in the pre and post intervention periods. Respondents were asked to express their agreement or otherwise on their statements. There were four positive statements which were counter balanced by another set of three negative statements all expressing feelings about staff participation in school decision-making. This procedure was adopted to cross check the consistency and authenticity of teachers' responses. I arrived at this idea after a pilot study. Responses for each statement of the questionnaire were tallied and percentages calculated for the total frequencies. In discussing the data, the two columns under "Strongly agreed" and "agreed" were put together to mean agreement; while "strongly disagreed" and "disagreed' were combined to mean disagreement. This method was followed to provide a clear distinction between those who agreed and those who disagreed. The results are shown as in Table 13 as below.

Table 12

Teachers' Perception about Participatory Decision-making

Item	Pre-intervention (%)			Post-intervention (%)		
	Agree	Undecided	Disagree	Agree	Undecided	Disagree
Participatory decision-making enhances the quality of decision-making	40%(1)	60%(16)	32%(8)	80%(20)	8%(2)	0%(0)
Participation makes Teachers' work easier	0%(0)	24%(6)	76%(19)	80%(20)	16%(4)	4%(1)
Teachers' Participation reduces Headmaster's Influence	16%(4)	76%(19)	8%(2)	64%(16)	4%(1)	32%(8)
Participation promote commitment to decision taken	4%(1)	92%(23)	4%(1)	84%(21)	8%(2)	8%(2)
Teachers' Participation helps Teachers gain Professional growth.	0%(0)	100%(25)	0%(0)	84%(21)	8%(2)	8%(2)
Teachers' Participation makes workload unbearable	40%(10)	8%(2)	52%(13)	8%(2)	16%(4)	76%(19)

Unlike the mode of decision-making described in the previous section, where there was no significant change in the two periods, pre and post interventions, teachers, participation in decision-making showed different perceptions of teachers in the two periods as indicated in table 12. For instance the question participation in decision-making enhance its quality of decision making showed that before the intervention one person (4%) agreed, eight (32%) disagreed while sixteen (64%) were undecided that participatory decision-making enhances quality in decision-making in the School. However, after the intervention no Teacher disagreed and twenty three (92%) agreed that participatory decision-making enhances quality in decision-making.

A closer look at the responses of the teachers, revealed a that most of the teachers agreed after the intervention that participation in School decision-making enhances quality of decision-making. For the question how teachers' participation in decision-making makes their work easier, during the pre-intervention era, as many as nineteen (76%) disagreed that participation in decision-making makes their work easier. None agreed with this. While six (24%) were undecided at the same period on this issue. At the post-intervention period, twenty (80%) of the respondents agreed that participation in decision-making makes their work easier. Four (1%) were undecided while one (4%) disagreed.

For responses on whether teachers' participation in school decision-making process could reduce the headmaster's influence at pre-intervention period, nineteen (76%) teachers were undecided. This could be based on the fact that they had never been involved in participatory decision-making in the School.

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Four (16%) agreed, while two (8%) disagreed on the issue. Most teachers (64%) perceived their involvement in decision-making in the school reduced the headmaster's influence, while eight (32%) disagreed.

The reduction of the headmaster's influence may be attributed to the observation that male population in the school is higher than female: twenty two males and three females. According to Releg (1984) men are more too militant than women and therefore more likely to reduce their headmaster's influence when they are actively involved in the administration machinery. It follows that in mixed school when greater number of teachers is males and where the Headmaster is a female, such a tendency to reduce the influence of the Headmaster under conditions of participatory decision-making is likely to occur.

Answering the question on whether participation in decision-making process promotes commitment to the decisions taken. The pre-intervention era, showed that 23 (92%) were undecided on this issue while one person (4%) agreed. A large percentage of the teachers in the post intervention era (84%) believed that teachers' who participate in school level decision become committed to such decisions. Two (8%) were undecided and two (8%) disagreed on the same issue. It is worth noting that, the finding confirm what Beeby (1966) termed as "haw thorn effect" of genuine participation in the affairs of the school. He argues that teachers become more committed and perform so much better just because they were at the centre of attention in decision-making situation.

Pre-intervention data shows that all the teachers (100%) were undecided as to whether participation helps them grow professionally. After the intervention however, twenty on teachers (84%) agreed that their professional growth was enhanced by their involvement in decision making in the school. Only two (8%) disagreed with this statement.

