

UNIVERSITY OF CAPE COAST

TEACHER PARTICIPATION IN DECISION MAKING IN THE
ADMINISTRATION OF SENIOR HIGH SCHOOLS IN THE
CAPE COAST METROPOLIS

LINDA ABA SAM

2009

UNIVERSITY OF CAPE COAST

TEACHER PARTICIPATION IN DECISION MAKING IN THE
ADMINISTRATION OF SENIOR HIGH SCHOOLS IN THE CAPE COAST
METROPOLIS

BY

LINDA ABA SAM

Thesis submitted to the Institute for Educational Planning and Administration of
the Faculty of Education, University of Cape Coast, in partial fulfilment of the
requirement for the award of Master of Philosophy Degree in Educational
Administration

OCTOBER 2009

DECLARATION

Candidate's Declaration

I hereby declare that this thesis 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: Linda Aba Sam

Supervisors' Declaration

We hereby declare that the preparation and presentation of the thesis were supervised in accordance with guide lines on supervision of thesis laid down by the University of Cape Coast.

Principal Supervisor's Signature Date:.....

Name: Mr. Stephen K. Atakpa

Co- Supervisor's Signature Date:.....

Name: Dr. Rosemary S. Bosu (Mrs.)

ABSTRACT

The study sought to examine teacher participation in decision making in the administration of Senior High Schools. Descriptive survey was used for the study and six Senior High Schools in the Cape Coast Metropolis was used for the study. The main instruments used for the study were questionnaire and interview guide. One - hundred and fifty teachers responded to the instruments and the return rate for the questionnaire distributed was 83.3%. Statistical Product and Service Solutions (SPSS) was used to obtain frequencies and percentages for the analysis of the data.

The most outstanding finding of the study was that, majority of the teachers indicated that their school administrators have created channels that allow teachers to participate in making school decisions. In addition, it also came to light that teacher participation in school decisions enables teachers to have a good working relationship with their school administrators and also promotes co - operation in the school. It was recommended that suggestion boxes, staff meetings and workshops should be organized regularly to solicit ideas from teachers.

ACKNOWLEDGEMENTS

I express my profound gratitude and appreciation to those who contributed their immense valuable support directly or indirectly towards the successful completion of this work. Specifically, my gratitude goes to my supervisors, Mr. Stephen, K. Atakpa and Dr. Rosemary Bosu, for their constructive suggestions and criticisms towards the completion of this work. I also express my sincere gratitude to my family, the F.M. Sam family, for supporting me to come this far.

My special thanks also go to all my lecturers at the University of Cape Coast, especially the Institute for Educational Planning and Administration, for their advice, support, encouragement and for their invaluable help in going through the work through out its various stages to make the necessary corrections despite their heavy scheduled.

My deepest appreciation and thanks to all the school administrators and teachers in the selected Senior High Schools who contributed immensely to this study. Without their responses, this study would not have been completed.

I am also grateful to my colleagues and non- teaching staff of the Institute for Educational Planning and Administration (IEPA), University of Cape Coast, for their unceasing support. Finally, I am also grateful to the Otoo family for their love, support and advice throughout my academic laurels.

DEDICATION

I dedicate this work to my parents, Mr. and Mrs. F. M. Sam and my siblings, Frederick, Lawrence, Eleanor and Helbert.

TABLE OF CONTENTS

	Page
DECLARATION	ii
ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	v
LIST OF TABLES	ix
CHAPTER	
ONE INTRODUCTION	1
Background to the Study	1
Statement of the Problem	16
Purpose of the Study	18
Research Questions	18
Significance of the Study	19
Delimitations of the Study	19
Limitations of the Study	20
Organization of the Study	20
TWO REVIEW OF THE RELATED LITERATURE	22
Definition of Educational Administration	22
Definition of Decision Making	23
The Process of Making Decision	24
Components of Decision Making	27

	Page
Basic Assumption for Decision Making	28
Definition of participation	31
Conditions of Effective Participation in Organizations	31
Basic Assumption for Decision Making	33
Theories of Participation	
Attitudes to Participation	37
Structures of Decision Making in the Senior High Schools	37
Teachers Involvement in Decision Making	44
Types of Decisions that Teachers can be involved	53
Perception of Teachers towards Participation in School Decisions	63
Summary of Related Literature	73
THREE METHODOLOGY	75
Research Design	75
Population	77
Sample and Sampling	78
Research Instruments	81
Pre-testing of Instruments	82
Data Collection Procedure	83
Data Analysis Plan	84

FOUR	RESULTS AND DISCUSSION	85
	Biographic Data of Respondents	86
	Structures of Making Decisions in the School	90
	Involvement of Teachers in School Decisions	94
	Types of Decisions Practiced in Schools	97
	Perception of Teachers towards Participation in School Decisions	99
FIVE	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	109
	Overview of the study	109
	Summary of major Findings	110
	Conclusion	111
	Recommendations	112
	Suggested Areas for further Research	113
	REFERENCES	114
	APPENDICES	
	A Questionnaire	120
	B Interview Guide	127
	C Introductory Letter	129
	D List of Schools	130
	E Number of Teachers	131

LIST OF TABLES

Table	Page
1 Number of Teachers in the various Senior High Schools in the Cape Coast Municipality	78
2 Age of Respondents	86
3 Professional Status of Respondents	87
4 Number of Years Spent in the Teaching Field	88
5 Number of Years Spent in their Present School	89
6 Structures of Decision Making in Schools	90
7 Structures used in Soliciting Ideas from Teachers	92
8 Involvement of Teachers in School Decisions	94
9 Types of Decisions Practiced in Schools	97
10 Perception of Teachers Towards Participatory School Decisions	99
11 Factors that Prevent Teachers from Participating in School Decisions	102
12 Decisions areas that Teachers are Involved	103
13 Structures that can be Developed to Solicit Ideas from Teachers	105
14 Comments by Teachers on Participatory School Decisions	107

CHAPTER ONE

INTRODUCTION

Background to the Study

We all make decisions which affect our lives in one way or the other. Some are good decisions while others are bad decisions which also affect our lives. For instance, parents make decisions on the type of school to send their children, how to pay their fees, clothe and even feed them. Administrators of schools also make decisions on the number of students to admit in the school and other decisions which are pertinent in the running of the school. These decisions at times draws on the past, past experiences which may be positive or negative and play a big role in determining which choices administrators see as feasible or desirable and we cannot do away with decision making in our lives

According to Fischer and Thomas (1965), an educator cannot avoid making decisions whether the educator works in the classroom, with parents, in the principal chair, at the central office of the school system or in the state department of education, various alternatives will face him and as new situation arises, he might choose to ignore it or to let someone else choose a new course of action. Thus, the educator who is reluctant to choose a new course of action has nevertheless made a decision and since people are always affected whether directly or indirectly by managerial decisions, the process of decision-making may be considered just as important as the decision itself.

Whether we are setting goals, planning how to achieve them, or coping with issues which arise in organizing and carrying out day to day activities, making things happens as we wish them to and prevent unwanted events depends on our ability to take and implement decisions. In order to accomplish both the taking and implementing of decisions consistently is no mean task and that the ingredients for success include self-discipline, perception, creativity, dynamism and considerable skill in handling both individuals and groups. Decision making, can be a painful process since it usually involves change, conflict, the risk of being wrong and being called to account and having to cope with a bewildering number of facts and alternatives (Everard, Morris & Ian, 2004).

Decision making which is central to administration and management, is the selection of an action from available alternatives. It is defined by Mcshane (2000), as a conscious process of making choices among one or more alternatives with the intention of moving towards a desired state of affairs. Furthermore, Stoner (1995) defined decision making, as the process of identifying and selecting a course of action to solve a specific problem. Decision making is the study of identifying and choosing alternatives based on the values and preferences of the decision maker. Making a decision implies that, there are alternative choices to be considered and in such case we want not only to identify as many of these alternatives as possible but to choose the one that best fits our goals, desires, lifestyle and values.

Decision making is the process of sufficiently reducing uncertainty and doubt about alternatives to allow a reasonable choice to be made from among

them. This definition stresses the information gathering function of decision making and it should be noted here that uncertainty is reduced rather than eliminated. Very few decisions are made with absolute certainty because complete knowledge about all the alternatives is seldom possible (www.virtualsalt.com). Owing to the central role decision making plays in the day-to-day administration of an organization, there is the need for administrators to be very circumspect when dealing with it. Nearly everything an administrator does bring him or her to a decision that must be made and this connects the administration present circumstances to actions that will take the organization into the future. According to Seidu (1995), a secondary school is effectively and efficiently run when there is a co-coordinated effort where the head involves all and sundry to sit in to take decisions.

Seidu (1995) identifies these bodies to include the board of governors, headmasters, assistants' headmasters, senior house mistress, house masters, heads of departments teaching and non teaching staff, senior prefect, prefects and the entire student body. According to him in the absence of the head, the assistants can step in to take up the administration of the school. In the same way, the senior housemaster / mistress's as well as teachers can also steer the affairs of the school where both the headmaster and assistants are called to duty outside the school.

Participation, on the other hand, is defined by Owens (1973) as the mental and emotional involvement of a person in a group situation that encourages the individual to contribute to goals and share responsibly for them. It refers to the notion of "ownership" of "buying into decisions" (p. 92). Keith and Girling

cited in Mankoe (2000) stated that participating management refers to the regular and significant employee involvement in organizational decisions that affect the entire organization as well as their individual's standards and making sure their organization is on target in terms of responding to the needs of the clients it serves.

Participation focuses on the specific ways in which staff can be involved in the management process within the objective of improving the organizations effectiveness. Participation means that a person can influence thus have something to say about a decision that is beyond his formal authority (the degree of discretion in his job).

Mussazi (1982) drawing from the work of Chester Barnard, discusses among other things that in a school people should work as a cooperative unit that is principals, teachers, students, as well as non teaching staff in the school where they all function as a team. He further added that a successful head is one whose administrative efforts are fully supported by his teaching and administrative staff as well students, he noted that administration is a shared responsibility and therefore the organizational structures should allow free interplay of ideas in order to minimize the rigidity fostered by hierarchical structures. Bernard (1964), in his contribution, says the school realizes its objectives through a complex system involving policies and programmes, administrators, teachers, students and supporting services and it must also be remembered that the school is establish to achieve set goals.

He further explains that, like any other formal organizations, one other characteristic of the school is that relationship between members are defined by specific and formally steady set of rules and regulations, such as the rules of conduct for teachers and students which show the expected behaviour of members as prescribed by the organization for the organization to achieve set goals. One writer on the subject of decision making whose special needs worth mention is H. A. Simon, cited in Oldcorn (1982). Simon considers two distinct views of man as a decision maker. The first is the classical view which says that, people have the following decision-making characteristics; completely rational, perfect knowledge about the problem, unconflicting objectives, a clear view of the alternatives and seeking an acceptable solution. In contrast, Simon has suggested a ‘behavioural mode’ (p. 185) which sees the administrator overcoming problems in a much less idealised way, often by compromise by muddling through and not developing long term plans.

Many decisions appear to be taken irrationally because they are taken under pressure and because the administrator and his staff did not have sufficient time to think through the problem and evaluate all the alternatives properly. That this kind of situation cannot entirely be avoided but the frequency of such events can be diminished by proper and careful planning and by establishing good comprehensive decision rules and by thinking ahead. Chester Bernard one of the most important early thinkers on management wrote in 1938 (Barnard, the functions of the executives, Harvard university press (1968), cited in Oldcorn (1982) that, in “the fine art” of decision making there are four situation to avoid

(p.185). These situations are that we should not decide question that are not pertinent, we should not make decision too early and we should not make decision that somebody else should make.

Moreover, according to Burnnet (1988), the human relations school asserts that workplace behaviour is determined by the setting which occurs. It laid emphasis on leadership styles, interpersonal organizational and organizational communications, student or employee satisfaction, group norms and cohesion, people participation in decision making that affect their working lives is essential for effective management.

School administrators are faced with continuing series of choice to make and sometimes see decision making as their central job because they must constantly make choices that best suit them in the context which they find themselves. Decision making, made by a school administrator, for instance, commits the whole school to a course of action and if it is a questionable action, the school may suffer.

In the educational system, decisions have to be made about work direction, mode of supervision, work operations in terms of sources of funds, the planning process, and leadership style, the pattern of communication as well as the nature and content of public relation programmes. Again, decisions have to be made about rewards and punishment systems, professional development programme, financial control procedure and assignment of responsibilities. Finally; decisions have to be made about services in connection with equipment, facilities and record keeping. Campbell, Bridges and Raphael (1977) have shown

that these and other decisions can be classified under six administrative task areas, namely; school-community relationship, curriculum instruction and appraisal, pupil personnel, staff personnel, school plant and lastly, financial and business management.

Furthermore, in performing decision-making roles the headmaster may be seen as an entrepreneur, disturbance handler, resource allocator and as a negotiator. Moreover, participatory decisions can be done through committees, suggestions schemes, autonomous problem solving and joint consultation. According to Drucker (1989), it could be said that an organization can better realize its set objectives when all members of staff are involved in decision making that concerns the organizations. Since different people think different ways it will be most appropriate for administrators of schools to involve members of staff in their decision making endeavours. In spite of the real or perceived problems that may arise from teachers participation in school affairs, it is very essential that every individual member of staff participates actively in all school activities both academic and co-curriculum activities.

In the USA, Canada and Australia, the notion of 'dispersed, 'distributed' or 'teacher leadership' is particularly well developed and grounded in research evidence. This model of leadership implies a redistribution of power and a re-alignment of authority within the organization. It means creating the conditions in which people work together and learn together, where they construct and refine meaning leading to a shared purpose or set of goals. Evidence would suggest that, where such conditions are in place, leadership is a much stronger internal driver

for school improvement and change (Hopkins 2001). In practice, this means giving authority to teachers and empowering them to lead. However, when taking this perspective into consideration, leadership is seen as fluid and emergent rather than as a fixed phenomenon which implies a different power relationship within the school where the distinctions between followers and leaders tend to blur.

Moreover, this also opens up the possibility for all teachers to become leaders at various times and suggests that leadership is a shared and collective endeavour that can engage the many rather than the few as cited in <http://www.ncs/.org.uk/mediastore/image>. A critical factor that decision theorists sometimes neglect to emphasize is that in spite of the way the process is presented on paper, decision making is a nonlinear, recursive process. This implies that, most decisions are made by moving back and forth between the choice of criteria (the characteristics we want our choice to meet) and the identification of alternatives (the possibilities we can choose from among). The alternatives available influence the criteria we apply to them and similarly the criteria we establish influence the alternatives we will consider.

Asiedu-Akrofi (1978) sees the school as a democratic society in which individual and group views should be respected and that the level of participation adopted in a school depends on the matter and situation being dealt with. Ejiogu (1987) also observes that democratization of any administrative process implies the active involvement of subordinates in decision making process. This implies that those in authority have to involve all members of its community in decision making activities. It can therefore be deduced that participation of staff in

decision making is very important though this is not so in many institutions because through participative decision making, it helps pool ideas together which helps subordinates feel part of the school.

Furthermore, Richman and Farmer as cited in Mankoe (2000) pointed out that, participation can usually be achieved at all levels if higher managerial levels really want it. Such participation however requires openness, mutual trust, honest information and the opportunity for self-expression. Moreover, small group meetings, effective use of committees, more interaction and exchange of information and more use of management by objectives are some of the ways in which participation might be achieved. Boardman (1949) also refers to democratic administration in a school as the use of free discussion and decisions on the part of all concerned in determining the ends or purpose to be attained and the means by which the ends are to be attained and acceptance of full responsibility for their action or desire.

At the school level, when teachers are involved in decision making they become committed to decisions that they were parties to the formulation and that decision making through a participative approach brings about reality or the best alternative since there are diverse views on the problems. As the old adage which says that, two heads are better than one can be true when you bring several people together to arrive at a decision. When teachers are involved in decision making they come up with their own decisions and boosts the chance that the group will work harder to implement the decisions once it is put into effect. In participative

decision making, more expertise is provided and they are better in evaluating alternatives and also accept risks involved.

In most Senior High Schools, the administrative officer assumed control over teachers and even classroom procedures and teachers only had to submit to rigid regimentation which was sometimes very close to military control and teachers had to take orders and instructions from their headmasters. Richardson (1973) confirms that, some heads of educational institutions still hold the view that administrators should administer and teachers should teach.

School teachers who for a very long period of time had been very submissive to the powers of the administrators were no longer prepared to be the docile handmaiden of education and therefore challenged the authority of the school administrators (Campbell, 1977). With time, teachers became increasingly vocal and militant about their desire to be involved in the affairs of the schools.

Therefore, it is very beneficial for every school to set up an organizational culture that can foster high performance and high commitment as well as work culture. This implies an organizational culture where delegation, teamwork, across boundaries empowerment, integration of people and technology as well as shared sense of purpose is administered in the school. Peters (1976) also said that, it is no longer practicable or advisable for school administrators to exercise authority in the traditional way.

Peters (1976) said administrators are now working in a complex environment so if they want to be successful in their school administration then they must be prepared to share their time honoured administrative prerogative of

decision making with other members of staff in the school. In view of this, it is the responsibility of the educational administrator to find out the capabilities and interests of individual teachers and assign them their desired level of participation. The involvement of teachers in school decision making will help ensure co-operation, enhance school administration and encourage teachers to work hard and make teachers responsible, serves as a communication link between administration and the teaching staff.

For an effective and successful school management, the headmaster/mistress must create a favourable environment for participatory decision making in the running of the school. Thus, when members of the teaching staff are given the opportunity in the participation of school administration, there is the likelihood that, their level of commitment in the school administration would be very high. Ejiogu (1987) observes that democratization of any administrative process implies the active involvement of subordinates in the decision making process.

This implies that those in authority have to involve all members of its community in decision making activities. It has however, been observed that it was only the top most executives who took decisions on behalf of their subordinates whether it is in their welfare and interest. Furthermore, Jacobson (1954) is of the view that the assumptions underlying democratic administration are as follows:

1. The growing emphasis on the development of each person's potentialities as long as they do not conflict with the common goals and objectives.