Teachers' view as to whether their participation in school decision-making would increase their work load and make it unbearable revealed the following responses. Thirteen (52%) respondents during the pre-intervention period disagreed with this statement. Ten (40%) agreed while two (8%) undecided. Nineteen (76%) of the teachers after the intervention era, disagreed that participation make their work load unbearable.

The findings are that majority of the teachers did not perceive their participation in school decision-making as making their work load unbearable is a marked contrast to other research findings. Chapman (1988) as an example saw staff participation in school based decision as extra work which detracted their classroom teaching. Conway (1984) also cautioned that participation in School based decision-making should not create a situation that would make the teacher unable to teach. Against this back ground the readiness of the Ghanaian Teacher to participate in School related decision-making strikes one as impressive and commendable.

From the analysis of the data on teachers' perceptions of their participation in school decision-making, it was found that teachers had positive perception of their participation in the school decision-making process. Despite

the massive positive effect of the intervention, some teachers disagreed to some of the effects. However no reason can be assigned since analysis showed that a teacher's disagreement on some of the achievement of the intervention was not linked to his/her qualification, rank and status. It further means that there is no exclusion of a particular group of teachers during decision-making. This is clearly indicated in the pre-intervention and post-intervention results as seen in tables.

Majority of the teachers perceived their participation in School decision-making as:

a) Enhancing the quality of decision taken

b) Helping Teachers to gain professional growth

c) Generating greater acceptance of decision, and

d) Promoting commitment to decision.

Furthermore, most of the teachers saw their participation in school decision-making as not:

a) Making their work unbearable and

b) Reducing the Headmaster's influence in the School.

Actual Teacher Participation in School Decision-making Process

For the purpose of study, this section consists of three sub-sections aimed at exploring the degree to which teachers were involved in certain specific School related decisions. Decisional situations were grouped under three broad headings, namely; instructional/technical decisions, operational decisions and managerial

decisions. The categorisation helped to make the analysis manageable and comparison easier.

Respondents were to indicate the extent to which they were involved in the above decision-making process in the School as follows;

   i.   To a greater extent   -   5

  ii.   To some extent   -   4

 iii.   To a little extent   -   3

 iv.   Not at all   -   2

  v.   Do not know   -   1

Technical decision refers to decisions which a teacher takes in his capacity as a professional and is directly connected with the actual teaching process. The study explored extent to which the respondents participated in Technical decision-making in the school.

The frequencies of responses to all the three items in the subsections are calculated and percentages found as below in Table 13.

Table 13

Teachers' Participation in Technical Decision-making in the School

Type of Decision	Pre-Intervention (%)						Post-Intervention (%)					
	1	2	3	4	5	Total	1	2	3	4	5	Total
Selection of Specific text books	4	76	16	4	0	100	4	20	12	44	20	100
Determining appropriate disciplinary action	4	84	8	4	0	100	0	16	24	40	20	100
Establishing general Instructional policies	0	80	16	4	0	100	0	16	28	40	12	100

Key: To a greater Extent - 5

To some extent - 4

Not a little extent - 3

Not at all - 2

Do not know - 1

In the pre-intervention era, data collected indicated that majority of the teachers (76%) were not at all involved in technical decision-making. This means that they never took decisions regards to selection of text books, determining appropriate disciplinary action (84%) and establishing general instructional policies (80%). However, the average of about 13% of the teachers was involved to some extent. This percentage could be the senior members of staff especially, the Assistant Headmaster and Senior Housemasters/mistresses of the school.

After the intervention as shown in Table 13, the situation however improved; 44% were involved in selection of text books, 40% involved in determining appropriate disciplinary action and 40% taking part in establishing general instructional policies in the school. Even at the post-intervention era, it would be realised that more than half the respondents were not involved in Technical decision-making process. This indicates the perception of some Teachers that traditions are not easily done away with. It may also be that respondents have ascribed a narrow sense to the expression, selection of text books, determining appropriate disciplinary action, and establishing general instructional policies, confiding them to policies at the National level.

In this context, however, they were intended to refer to those instructional decisions in Schools which are adopted in furtherance of their instructional objective. That is grouping students for remedial classes, dictating or giving note and selection of subjects and subject combinations.