2. The emerging emphasis upon methods of working harmoniously together in unity for the common good.

On the other hand, Atta, Agyenim-Boateng and Baafi-Frimpong (1999) notes that, the school has an organizational structure and this structure refers to the way in which the activities of the organization are divided, organized and coordinated. This structure, to him provides stability and helps organize members to work together to achieve goals. According to him the school has a formal structure with clearly drawn lines of communications and responsibilities which enables teachers to partake in decision making. He further posits that, in the school situation when teachers are made to participate in decision making, it foster friendly informal discussions and become committed to the decisions they helped to formulate. This encourages them to work harder to achieve institutional goals. Thus, the school organization indicates the ordering of hierarchical relationship between subordinates and super ordinates.

According to Forojolla (1993), structure is simply the logical, pattern or supporting framework for grouping the activities of an organization and assigning them the specific positions and people, thereby facilitating the realization of planned goals. Furthermore, the word structure is applied in different contexts ranging from business organizations and the civil service to the natural and social science, biology, physics, mathematics, economics and sociology. When used in organizations, the concept of structure refers to the arrangement of authority, accountability relationships, activities and communication channels within an organization by Hicks, cited in Forojolla (1993).

In other words, structure is the deliberate pattern of relationships between organization members aimed at achieving stated goals. Its function is to assist members of the organization to achieve more than would otherwise be possible through their independent, unco-ordinated efforts as individuals. Structure therefore exists primarily as instrumental device and not as an end in itself. Moreover, according to Atta et al. (1999), structure clearly shows how people in an organization should relate to each other.

The structure do not tell the entire story about the content of the formal organization but there are many other variables that have to be considered if the organization is to achieve its objectives. Such factors as employees knowledge of their job and the will to do the work and methods of coping with problems must be considered. Lastly, the organization of a school involves allocating students to classes, distribution of school materials and stationery and proper use of time and space to ensure efficiency. The structure of an organization really shows how members of an organization work in the achievement of the school goals and objectives.

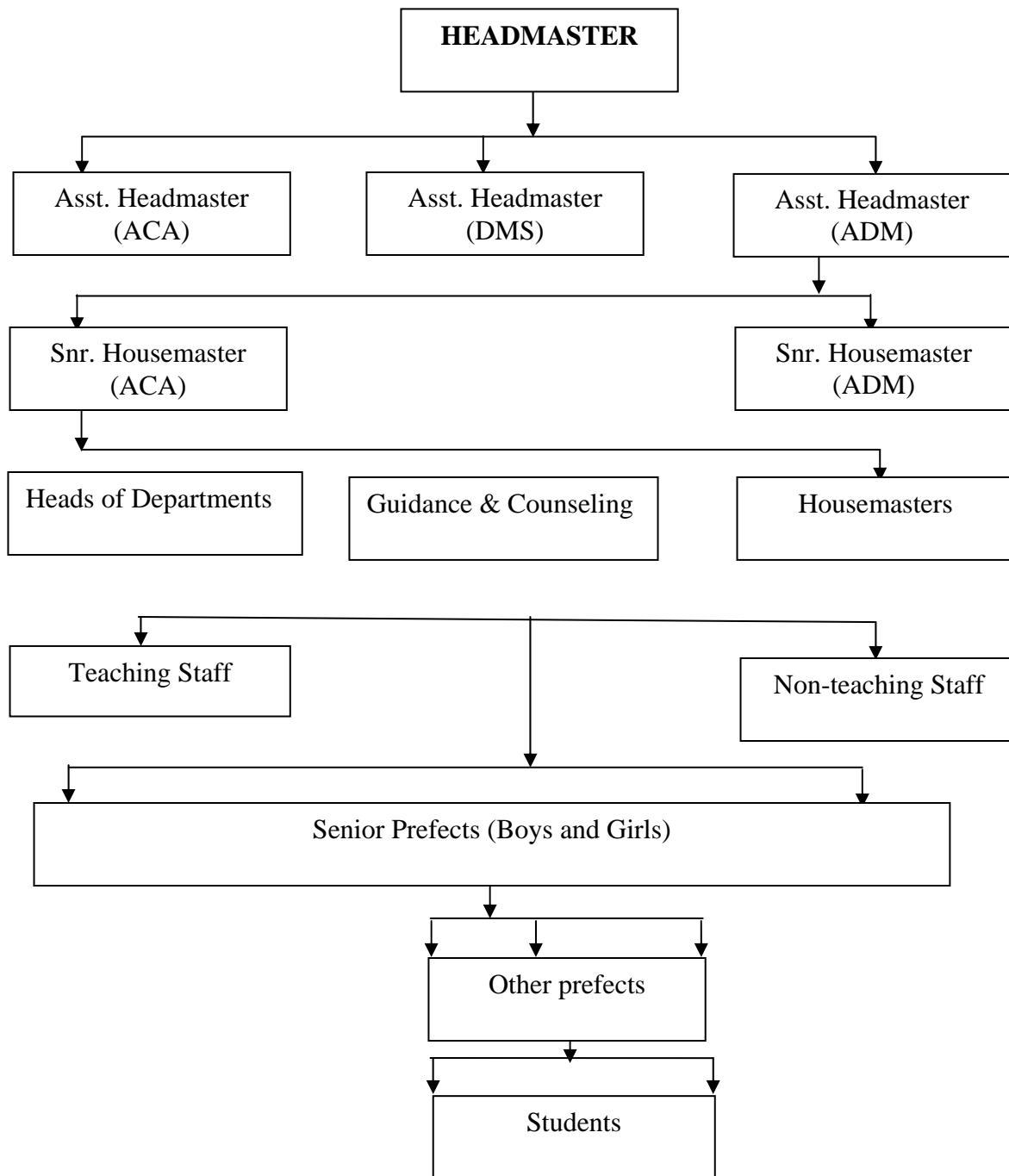


Figure 1: Structure of the Senior High School

Source: From "School Organization" by Seini, 1995.

As it can be seen from Figure 1, Kocharr (2000) sees the headmaster as the chief administrator who is assisted by three assistants, the Assistant head (administration), Assistant head (academics) and Assistant head (domestic). The assistant headmaster administration is responsible for internal and external correspondent to the school. He is the first point of contact for all official visitors to the school and keeps records of all the members of staff and ensures a free flow of information from the top hierarchy to every member of staff.

The assistant headmaster domestic is in charge of feeding in the schools and sees to the procurement of foodstuffs, disinfectants and other logistics needed for the warfare of students and staff. He works hand in hand with the senior housemaster to know what goes on in the house. The counseling department is directly under the assistant headmaster domestic. This is because, sometimes the problems teachers have may be domestic which may impede the work they are doing therefore it needs to be handled tactfully.

The assistant headmaster academic is in charge of all activities which contribute to academic excellence in the school. He is responsible for drawing of academic and examination time table; supervises the classroom work of teachers and ensures that teachers complete their syllabuses within the stipulated time and also ensures that utilization of instructional time is at its minimum. Under the assistant heads are the senior housemaster, heads of departments and their assistants. They are followed by teaching staff then the non-teaching staff. On the bottom of the ladder are the senior prefect then finally to the other prefects and

then to the students of the school. All these staff works in one accord towards the achievement of the school's determined goals and objectives.

Meanwhile, some headmasters in the senior high schools marginalized their teaching staff when making decisions in the school and tend to blame teachers for their low participation when given the opportunity to do so. Decisions are often taken by the administrator and forced on the staff who then implements it and as a result, many teachers develop lukewarm attitude when it comes to the implementation of the decisions.

The schools in Africa and other third world nations are undergoing rapid structural changes for example, the Free Compulsory Universal Basic Education (FCUBE), government policy of decentralization and the school feeding policy now pursued in Ghana call for a new order that will adequately avail teachers the opportunity to be adequately involved in making decisions for the administration of the school as well as other issues pertaining to the school.

It is in the light of this background that, the researcher wants to carry out a study into this essential area of participatory decision making in the administration of schools to find out about the extent to which teachers are given the opportunity to participate in decision making with specific reference to the Senior High Schools in the Cape Coast Metropolis.

Statement of the Problem

The Senior High School is seen to be a place where students are disciplined and well prepared to meet the challenges ahead of them and to prepare them for the tertiary institutions. It is the general assumption that poor academic

performance of students in the senior high schools, indiscipline, low achievement in the school set objectives as well as lack of co-operation between heads of schools and their teachers in achieving the school goals is traced to the background that, the level of participation of teachers in the senior high Schools is low.

Decisions are mostly taken by headmasters and teachers are to implement them and at times, teachers are not allowed to make any additional contribution to the decisions made but when this occurs teachers are likely to display indifferent attitudes towards school activities which may pose problems in the school.

The above observation seem to imply that teachers do not have a clear idea of what their responsibilities are and from all indications the duties of these teachers are not clearly defined. They always have to depend on their headmasters for instructions and directions and this situation therefore calls for a closer study in order to assess the level to which teachers are involved in school decisions.

From the above perspective it is likely that, the level of participation of teachers in decision making in the senior high schools is low and this will not help in the achievement of the aims and objectives of the educational institutions. It is against this perspective that, the researcher wants to undertake a study to find out about the level of participation of teachers in decision making in the senior high school, so as to inform policy makers on the need to involve teachers in decision making in order to improve the administration of schools.

Purpose of the Study

The main purpose of the study was to find out about the extent to which teachers are involved in making decisions in the administration of senior high schools. This would in a way promote good relations between the heads of the institution and their teaching staff and help achieve the school aims and objectives. The study was to find out whether the indifferent attitude of some senior high school teachers is due to their denial of the opportunity to participate in the decision making process or not.

Hence, the study sought to investigate four important areas of teacher participation in decision making process in the senior high schools in the Cape Coast Metropolis. These areas are:

1. Structures of decision making in the senior high schools.
2. The extent of teacher involvement in decision making.
3. Types of decisions that teachers are involved
4. Perception of teachers towards decision making in schools.

Research Questions

The following research questions guided the study:

1. What structures of decision making exist in the senior high school?
2. To what extent are teachers involved in making decisions in the senior high schools?
3. What types of decision making is being practiced in the senior high schools?
4. What are the perceptions of teachers towards participation in school decision making?

Significance of the Study

It was expected that the study would facilitate headmasters to understand the reason why they should involve teachers in school decision process and it was also anticipated that, some petty tensions that was built up in teachers which lead to misunderstanding between teachers and their headmasters would be at a minimum.

The study would also help headmasters/mistress of senior high schools to know the level at which they can involve their teachers in school decisions and motivate them to work hard in order to accomplish the schools objectives. Furthermore, the study would also add to existing knowledge on how to improve administrative work through participatory decision making in schools.

Delimitations of the Study

Cape Coast Metropolis where the research work was undertaken is located in the Central Region in the Cape Coast district. The district shares boundaries with other neighbourly districts where the research will not be extended due to the impossibility to deal with the whole target group. The study was delimited in order to investigate the level of participation of teachers in decision making in the Cape Coast metropolis. It would therefore yield a positive and reliable results from which a possible generalization could be made to the nieghbourly schools in the region.

Limitations of the Study

In spite of the effort that was made by the researcher to conduct a thorough study, some limitations emerged and these included the following:

1. Some of the respondents were reluctant to answer the questionnaire.
2. Some respondents also delayed in handing over their questionnaire.

Organization of the Study

This study has been organized into five chapters

Chapter one dealt with the background to the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitation of the study, limitation of the study and the organization of the study.

Chapter two provides relevant literature on participatory decision making which helps with the administration of schools. The literature is organized under the following sub –headings: structure of decision making existing in the senior high schools, extent to which teachers are involved in making of decisions in schools, types of decision making practiced in the senior high schools and the perception of teachers towards participatory decision making.

Chapter three covers the methodology used for the study with such details as the research design, the population of the study, sample and sampling, research instrument, data collection procedure and the method used for the analysis of the study.

Chapter four focuses on analysis and discussion of the data collected on the field. The chapter has two sections: namely; characteristics of respondents, which brought to light the summary of data collected such as the age, sex, professional status, marital status and the number of years spent by the respondents in the teaching field. The second section dealt with the main data which was based on the research questions used for the study.

Chapter five summarized the study and goes further to offer suggestions and recommendations as to what steps to be taken to improve the participation of teachers in decision making in school administration for further research.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

In any organization there are several ways in which subordinates can participate in the running of the organization. It could be through committees, supervisory boards and work councils. Every organization has numerous problems to solve and the solutions to these problems become easy when subordinates are involved in the management of affairs in the organization. In this chapter, the researcher examines the related literature on teacher participation in decision making.

The review of literature focuses on:

1. Structures of decision making in the senior high school.
2. Teacher involvement in decision making in the senior high school.
3. Types of decision making that teachers can be involved.
4. Teacher Perception towards participatory school decision making.

Definition of Educational Administration

On the other hand, Nwankwo cited in Atta et al. (1999), defines administration as the careful and systematic arrangements and use of both human and material resources, situations and opportunities for the achievement of the specific objectives of a given organization. Miewald also cited in Atta et al (1999) also defines administration as a means by which formal goals are achieved

through cooperative human efforts. Furthermore, education is defined by Dewey as cited in Abosi (1998), as the reconstruction or reorganization of experience which adds to the meaning of experience and increased the ability to direct the course of subsequent experience.

Educational administration, on the other hand, is defined as a systematic arrangement of human and material resources and programmes that are available for education and carefully using them systematically within defined guidelines or policies to achieve educational objectives as posited by Atta et al. (1999). Thus, it can be seen that educational administration is by the use of cooperative human and non- human resources within an organization to achieve the organizational goals and it is achieved when all members come together to share their ideas, analyze ideas, organize and implement the ideas to achieve their stated aims.

Decision making is drawn from past experience of the organization and the administrator relates it to the present condition in order to decide for the future.

Definition of Decision Making

Decision making is defined by Mc Shane (2000) as a conscious process of making choices among one or two alternatives with the intention of moving towards a desired state of affairs. Moreover, Dessler (1998) also defines decision making as the process of developing and analyzing alternatives and making choices. Rebore (2001) noted that, involving the relevant publics in the management of organization is a broad concept and it can be found in many forms according to the society where the concept is found. Gorton (1980) stated that,

decision making is a complex exercise that needs much time and effort. He further noted that decision making employs an analytical thought process and utilizes relevant sources of information and assistance.

However, he cautioned that before an administrator delegate, he should understand the capacity of the subordinates he is delegating to, let the subordinates know their objectives to be achieved from the clearly defined duties he is to perform and allow subordinate sufficient freedom to independently carry out the assigned task while the head supervises. However, the process of making decisions can be seen below as noted by Atta et al. (1999).

The Process of Making Decision

Identification and definition of the problem: According to them, effective decision making demands that the administrator should have a clear concept of the problem on hand knowing specifically what the problem is.

Statement of the desired state of affairs: This method involves establishing the criteria against which the solution to the problem would be compared. This is concerned with what the decision has to accomplish, the objectives the decision seeks to satisfy and at this point, it is evident that the solution to a problem will be in terms of the decision maker's perception, knowledge and value system.

Generation of alternative course of action: This stage involves the collection, analysis of accurate and up to date data. Thus, one think about the alternative that is effective and best in order to increase the chances of obtaining the most appropriate solution.

Formulation and selection of the preferred course of action: This involves identifying and weighing the consequences of each course of action and seeking a single solution as the most likely one to succeed. The decision maker has to predict the consequences of each course of action on the basis of what he knows of the probabilities of success and select the preferable one.

Implementation: This is putting the preferred solution into action and it involves programming or setting up the necessary structures as well as instituting control measures or the setting up of limits within which the structures responsible for the implementation of the decision will operate.

Evaluation: This method is use to find out whether the goal set at the beginning has been achieved. This should not be done only at the end but should be done along side as the decision is being taken so that corrective measures could be taken or the problem could be redefined. Furthermore, one should bear in mind that, the process for making decisions is cyclical because as one implements decision, new problems may be identified and the process starts again.

During school decision making, headmasters can use the above decision making process by involving their subordinate and following the process in order to achieve their desired goal in the school. Each step in the model is considered to be indispensable and one must precede the specific order.

However, according to www.virtualsalt.com, the task of choosing can be as simple as the importance of the decision warrants and the number and quality of alternatives can also be adjusted according to importance, time and resource.

Thus, there are several strategies used for choosing and among them are the following as identified by (www.virtualsalt.com)

1. **Optimizing:** This is the strategy of choosing the best possible solution to the problem, discovering as many alternatives as possible and choosing the very best. How thoroughly optimizing can be dependent on
 - A. Importance of the problem
 - B. Time available for solving it
 - C. Cost involved with alternative solutions
 - D. Availability of resources, knowledge
 - E. Personal psychology, values. The collection of complete information and the consideration of all alternatives are seldom possible for most major decisions, so that limitations must be placed on alternatives.
2. **Satisficing:** In this strategy, the first satisfactory alternative is chosen rather than the best alternative. The word satisficing was coined by combining satisfactory and sufficient. For many small decisions such as what to drink, which pen to use and so on.
3. **Maximax:** This stands for maximize the maximums. This strategy focuses on evaluating and choosing the alternatives based on their maximum possible payoff. This is sometimes described as the strategy of the optimist, because favourable outcomes and high potentials are the areas of concern. It is a good strategy for use when risk taking is

most acceptable, when the go- for –broke philosophy is reigning freely.

Maximin : This stands for maximize the minimums. In this strategy that of the pessimist, the worst possible outcome of each decision is considered and the decision with the highest minimum is chosen. The maximin orientation is good when the consequences of a failed decision are particularly harmful or undesirable. Maximin concentrates on the salvage value of a decision or of the guaranteed return of the decision.

The Components of Decision Making

According to www.vittualsalt.com the components of decision making can be identified as follows:

Every decision is made within a decision environment, which is defined as the collection of information, alternatives, values, and preferences available at the time of the decision. An ideal decision environment would include all possible information, all of it accurate, and every possible alternative. However, both information and alternatives are constrained because time and effort to gain information or identify alternatives are limited. The time constraint simply means that a decision must be made by a certain time.

The effort constraint reflects the limits of manpower, money, and priorities. Since decisions must be made within this constrained environment, we can say that the major challenge of decision making is uncertainty, and a major goal of decision analysis is to reduce uncertainty. We can almost never have all

information needed to make a decision with certainty, so most decisions involve an undeniable amount of risk.

The fact that decisions must be made within a limiting decision environment suggests two things. First, it explains why hindsight is so much more accurate and better at making decisions than foresight. As time passes, the decision environment continues to grow and expand. New information and new alternatives appear even after the decision must be made. Armed with new information after the fact, the hindsighters can many times look back and make a much better decision than the original maker, because the decision environment has continued to expand.