The low score in the item in both periods may also be attributed to the fact that final examinations in senior high schools are externally controlled by an independent body; The West Africa Examination Council. As a result teachers exercise very little influence over technical/instructional decisions, such as syllabuses and related issues. In the analysis of post-intervention period, however, respondents indicated to some extent their participation in technical decision-making. This seems to support the idea that centralisation of the curriculum is parody; the teacher is undoubtedly the ultimate arbiter when we come to consider technical decisions. It is the teacher who decides what happens in the classroom but not the headmaster.

Participation in Instructional Decision-making

Instructional decisions are routine and repetitive decisions which are taken either during or outside the teaching process but may be directly connected with the actual teaching process. Discipline and co-curricular matters exemplify instructional situations. Subsection II of Section D measured the degree to which the teachers in Bole Senior High School were involved in instructional policies. The results are presented in table 14.

Table 14

Teachers' Perception of their Involvement in Instructional Policies in the School

Type of Decision	Pre-Intervention (%)						Post-Intervention (%)					
	1	2	3	4	5	Total	1	2	3	4	5	Total
Classroom Discipline	0	80	12	8	0	100	8	32	12	24	20	100
School Time-table	0	80	12	8	0	100	0	36	40	0	24	100
Assigning Teachers to Classes	0	88	12	0	0	100	16	64	0	10	10	100
Co-curricular activities	0	64	28	8	0	100	0	24	24	24	28	100

Key: To a greater Extent - 5

To some extent - 4

Not a little extent - 3

Not at all - 2

Do not know - 1

At the pre-intervention period as seen in Table 15 above, more than 80% of the respondents accept in the case of co-curricular activities, were not involved decision-making concerning instruction, classroom discipline, school time-table designing, and assigning teachers to classes. Sixty four percent (64%) were undecided.

After the intervention, a little over forty percent (40%) of the respondents indicated that they involved in Instructional decisions in the school. However, assigning teachers to classroom still remained low. These latter findings can be understood in the sense that giving teachers the option to choose the class that they would like to teach cannot augur well for effective distribution of teachers to various classes and subjects areas. The change in the post intervention period may also be traced to the fact that teachers have found classroom discipline to be the basis of teachers' success in the classroom. Perhaps, teachers involved themselves in Instructional decisions as a means to an end and not an end in itself.

Teachers' Participation in Managerial Decisions

A managerial decision is one which concerns itself with the controlling, directing and conducting the school into an orderly plan for achievement of the set educational objectives. Subsection III of Section D measured the degree of teachers, involvement in managerial decisions. The data for analysis is tabulated in Table 15.

Table 15

Teachers' Participation in Managerial Decision-making in the School

Type of Decision	Pre-Intervention (%)						Post-Intervention (%)					
	1	2	3	4	5	Total	1	2	3	4	5	Total
Planning the School Budget	0	36	60	4	0	100	12	32	8	48	0	100
Resolving personal grievances with students	0	20	76	4	0	100	12	12	24	40	12	100
Admission of students	4	80	12	4	0	100	8	72	8	12	0	100
Students disciplinary problems	4	56	36	4	0	100	4	20	24	32	20	100
Resolving problem with parents	4	56	36	4	0	100	4	24	28	44	0	100

Key:

To a greater Extent - 5

To some extent - 4

Not a little extent - 3

Not at all - 2

Do not know - 1

57

Under Managerial decision thirty six percent (36%) of the Teachers were completely excluded from taking part in Managerial decision during the pre-intervention era. This could be the Departmental Heads and the Sports masters who sometime present their Budgets to the Headmaster for consideration. In the same period, eighty percent (80%) of the respondents were not involved at all in Managerial decision-making where it actually concerned admission of students. This could be well understood for the single fact that this decision was the prerogative of the Headmaster and sometimes his Assistant.

In effect about percent (50%) of the respondent claimed they were involved in budget planning after the intervention. This may be attributed to the fact that during the intervention, departmental budget planning was highly encouraged and teachers were seen with their heads of departments working on this. These budgets were submitted to the Headmaster for further scrutiny. Participation in solving problems of student was another area that, over fifty percent (50%) of respondents said they actively participated in student related disciplinary problems. This could be explained with the simple fact that, Teachers had become closer to their students than before and so were able to freely interact with them in discussions of personal problems or issues.