The second thing suggested by the decision-within-an-environment idea follows from the above point. Since the decision environment continues to expand as time passes, it is often advisable to put off making a decision until close to the deadline. Information and alternatives continue to grow as time passes, so to have access to the most information and to the best alternatives, do not make the decision too soon. Now, since we are dealing with real life, it is obvious that some alternatives might no longer be available if too much time passes; that is a tension we have to work with, a tension that helps to shape the cutoff date for the decision.

Delaying a decision as long as reasonably possible, then, provides three benefits:

1. The decision environment will be larger, providing more information. There is also time for more thoughtful and extended analysis.
2. New alternatives might be recognized or created.
3. The decision maker's preferences might change.

Basic Assumption for Decision Making

Hoy and Miskel (1984) suggest six assumptions that underlie decision making.

- 1) It is a cycle of events that include the identification, diagnosis of a difficulty, the reflective development of a plan to alleviate the difficulty, the initiation of the plan and appraisal of its successes. While the process solves problems it creates more. Some situations that foster the achievement of organizational goals may interfere with other conditions. It however, results in rational decision but not in final decisions. The process goes through the following steps:

- a) Recognize and define the problem,
- b) Analyze the difficulties in the existing situation
- c) Establish criteria for resolving difficulties,
- d) Develop a plan for action
- e) Initiate the plan.

- 2) Administration is the performance of the decision making process by an individual or group in an organizational context. The attributes for this context are that administration perpetuates itself, it protects itself from disruption and destruction from within and therefore compete with other behaviour patterns, it seeks progress and growth. The head is to perform maximally to help the organization develop and expand.
- 3) Complete rationality in decision making is impossible. Therefore, administrators seek to satisfy because they do not possess the knowledge, ability or capacity to maximize decision process. Administrative decisions may be too complex that they are not always rational because there may be too options and consequences for alternative choices are unpredictable. Again, heads may have their own values and conceptions of purpose that may differ from the organizational goals. Heads implement satisfactory (satisfying) alternatives rather than optimizing. They choose the good enough and tend to ignore the most aspects of reality that are considered irrelevant.
- 4) The basic function of administration is to provide each subordinate with an internal environment of decision so that each person's behaviour is rational from both individual and organizational perspectives. The organizational structure provides an enabling environment for individual members to approach rational decisions by limiting the number of alternatives. This is because individuals cannot make completely rational decisions. The structure becomes the means to an end to the individuals

whose responsibility it is to determine the best means for attaining those ends. For an individual's decision to be rational, it must confirm to the analyzed values and alternatives.

- 5) The process is a general pattern of function found in the rational administration of all major functional and task areas.
- 6) The process occurs in substantially the same generalized form in most complex organizations.

Definition of Participation

Employee participation, according to Reboree (2001), means that when formulating a plan, a manager draws on the ideas of his subordinates and others that will be affected by the plan. Hornby (1998) also defines participation as to take part or become involved in an activity. Cooper and Harlett (1976) have also stated that worker participation do not mean anything more than a catchword of the right. However, participation aims to create a facade to give the impression that workers' representation at all levels of the enterprise have been party to decision making while the actual power to make decisions remains vested in management. From the above it could be realized that most of the authors believe that participation in decision making is the involvement of employees in every aspect of decision making in an organization. Increasing employee participation in decision making process has therefore been identified as an effective tool in the administration of an institution and improves on the quality of decision made as noted by Ettlign and Jago (1998).

Conditions of Effective Participation in Organizations

Moreover according to Hannagan (2005), decisions have to be taken more and more quickly, and more and more often. To maximize involvement, teachers or other administrators are brought into the process as early as possible. Extensive collaboration occurs when subordinates share in the definition and elaboration of the problem and then are involved in each successive step of the cycle. Participation is limited when people are involved in the later steps of the process. For example, if problem has been defined reasonable alternatives identified and the consequences specified, then participation is limited to selecting a strategy for action. On the other hand, if teachers are provided with data and asked to define the problem of the decision making process, then their participation is extensive.

Oldcorn (1982) posits that a successful decision maker has to have courage and in conditions of great uncertainty where the decision will affect many people in the organization. Also, an administrator should always remember that when dealing with people in an organization it is sometimes impossible to please everyone all the time because there are occasions when a few have to suffer so that the majority may benefit and if this situation happens then the decisions must not be avoided.

Arnold (1966) asserts that, the school owes it a duty to allow their teachers to effectively contribute to the running of their schools and this could be done by prompting them to serve on various committees. It can therefore be deduced that,

teacher participation in matters concerning the school has been very significant, the teacher only implement policies and do not formulate them but however, it is important to involve teachers in issues concerning the school for effective administration of the school because this enables them to share their ideas concerning the school and makes them feel part of the school.

According to Sadker and Sadker (1991), while parents, community, groups and business sectors carve out new roles in school participation, teachers traditionally have been omitted from meaningful involvement in school government. Despite their professional expertise, most teachers have almost no role in making important decision that will affect the quality of life in their school. A 1986 survey of 8,000 teachers revealed that only 30 percent of teachers made key decisions concerning textbooks and instructional materials and about half made none of the decisions affecting their in- service training.

More than 60 percent of the teachers never had the opportunity to observe their colleagues in action in the classroom and less than one quarter said they had a voice in choosing the subject and grade levels they teach. A 1989 poll also showed that teachers are highly dissatisfied with the amount of control they had over the educational process. Teachers have been frustrated by their lack of involvement in setting academic standards and establishing the school schedule. While teachers may request improvement or suggests changes, rarely do they have a significant voice in decision made outside their own classrooms.

Recently such top-down decision making has come under fire, while many of the school reforms of the mid 1980's demanded increased regulation of

teachers, newer reforms stress the role of teacher as professionals as education experts who should have a greater voice in school governance by Sadker and Sadker (1991). Also, according to Musaaazi (1982) he asserts that, as the leader the school administrator must decide on the school, focus in terms for instance, expected pupil behaviour outcomes based on public expectations. A leader assigns duties, plans ahead and establishes ways of getting the duties performed and he must also know however that, by nature every human being likes some position of authority and this is no less true of any teacher in the school. Apekey (1987), pointed out that participation should include the only problems and situations that are useful and have impact on both the organization and workers or they should seek their views on an issue and not their consent. Moreover, participants must be knowledgeable in participatory management methods. Management must also learn the basics of group dynamics whilst subordinates must be taught what is expected of them, learn to appreciate the views of others during problems- solving discussions and have the confidence to air their own views.

Good leadership in a school therefore, demands that each teacher should be given an opportunity to satisfy his leadership aspirations which is done by sharing duties among the staff but it is important for the school head to have confidence in those whom he has entrusted tasks unless they should not prove equal to the tasks. However, there must be mutual trust between the head and he must respect the views of teachers in the making of decisions. Consequently, the headmaster must involve teachers in making of decisions that affect the school

even when good planning comes from him alone, he must as a good leader share it with others and let them feel like important contributors to what is going on in the school.

Theories of Participation

Greenberg (1975) identified four major theories of participation. These theories are the Human Growth and Development, the Democratic, Socialist, the Productivity and Efficiency.

The Human Growth and Development Theory

The main assumption underlying this theory is that division of labour and rational co-ordination of activities is much emphasized in organizations which strive after efficiency and certainty. This implies the importance of job specialization, control and direction are reward systems. Thus, this theory places great value on the intrinsic motivational properties of work itself by recommending greater employee influence, autonomy and responsibility. This is done through such strategies as job enrichment, job rotation and participation so as to promote the satisfaction of the employee's higher order needs (that is self actualization) by Greenberg (1975).

The Democratic Theory

This theory perceives the ideal society in which members participate in every aspect of social life. Hence, traditional democratic theory advocates broad

and direct participation of all members of an organization in the decision making process.

The Socialist Theory

This theory has roots in Marxist ideology which aims at the emancipation of the worker from exploitation by his employer. The basic assumption underlying this theory is that through active participation in the production process the worker can be economically liberated. The implication is that this active participation affords the workers education and self – development, which prepare them to perform the task originally performed by management.

Thus, in the theme of the socialist theory worker participation should produce a revolutionary change culminating in the creation of a proletarian culture in which production is not merely a means for survival.

The Productivity and Efficiency Theory

The cardinal feature of this theory is that it advocates a thorough understanding of human beings and their individual capabilities so that through appropriate rewards systems they can be motivated towards maximum output. Hence, participation in the theme of this theory is a means of increasing industrial productivity, avoiding labour unrest and ensuring stability of the social and economic order. This theory restricts workers participation to only issues relating to task accomplishment and management within its traditional power prerogatives.

Attitudes to participation

According to Apekey (1987), there are different attitudes to participation by people. This is due to the various opinions and ideas associated with participation. It can be noticed that management often tries to resist participation on the basis of the fear that its customary prerogatives would be ignored. In most cases, administrators and managers allow subordinates to participate in decision making not because it will unearth their creative talents but rather they see it as a way of gaining more willing acceptance.

Moreover, employees also have different attitudes to participation. This is because in organizations where there are relatively few examples of participation in practice the response will be low. On the other hand, if participation is actively practiced in organizations then the level of response will be higher.

Structures of Decision Making in the Senior High Schools

Structures of decision making could be defined as the method an organization adopts to arrive at a decision by Asare-Bediako (1990). The involvement of staff in decision testifies the existence of decision making structures in the school. Moreover, Arnold (1966) noted that the school owes it a duty to allow their teachers to effectively contribute to the running of the schools and it could be done by creating channels for them to serve on. Owens (1973) identifies seven decision making structures which is mostly used in the educational institution. He first discusses the discussion mode in which an administrator could organize his staff formally or informally to discuss problems or issues so as to make decisions concerning the running of the school.

The second structure is the information seeking type where the administrator simply seeks information from the staff so that he could make more rational decisions. It should be noted that, discussion and information seeking as forms of teacher participation in decision making are very useful when the decision falls within the teacher's zone of indifference. Moreover, brainstorming is also one of the decision making structures identified by Owens (1973). He noted that this structure is used when a group of people who are charged with solving a problem get together and invent as many solutions as they can to solve the problem. Thus, the average person can think twice as many ideas when working in a group than when working alone.

Participant decision making is also one of the structures used in making decisions and the main characteristic of this is that, consensus is required of the group. This technique is also useful when the issues are considered very important to teachers and when it appears that consensus probably will be reached. Furthermore, delegation is also another structure used for making decisions which was also identified by Owens (1973). With this structure, the administrator could delegates' decision making authority to his or her staff and the members of staff will then be in charge of routine decisions that only require the application of general rules and regulations to deal with. In addition, parliamentary decision making structure is the decision that is done through voting to determine which way the decision has to go.

Parliamentarian offers the great advantage especially providing for minority opinions, conflicts of ideas and values. Lastly, the Democratic-centralist

is the common procedure because with this the administrator presents the problem to the staff and asks for suggestions, reactions and ideas and the administrator then tries to reflect the staff participation in his decision.

Bennet (1987) found out that, the structure of decision making at a school depends on the style of leadership at the central office outside the school. He investigated the way principal's perception of certain conditions and practices at the central office were related to the methods principals used to involve teachers and their staff in the decision making process. The investigation revealed that a positive relationship existed between the principal's allocation of decisional power and the principal's perception of the leadership at the central office. Arnold (1966) studied factors that were associated with attempts by principals to increase or decrease teacher involvement in decision making process. It was found out that they only gave teachers the autonomy to make decisions in matters concerning classroom alone.

According to Vroom and Yetton (1973), if leaders resorted to discussing problems individually with staff members, the understanding of full range of alternatives will not likely be realized. According to Asare – Bediako (1990), there are five (5) structures that a group can adopt in making decisions in the school. Consensus decision making structure was identified as one of the structures used which involves a lot of discussion so that the group members who do not favour the majority point of view nevertheless understand it and are ready to support it. Also, minority decision making structure describes the situation where one person or a small group of people takes a decision for a larger group

whilst decision by majority refers to the approach where members of a group freely express their views on an issue at stake with the majority views taken as the decision. On the other hand, unanimity decision making was considered as the most suitable structure which occurs when every member of the group really agrees on the decision to be taken. However, decision by authority is another structure of making decision which was identified as the one where someone in authority makes decisions for the group.

Also, Mankoe (2000) identified these decision making structures that can be used in schools and these includes; Group decision whereby the administrator involves participants in the decision making, then the group members share equally as they generate, evaluate and attempt consensus.

Group advisory: the administrator solicits the opinions of the entire group, discusses the implications of the group suggestions, then makes a decision that may or may not reflect subordinates desires.

Individual advisory: the administrator consults with relevant subordinates individually, who have expertise to assist in the decision, then makes a decision which may or not reflect their opinion.

It can be seen that different structures of decision making exists which is identified by different authors where the headmaster can meaningfully use to involve teachers in during decision making in the school. The headmaster can do that by analyzing the situation at hand in order to find out which decision structure will be efficient to involve teachers in. In a study conducted by Ettlign and Jago (1988), it was also found out that when disagreement among members

was likely and acceptance was necessary, decision making structure that allowed group interaction generated greater acceptance than when such method was absent. The subject used for the study felt that collective thinking resulted in higher quality decisions and develop them professionally.

It is obvious that a wide range of authors agree on collective decision making structure because it leads to higher quality decisions and greater acceptance of decisions than decisions reached by individual administrator without the participation of those affected to the decisions. The school administrator can achieve a meaningful and effective decision based on the skill and energy to which they handles and encourages the meaningful participation of teachers in the decisions making process.

Moreover, Shani and Lau (2000) identified the nominal group technique structure of making a decision as the structure which is highly structured for group problem solving process in which the focus is on the rational process of problem solving. It is an orderly, efficient, rational process that encourages full participation and meaningful discussion. Research findings suggest that although most individual's feels relatively satisfied with their level of involvement, some show resistance to the forced method of decision making. However, according to Mcshane and Glinow (2000), teachers can be involved in making decisions in the school by the use of the following structures:

Constructive controversy: This occurs when team members debate their different perceptions about an issue in a way that minimizes socio emotional conflict through dialogue, participants learn about points of view which

encourage them to reexamine their basic assumptions about a problem and its possible solution. Constructive controversy is facts rather than people and avoids statements that threaten the esteem and well being of other team members.

Electronic brainstorming: This structure allows the participants to share ideas while minimizing the team dynamics problems inherent in traditional brainstorming sessions. Individuals can enter ideas at any time on their computer terminal where these ideas are posted anonymously and randomly on the screens of all participants. This decision making structure enables subordinates to document their ideas whenever they occur rather than to wait their turn before they can communicate their decision making. This decision making structure helps minimize the problem of evaluation apprehension because ideas are posted anonymously which if subordinates were made to attach their names to their suggestions teachers would have been less forthcoming to share or bring out their views because of fear of victimization.

Delphi decision making structure: This type of decision making structure systematically pools the collective knowledge of experts on a particular subject to make decisions, predict the future or identify opposing fears. It could therefore be deduced from the above that, when teachers are involve in these decision making structures they feel satisfied and feel part of the school set up even though some of the teachers may feel that they are been forced to partake in the decision making process

In addition, Mankoe (2000) stated that schools can used the following structures in order to solicit ideas from teachers and these includes; staff meetings

where notices should be sent about a week before the time in order for teachers to plan ahead whilst emergency staff meetings can be called at a shorter notice. It further stated that, teachers who have matters to be discussed should be sent secretly in order for it to be included in the agenda and that teachers should be allowed ample time for them to express their views in full. Moreover, the head or the assistant should chair every meeting and should clarify every decision for record purposes.

However, discussions should also be used in order to solicit ideas from teachers on school administration. Each topic should be well exhausted to enable teachers make informed decision on every issue. Consensus structure can also be used in order to enable members share their views on decisions. When a decision has been arrived at through this democratic procedure, it will be obligatory for every staff to support its implementation in full. Furthermore, committee system should also be set up in the school to enable teachers partake in making decisions. It is usually inappropriate for an entire staff to deliberate on every single issue that concerns their school. Hence, every school sets up standing and adhoc committees. Standing committees may deal with matters such as food, discipline, sports, entertainment and chaplaincy and should depend on a school's needs. The school may also see the need to form adhoc committee to deliberate on specific problem or an emergency and submit report within a specified period. In addition to this, it is necessary for heads to make and display in their offices and staff rooms the committees served on by each teacher in order not to over task some members where the terms and conditions should be clearly outlined.

Furthermore, according to Richman and Farmer, cited in Mankoe (2000), participation can usually be achieved at all levels if higher managerial levels really want it. Such participation however, requires openness, mutual trust, honest information and the opportunity for self-expression. Small group meetings, effective use of committees, more interaction and exchanges of information and more use of management by objectives are some of the ways in which participation might be achieved.

The extent of Teacher Involvement in Decision Making

According to Atta et al. (1999), they see the school as an organization of systems with consciously constructed activities or forces of two or more people. In addition, Bernard (1964) in his contribution says a school realizes its objectives through complex systems involving policies and programmes, administrators, teachers, students as well as supporting services must be remembered that the school is also established to achieve certain goals and objectives which can be achieved through collective participation. He explains further that, like any other formal organizations, one other characteristics of the school is that relationship between members are defined by specific and formally stated rules and regulations such as the rules of conduct for teachers and students which shows the expected behaviour of members as prescribed by the organization for it to achieve its set goals.

Furthermore, according to Mankoe (2000), he posited that, in order not to over task some staff members while others may be sitting on the fence, it is helpful for the headmaster to make and display in his office and staff common room various committees served on by every member of staff as well as other duties they perform. This displayed list shows who is doing what, at what time and when the person is suppose to perform the duties. Shanahan (1987) also noted that, the extent to which teachers are involved in the school administration depends on the headmaster use of participative management and also assessed their success in the implementation process.

Decision making through team process is arguably more complex than other means of making decisions and the problem or situation will clarify which method to use, whether to involve teachers or not. The involvement of teachers in decision making increased their commitment and cooperation in the school and that teachers can be involved in establishing disciplinary policies, determining appropriate teaching method as well as maintaining discipline in the school.

In addition, Tomlinson (2004) posits that, the extent to which teachers are involved in decision making in the school will depend on the importance of the quality of the decision and the extent to which the headmaster or the teacher has the information or expertise to make it on it own. He further went on to say that, teachers involvement in decision making will depend on the extent to which others collectively have the necessary information to generate a better quality solution to the decision. That is the extent to which teachers have the necessary information to make an effective judgment in the decision making process.