Main Findings

Since the average scores of teachers in the Technical decision were higher at the post-intervention period than in any other areas it might be inferred that teachers participated more in technical decisions than in instructional and managerial decisions. It was also noticed that more teachers got involved in

Instructional policies than Managerial, a reason that could have occurred purely as a corollary of teachers personal duties.

It is natural that teachers would be involved in Instructional decision such as maintenance of discipline which clearly stands out as an integral part of the teaching tasks. At both eras, it was also significant to note that teachers were conspicuously excluded from participation in admissions which emerged as the preserve of the Headmaster.

Participation in Decision-Making and Job Satisfaction

Section E of the questionnaire tried to find out the relationship between job satisfaction and their involvement in school decision-making process. In all eight questions designed to explore respondents Job satisfaction were posed at both pre and post intervention periods, and respondents were required to show their disagreement or otherwise.

In order to explore the degree to which respondents were satisfied with their Job responses were weighted as follows;

i.   Strongly agree   -   5

ii. Agree   -   4

iii. Undecided   -   3

iv. Disagree   -   2

v.   Strongly disagree   -   1

For analytical purposes, percentages were found on the rating; "strongly agree "and "agree" were summed to "agree " and "strongly disagree" and "disagree"

were summed to "disagree" for both pre and post intervention periods. The results are shown in Table 16.

Table 16

Teachers' Participation and Job Satisfaction

Participation in decision-making	Pre-intervention (%)			Post-intervention (%)		
	Agree	Undecided	Disagree	Agree	Undecided	Disagree
Gives me a high degree of autonomy in my Job	16	72	12	72	4	2
It gives me a feeling of belonging to my school	56	40	4	88	4	8
Makes me accomplish my work with vigour and pleasure	36	56	8	88	8	44
Gives me the feeling that the Job is well done	12	88	4	84	4	12
Makes me confident when teaching	8	88	4	84	8	8
Makes me satisfied with my job	12	80	8	88	4	12
Has improved my performance	56	40	4	8	8	12
Makes me feel students are gaining from me	20	72	8	84	8	8

The expectation that teachers' participation in decision-making would enhance their performance in school activities and job satisfaction was put to test. Teachers' feelings about their participation in decision-making before and after the interventions were presented in Table 16.

At the pre intervention stage, except in two areas that most respondents either disagreed or were undecided, fifty six percent (56%) of the respondents claimed participation in decision-making made them accomplish their work with vigour and pleasure. Because of the intervention and their subsequent participation in decision-making, they now feel they are part of the School and that has made them put in more efforts. After their intervention majority of the respondents (between 72% and 88%) agreed that their performances had been enhanced. An average of 84% of respondents also showed satisfaction with their job.

Open-Ended Questions

Preferred Area of Involvement in Decision-Making

Two open-ended questions were also asked. The first question enquired about the two preferred decisional situation of teachers while the second question asked teachers to list two factors which would prevent them from participating in School decision-making process. The responses are shown in Table 17.

Table 17

Distribution of Teachers by Preferred Decision-making Area and Reasons for the Choice

Reason for the Choice	Decision-making Area			Total Number of Teachers
	Instructional	Technical	Managerial	
No reason	0	3	0	3
To enrich textbooks supply	0	4	2	6
To improve discipline and Teaching and Learning in the School	1	10	0	11
Admit qualified Students	0	0	1	1
Improved academic work and Sports	0	0	0	2
Help improve Financial situation in the School	0	0	2	2
Total	1	19	5	25

Most of the teachers, nineteen consisting seventy six percent (76%) of the population preferred involving themselves in technical decision-making in the school. The reason given by ten of the respondents is simply to improve discipline and teaching and learning situations in the school. For Instructional decision-making, only one respondent (4%) was interested. Five of the teachers also preferred involving themselves in situations that would help improve the school's

finances and the supply of textbooks all under managerial decisions. The reason for the low percentage in the Managerial decision-making process is based on the fact that, financial affairs are the sole prerogative of the headmaster and his accounting staff and also, admission of students was mainly done by the headmaster.

The teachers gave various reasons that they think would prevent them from fully participating in school decision-making process. The reasons given are;

a) Decisions made are not implemented

b) Lack of time

c) No support from other members of Staff

d) Autocratic behaviour of the Headmaster

e) Other duties outside the School

f) Lack of motivation

g) Lack of co-operation between Staff and the Headmaster

h) Non-professional Status; and

i) Decisions of some Teachers considered more important.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study investigated Teachers in Bole Senior High School involvement in school level decision-making. Several studies have been conducted into teacher participation in school decision-making. The studies confirm the view that teacher participation in school decision-making leads to higher job satisfaction, commitment and greater integration in the school.

In Ghana, pressure on economic resources severely restricts the extent to which the government could go into offering fiscal incentives as motivation to public servants like teachers. The situation is worsened by the action of School Administrators who tend to deprive their staff of participation in school decision-making processes. As a result, apathy and lukewarm attitude prevail among some teachers. The study therefore, is aimed at finding the structure of their involvement in school decision-making process. The perception of decision-making process in the school was also explored. The extent to which teachers were involved in school decision-making process and the effect of their involvement or otherwise on teacher job satisfaction was also investigated. It also attempted to examine the effect of certain biographical factors like sex, age,

location of residence, etc. on teacher participation in school decision-making process.

The findings of this study are expected to provide a very powerful alternative means (ie increased teacher participation) for motivating teachers to work diligently to achieve instructional objectives. Such a study should have had a wide field of coverage but because of constraints of time, finance etc, the focus was narrowed down to teacher participation in only Bole Senior High School in Bole in the Northern Region of Ghana.

The subjects for the study were 25 classroom teachers drawn from Bole Senior High School in Bole District of Northern Region. The instrument that was used for the study was a questionnaire which consisted of three parts. The first part dealt with demographic data which gave the characteristics of the respondents. The second part which consisted of four sections explored some aspects of teacher participation in school decision-making process namely:

1   Section A   - The structure of decision-making existing in the school

2   Section B   -   Teachers' perceptions of their involvement in school
                            Decision-making process

3   Section C   -   The actual teacher participation in school Decision-making
                            Process and

4   Section D   -   Participation in decision-making and its resultant job
                            satisfaction.

The last part was the open ended section and it was made up of three questions. The number of items in all the three parts added up to 43. The instrument was administered by the researcher directly to the respondents in the school who filled in within a time limit. Within one day, the questionnaires were collected and they yielded a high rate of 100%.

Being an action research two sets of pre-intervention and post-intervention methods involving frequencies, percentages, mean and mode were employed in the analysis of the data collected. Respondents were requested to choose only one of the responses to each item. Where percentages were not used responses to items were weighted on a five-point Likert-type Scale. In this case, responses to items were summed up and mean scores computed for all the respondents collectively and then for each category of respondents on each item. In some cases, the chi-square test was used to ascertain the significant difference in the responses.

Summary of Findings

The results of the study were discussed under the sub-headings which corresponded to the four main sections of the instrument.

Structure of Decision-making

This section was designed to find out the method a school adopts in arriving at a decision. From the analysis of the data, two main structures of decision-making processes were identified in the selected school; namely:

i. Participatory decision-making structures, and

ii. Non participatory decision-making structures.

The former was marked by frequent staff meetings, free exchange of ideas among members, acceptance of staff suggestions by the Administration and absolute absence of group or individual domination. The non participatory type on the other hand, was characterized by infrequent staff meetings, rejection of staff suggestions by those in Administrative positions, vertical flow of authority and existence of group or individual domination.

Teachers' Perceptions

Questions were designed to find positive or negative perceptions of teachers in their participation in school decision-making. The analysis showed that a vast majority of respondents had positive view of teacher participation in school decision-making. Majority of the teachers perceived teacher participation in school decision-making process as:

1. Helping them to gain professional growth

2. Enhancing the quality of decisions taken in the school

3. Generating greater acceptance of decisions, and

4. Promoting commitment to decisions.

The responses to four other negative statements which were designed to cross-check the positive statements turned out to be positive. Majority of teachers did not perceive teacher participation in school decision-making process as:

i. Delaying actions which needed to be taken promptly

ii. Increasing teacher's work load

iii.   Reducing the headmaster's influence

iv.   Sabotaging the efforts of the Headmaster

The expression of the positive view by a majority of teachers on teacher participation in school decision-making may perhaps be a pointer to the fact that some of the respondents were fully aware of the recent trends in the teaching profession and modern job enrichment programmes. It is possible that the modern concept or co-operation as stepping stone to organizational development is known to majority of the teachers. It is also possible that some of the respondents perceived that the growth of the school as an organization depended very much on the effective utilization of the expertise or knowledge of the various individuals; and this could best be achieved through genuine participation.