Moreover, participative decision making will also depend on the extent to which the problem is structured as well as the extent to which teacher's acceptance and commitment is critical to effective implementation. Decisions about the curriculum in a school or subject area may clearly require a whole staff decisions and support for other decisions in the school and will also depend on how likely it is that the headmaster or subject leaders support will be accepted positively because it is efficient to make it this way.

However, with more complex issues, the involvement of teachers in decision making will depend on the extent to which others commit to the school goals as represented in the objectives and how explicitly the problem is stated. Equally important is the extent to which teachers are likely to be in disagreement over alternative solution that needs to be known. For major decisions it is important to understand the school culture and recognize that the decision making process must be appropriate for the particular school by Tomlinson (2004).

Moreover, according to (www.archivedinformation.com) the Eisenhower legislation pays special attention in involving teachers and school staff in planning professional development activities. Such planning can occur at any level of the formal school districts hierarchy and can involve teachers and other school staff in a variety of roles. For example, administrators can plan professional development activities at the district level with the advice of teachers or using information from teachers about their needs. Alternatively, professional development can be planned at the school level by full faculties or by teacher representatives or by principals without the involvement of teachers.

Additionally, in school districts, decisions about professional development may be made at some level in between the districts and the school by clusters of schools. These clusters may be feeder patterns (a high school and the elementary and middle schools that feed it), or may be some other group of schools (example, all high schools or all elementary schools in the district). As with districts and school level decisions, cluster level decisions can involve teachers in a variety of roles. At whatever level, the goal of planning for professional development is to design activities and experiences that improve the quality of teaching and learning by supporting the needs of teachers. Whether the planning for professional development occurs at the district, cluster or school levels, the odds of meeting teacher needs are increased if teachers are involved in the planning.

Teachers are involved in different aspects of planning which is important for fostering high quality professional development and is emphasized by the Eisenhower legislation. To find out how and to what extent teachers are included in planning, they asked district Eisenhower coordinators if teachers are included in planning Eisenhower assisted professional development and in what ways they are included at each level (That is, district, cluster and school).

They also went further to ask which of the following describes the roles teachers play in making decisions about Eisenhower assisted activities planned at the districts level : 1) teachers participate in a formal planning committee, 2) teachers are consulted informally 3) teachers are consulted in needs assessment and 4) teachers do not play a regular role.

Virtually, all teachers (99 percent) are in districts that report that teachers are involved in the planning process (data not shown). Of teachers in districts that report any teacher involvement in planning, 88 percent of teachers are in districts that involve teachers in districts – level planning through needs assessments and informal consultation (data not shown).

A much smaller proportion of teachers, are in districts that report having teachers directly involved in district level planning by participating in formal committees (data not shown). Planning through membership on a formal committee can be considered to be much more active form of involvement in planning than through needs assessment or informal communications; thus, the most district and formal type of teacher involvement is the least common.

They asked coordinators which of the following people participate in making decisions about Eisenhower assisted activities planned at the school level: 1) lead teachers, resource teachers or department chairs, 2) classroom teachers, through a formally organized committee and 3) teachers as individuals. They asked the same questions about cluster-level planning. (www.archivedinformation.com).

According to Asiedu-Akrofi (1978), he posited that the greatest problem that disrupts the peaceful work in schools is the exercise of authority and it is often the source of quarrels between headmasters and teachers or central office personnel. Much of the authority that directs the school has a legal basis but a great deal of it comes down by tradition and that it also gives the teacher the authority in the organization of the school and also plays down the prevalent

idea that the teacher is a mere functionary who has to carry out orders from above.

The implication is that, important school decisions must receive the consent of teachers for whom they are taken. For instance, teachers have to be consulted in choosing teaching materials and textbooks, giving in service training, making changes in the timetable and curriculum adjustment for any kind and evaluating the educational programme. Basic to the sharing of authority are two assumptions namely: if a teacher is consulted in decision making he gets more involved in the implementation of the decision and that he is called upon to place his expertise at the disposal of the school through consultation.

When experts' knowledge of both content and pedagogy are added to that of the educational administration the school can look forward to a good school programme. If these assumptions are valid then every encouragement should be given to the teacher to participate in the school affairs. After all, it is the teacher who has the closest contact with the student and it is activities within the four walls of the classroom apart from the general directions that he follows are to a large extent dictated by his personal decisions (Asiedu-Akrofi, 1978).

Teachers can be involved in core schools decisions about curriculum and instruction and in other matters which bear directly on successful teaching such as discipline in the school, school improvement programs, class scheduling and even personnel selection. Moreover, Keith and Girling, cited in Mankoe (2000), outlined that, teachers can be involved in policy for accountability in the purchase of new equipment and materials. This involves procedures for supplying

classrooms with basic supplies, procedure for planning and obtaining staff input on learning resources, allocation of school funds to program areas, petty cash and instructional funds for each teacher.

Teachers can also be involved in student personnel discipline policies, assignment and transfer policies based on individual student needs and differences, instructional resources to accommodate individual student learning styles, scheduling procedures based on students' socio-economic and ethnic needs. Furthermore, teachers can be involved in procedure for allocating resources, obtaining packages for instructional benefits, equitable policies for student use of the library and media materials.

Moreover, teachers can be involved in developing new programs and reviewing existing one, opportunity to study results of new programs and projects within and outside the district, coordination of school curriculum with recreation and other after school programs. Furthermore, teachers can be involved in guidelines to control classroom interruptions, guidelines for messages and referrals and parents inputs in school development. Also, teachers can be involved in selecting special programs, fairs and expositions in the school and they can also be involved in procedure for changes in teaching assignments and involvement in decisions relating to school assignment and conditions enabling teachers to teach in methods best suited to pupils.

Apekey (1987) reviewed some major conditions in which teachers can be involved when making decisions. He said effective involvement can be possible where teachers themselves first and foremost show a strong desire to express

themselves in their work to exercise their own judgment, to assert themselves and figure out things for themselves. Secondly, teachers must be able to and ready to make wise contributions through participatory decisions.

Thirdly, administrators should create the right atmosphere for the involvement of teachers in decisions which means that administrators should create the right climate during decision making so that teachers can be involved. Moreover, teachers' involvement in decision making should include problems and situations that are useful and have direct impact on both the educational institution and teachers or they should seek their views on an issue and not their consent.

Also, according to Lindsay (1962), as cited in Asiedu-Akrofi, she enumerates limitations to the teacher's involvement in decision making as follows; limits set by nations goals, limits set by the knowledge available, limits set by the professional culture, limits set by the conditions in the immediate setting of the teacher and limits by the decisions made by the school authority.

National goal: African government represent people with values and aspirations and as the societies change, change in values, skills and competence are needed to support them. These needs may be social, economic or political. If the governments decide to plan in a particular way, it is difficult for an individual teacher to swim against the current. No group of teachers can refuse to abide by the decisions of the national government and that amount to teaching disloyalty.

Functions to be served by the school: the national educational goals of a nation are achieved through co-operation of many agencies in the society and it becomes clear that certain decisions on educational matters have to be taken by

the appropriate agency. The school therefore cannot take all decisions that affect education single handed. Its own field of action delimitates its sphere of influence and therefore participation in decision making scope the knowledge available. When we hear of new mathematics, new chemistry, computer science, they presuppose new ideas in these fields. Such new ideas are ever on the increase and there will be the need to add to existing ones

Curriculum builders are therefore faced with the problem of selecting the knowledge, skills and desirable attitudes for the education of the youth. The curriculum builders place a limitation on the knowledge of which the profession demands that every teacher should possess sets a limit to decisions in which the teacher may want to be completely involved. The immediate setting of the teacher also sets a limit to teacher's involvement in decision making. This is because teachers take decisions according to the times and circumstances surrounding situations. A training college whose students operate in a rural community is obliged to adapt the curriculum to rural conditions. In such a community every decision the teacher takes is influenced by considerations and the teacher is not free to the extent of doing what pleases him. Moreover, the limits set by decisions made by the local school system happens, where a teacher may be generally free to take decisions in his own classroom as he considers it fit, the teacher is expected to abide by the decisions of his local educational association or members of the school board. All these influences limit teacher's personal decisions in the school and it is important for teachers to be very much aware of these limits so as to know how far they can go on in making decisions.

Types of Decisions that Teachers can be Involved

While it is beneficial for everyone to share in making decisions, this does not mean it is always appropriate for every employee in an organization to participate in making decisions that affects the organization and this is often not practical or desirable. In a school for example, Owens (1973) has defined three rules for identifying decisions which is appropriate for teachers to participate.

1. **The test of relevance:** When teachers' personal stake in the decision is high their interest in participation should also be high. Issues that meet this test include teaching methods and materials, discipline, curriculum and organization of instruction in the school.
2. **The test of expertise:** If a teacher participation in a decision is to be significant, he must have the competency to contribute effectively. For example in deciding to mount a new mathematics programme for a school, teachers of English or physical education may not be competent to make effective contribution. Their participation in making decisions of this nature is therefore not appropriate.
3. **The test of jurisdiction:** Schools are hierarchical in structure e.g. the headmaster / mistress, assistants' headmaster / mistress and subject masters. The staff have jurisdiction on some matters and not in other matters by law or regulation. They may have jurisdiction over student discipline, for example, to suspend or expel the student but cannot decide to suspend or dismiss a colleague from the profession.

According to Mankoe (2000), apart from deciding who should participate in various types of decision making, it is also important to consider whether individuals themselves are willing to participate because participation demands time, energy, and interest therefore, certain factors must be considered to involve themselves. For the purpose of determining individual's preparedness and the category of teachers to involve in decision making, Mankoe (2000) identifies the decisional matters into various zones which are:

Zone of indifference

Teachers are obviously not interested in certain matters such as policy on the sanctioning of a director of education or the renovation of his office. The headmaster may want teachers to express views and opinions on such matters but since these matters may not be of immediate concern to teachers they fall within their zone of indifference. Thus, teachers will show interest in matters that falls outside the zone of indifference such as salaries, allowances, accommodation and promotion and seek to be actively involved.

Zone of acceptance

This relates to matters that concern methods of teaching, examples are: learning materials, student indiscipline, planning the academic calendar and curriculum are matters for which teachers will readily accept to participate in deciding on them.

Zone of sensitivity

There are certain matters in which teachers have personal stake such as teaching assignments and evaluation of professional performance. Teachers indicate preference for a high degree of participation in a group process of making decision and that the headmaster would enhance his authority by involving teachers in such matters.

Zone of ambivalence

There are certain matters in which teachers may have something at stake but not enough to make them especially concerned as individuals. These matters fall within the teacher's zone of ambivalence. Examples of such decisions are, preparing an agenda for a professional conference, scheduling an assembly or organizing fund raising activities for a speech and prize giving day. To compel a category of teacher to get involved in such matters is to create negative feelings in them because they may feel that with their regular assignments they are already overburdened. Other assignments may be regarded as unnecessary bureaucratic demands by the school authorities.

Thus, teachers' participation in such matters must be selective and that a committee appointed to deal with such matters and later report to the entire staff should be an ideal step to take. Each case discussed above needs to be critically analysed by headmasters before they can find a category of teachers to involve themselves in such decisions. According to Peretomode as cited in Mankoe (2000), identifies five decision making skills that contribute to effectiveness of the school administrator's work. These are;

1. Skill in differentiating among types of decisions.
2. Skill in determining the amount and type of information needed to reach a decision.
3. Skill in determining the appropriate involvement of other people in reaching decisions.
4. Skill in establishing priorities for action and
5. Skill in anticipating both intended and unintended consequences of decisions

Simon as cited in Atta et al. (1999) discusses two main types of decisions which teachers can be involved and these are programmed and non-programmed decisions. Programmed decisions according to him are those decisions that are repetitive, routine and structured. This type of decisions have definite rules that govern them and it usually make sense to try to determine whether a particular decisions can be programmed and if it so free administrators from having making those decisions themselves because these decisions can be left to subordinates and in this case to teachers to make such decisions. On the other hand, unprogrammed decisions are those decisions that rely on judgment, intuition and creativity and do not follow any rules or regulations in dealing with such decisions. Thus, if a problem has not come up often enough to be covered by a policy or is so important that it deserves special treatments it must be handled as a non-programmed decisions.

Griffiths as cited in Atta et al (1999) classifies administrative decisions into intermediary, appellate and creative decisions. He sees intermediary

decisions as those that do not originate from the school administrator but are delegated to the headmaster by a superior person in the organizational hierarchy. When school heads carry out directives from their superior officers such as the board of governors, an intermediary decision would have been made because the boards have an established policy towards their decisions. With this type of decisions, because it is delegated to the headmaster by a superior authority it becomes difficult for him to delegate such decisions to his teachers in the school.

Appellate decisions making also concern the type of decisions where subordinates refer matters to the administrator for his line of action. A request for an appellate decision may come about as a result of uncertainty on the part of the school principal concerning how a certain problem should be handled or a dispute between two subordinates should be settled. Appellate decisions however require an appreciable level of imagination, insight, vision, initiation and courage on the part of the administrator. Creative decisions on the other hand, are those decisions that are concerned with significantly improving some aspects of education such as curricular programmes and admission policies which teachers are at times involved in making this decision. It normally involves the initiative of the executive concerned and ideally, much of the executive's time should be spent on creative decisions, which aim at bringing desirable changes in the organizations.

As Owens (1973) said it is possible to have experienced teachers and inexperienced teachers on the same school staff to have different views towards participation in dealing with specific issues. While young teachers may be interested in such issues as policies or rules of the school, the subject they are to

teach and how their teaching is to be evaluated, older teachers may be interested in issues pertaining to maintenance of traditions of the school and their involvement in key decisions in the school. Moreover, Owens posits that with the authoritarian type of decisions the administrator makes the decision based on the knowledge he gathers and explains the decision to the group and gains their acceptance of it. Group type of decision is one in which the group shares ideas, analyses and agrees upon a decision to implement. Studies show that the group often has values, feelings, and reactions quite different from those the administrator supposes they have.

Clearly, just from an efficiency standpoint, group decision making is better and more than this, it has been shown many times that people prefer to implement the ideas they themselves think. They will work harder and more energetically to implement their own idea than they would to implement an idea imposed on them by others. We all have love for our own ideas and solutions and will always work harder on a solution supported by our own vision and our own ego than we will on a solution we have little creative involvement with as noted by (www.virtualsalt.com). It went further to state two types of decision making sessions; first is free discussion in which the problem is put on the table for the group to talk about and the other type of group decision making is developmental discussion or structured discussion. Here the problem is broken down into steps, smaller parts with specific goals. Developmental discussion insures systematic coverage of a topic and insures that all members of the group are talking about the

same aspect of the problem at the same time. It further stated identified these types of decisions.

1. Decisions whether: This is the yes / no, either / or decision that must be made before we proceed with the selection of an alternative. Decisions whether are made by weighing reasons pros and cons. It is important to be aware of having made a decision whether, since too often we assume that decision making begins with the identification of alternatives, assuming that the decision to choose one has already been made.

2. Decisions which: These decisions involve a choice of one or more alternatives from among a set of possibilities, the choice being based on how well each alternative measures up to a set of predefined criteria.

3. Contingent decisions: These are decisions that have been made but put on hold until some condition is met. Most people carry around a set of already made, contingent decisions, just waiting for the right conditions or opportunity to arise, time, energy, price, availability, opportunity and encouragement are needed. All these factors can figure into the necessary conditions that need to be met before we can act on our decision (www.virtualsalt.com).

Moreover, Everard, Moris and Ian (2004) went further to identify four (4) types of decision making which teachers can be involved in and these are identified as autocratic type, persuasive, consultative and co-determinate type. The autocratic style of decision making is one that is taken without consultation with teachers then they are informed of what is to be done and what is expected

of them. The persuasive type, on the other hand, are decisions taken before consultation and then “sold” to the subordinates (p. 51).

However, in consultative decision type, the views of the subordinates are sought and taken into account before a decision is taken. Lastly, the co-determinate type of decision making is taken on either a consensus or majority basis. The commitment based on decision will work better if we delegate as much as possible of the decision taking to the implementers. Administrators of schools can involve their teachers but take the decisions themselves in determining common policies, common systems, school objectives and what each individual is expected to achieve. It can therefore be deduced from the above that, the types of decision taken by the headmasters will depend on the situation at hand and the extent to which teachers have an interest and are willing to share their ideas in that decision.

According to Rashid and Archer (1983), an administrator can approach the decision making process in any one of these several ways. First, is the unilateral decision making: where the administrator makes the decision entirely on his or her own and responsible for the outcome of the decision. This type of decision making can be sub- divided into (a) completely unilateral approach where the administrator makes his own decision without any detailed explanation to subordinates and (b) unilateral type of decision is the one in which the administrator makes explanation to the subordinates. Even though administrators make decision on their own, they provide a detailed explanation or justification of it to their subordinates.

Second, is the participative decision making which was also identified as the approach whereby subordinates participate with the superior in making managerial decisions. Even though the approach is participative, the superior retains full responsibility for the outcomes of the decisions made. The participative approach assumes that the subordinates want to share influence with decision makers and they have the knowledge and ability to contribute meaningfully to the decision process. In practice most managements do not permit employees to share in making decisions and it may be questioned whether most work cultures are conducive to the participative approach to decision making.

The third approach identified by Rashid and Archer (1983) is the group decision-making type where the administrator shares with others often in the form of committees in the school the responsibility for making key decisions. How much influence the other members of the committee will have in the decision made will of course vary from organization to organization according to the personalities involved.

Bernard (1964) also posits another type of decision which he sees as the super-ordinate-subordinate where the flow of communication may create problem that demands decision making. The problem generates from interpretation, application or even distribution or flow of information or instruction. Drucker (1989), on the other hand, proposed two kinds of decisions which teachers can be involved which are generic and unique decisions. A generic decision is whereby established principles, rules and policies, routines and problems that arise are solved by appealing to the subordinates. However, in unique decisions, situations

arise and the solution of which may go beyond established procedures of the organization. It may be an exceptional problem not adequately covered by a general rule and require creative decisions that may change the course or direction of the organization.

It can be deduced from the above that, headmasters have to delegates some of their decisions to teachers so that they can be free in deciding on other issues pertaining to the school. The headmaster also have to analyze each situation in the school and know how, when, and which type of decision to involve teachers.

Perception of Teacher's towards School Decision Making

Decision making through a participative approach brings about reality or the best alternatives since there are diverse views on the problems. When teachers analyze a problem, they come up with their own decision then boost the chance that the group will work hard to implement the decision once it is put into effect. In a group decision making, more expertise is provided and they are better in evaluating alternatives and accept risks. Nkwankwu as cited in Atta et al. (1999) noted that, participative management is one of the widely recognized motivational techniques in current use which is also confirmed by Wilson (1960) who stated that lack of involvement of teachers in decision process leads to unconcerned attitude and lack of effective responsibility.

According to Atta et al. (1999), participative decision making has become popular because it gives members the chance to voice their opinions concerning matters that affect their work, helps to promote esprit de corps, boosts morale and help increase productivity. Again, many issues in modern management are so technical that the service of experts in these areas must be utilized in order to achieve a good decision. They went further to say that, when teachers are made to participate in decision making, it foster friendly informal discussions and they become committed to the decisions they helped to formulate.

This tends to encourage teachers to work hard to achieve institutional goals because if teachers are not made to participate in the administration of school they will not be enthused to partake in the implementation of the decisions made. Clegg (1971) stated that, teacher's morale and satisfaction are related to

participation in planning and formulation of decisions. Furthermore, organizational effectiveness can be increased if workers are allowed to be involved in making decisions by Gibson as cited in Atta et al. (1999).

Furthermore, Bidwell (1995) reported that a teacher's satisfaction was related to the extent to which he was involved in the decision process either as an individual or a group and went on to argue that, teacher's satisfaction on the job increased when the prevailing mode of decision was in line with the practices most acceptable to all teachers. In addition, Sugg (1955) posits that, democratically organized schools exceed those in authoritarian organization in variety of programmes and other services. This occurs because staff involvement in management motivates them to give their best toward the achievement of the organizational objectives.

It can therefore be deduced that when teachers are made to partake in school based decisions it helps them to develop trust in the administrator as well as themselves because these teachers feels their opinions and ideas are valued and this tend to bring mutual trust which is conducive for administering the school.

Ejiogu (1987) in his survey of workers orientation conducted in the industrial sector in Nigeria and Algeria respectively revealed that, overwhelming preference for economic returns rather than intrinsic factors was their industry reference and that participation in management does not feature prominently in the African workplace. Machigan University by Schweiger (1985) confirmed and emphasized the connection between decision making style and a more positive

teacher attitude. The findings of the study revealed that a teacher would be more committed to his work when he is actively involved in the decision making.

However, Handerson (1976) conducted a study which aimed at finding out whether primary school teachers who perceived they had high participation in school decision making as a group showed higher job satisfaction than those who perceived they had low participation. The analysis of the data indicated that, teachers who perceived they had a high participation in school decision making were more satisfied with their job and was concluded on the basis of the findings that there was a positive relationship between participation in school decision making and job satisfaction .

Furthermore, it was found out that primary school teachers who participated in school decision making process exhibited more positive relationship toward their principal. A survey conducted in the United States of America by Lischeron and wall (1975) showed that, perceived distant participation in decision making was positively associated with job performance among blue collar employees. Experts agree that teacher involvement in planning contributes to high-quality professional development (Clark 1992) and that teachers involvement in planning can help ensure that professional development addresses the skills that they need and employ the learning strategies that they find most useful (Clark, 1992; Loucks-Horsley, 1998) as cited in ([www.archieved information.com](http://www.archievedinformation.com)).

Collaboration between teachers has been found to be a necessary concomitant of school improvement and change as well a contributory factor to

school effectiveness (Hargreaves, 1991; Little, 1990; Rosenholz, 1989) and that shared goals and values at the core of teacher leadership is also an important influential factor in generating effective schools (Teddle & Reynolds, 2000). Furthermore, Ovando (1996) suggested that where teachers are placed in leadership positions they are able to contribute more directly to organizational effectiveness and improvement all cited in (www.archived information. com).

It is made known by the authors that, participatory decision making helps in the improvement of quality decisions which would be made by the administrator. This is because one head does not counsel says an Akan adage because there will be different range of ideas whose consequences and implications will have an impact in the school. Some authors suggest that schools need to move from a hierarchical, top-down structure towards a more democratic model in which teachers can directly influence developmental change (Katzenmeyer & Moller 2001).

A study of over 600 teachers found that teacher's participation in decision making was positively related to school effectiveness (Taylor & Bogotch, 1994). Similarly, a longitudinal qualitative study of teachers who had taken on teacher leadership roles in restructuring schools found that teachers responded positively to their increased participation in decision making and that this directly contributed to school effectiveness all cited in (<http://webhost.bridgew.edu/slahern/Educational%20Philosophy.doc>).

In a study of British secondary schools, teachers generally felt that leadership was more effective where subject leaders and department heads were more strongly involved in decision making (Glover, 1999).

Moreover, Wong (1996) found that in schools with strong collaborative teacher-principal leadership there was evidence of significant gains in pupil learning and achievement but not all studies however have found such positive effects. Also, Jones (1997) and Peterson (1999) found no relationship between shared decision making in schools and enhanced teacher effectiveness. An element of schooling that is attracting increasing interest is that of democratic learning. If schools are to support democratic values and encourage pupils to function as critical and active citizens, they themselves should model democracy through collaborative and democratic leadership (Hackney & Henderson, 1999) all cited in (<http://webhost.bridgew.edu/s1ahern/Educational%20Philosophy.doc>).

Furthermore, Sadker and Sadker (1991) assert that, it is essential that the principal shares his or her vision with teachers so they can understand the schools goals and work together to achieve them. In the description of the transformation of Pyne Poynt middle school in Camden New Jersey, it was realized that when the school administrator and his staff worked together towards common goals, the achievement of the student academics became high, attendance in school increased, discipline was high in the school and parents volunteered to help with school projects.

It went further to explain that, in 1979, the entire school staff recognized that in their efforts to turn Pyne Poynt middle school around, the school staff,

teachers and administrators together began revamping established schedules and procedures to ensure the regular exchange of ideas and insights in the school. They became a team and worked together to exchange ideas and views concerning the school thereby turning the school round. Moreover, according to Torrington and Weightman (1989), teachers are valued when responsibility is delegated to them but this involves delegating real responsibility down the hierarchy not just giving people jobs to do.

According to Fischer and Thomas (1965), when decisions are arrived through co-operative effort, productivity rises, moral improves, and the workers become strongly committed to the purposes of the organization. Similarly, when teachers have had a hand in determining educational procedures and curricular goals, their moral is higher and they work much harder and with more enthusiasm. However, in schools where communication is limited and occurs mainly in one direction, moral and productivity tend to be low and the accumulated resentment and hostility find outlets in various undesirable ways which at times lead to conflict and other undesirable attitude in the school. Kinard (1988) also posits that, participation in decision making means involving affected workers in the change process and that people affected by a proposed change can be encouraged to provide their opinions and suggestions.

If teachers participate in making decisions, they may be convinced of the need for change and this approach requires administrators to show a genuine interest in what others have to say and whenever possible, give credit to the right people for their valuable input. This is because change is threatening when done

to us but exciting when done by us. According to Kreitner (2002), participative decision making can bring much more information and experience to bear a decision making or problem than an individual administrator acting alone because individuals with varied views, experience and interests help the group see decision situations and problems from different goals.

When teachers are involved in decision making, they help to bring varied experiences and interests that help the group see decisions situations and problems from different angles. Moreover, it helps ensures a greater comprehension, that is those who personally experience the give and take of group discussion about alternative course of action tend to understand the rationale behind the final decision. It also increase acceptance because those who pay an active role in group decision making and problem solving tend to view the outcome as 'ours' rather than 'theirs' (p. 234). On the other hand, when teachers are involved in decision making, it helps serves as a training ground because less experienced teachers in a group learn to cope with group dynamics by actually been involved.

Our Ghanaian cultural practice forbids one to argue with one's elders or superior authority irrespective of the nature of what happens, subordinates are not suppose to dispute with their superiors in the public. This being the state of affairs in our educational set up, teachers are not allowed to freely and openly challenge the people in authority and this being the case, the Ghanaian teacher display a feeling of inferiority to a large extent when it comes to sitting in conference with the superiors or the authority.

In addition, Bernard (1964) stressed the importance of co-operative systems which come into being only when people are able to communicate with each other and are willing to contribute towards the accomplishment of common purpose. However, Aseidu-Akrofi (1978) said the position of an important administrative officer in the school has to focus the attention of the staff and students on the institutional aims of the school and should respect their feelings and understand why the staff behaved the way they did. He further explained that in democratic countries, decision making is diffused and that there are many administrative groups that are responsible for special areas of decision making which include the political heads of education, officials of the ministry of education and teachers.

Furthermore, teacher's participation in decision making can improve the quality of decisions and promote co-operation if the right strategy is linked to the right situation. Blau and Scott (1962) stated that, working with a group of employment counsellors, found that increased employment participation in decision making resulted in increased interpersonal trust. Patchmen (1970) in his research among professional employees within organization suggests that increased participation in decision making was associated with greater job satisfaction, work achievement and personal integration into the organization.

A further examination of the research reveals a number of other functional outcomes of employee participation including the encouragement of better decisions, increased productivity and increased in organizational committee. Keith and Girling, cited in Mankoe (2000), enumerated that participation in

decision making helps to focus attention on the existence of a problem. That is, where avenues of communication are not open, problems may not be brought into the open for solution and may fester.

Moreover, participatory decision making expands the data gathering network which helps to obtain a range of practical observations on the nature of the problem, it also helps to gain acceptance and helps to speed implementation of the solution. However, during participatory decision making, it recognizes and incorporates professional knowledge of teachers in school level decision making and helps to ensure that there is commitment to selected alternatives.

Furthermore, he posits that teacher's participation in decision making helps to gain the commitment of those who must implement and undertake tasks, helps to facilitate the understanding of how the decision may impact on those outside of the unit and to reduce inadvertent sabotage. It also helps to ensure a coordinated team effort provided there was adequate participation in prior steps and helps to ensure adequate feedback on successes as well as hitches by those directly affected.

In addition, Mankoe (2000) posits that when teachers are involved in making decisions, it helps to increase the organization's ability to respond to a changing environment with ease and also the goal that have been agreed upon provide a mechanism for resolving conflicts that occur between organizational units or individuals in the organization. Mankoe (2000) further outlines some benefits that accrue from group participation in decision making.

These are as follows:

1. Goals are clearly defined, thus members of staff understand the goals and are committed to their implementation because they have participated in the formulation and tend to be more committed in implementing those decisions.
2. Collectively determined goals increase the organizations ability to respond to a changing environment with relative ease.
3. It serves as an effective tool for conflict resolution. Thus, the goals that have been agreed upon provide a mechanism for resolving conflicts that occur between organization units or individuals.
4. Participative goal setting process provides a continuous opportunity to renew the organizations energy level by providing a fresh assessment of its potential for excellence.
5. Participation is used for more than just gaining acceptance of a decision. In this instance, participative approaches increase the quality of a decision. Thus, a democratic decision used by heads of schools ensures the full participation of members in the school during decision making.

It can be deduced from the above that, democratically organized schools exceed those in authoritarian organization in variety of programmes and activities as well as other services. This is because teacher's involvement in the administration of schools motivates them to give their best towards the achievement of the organizational objectives and come out with ideas which help to support that of the headmaster in achieving the schools objectives.

Summary of the Related Literature

In the light of what has been discussed so far, it can be said that in the area of teacher participation in school administration as reviewed in the literature, it has become evident that a healthy relationship can exist between the educational administrator and his teachers only if heads of schools allows their teachers to partake in the affairs of the school. In the senior high school, there are structures and types of decisions which the headmaster can make use of them when making decisions pertaining to the administration of the school and they can do that by meaningfully involving the teachers in it. Even though not all teachers are desirous to partake in decisions, it is left with the administrator to decide on which type and extent to which teachers can be involved in order to achieve the objectives and help foster a good relationship in the school.

Furthermore, headmasters should understand the capacity of their subordinates before they delegate any decisions to them and must allow the subordinate sufficient freedom to independently carry out the assigned task while the headmaster supervises the teachers during the implementation process. Also, when teachers are involved in making decisions headmasters/mistresses stands in a great position in administering better schools. Since teachers ensures a high quality decisions and commitment in the school decision and grooms them towards other administrative tasks in the school. It is also believed that, human beings normally tend to resist change, so if teachers are involved in decisions they are more likely to accept new ideas or change. In view of this, teacher's involvement in decision making leads to an effective way to encourage change

which tends to bring a successful implementation of new policies since they were involved in making that decision change.

It is therefore believed that, if teachers are involved in school decision making they will help ensure high job satisfaction and enable the school to achieve its set objectives and also the lines of communication between headmasters and their teachers must be opened in order to have a free flow of communication in the school. An administrator must share knowledge and information with others in order to gain their cooperation and share the decision making processes so that employees can do things the way they would like them to and together share credit for achievement.

CHAPTER THREE

METHODOLOGY

This chapter describes the type of design that was used in carrying out the study and also describes the processes and procedures that were adopted to collect and analyze data on the study. The study was to examine teacher participation in decision making process in the administration of senior high schools in the Cape Coast Metropolis. In all, six senior high schools in the Cape Coast Metropolis were taken to be researched.

The study delved into the structures of decision making process, types of decisions that teachers can be involved in, involvement of teachers in decision making as well as the perception of teachers towards school decision making. Teachers who had served in the school for at least two (2) years were selected since they have been in the school for some years and they were in a better position to assess the level at which they were involved in making decisions in the school(Nauman 2007).

Research Design

Descriptive survey design was used to find out how teachers were involved in making decisions in the senior high schools. Descriptive survey is common in most cases as a preliminary or exploratory study but also as an independent investigation, it aims to describe social systems, relations or social

events, providing background information about the issue in question as well stimulating explanation.

Sarantakos (1988) observed that descriptive research involves collecting data in order to test hypothesis or answer research questions concerning the current status of the subject of the study. Gay (1987) also advocates that this type of design is useful for investigating a problem and evaluating the trend of a situation on a relatively large and small scale in perspective and it also makes room for meaningful generalizations that are made. Ary, Cheser and Asghor (1990) pointed out that data collected through the descriptive method are usually responses that emanate from pre- determined questions, which are asked of a sample of respondents.

Best and Kahn (1998), also posited that descriptive research is concerned with the relationship that exists between variables, hypothesis testing and the development of generalizations, principles or theories with universal validity. Osuala (2001) argued that descriptive survey is versatile and practical in that it identifies present needs. He further noted that descriptive research is basic for all types of research in assessing the situation as pre- requisite for conditions and generalizations. In supporting this view, Frankel and Wallen (200) observed that the purpose of descriptive research is to observe, describe and document aspects of a phenomenon as it naturally occurs. Again, they noted that, in descriptive research, the events or conditions either already exist or have occurred and the researcher merely selects the relevant variables for analysis of their relationship.. In accordance with the above definitions, descriptive survey was used for the

study because it will help assess the present condition to which teachers are involved in making decisions schools.

Population

According to Polit and Hungler as cited in Amedahe (2002), a population is defined as the entire aggregation of cases that meet a designed set or entire criteria. It must be noted that whatever the basic unit, the population always comprise the entire aggregation of elements in which the researcher is interested.

The target was all the teachers and headmasters in the ten senior high schools in the Cape Coast Metropolis and according to Ary, Jacobson and Razaviah (1985), the population is the group from which the researcher takes the sample for the study. This population was the target for the data collection to answer questions on participatory decision making and its benefits to the general administration of senior high schools, because the teachers and the headmasters were the group from which the sample was selected and according to Gay (1987), a population is the target group about which the researcher is interested in gaining information and drawing conclusion. The number of teachers in the ten senior high schools in the Cape Coast Metropolis is listed below.

Table 1

**Number of Teachers in the various Senior High School's in the
Cape Coast Municipality**

School	Number of Teachers
Academy of Christ the king	45
Adisadel College	77
Efutu Secondary Technical	44
Ghana National College	73
Holy Child School	50
Mfantshipim School	85
Oguaa Secondary Technical	32
St. Augustine's College	68
University Practice Secondary	44
Wesley Girls' High School	77
Total	535

Sample and Sampling

Non-probability sampling was used for the study since it was a descriptive survey and purposive sampling was also used for the study. This is because the study was centered on decision making by teachers in the administration of senior high schools therefore, it was imperative to select teachers in the various schools by the use of purposive sampling because the teachers had the characteristics needed for the study (Nauman 2007). Moreover, the teachers were the subjects

who were relevant to the research topic and teachers were knowledgeable about the issue under study (Amedahe 2002).

However, it was a combination of purposive and simple random sampling because it was to facilitate the selection of schools for the study. Sampling is the process of selecting a portion of the population to represent the entire population. Generally sampling enables the researcher to study a small proportion of the entire population thus, it is the process of choosing the units of the target population which are to be included in the population.

This small proportion of the population is the sample and it is done because in many cases a complete coverage of the population is not possible, complete coverage may not offer substantial advantage over a sample survey, requires more time and produce quick answers and samples are thought to offer more detailed information and a high degree of accuracy because they deal with relatively small numbers of units.

There were 535 teachers in the ten Senior High Schools in the Cape Coast metropolis in the 2008 academic year. Out of this number of teachers in the ten schools, thirty (30) teachers were selected from each of the six Senior High Schools which formed part of the sampling. The total number of teachers expected was one hundred and eighty teachers (180) and teachers who had been in their schools for the past two years were selected for the study. This is because, these teachers were believed to possess the information needed for the study and have been in their school for some time and knew what was at stake (Nauman 2007).

Furthermore, an interview was also conducted for headmasters in the six senior high school's as well as their three assistants making the total number of respondents for the study to be one hundred and ninety eight (198). The schools selected for the study were Holy Child School, Wesley Girls High School, Adisadel College, Mfantsipim School, Ghana National College and Academy of Christ the king School.