Actual Teacher Participation in Decision-making

Section C was designed to find out the extent to which teachers participated in school decision-making process. It was broken down into three main areas, namely:

i.   Instructional/technical decisions

ii.   Operational decisions, and

iii.   Executive/Managerial decisions.

It was found out that, all categories of teachers were willing and actually involved in technical/instructional decisions. It was also found out that the mean score of every stratum of teachers identified in instruction/technical decision was above average. This in effect meant that none of the demographic factors acted as constraints to teachers' involvement in instructional/technical decisions.

However, it should be noted that teachers, like any other professionals, have to take most of the technical decisions themselves.

It would therefore be out of the way for a headmaster to dictate to teachers what methods to use in the classroom. Despite this, in one aspect of instructional decisions (ie selection of appropriate instructional policies) most teachers indicated little participation. This may be due to the existence of an external examination structure which more or less dictates the structure and methods of instruction in our secondary schools. In order to help our students to pass well, teachers have no alternative but to go strictly by the syllabuses given by the external examination bodies.

As far as operational decisions were concerned, male teachers participated more than female teachers as their participation scores seemed to indicate. However, there were other aspects such as maintaining classroom discipline, where teachers of both sexes were equally involved. For obviously, classroom discipline is an integral part of the teaching process.

It was also found that both sexes were equally involved in executive/managerial decisions, however, over all participation was generally low. Teachers who were resident on the school compound participated more in both operational and executive/managerial decisions than their non-resident counterparts. This is not surprising since resident teachers are always around in the school while non-residents leave soon after classes.

Furthermore, teachers employed in their capacity as part-timers played insignificant role in the affairs of the school. Apart from the normal classroom

teaching, it was observed that teachers employed on part-time basis did not make any meaningful contribution to any aspect of the school administration. They could better be described in biblical language as "hired labourers who run away from the sheep when the wolf is in sight". It can be inferred that their interest in the school is narrowly academic.

It was also noted that professional teachers were more involved than the non-professional ones. But it was seen that it was the non-graduate professionals who had higher degree of participation.

It was revealed that middle aged teachers with longer teaching experience and long tenure in the school participated more in both operational and executive decisions than their younger colleagues with less experience and shorter tenure. This may perhaps be due to the fact that factors like age, experience and long tenure help individuals to adapt to the school environment. This may probably put teachers with such qualities in a better position to be more involved in the affairs of the school than their counterparts who lack such qualities.

The analysis of special open ended questions make it clear that several kinds of different factors enter into the complex of consideration that hinder active teacher participation in school based decisions. The most prominent factor among these was the principal centred ones. It was seen that most school administrators do not allow teachers to participate in certain decisions. Areas such as admissions, budgeting, planning new projects and facilities were seen as the preserves of the headmaster. Accommodation and transportation problems were other vital factors which prevented teachers from taking any active part in

school based decisions. Since a good number of teachers could not be housed on school premises, they stay away from the school. Many lived beyond three kilometres. The long distances coupled with lack of transportation to and from school made it difficult for such teachers to be actively involved in certain aspects of school administration, even though they might be willing to participate. Other personal factors like ill health, age, lack of experience and sex roles affect teacher involvement in school decision-making. Another constraint was divided loyalty as in the case of teachers with sole child rearing responsibility. It should be noted that the personal centred factors are difficult to control while the leader centred ones could be controlled to some extent.

There was great willingness on the part of majority of teachers to help in the formulation of decisions for the smooth running of the school. Thus, when teachers were asked to select decisional situations they most liked to be involved in, their selections cut across all aspects of school administration. This actually portrays a strong desire on the part of teachers to get involved in all aspects of the decision-making process.

On the whole, it was observed that teachers' involvement in certain aspects of school decision-making processes in the selected school was not encouraging. A lot of apathy on the part of teachers and constraints on the part of the administration might have been the cause. The computed mean score for all the three decisional types revealed that, only one (ie, operational/technical decisions) was average; the rest (i.e. operational and executive/managerial decisions) were below average.

Participation in Decision-Making and Job Satisfaction

Section D of the questionnaire explored teachers' satisfaction as a result of their involvement in school decision-making process. The analysis of data showed that teachers were satisfied on their job as far as the selected thirteen climatic conditions were concerned. The mean score was above the expected average. When satisfaction scores were analysed according to school types, it became evident that the school which had high participation scores was the school which had high satisfaction.

Conclusions

The findings of the study seem to support the stand that involvement in decision-making process is the key to developing worthwhile attitudes in teachers in the educational system. From the study, it is clear that participation in school decision-making leads to greater job satisfaction, commitment to decisions and more qualitative decisions. Non-participation on the other hand, produces frustrations, low morale and apathy.

In Ghana, the economic stand of the nation is such that very little could be done towards the provision of extrinsic rewards to motivate the classroom teacher. Staff participation in the school decision-making could therefore serve as a powerful incentive for the nation, reduce cost, stress, and accountability and bring about fuller utilization of our limited human and material resources for the realization of the educational objectives.

It cannot be over emphasized that, more than ever before, teacher commitment is necessary for the success of the on-going educational reforms in Ghana. In this respect, adequate teacher involvement in school level decision-making is perhaps, the best guarantee for securing and maintaining this commitment.

Recommendations

Based on the findings of the study, the following recommendations are made for future practice in the educational system:

1. Staff meetings, the most accessible means for staff participation in the affairs of the school were found to be infrequent. It is therefore recommended that staff meetings should be conducted at periodic intervals in the school.

2. Furthermore, other avenues such as the following should be utilized by school headmasters to facilitate effective participation in school decision-making.

   a) Introduction of suggestion boxes – suggestions boxes should be placed at vantage points for teachers and teachers should be encouraged to submit their suggestions to the administration.

   b) Informal consultation – headmasters could from time to time visit or invite teachers for informal chats on some aspects of school administration.

   c) Symposia – teachers could be brought together to express their views on some selected issues.

3. The study portrayed situations where the teacher is not allowed to exercise his/her professional discretion in policy decisions concerning methods of teaching. It is therefore recommended that school Headmasters should allow teachers to exercise professional discretion within reasonable bounds of authority. This will go a long way to encourage professionalism in teachers.

4. The study revealed a relaxed attitude on the part of professional graduates teachers towards participation in school decision-making process. Staff seminars, talks and lectures on professional ethics may be useful to change the orientation of professional graduates already in the teaching service.

Areas for Further Research

The following recommendations for future research are made:

i. It appears that school Headmasters have something to hide from their staff and this might account for their persistent refusal to open up for active staff involvement in certain areas of the school administration, especially in finance, planning of new projects and admission of students. It is therefore recommended that a study be conducted to find from heads of secondary schools why some administrative issue are not discussed.

ii. Teachers were observed to have found it very cumbersome to answer questionnaires, while others apparently did not want to commit themselves in writing and so preferred interviews. It is therefore suggested that any

other method like the interview could be added to the questionnaire replicate the study.

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APPENDIX

INSTITUTE OF EDUCATIONAL ADMINISTRATION

UNIVERSITY OF CAPE COAST

PRE INTERVENTION QUESTIONNAIRE

Dear respondent,

This is intended to find out the influence of participatory decision – making on the improvement of teacher performance in the Bole Secondary School. The study has been instituted as a purely academic study. Please, respond to all items below objectively as possible. Your comments would be treated with strict confidentiality that is why your name is not required.

PART I

BIODATA

Please respond to each of the following items, ticking the item that is most appropriate.

1. Sex

    1. Male   [   ]

    2. Female   [   ]

2.   Age

    1. Under 30 years   [   ]

    2. 31 – 40 years   [   ]

    3. 41 – 50 years   [   ]