Six out of the ten schools were randomly selected using the lottery method because the researcher needed a fair representation of the schools for the study (Nauman 2007). This method involved assigning a number to each school, writing each number on a piece of paper, folding the pieces of paper up and putting them in a container. The content of the container were shuffled and a person not associated with the study was requested to pick one piece of paper. Once a piece of paper was picked, the number on it was noted and that piece of paper was not replaced. The container's content was again reshuffled before another piece of paper was drawn and the number on it noted. The process continued in this manner until the six schools were selected. The schools corresponding with the selected numbers became the schools sampled for the study. All the twenty four (24) headmasters in the six senior high schools were also selected for the study.

In addition, Sarantakos (1998) stated that a population size of 380 uses a sample size of 191 whilst a population size of 400 uses a sample size of 196. From what Sarantakos (1998) posited, the population size for the study was 407

and thirty teachers were selected from each of the selected schools as well as their four (4) headmasters making the sample size for the study to be 198.

Research Instruments

The instruments that were used for the study were questionnaire for teachers and an interview guide for the headmasters. The questionnaire was made up of both open ended and close ended questions to elicit information from the respondents. The reason for using the questionnaire was that, teachers may not answer the questions as genuinely as required for fear of victimization in an interview so the use of questionnaire which does not reveal the identity of the respondents was considered over the use of an interview. The open ended questions was framed to give respondents the opportunity to express their views into details on the area to which teachers would like to be involved in when making decisions in the senior high schools and their general comments on participatory decisions in school.

The close ended question was also included in order to limit teachers on the responses that were given and to obtain reliable information for the study. The questionnaire was made up of five main sections. The first section focused on personal demographic information such as sex, marital status, age and level of education and the other four sections consisted of questions based on the research questions for the study whilst the open ended questions was used to allow teachers to express their views on participatory decision making.

The questionnaire was made up of a mixture of 34 closed ended questions and 4 open ended questions. Respondents were supposed to either tick the

appropriate or select from suggested alternative answers which was provided. Kerlinger (1973) observes that the questionnaire is widely used in collecting data in educational research because it is effective for collecting factual information about practices and perception of respondents. However, an interview guide was used along side the questionnaire to elicit information from headmasters as well as their assistants heads on their views on participatory decision making and the extent to which teachers are involved in making decisions in the administration of the senior high school.

The questionnaire covered areas such as:

1. Structures of decision making in the senior high schools.
2. The extent of teacher involvement in decision making.
3. Types of decisions that teachers are involved
4. Perception of teachers towards decision making in schools.

Pre-Testing of Instruments

The pre- testing of the instruments was done by the researcher in order to ascertain the validity and reliability of the items in the draft questionnaire as well as the interview schedule. The pre- test was conducted involving thirty (30) teachers and four headmasters who were conducted at Aggrey Memorial Zion senior high school since it has the characteristics of the other schools where the actual study was conducted. The pre- test was expected to reveal problems with the items in the draft questionnaire as well as the items in the interview schedule.

After carefully examining the data obtained, some items in the questionnaire and the items in the interview schedule were reviewed and

restructured to elicit the desired responses for the study. To be able to make appropriate decisions about the validity and reliability of the items in the instruments, data collected from the pre- test was analyzed using Statistical Products and Service Solutions (SPSS) to generate frequencies and percentages. When the reliability analysis was done on the computer using the SPSS the reliability coefficient for the thirty nine items was:

Standardized items = .707 which means the internal consistency of the items was strong (Nauman, 2007).

The supervisor gave the final approval before the actual study was conducted.

Data Collection Procedure

Before giving out the questionnaires, an introductory letter from the director of the Institute for Educational Planning and Administration (IEPA) was sent personally to obtain permission from the various headmasters of schools and to inform them of the purpose of the study. After which a follow up was done by the researcher who went to the various senior high schools in the Cape Coast Metropolis to inform the headmasters before the questionnaires were administered. The researcher then booked an appointment with the heads of the various senior high schools in order to conduct an interview with them. A period of one month was fixed for the administration and collection of the questionnaires and for conducting of the interviews with the headmasters. Copies of the questionnaires were sent personally to the respondents in the selected schools to assure the researcher that respondents actually get the questionnaires.

This was followed by a personal contact because some respondents might have forgotten to answer the questionnaires whilst others might also leave them at home after completion and the researcher had to remind them occasionally.

Data Analysis Plan

Scores of the various items in each of the section were tallied and frequency distribution tables were drawn for the responses, percentages were calculated for the questionnaire as well as the interview guide. With the open ended questions, responses were grouped according to similar views that were adopted to sort them out. The various items were fed into the computer for statistical analysis using Statistical Products and Service Solutions (SPSS) version 10.0. The responses from the interview guide were analysed according to similar views that were expressed by headmasters of the selected schools. All the research questions were analysed using frequencies and percentages.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter presents the analysis and discussion of the data. Data findings are discussed around parameters set for the research which was to find out about teachers' participation in decision making in the administration of senior high schools. The main instruments used were questionnaire and interview guide and the interpretations were carried out alongside the literature review. The first part of the analysis looked at the respondents' biographical data whilst the second part of the analysis dealt with the structures of decision making existing in the senior high schools. The third discussion revealed the involvement of teachers in school decisions, the fourth discussion brought to light the types of decisions that are being taken in the senior high schools and lastly, the perception of teachers towards participatory school decisions. In all, one hundred and eighty teachers who had served for at least two years in their prospective schools were selected to answer the research questions whilst twenty four headmasters were interviewed. Out of the 180 questionnaires that were sent to the six senior high schools, a total of 150 (83.3%) questionnaires were returned.

Biographic Data of Respondents

From Table 2, it could be seen that 74(49.0%) of the teachers in the municipality representing (49.0%) were between the ages of 30-40 years which was followed by those between the ages of 40-50 years representing 33 (22.0 %) and below 30 years respectively representing 33 (22.0%) of the respondents. Those above 50 years were not more in the system they were ten (6.7%). This implies that, the percentage of the youth in the teaching field outweighs that of the older generation so the system will not have problem with their human resource in the near future.

Table 2

Age of Respondents

Age of respondents	No. of respondents	Percentage (%)
Below 30 years	33.0	22.0
30-40 years	74.0	49.0
40-50 years	33.0	22.0
Above 50 years	10.0	6.7
Total	150.0	100.0

The analysis on the gender of respondents showed that, 41 (27.3 %) were female's whiles 109 (72.7 %) of the teachers in the municipality were males. This indicates that most of the teachers in the teaching field were males which do not indicate gender equality in the teaching field so more females should be encouraged by the education sector to go into teaching.

Table 3 addresses the professional status of respondents being non-graduate professional, graduate professional and graduate non- professional teachers.

Table 3

Professional Status of Respondents

Professional status	No. of respondents	Percentage (%)
Non-graduate professional	17	11.3
Graduate professional	104	69.3
Graduate non-professional	29	19.3
Total	150	100.0

The result from Table 3 shows the professional status of the one-hundred and fifty teachers in the six senior high schools. Out of the total number of respondents, 104 (69.3%) of the teachers of them were graduate professionals while 29 (19.3%) were graduate non-professionals and 17 (11.3%) of the teachers were non- graduate professionals. The table depicts that most of the teachers in the teaching field are graduate professionals which really shows that a good number of the graduate professionals were in the teaching field. Only a few of the teachers were non-graduate professionals.

Marital Status of Respondents

Data analysis on teachers marital status revealed that, 103(68.7%) of the teachers were married while 47 (31.1%) of the teachers were not married. This shows that most of the teachers were married while few of them were not married. Table 4 indicates the number of years spent by teachers in the teaching field.

Number of Years Spent in the Teaching Field

In Table 4, it was observed that eight (5.3%) of the respondents have taught for over 20 years, 11 (7.3%) have also taught between 15-20 years, 26 (17.3%) were between 10 -15 years, respondents who have taught for below 5 years were 43 (28.7%). On the whole 62 (41.3%) had been in the teaching field between 5-10 years respectively.

Table 4

Number of Years Spent in the Teaching field

No. of years	No. of respondents	Percentage (%)
Below 5 years	43	28.7
5 – 10 years	62	41.3
10 – 15 years	26	17.3
15 – 20 years	11	7.3
Over 20 years	8	5.3
Total	150	100.0

The result from Table 5 indicated the number of years that respondents have spent in their present school.

Table 5

Number of Years Spent in their Present School

No. of years	No. of respondents	Percentage (%)
2 - 7 years	126	84.0
7 – 12 years	19	12.7
Over 12 years	5	3.3
Total	150	100.0

In Table 5, respondents were to indicate the number of years that they have spent in their present school. It was observed that out of the 150 respondents, 126 (84.0%) have been in their present school between 2-7 years, 19 (12.7%) have also been in their present school between 7- 12 years and 5 (3.3%) have also been in their present school for over 12 years.

Analysis of Main Data

This part is devoted to analyze the main data of responses given by respondents. The main data consisted of four research questions which the researcher used in soliciting responses from respondents.

Research Question 1: What structures of decision making exist in the senior high schools?

In this section respondents were required to show the structures used in making decisions in their school. A summary of their responses is shown in Table 6 and the responses were also weighed as follows:

Strongly agree = 4

Agree = 3

Disagree = 2

Strongly disagree = 1

Table 6

Structures of Decision Making in Schools

	SA	A	D	SD
Structures	No (%)	No (%)	No (%)	No (%)
The headmaster has created channel that allows teachers to share their views on issues concerning the school	52 (34.7)	72 (48.0)	23 (15.3)	3(2.0)
During group decisions the headmaster allows teachers to bring out their views and agrees upon a decision	39 (26.0)	81 (54.0)	25 (16.7)	5(3.3)
The headmaster uses discussion method to solicit ideas from the teachers when making decisions	36 (24.0)	81 (54.0)	30 (20.0)	3 (2.0)
Views of teachers are taken into consideration by the headmaster during making decisions in the school	38(25.0)	76(50.7)	29 (19.30)	7(4.7)

Table 6 indicated that an average of 52 (34.7%) of the respondents strongly agreed that their headmaster has created channels that allows teachers to share their views on school decisions whilst 72 (48.0%) agreed to the statement. Meanwhile, 23 (15.3 %) of the respondents also disagreed whilst three (2.0%) strongly disagreed that their headmaster has created channels that allows teachers to share their views on school decisions. From the analysis, it can be observed that majority of the teachers strongly agreed that their headmasters has created channels that allowed them to share their views on school issues.

This was confirmed by Arnold (1966) under the structures of making decisions that, the school owes it a duty to allow their teachers to effectively contribute to the running of the schools and it could be done by creating channels for them to serve on. Meanwhile, 39 (26.0%) of the respondents strongly agreed that during group decision making, the headmaster allows teachers to bring out their views and agrees upon a decision whilst 81 (54.0%) also agreed. 25 (16.7 %) of the respondents disagreed that their headmasters allows teachers to bring out their views and agrees upon a decision.

On the other hand, 36 (24.0%) of the respondents strongly agreed that discussion method is used to solicit ideas from teachers whilst 81 (54.0%) agreed. 30 (20.0%) disagreed whilst three (2.0%) strongly disagreed that discussion method is used to solicit ideas from teachers. On the whole, it could be observed that majority of the respondents agreed that discussion method is used as it was confirmed by Mankoe (2000) that discussions should be used to solicit ideas from teachers and that each topic should be well exhausted to enable teachers make informed decisions on every issue.

The results also revealed that 38 (25.0%) of respondents strongly agreed that views of teachers are taken into consideration by the headmaster whilst 76 (50.7%) agreed. Twenty nine (19.3%) of the respondents also disagreed whilst seven (4.7%) of the respondents strongly disagreed that their views were taken into consideration. It was observed that majority of the respondents agreed that views of teachers were taken into consideration whilst minority of the respondents strongly disagreed.

Table 7 revealed the structures that are used in soliciting ideas from teachers when making decisions in schools.

Table 7

Structures used in soliciting ideas from teachers

Structures used in soliciting ideas	No. of respondents	Percentage (%)
Seminars	1	.7
Staff meetings	106	70.7
Workshops	4	2.7
Committees	39	26.0
Consensus structure	43	28.7
Delegation	28	18.7
Parliamentarian	35	23.3
Brainstorming	44	29.3
Electronic Brainstorming	12	8.0
Debate	21	14.0
Rational technique	31	20.7
Information seeking	86	57.3

Table 7 indicates analysis of data on structures used in soliciting ideas from teachers. Out of the total number of 150 respondents, one (.7 %) representing minority of the respondents indicated that seminars were not frequently used in soliciting ideas from teachers whilst one hundred and six (70.7 %) indicated that staff meetings were frequently used in soliciting ideas from teachers. Forty four (28.7%) indicated the use of brainstorming in schools whilst 43 (28.3%) also indicated that information seeking is used to solicit ideas from teachers.

On the whole, it could be observed that most of the respondents indicated that staff meetings is the most often used structure for soliciting ideas from teachers when making decisions in the school. This was in line with what Richardson (1973) who confirmed that frequent staff meetings are important in order to bring the disparate elements of staff into a relationship that is harmonious. It could therefore be deduced that majority of the senior high schools use staff meetings to solicit ideas from teachers when making decisions in the school.

Research Question 2: To what extent are teachers involved in making decisions in the senior high schools?

In Table 8, respondents were asked to indicate the extent to which they are involved by their headmasters in making decisions in the school.

Table 8

Involvement of Teachers in School Decisions

Decisions involved by teachers	No. of respondents	Yes (%)	No (%)
Students disciplinary problems	150	115 (76.7)	35 (23.3)
Determining appropriate teaching method	150	100 (6.7)	50 (33.3)
Planning the school budget	150	98 (65.3)	52 (34.7)
Instituting policies concerning classroom discipline	150	94 (62.7)	56 (37.3)
Making curriculum adjustment	150	84(56.0)	66 (44.0)
Planning in-service training	150	68 (45.3)	82 (54.7)
Making changes in the time table	150	64 (42.7)	86 (57.3)
Choosing materials for teaching	150	47(31.3)	103 (68.7)

As shown in Table 8, minority of the respondents indicated that they were involved in choosing materials for teaching representing 47 (31.3%), whilst majority of the respondents 103 (68.7 %) indicated that they were not involved. 64 (42.7 %) of the respondents were involved in making changes in the time table whilst most of the respondents 86 (57.3%) were not involved in making changes in the time table. Hundred (66.6%) were involved in determining appropriate teaching method in schools whilst 50 (33.3%) were not involved. Majority of the respondents 115 (76.7%) were involved in student's disciplinary issues whilst 35

(23.3%) representing the minority of the respondents, were not involved in students disciplinary issues.

It is clear from the above summary that, teachers are mostly involved in student's disciplinary issues where a large number of them are also not involved in choosing materials for teaching. This is in line with what Mankoe (2000) posited. He noted that, teachers can be involved in students' personnel discipline and other issues in the school. Owens (1973) also noted that decision making generally may be seen as the key function or activity that every member of staff should be involved. According to Arnold (1966), the school owes it a duty to allow their teachers to effectively contribute to the running of the schools and this could be done by prompting them to serve on various committees. Shanahan (1987) also noted that, the extent to which teachers are involved in the school administration depends on the headmaster use of participative management and also assessed their success in the implementation process.

The analysis on how teachers are involved in planning for future activities in the school revealed that, 78 (52.0 %) of the teachers were occasionally involved in planning for future activities whilst 61 (40.7%) of the respondents were regularly involved. Eleven (7.3 %) of the respondents were in disagreement because they are never involved in planning for future activities of the school.

Teachers were to indicate the extent to which they were involved in making school decisions by the use of the following:

Moderate participation – MP

Substantial participation – SP

No participation – NP

Out of 150 respondents, 92 (61.3%) indicated that they were moderately involved in school decisions whilst 39 (26.0%) were substantially involved. 19 (12.7%) of the respondents had no participation in school decisions. The table indicated that respondents were moderately involved in school decisions.

Research Question 3: What types of decisions are being practiced in the senior high schools?

In this section, respondents were required to show the decisions which were practiced in their schools.

Table 9

Types of Decisions Practiced in Schools

Types of decisions practiced in Schools	SA	A	D	SD
	No (%)	No (%)	No (%)	No (%)
The headmaster provides detailed explanation of issues during staff meetings to teachers	42 (28.0)	85 (56.7)	20 (13.3)	3 (2.0)
During decision making the headmaster makes a decision and explains to the group in order to gain their acceptance of the decision	35(23.3)	94(62.7)	19 (2.7)	2 (1.3)
The headmaster seeks and takes into consideration the views of teachers during school decisions	35 (23.3)	87 (58.0)	24 (16.0)	4 (2.7)
During participatory decision making, the headmaster allows teachers to discuss problems before a decision is made	37 (24.7)	83 (55.3)	25 (16.7)	5 (3.3)
During participatory decision making decisions that is repetitive, routine and structured are left to teachers to make	31 (20.7)	78 (52.0)	37 (24. 7)	4 (2.7)
Teacher's participation in decision making is restricted to problems that has impact on both teachers and their workplace	21 (14.0)	81 (54.0)	40 (26.7)	8 (5.3)

Table 9 brings to bear the types of decisions that are being practiced in the senior high schools. Forty two (28.0%) strongly agreed that their headmaster provides detailed explanation of issues to teachers during staff meetings to teachers whilst 20 (13.3%) disagreed. Thirty seven (24.7%) strongly agreed that teachers were given the opportunity to participate in making decisions which affects them in the school whilst 23 (15.3%) also disagreed. To buttress this point, 37 (24.7%) also indicated that during participatory decision making, the headmaster allows teachers to discuss problems before a decision is made whilst 83 (55.3%) disagreed. Thirty five (23.3%) of the respondents strongly disagreed that during decisions making the headmaster makes a decision and explains to the group in order to gain their acceptance of the decision whilst 19 (2.7%) of the respondents disagreed to this type of decision. Thirty five (23.3%) strongly agreed that the headmaster seeks and takes into consideration the views of teachers during school decisions whilst 24 (16.0%) disagreed.

It could therefore be seen that, minority of the respondents strongly agreed that teacher's participation in decision making is restricted to problems that have impact on both teachers and their workplace. The most often used decision making type is when the headmaster provides detailed explanation of issues during staff meetings to teachers.

Research Question 4: What are the perceptions of teachers towards participation in school decision making?

Research question 4 sought to find out about the perception of teachers towards participatory school decisions. Nine statements were constructed to elicit information from respondents. Respondents were required to indicate their agreement or disagreement to each of the statements.