    4. Over 50 years   [   ]

3.   Marital Status

    1.   Married with children   [   ]

    2.   Married without children   [   ]

    3.   Single parent   [   ]

    4.   Single   [   ]

4.   Professional Status

    1.   Teacher   [   ]

    2.   Assistant Supt.   [   ]

    3.   Principal Supt.   [   ]

    4.   Assistant Director   [   ]

5.   Academic Qualification

    1.   Teachers Diploma   [   ]

    2.   HND   [   ]

    3.   Degree   [   ]

    4.   Post Graduate   [   ]

    5.   Post Sec.   [   ]

6.   Number of years taught in Bole Secondary School

    1.   Under one year   [   ]

    2.   Under five years   [   ]

    3.   Six to ten years   [   ]

    4.   Above ten years   [   ]

7. STATUS

    1. Service Person   [   ]

    2. Full Time Teacher   [   ]

    3. Part Time Teacher   [   ]

    4. On Contract   [   ]

8. Do you stay on the School Campus?

    1. Yes [   ]   2.   No   [   ]

PART II

MODE OF DECISION – MAKING

9. How often do you have staff meetings?

    1. Once a term   [   ]

    2. Two times in a term   [   ]

    3. Three times in a term   [   ]

    4. No specific number of times   [   ]

10. Are all school matters brought for discussions at staff meetings?

    1. Yes   [   ]   2.   No [   ]

11. Who has the final word in the school matters?

    1. The headmaster   [   ]

    2. Board of Governors   [   ]

3. Parent – teacher Association   [   ]

4. Entire Staff   [   ]

12. Are suggestions of teachers well received?

1. No   [   ]

2. Yes   [   ]

3. Sometimes   [   ]

4. Very often   [   ]

13. Who dominates discussions during staff meetings?

1. Headmaster   [   ]

2. Snr. Housemaster   [   ]

3. Staff Secretary   [   ]

4. Nobody   [   ]

PART III

14.   A:

Teacher participation in school decision – making.

Indicate the number that best describes your response.

What is your perception about participatory decision – making in Bole Secondary School?

Key:

5   - Strongly agree

4   - Agree

3   - Undecided

2   - Disagree

1   - Strongly disagree

Teacher participation in school decision – making in Bole Secondary School

15. Enhance the quality of decision – making 1   2   3   4   5

16. Makes teachers work easier   1   2   3   4   5

17. Reduces Headmaster influence   1   2   3   4   5

18. Promotes commitment in decision – making

                      1   2   3   4   5

19. helps teachers gain professional growth 1   2   3   4   5

20. Makes the teachers work unbearable.   1   2   3   4   5

21. Interferes in teachers private work   1   2   3   4   5

B: Degree of teachers' involvement in participatory decision – making.

       To what extent are you involved in the following technical decision?

     5   - To a great extent

     4   - To some extent

     3   - To a little extent

     2   - Not at all

     1   - Don't know

22. Selection of specific textbooks   1   2   3   4   5

23. Determining appropriate disciplinary policies

                      1   2   3   4   5

24. Establishing general instructional policies

                      1   2   3   4   5

C: To what extent are you involved in the following instructional policies?

25. Establishing classroom disc. Policies   1   2   3   4   5

26. Scheduling school time table   1   2   3   4   5

27. Assigning teachers to classes   1   2   3   4   5

28. Engaging in co – curricular activities   1   2   3   4   5

D: To what extent are you involved in the following managerial decisions?

29. Planning the school budget   1   2   3   4   5

30. Resolving personal grievances with staff

                                     1   2   3   4   5

31. Admission of students   1   2   3   4   5

32. Students disciplinary problems   1   2   3   4   5

33. Resolving problems with parents   1   2   3   4   5

PART 4   Participation in Decision – making and performance.

Tick the number on the scale below that best describes the effect of participatory decision – making on your performance.

Key:

     5   - Strongly agree

     4   - Agree

     3   - Undecided

     2   - Disagree

     1   - Strongly disagree

34.   It gives me a high degree of autonomy in my job.

                                            1   2   3   4   5

35.   It gives me a feeling of belonging to my school

                                            1   2   3   4   5

36.   Good rapport with the teacher   1   2   3   4   5

37.   Makes me accomplish my work with vigor and pleasure.

                                            1   2   3   4   5

38.   The feeling that job is well done   1   2   3   4   5

39.   Makes me feel confident when teaching
                                            1   2   3   4   5

40.   Makes me satisfied with my output   1   2   3   4   5

 41.   Has improved my performance greatly
                                            1   2   3   4   5

42.   Makes me feel students are gaining from me.

                                            1   2   3   4   5

Part 5

43.　Given the opportunity to be involved in participatory decision – making in the school, which two decisional policies would you like to participate in. Give your reasons please.

……………………………………………………………………………

……………………………………………………………………………

……………………………………………………………………………

……………………………………………………………………………

……………………………………………………………………………

……………………………………………………………………………

44.　List two factors you think would prevent you from fully participating in decision – making process in Bole Secondary School.

i.　………………………………………………………………………

……………………………………………………………………………

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……………………………………………………………………………

ii.　………………………………………………………………………

……………………………………………………………………………

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Thank you in advance.