Table 10

Perception of Teachers towards Participatory School Decisions

Perception of teachers towards participatory decisions	SA	A	D	SD
	No (%)	No (%)	No (%)	No (%)
Participatory decision making enables a co-operative work in the school	68 (45.3)	75 (50.0)	7 (4.7)	-
Decision making through a participatory approach serves as motivational technique in the school	67 (44.7)	73 (48.7)	10 (6.7)	-
Participation of teachers in decisions enables them to voice their opinion concerning staff issues	68 (45.3)	70 (46.7)	12 (8.0)	-
Involvement of teacher’s decision making helps in improvement and change in the school.	64 (42.7)	76 (50.7)	10 (6.7)	-

Table 10 *continued*

Involvement of teachers in school decisions make them feel belonged in the school.	64 (42.7)	76 (50.7)	10 (6.7)	-
Teacher's involvement in school decisions helps boost their morale and ensures effective work done.	65 (43.3)	72 (48.0)	11 (7.3)	2 (1.3)
Teacher's participation in school decisions makes them have a good working relationship with their headmaster	70 (46.7)	61 (40.7)	17 (11.3)	2 (1.3)
Participation of teachers in school decisions make them have a feeling that their services are needed	66 (44.0)	69 (46.0)	13 (8.7)	2 (1.3)

In Table 10, 70 (46.7%) of the respondents strongly agreed that teachers participation in decision making makes them have a good working relationship with their headmaster, 61 (40.7%) agreed, 17 (11.3%) disagreed whilst two (1.3%) strongly agreed. Meanwhile, 68 (45.3%) strongly agreed that participatory decision making enables a co-operative work in the school whilst 75 (50.0%) agreed, seven (4.7%) disagreed that participatory decision enables a co-operative work.

This confirms what Fischer and Thomas (1965) purported that, when decisions are arrived at through a co-operative effort it enables productivity to rise and moral to improve in the school. On the other hand, 65 (45.35%) strongly agreed that teachers involvement in decision boost morale and ensures effective work done in school whilst 72 (48.0%) agreed, 11 (7.3%) disagreed, two (1.3%) strongly agreed that participatory decisions helps boost morale and ensures effective work done.

On the same issue on teachers perception towards school decisions, 64 (42.7%) strongly agreed that involvement of teachers in school decisions make them feel belonged in the school, also 76 (50.7%) agreed. Nine (6.0%) of the respondents disagreed whilst one (.7%) strongly agreed.

From the table, it could be realized that teacher participation in school decisions enables teachers have a good working relationship with their headmasters.

Relationship between Headmasters and Teachers in the School

Respondents were to indicate their relationship with their headmasters in the school and the analysis revealed that out of the 150 respondents 114 (76.0%) indicated that they have a cordial relationship with their headmasters while 18 (12.0%) have a lukewarm relationship with their headmaster. Thirteen (8.7%) indicated that their relationship with their headmaster is indifferent whilst five (3.3%) have a hostile relationship with their headmaster.

Open – Ended Questions

Teachers were required to respond to four open ended questions. The first one sought to inquire from respondents to state the things that prevent them from

participating in school decisions. The second open-ended question demanded to know from respondents which decisional areas they felt their involvement was necessary. Furthermore, the third open-ended question sought to inquire from teachers some of the structures that can be developed in schools to solicit ideas while the fourth open-ended question was to allow teachers to make any other comments in relation to participatory decision making in schools. Out of the total number of 180 respondents, 137 (76.11%) responded to that section of the questionnaire.

When respondents were requested to state two things that prevent them from participating in school decisions, the under mentioned responses were given.

Table 11

Factors that Prevent Teachers from Participating in School Decisions

Factorss that prevent teacher From participating in school decisions	No. of respondents	No.	Percentage (%)
Teachers feel intimidated	137	55	40.15
Authoritative decisions	137	41	29.93
Not a member of the management board	137	15	10.95
Fear of victimization	137	11	8.03
Unfavourable condition	137	10	7.30
Being a junior staff	137	5	3.65
Total		137	100.0

From Table 11, when respondents were to indicate the things that prevent them from participating in school decisions, 55 (40.15%) of the respondents

indicated that they feel intimidated by their headmasters, 41 (29.93%) said their headmaster makes authoritative decision, 15 (10.95%) indicated that they were not a member of the management board whilst 11(8.03%) respondents indicated that they fear to be victimize by their headmasters. Ten (7.30%) indicated that the conditions in the school do not favour them whilst five (3.65 %) of the respondents indicated that they were junior staff in the school.

This indicated that majority of the teachers in the senior high schools feel intimidated by their headmasters so some of the teachers do not want to partake in school decisions. This being the case in most of the schools, it prevents teachers from sharing their views with their headmasters when it comes to making school decisions. From Table 12, respondents were to indicate the decision areas that they are involved in the school.

Table 12

Decisions Areas that Teachers are Involved

Decision areas that teachers are involved	No. of respondents	No.	Percentage (%)
Disciplinary issues	137	47	34.31
Planning the school calendar	137	25	18.24
Planning departmental issues	137	20	14.60
Planning school projects	137	15	10.95
Staff welfare	137	15	10.95
Academic issues	137	10	7.30
Classroom instruction	137	5	3.65
Total		137	100.0

In Table 12, 47 (34.31%) of the respondents indicated that their involvement will be needed when making disciplinary policies, 25 (18.24%) indicated their involvement in planning the school calendar whilst 20 (14.60%) indicated their involvement in departmental issues. Concerning planning of academic issues, 10 (7.30 %) respondents indicated their involvement whilst five (3.65%) indicated their involvement in planning for classroom instruction.

It could be concluded from the above table that most teachers would like to be involved in disciplinary issues in schools. This is because teachers have come to a realization that disciplinary issues play a central role in school and help ensure the academic success of student as well as the well being of the school. It was also realized from the interview with the school administrators that most of them allow their teachers to partake in making disciplinary decisions in the school. This is because when the heads were asked to indicate the decisional areas which they involve their teachers, majority of them answered that teachers were mostly involved in establishing school disciplinary problems. However, when the school administrators were further asked to indicate the decisional areas which teachers were not involved in, most of the heads said, teachers were not involved in making decisions concerned with the financial aspects of the school the reason being that it is mostly done by the accountants of the school.

In Table 13, respondents were asked to indicate the structures that can be developed in schools to solicit ideas for making decisions.

Table 13

Structures that can be Developed in Schools to Solicit Ideas from Teachers

Structure that can be developed to solicit ideas from teachers	No. of respondents	No.	Percentage (%)
Suggestion box	137	35	25.55
Staff meetings	137	28	20.44
Forming Welfare Association	137	20	14.60
Parent Teacher Association	137	15	10.95
Committees	137	13	9.95
Brainstorming	137	11	8.03
Open Forum	137	6	4.38
Delegation of decisions	137	5	3.65
Consensus building	137	4	2.92
Total		137	100.0

As shown in Table 13, 35 (25.55 %) said a suggestion box should be developed in order to solicit ideas from teachers. Twenty eight (20.44 %) of the respondents were of the view that staff meetings should be organized to solicit ideas from teachers' whilst 20 (14.60 %) said welfare association should be organized to solicit ideas from teachers. Also, 6 (4.38 %) mentioned that open forums should be organized, five (3.65 %) said some of the decisions should be delegated to teachers, four (2.92 %) suggested that consensus building should be introduced to solicit ideas from teachers in order to make school decisions.

The analyses above indicate that most of the teachers were interested in channeling their ideas through the suggestion box and it was followed by the organization of staff meetings. Minority of the teachers suggested the consensus building structure but an interview with the school administrators revealed that staff meetings were the most often used structure that was being used in schools to solicit ideas from teachers. This was realized when administrators were asked to indicate the avenues that are used to solicit ideas from teachers when making decisions in schools.

Comments by Teachers on Participatory School Decisions

Table 14 brings to bear the comments made by teachers on participatory school decisions. Thirty seven (27.00 %) mentioned that participatory decisions helps in administering better schools, 22 (16.06 %) said it helps foster good relationship whilst 14 (10.22 %) mentioned that it enables teachers feel belonged in the school. 12 (8.75 %) of the respondents indicated that it helps brings peace and harmony in school, ten (7.30 %) said participatory school decisions ensures effective work done in schools.

Table 14

Comments by Teachers on Participatory School Decisions

Comments by teachers on Participatory decisions	No. of respondents	No.	Percentage (%)
It helps in administering better schools	137	37	27.00
Ensures good academic performance in schools	137	25	18.24
Helps foster good working relationship	137	22	16.06
Helps in developing school projects	137	17	12.41
Enables teachers feel belonged in the school	137	14	10.22
Brings peace and harmony in the school	137	12	8.75
Ensures co- operative work done	137	10	7.30
Total		137	100.00

From the comments provided by teachers on participatory school decisions, it was revealed that participatory decision making helps in administering better schools. This shows that when views of teachers are taken into consideration during decision making, it helps pool ideas and views that help in good administration of schools. In addition, when administrators were

interviewed on their perception towards participatory decision making, it was realized that most of the school administrator's agreed that when teachers partake in making school decisions, it gives headmasters/mistress a wider horizon to operate in the schools.

This indicates that most school heads involve their teachers in making school decisions as the old adage which says that "two heads are better than one" can be true when ideas are pooled from different sources. One of the headmasters interviewed said, "an administrator who does not involve teachers in school decisions is not building a good platform for the achievement of the school objectives because views of teachers are essential in every aspect of school administration". It could therefore be seen that participation of teachers' in school decisions is an essential tool for the achievement of school goals and objectives.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Overview of the Study

This chapter is devoted to a summary of the study, conclusions drawn from the findings and recommendations for the study. The research explored teacher participation in decision making in the administration of senior high schools in the Cape Coast Municipality. The literature review centered on the structures of decision making in the senior high schools, teacher involvement in decision making in the senior high schools, types of decision making that teachers can be involved in and teachers' perception towards participatory school decision making. Pre-testing of instruments was carried out at Aggrey Memorial Zion School in the Abura Asebu Kwamankese in the Central Region. The actual study was conducted in six schools in the Cape Coast Municipality. Descriptive survey was used to ascertain the situation on the ground and the main instrument used for the study was the questionnaire. An interview guide was used alongside the questionnaire to solicit ideas from school administrators on their views on participatory school decisions. The questionnaire entailed open and close ended questions. In all 150 teachers who had served in their respective schools for two (2) years or more were sampled for the study. Collection of data was carried out within a month after administering the questionnaire. Data were analyzed using

Statistical Product and Service Solutions (SPSS) to obtain frequencies and percentages.

Summary of Major Findings

A number of findings were drawn from the study. They include the following:

- 1) Almost half (48.0 %) of the teachers agreed that their school administrators had created channels that allowed them to share their views on school decisions. However, some of the teachers feel intimidated by their school administrators so they would not like to be involved in school decisions.
- 2) Majority of the teachers (76.7 %) indicated that their school administrators involved them in making disciplinary decisions in the school. Meanwhile, interviews with some school administrators revealed that teachers were not involved in making financial decisions in the school.
- 3) It also came to light that school administrators provided detailed explanation of issues during staff meetings to teachers.
- 4) Seminars which were considered as one of the structures used to solicit ideas from teachers were not frequently used in school.
- 5) It was observed that, teachers' participation in decision making enabled teachers to have a good working relationship with their school administrators. In addition, school administrators indicated that participation of teachers in school decisions gives them a wider horizon to operate in the school.

- 6) From the outcome of the study, it could be realized that some teachers not like to be involved in school decisions because they feel their school administrators are too authoritative.

Conclusion

On the basis of the findings of the study, a number of conclusions can be drawn. School administrators generally perceive that teacher participation in school decisions helps in administering schools better and also ensures the achievement of school goals and objectives. Most of the school administrators have also created channels that allow teachers to share their views on school decisions.

Staff meetings are the most often used avenue used by school administrators to solicit ideas from teachers to make school decisions. On the other hand, teachers indicated that frequent staff meetings should be organized in order to enable teachers share their views on school decisions. Even though teachers are involved in making almost all the decisions in the school, some of them do not participate in making school decisions because they feel intimidated by their school administrators.

Though most school administrators indicated that teachers were involved in making almost all the decisions in the school, some of them indicated that teachers were not involved in making financial decisions in the school. Also, school administrators provide detailed explanation of issues to teachers before they make any decisions in the school. On the whole, it was revealed that teachers

were involved in making decisions in the school and that views of teachers were taken into consideration by school heads.

On the basis of the outcome of the study, it could be concluded that participatory school decisions makes teachers have a good working relationship with their school administrators and enables a co-operative work in the school. It is therefore worthy to note in any educational reform programme such as the introduction of the four years senior high school programme, as well as the school feeding programme, the commitment of teachers in school decisions goes a long way to ensure its success.

Recommendations

Based on the outcome of the study and conclusions drawn, the following recommendations are made for effective use in school administration.

- 1) Workshops should be organized in schools by school administrators, for teaching staff in order to help them channel their views on school decisions.
- 2) Suggestion boxes should be provided by school administrators to solicit ideas from teachers when making decisions in the school.
- 3) School administrators should hold regular staff meetings in their schools in order to address the needs of teachers and allow them to bring out their views concerning the school.
- 4) Teachers should be involved by school administrators in choosing materials needed for teaching in order to enable teachers give out their best when they are teaching.

Suggested Areas for Further Research

The following areas are suggested for further research based on the conclusions drawn from the study.

1. The study does not cover all the regions in Ghana. A replication of the study in other regions will enable the findings to be generalized in the country.
2. An observation guide can also be developed to be used in the research to find out about what goes on during staff meetings and other avenues that are used to solicit ideas from teachers in schools.
3. The study revealed certain decisional areas that teachers are not involved in. Future research can also be conducted on the perception of school administrators on teacher involvement in school decisions.

REFERENCES

- Abosi, C. (1998). *Introduction to education in Ghana*. Ghana: Sedco Publishing Limited.
- Alluto, J. A., & Acito, R. (1976). Decisional participation and sources of job satisfaction. *A study of manufacturing personnel in academy of management journal* .17, 160-167.
- Alluto, J. A., & Belasco, J. A. (1976). A typology for participation in organizational decision making; *Administrative science Quarterly*, 17,117-125.
- Alma, H., & Muijs, D. (2002). *Teacher leadership: A review of research* . University of Warwick. Retrieved from www.archivedinformation.com. Retrieved on 06/06/08.
- Amedahe, F. K. (2002). *Notes on Educational Research*. Unpublished lecture notes. University of Cape Coast.
- Apekey, K. A. (1987). *Worker participation in management*. A case study of management worker relationship in the Achimota Brewery Company Limited Unpublished Corporation.
- Arnold, G. R. (1966). *Factors associated with the principal behaviour in encouraging teaching participation in school decision – making*, Educational Degree Thesis, Stanford University in Dissertation Abstract. Volume 127.
- Ary, D. Jacobson, L., & Razaviah, A. (1985). *Introduction to research in education*. (3rded). Chicago: Holt, Rinehart and Winston.
- Ary, D. Cheser, L., & Asghar, R. (1990). *Introduction to research in education*. New York: Holt, Rinehart and Winston.
- Anderson, K. (2002). *Why teachers participate in decision making and the third continuum*. Retrieved from <http://www.ncs/.org.uk/mediastore/image>. Retrieved on 23/06/08.
- Asare-Bediako, K. (May / June, 1990). *Managing decision making in a group in management Today*, Issue No.4.
- Asiedu–Akrofi, K. (1978). *School organization in modern Africa*. Tema: Ghana Publishing Corporation.

- Atta, E. T, Agyenim-Boateng, E. O., & Baafi- Frimpong, S. (1999). *Notes on educational administration*. Unpublished Notes. Cape Coast.
- Bernard, C. I. (1938). *The functions of the executive*. U.S.A: Harvard University Press.
- Best, J. W., & Kahn, V. (1998). *Research in education*. (8th ed). Boston: Allyn and Bacon
- Bennet, J. R. (1987). *The relationship between principal state allocation of decisional power of teacher and their perception of organizational conditions and practices of the central office*, Educational Degree Thesis, Syracuse University in Dissertation Abstract International.
- Bidwell, R. (1955). The administrative role and satisfaction in teaching. *Journal of education social* 29.
- Blau, P. M., & Scott, R. W. (1962). *Formal organizations*. San Francisco: Chandler Publishing.
- Boardman, C. W. (1949). What are good techniques in achieving democratic administration in high school? *National association of secondary schools Journal*. 2, 206-225.
- Burnett, I. E. (1988). *A holistic approach to school cite decision making in N.F.E.A.S. Journal*, 5 (2), 128-135.
- Campbell, R. F, Bridges, M. N., & Raphael. (1977). *Introduction to educational administration*. Boston, Massachusetts: Allen and Boston Inc.
- Clegg, I. (1971). *Workers self –management*. London: Allen Lane publishers.
- Cooper, B. M., & Harlett, M. (1976). *Industrial relations: Study in conflicts*. London: Heinemann.
- Denyer, S. A. (1969). *Industrial administration*. New York: Prentice Hall.
- Denys, J. (1980). *Leadership in schools*. London: Heinemann Educational Books Ltd.
- Dessler, G. (1998). *Management: leading people and organization in the 21 st century*. London: Prentice Hall International.
- Drucker, P. F. (1989). *The practice of management*. New York: Harper and Row Publishers.

- Ejiogu, A. M. (1988). *Democratization of the administrative process in Nigerian Universities*. Zimbabwe: Harare Publishing Ltd.
- Ettling, J. T., & Jago, A. G. (1998). Participation under condition of conflict: *Journal of Management Studies*, 25 (1).
- Everard, K. B., Morris, G., & Ian, T. (2004). *Effective school management*. (4th ed.). London: Prentice Hall.
- Fischer, L., & Thomas, D. R. (1965). *Social foundations of educational decisions*. California: Wadsworth publishing company.
- Forojalla, S. B. (1993). *Educational planning for development*. London: Macmillan Press.
- Fraenkel, J. R., & Wallen, N.E. (2000). *How to Design and Evaluate Research in Education*. (2nd ed). New York: McGraw-Hill Inc.
- Gay, L. R. (1987). *Competencies for analysis and application*. (3rd ed.). Columbus: Ohio, Meril Publication Co.
- Greenwood, W. T. (1969). *Decision theory and information system: Introduction to management decision making*. Ohio: Southwestern Publishing Company.
- Greenberg, E. S. (1975). The consequences of worker participation. A clarification of theoretical literature. *Social Science quarterly*, 56(7)
- Gorton, R. (1980). *School administration and supervision*. Improvement issues, concepts and case studies. (2nd ed). Debuque, Iowa: Wm. C. Brown Company publishers.
- Handerson, L. F. (1976). *An investigation to measure the preferred role of teachers in educational decision making*. Educational Degree Thesis, University of Arkansas, in Dissertation Abstract.
- Hannagan, T. (2005). *Management concepts and practices*. (4th ed). London: Prentice Hall.
- Harris, R. (1998). *Introduction to decision making*. Retrieved from www.virtualsalt.com. Retrieved on 28 / 06 / 08.
- Havelock, R. G. (1975). *Strategies of innovation in education*. USA: Allyn and Bacon.
- Hornby, A. S. (1998). *Oxford advanced learner's dictionary of current english*. (4th ed). Walton Street: British National Corpus.

- Hoy, W. K., & Miskel, C. G. (1984). *Educational administration: Theory, Research and Practice*. (3rd ed). New York: Random House.
- Jacobson, P. B. (1954). *The effective school principal*. New Jersey: Prentice Hall Inc.
- Jennings, E. E. (1975). The anatomy of leadership. *Management of personnel quarterly*. 1 Autumn.2.
- Kerlinger, F. (1973). *Foundations of behaviour research*. New York: Holt, Reinhart and Winston.
- Kinard, J. (1988). *Managemnet*. Toronto: D. C Heath and company publishers.
- Kocharr, S. K. (2000). *Secondary school administration*. New Delhi: Sterling Publishers Pvt Ltd.
- Kreitner, R. (2002). *Management*. (7th ed). McGraw Hill: London.
- Lindsay, M. (1962). *Decision making and the teacher, curriculum crossroads*. New York: Bureau of Publications.
- Lischeron J. A., & Wall, T. D. (1975). *Attitudes towards participation among Local authority employee in Human Relations*. London: Macmillan Printing Press
- Mankoe, J. O. (2000). *Educational administration and management in Ghana*. Ghana: University Printing Press.
- Mcsahne, S. L. (2000). *Organizational behaviour*. London: McGraw Hill.
- Merit, D. R. (1987). *The concept of shared governance in education degree*. University of South Mississippi. Retrieved from <http://webhost.bridgew.edu/s1ahern/Educational%20Philosophy.doc>. Retrieved on 23/06/08.
- Mussazzi, J. C. S. (1982). *The Essentials of management*. Accra: Macmillan publishers.
- Nauman, W. L. (2007). *Basics of social research*. USA: Pearson education Inc.
- Oldcorn, R. (1982). *Management*. (2nd ed). London: Macmillan publishers.
- Owens, J. G. (1973). *Management of curriculum development*. Cambridge: Cambridge University Press.

- Osuala, E. C. (2001). *Introduction to research methodology*. Onitsa, Nigeria: Africa FEP Publishing Ltd.
- Patchmen, M. (1970). *Participation achievement and involvement in Job*. Englewood cliff: Prentice Hall.
- Peters, R. S. (1976). *The role of the head*. London:Routledge and Keyan Paul .
- Rashid, S. A., & Archer, M. (1983). *Organizational behaviour*. New York: Methuen Publications.
- Reboree, R. W. (2001). *Human resource administration in education*. (6th ed). USA: Allyn and Bacon.
- Richardson, E. (1973). *The teacher, the school and the task of management*. London: Heinemann Educational Books Ltd.
- Richardson, R. J. (1979). Sharing administrative authority in 1970's in Decision making, in school Administration. *Journal of Education*. 35-45.
- Sarantakos, S. (1988). *Questionnaire design and attitude measurement*. (2nd ed.). Australia: Heinemann Press.
- Sadker, M. P., & Sadker, D. M. (1991). *Teachers, schools and society*. New York: McGraw Hill Inc.
- Schweiger, D. M. (1985). *Industrial psychology and human resource management*. Lexington: Mass Lexington books.
- Seidu, N. (1995). *Human resource management*. New Delhi: Reed educational professional publishing Ltd.
- Shani, A. B., & Lau, J. B. (2000). *Behaviour in organizations: An experimental Approach* (7th ed). McGraw hill: London.
- Shanahan, M. T. (1987). *A study of the perceptions of Oklahoma school principal regarding the use of the participative management*, Education Degree thesis, Oklahoma state university. Retrieved from <http://webhost.bridgew.edu/s1ahern/Educational%20Philosophy.doc>. Retrieved on 18/07/08.
- Stoner, J. (1995). *Management*. (6th ed).USA: Prentice –Hall.
- Sugg, W. B. (1955). *A study of relation between programme development and working pattern of principals*, Doctorial Dissertation, University of Florida.

- Tomlinson, J. A. (2004). *Educational leadership: Personal growth for professional leadership*. London: Sage Publications.
- Torrington, D., & Weightman, J. (1989). *Management and organization in Secondary Schools*. London: McGraw Hill.
- Vroom, V. H., & Yetton, P. W. (1973). *Leadership and decision making*. Pittsburg pa: University of Pittsburgh press.
- Vroom, V. H., & Jago, A. G. (1988). *The new leadership: Managing participation in organization*. London: Prentice –Hall.
- Wilson, R. W. E. (1960). *Educational administration*. Columbus Ohio: Merrills books Publishers.

APPENDICES

Appendix A

UNIVERSITY OF CAPE COAST

INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION

TEACHER PARTICIPATION IN SCHOOL DECISION IN THE ADMINISTRATION OF SENIOR HIGH SCHOOLS

QUESTIONNAIRE FOR TEACHERS

This questionnaire is designed to seek the attitudes, opinions and responses of teachers which deal with the participation of teachers in decision making in the administration of Senior High Schools in the Cape Coast metropolis.

Kindly give responses to all the statements contained in this set of questions. The researcher wishes to assure you that, your responses will be treated confidentially so you are kindly requested not to write your name. You are assured that the purpose is purely academic.

Section A – Personal data

1. Age: Below 30 years () 30- 40 years () 40-50 years ()

Above 50 years ()

2. Sex: Male () Female ()

3. Professional status:

(i) Non-Graduate professional

(ii) Graduate professional

(iii) Graduate non-professional

4. Marital status: () married () not married

5. How long have you been in the teaching field?

(i) Below 5 years ()

(ii) 5-10 years ()

(iii) 10- 15 years ()

(iv) 15-20 years ()

(v) Over 20 years ()

6. How long have you been in your present school?.....

Section B

INSTRUCTION

STRUCTURES OF DECISION MAKING IN SCHOOLS

Kindly circle the number on the scale below that suitably describes your response

4 – Strongly agree

3 - Agree

2 – Disagree

1- Strongly disagree

1. The headmaster has created a channel that allows 4 3 2 1

teachers to share their views on issues concerning the school.

2. Views of teachers are taken into consideration by the headmaster 4 3 2 1
during decision making in the school.

3. During group decisions, the headmaster allows teachers to 4 3 2 1
bring out their views and agrees upon a decision.

4. The headmaster uses discussion method to solicit ideas 4 3 2 1
from the teachers when making decisions.

5. How is decision making in the school being channeled from the teachers to the
headmaster of the school.

Committees () workshops () Staff meetings () Seminars ()

6. During decision making the headmaster solicits ideas from the teachers by the
use of the following structures.

Brainstorming () parliamentarian () Delegation () Consensus structure ()

7. The headmaster involves teachers in decision making by the use of the
following. Information seeking () Rational technique () Debate ()

Electronic brainstorming ()

Section C

TEACHERS INVOLVEMENT IN DECISION MAKING

Please tick () Yes or No for the following responses below.

A. Have you ever been involved in the following situations of decision making in
your school?

8) Students disciplinary problems Yes () No ()

9) Planning the school budget Yes () No ()

- 10) Choosing materials for teaching Yes () No ()
- 11) Determining the appropriate teaching method Yes () No ()
- 12) Instituting policies concerning classroom discipline Yes () No ()
- 13) Making changes in the time table Yes () No ()
- 14) Planning in – service training in schools Yes () No ()
- 15) Making curriculum adjustment Yes () No ()
- 16) How often does the headmaster involve teachers when planning for future activities of the school?
- Occasionally () Regularly () Never ()
- 17) From the past years spent in the school, please indicate your feeling about the extent to which you are involved in the decisions of the school.
- No participation () Moderate participation () Substantial participation ()

Section D

TYPES OF DECISION MAKING IN SCHOOLS

INSTRUCTION

Kindly circle the number on the scale below that suitably describes your response

4 – Strongly agree

3 - Agree

2 – Disagree

1- Strongly disagree

18) Teachers are given the opportunity to participate in making decisions 4 3 2 1

Which affects them in the school.

- 19). Teachers' participation in decision making is restricted to 4 3 2 1
 problems that have impact on both teachers and their workplace.
- 20) During participatory decision making, the headmaster allows teachers 4 3 2 1
 to discuss problems before a decision is made.
- 21) During decision making the headmaster makes a decision 4 3 2 1
 and explains to the group in order to gain their acceptance of the decision.
- 22) The headmaster provides detailed explanation of issues during 4 3 2 1
 staff meetings to teachers
- 23) The headmaster seeks and takes into consideration the views of 4 3 2 1
 teachers during school decisions.
- 24) During participatory decision making, decisions that are 4 3 2 1
 repetitive, routine and structured are left to teachers to make in the school.

Section E

PERCEPTION OF TEACHERS TOWARDS DECISION MAKING

INSTRUCTION

Kindly encircle the number on the scale below that suitably describes your response

4 – Strongly agree

3 - Agree

2 – Disagree

1- Strongly disagree

- 25) Teachers participation during decisions makes them have a good 4 3 2 1

working relationship with their headmaster.

26) Participation of teachers in school decisions makes them have a feeling 4 3 2 1

that their services are needed.

27) Teachers' involvement in school decisions helps boost their morale 4 3 2 1

and ensures effective work done.

28) Participation of teachers in decisions helps the school to realize 4 3 2 1

its set objectives and achieve its aim.

29) Involvement of teachers in school decisions make them feel 4 3 2 1

belonged in the school.

30) Involvement of teachers in decision making helps in 4 3 2 1

improvement and change in the school.

31) Participatory decision making enables a cooperative work 4 3 2 1

in the school.

32) Decision making through a participatory approach serves as a 4 3 2 1

motivational technique in the school.

33) Involvement of teachers in decisions enables them to 4 3 2 1

voice their opinion concerning staff issues.

34) How would you describe the relationship between the headmaster and

teachers in the school.?

Cordial () Lukewarm () Indifferent () Hostile ()

35) State two things that prevent you from participating in school decisions.

(i).....

(ii).....

36) What two decision making areas do you think your involvement will be needed.?

(i).....

(ii).....

37) In your opinion, what do you think are some of the structures that can be developed in the school to solicit ideas from teachers?

(i)

(i)

38) Please use the space provided below for any other comments you wish to make participatory school decisions.

.....

.....

Appendix B

INTERVIEW GUIDE FOR SCHOOL ADMINISTRATORS AND THEIR ASSISTANTS IN THE SENIOR HIGH SCHOOLS ON TEACHER PARTICIPATION IN SCHOOL DECISIONS.

1) Position in the institution

a) Headmaster/mistress

b) Assistant headmaster/mistress

c) Assistant headmaster, academics

d) Assistant headmaster, domestic

c) Assistant headmaster, administration

2) Do teachers participate in making decisions in your school?

3) Which areas do teachers participate in making decisions in your school?

Give two areas.

a).....

b).....

4) Which avenues are usually utilized to solicit ideas from teachers when making school decisions?

a).....

b).....

5) Which areas do you think is not necessary to involve teachers in when making decisions in the school? Give two areas.

a).....

b).....

6) As a headmaster, what is your perception towards participatory school decision making?

.....

Thank You.

Appendix C



**UNIVERSITY OF CAPE COAST
FACULTY OF EDUCATION
INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION**

Tel. No. : 042-33824
Fax No. : 042-30588
E-mail : ucciepa@yahoo.co.uk

University Post Office
Cape Coast
Ghana

November 18, 2008

Our Ref. EP/90/.2/229

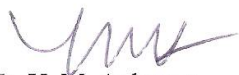
.....
.....
.....
.....

LETTER OF INTRODUCTION

The bearer of this letter, Linda Aba Sam is a graduate student of the Institute for Educational Planning and Administration of the University of Cape Coast. She requires some information from your outfit for the purpose of writing a thesis as a requirement of M.Phil degree programme.

I should be grateful if you would kindly give her the necessary assistance to enable her collect the information she requires from your outfit.

While anticipating your cooperation, I thank you for any help that you may be able to give.


Mr. Y. M. Anhwere
Asst. Registrar
For Director

S/N	DISTRICT	PUBLIC SCHOOL	SHS 1			SHS 2			SHS 3	
			BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS
1	ABURA	Abakrampa Sec.	57	53	110	36	27	63	53	48
2	ASEBU	Aburaman Sec.	200	155	355	122	124	246	100	70
3	KWA'KESE	Aggrey Mem. Sec.	251	249	500	199	233	432	438	510
4	AGONA	Kwanyako Sec. Tec.	110	95	205	173	133	306	76	63
5		Nsaba Presby Sec.	127	170	297	253	318	571	144	154
6		Nyakrom Sec Tech	136	55	191	126	80	206	99	85
7		Swedru Sec.	279	224	503	333	266	599	270	209
8		Swedru Sch. Of Business	201	128	329	286	153	439	242	171
9	AJUMAKO	Bisease Sec.	226	178	404	227	203	430	139	192
10	ENYAN	Enyan Denkyira Sec.	77	57	134	120	89	209	125	78
11	ESSIAM	Mando Sec.	220	180	400	174	171	345	164	108
12	GOMOA	Apam Sec	206	244	450	249	265	514	215	248
13		Gomoa Sec. Technical	238	112	350	135	167	302	143	76
14		Mozano Sec. School	119	64	183	224	130	354	236	187
15		Potsin T.I. Ahmd. Sec.	177	123	300	157	127	284	160	161
16	ASSIN	Assin North Sec. Tech.	185	145	330	128	102	230	196	139
17	NORTH	Obiri Yeboah Sec.	236	164	400	244	181	425	252	168
18	ASIKUMA	Breman Asikuma Sec.	164	181	345	154	188	342	197	167
19	ODOBEN	Odoben Sec.	129	82	211	119	91	210	106	60
20	CAPE COAST	Academy of Christ the King	116	136	252	98	132	230	92	116
21		Adisadel College	418	0	418	415	0	415	517	0
22		Efutu Sec. Technical	234	180	414	158	97	255	58	28
23		Ghana National College	207	323	530	144	275	419	227	318
24		Holy Child	0	345	345	0	282	282	0	301
25		Mfantshipim	479	0	479	444	0	444	497	0
26		Oguaa Sec. Technical	114	84	198	75	44	119	59	77
27		St Augustines College	436	0	436	411	0	411	424	0
28		University Practice Sec.	143	130	273	131	125	256	116	145
29		Wesley Girls' High	0	413	413	0	390	390	0	379
30	UPPER	Boa Amponsem Sec.	231	91	322	333	233	566	260	229
31	DENKYIRA	Diaso Secondary	108	104	212	192	124	316	137	101
32		Dunkwa Secondary Tech	282	218	500	311	219	530	208	149
33	KEEA	Edinaman Secondary	176	146	322	185	138	323	152	97
34		Eguafo Abrem Sec.	126	115	241	91	101	192	103	49
35		Komenda Sec. Tech.	90	61	151	56	35	91	77	35
36	MFANTSEMAN	Ekumfi T.I. Ahmd. Sec.	99	157	256	120	126	246	81	65
37		Kwegyir Aggrey Sec. T.	121	90	211	94	97	191	100	63
38		Mankessim Sec. Tech.	102	152	254	208	153	361	127	85
39		Methodist High	194	186	380	168	185	353	139	115
40		Mfantseman Girls' Sec.	0	482	482	0	613	613	0	548
41	TWIFO	Jukwa Secondary	144	100	244	134	99	233	120	62
42	HEMANG LI	Twifo Praso Secondary	173	166	339	143	132	275	110	86
43	DENKYIRA	Hemang Sen Tech sch	36	14	50	21	19	40	32	18
44	AWUTU	Winneba Secondary	179	184	363	186	181	367	160	201
45	EFUTU	Obrachire Secondary	157	79	236	197	103	300	170	89
46	SENYA	Senya Secondary	74	66	140	65	39	104	61	76

13	10	Pub_Schools
	3	Prv_Schools
577	405	SSS_Male_Trn_Pub
	172	SSS_Female_Trn_Pub
18	15	SSS_Male_UnTrn_Pub
	3	SSS_Female_UnTrn_Pub
80	71	SSS_Male_Trn_Priv
	9	SSS_Female_Trn_Priv
27	26	SSS_Male_UnTrn_Priv
	1	SSS_Female_UnTrn_Priv
12	9	SSS_Male_Cert_A_Pub
	3	SSS_Female_Cert_A_Pub
58	47	SSS_Male_Dip_Pub
	11	SSS_Female_Dip_Pub
459	315	SSS_Male_Deg_Pub
	144	SSS_Female_Deg_Pub
9	7	SSS_Male_PG_Cert_Pub
	2	SSS_Female_PG_Cert_Pub
9	5	SSS_Male_PG_Dip_Pub
	4	SSS_Female_PG_Dip_Pub
16	10	SSS_Male_Mast_Pub
	6	SSS_Female_Mast_Pub
14	12	SSS_Male_PhD_Pub
	2	SSS_Female_PhD_Pub
0	0	SSS_Male_Cert_A_Priv
	0	SSS_Female_Cert_A_Priv
10	9	SSS_Male_Dip_Priv
	1	SSS_Female_Dip_Priv
66	58	SSS_Male_Deg_Priv
	8	SSS_Female_Deg_Priv
1	1	SSS_Male_PG_Cert_Priv
	0	SSS_Female_PG_Cert_Priv
1	1	SSS_Male_PG_Dip_Priv
	0	SSS_Female_PG_Dip_Priv
2	2	SSS_Male_Mast_Priv
	0	SSS_Female_Mast_Priv
0	0	SSS_Male_PhD_Priv
	0	SSS_Female_PhD_Priv

STAFFING IN SENIOR HIGH SCHOOLS IN CAPE COAST METROPOLITAN -2008