

**Participative leadership practice in junior high schools and actions to
improve the practice: a case study of Sekyere south district, Ghana**

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ABSTRACT

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Participative leadership practice is seen as the kind of school leadership which recognizes parents' contribution and teachers' ability and talents in leadership by sharing with them roles and responsibilities in the school administrative process. The ultimate idea behind participative leadership practice, is to achieve school effectiveness through collaborative effort and joint decision-making involving headmasters, teachers and parents. It is believed that leadership comprising headmasters, teachers and parents in the junior high schools has the potential to improve and develop the schools especially, when there is common interest from the people involved. This study aimed at finding how the participative leadership practice was done and what should be done to improve upon it.

A quantitative study was undertaken in 30 junior high schools in Sekyere East District of Ashanti Region, Ghana. Three sets of questionnaires, which were based on the research questions, were administered to three groups of participants (headmasters, teachers, and parents) to collect the data for the study. Furthermore, SPSS Software was used to analyze the data. Specifically, descriptive, cross-tabulation and Chi-square test were employed to measure the items in the data.

Finally, the study revealed that the headmasters collaborated and jointly made decisions with the teachers and the parents in the schools through participative leadership practice. It was also found that, the headmasters, teachers and parents accepted that each of them should perform some identified roles in order to improve upon the practice.

Keywords: Participative leadership, collaboration, joint decision, actions, parent-teachers' association, practice.

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1 INTRODUCTION

Ghana has made significant strides towards the development of education and achieving universal basic education for her citizens through the implementation of different educational reforms. A case in point is 1996 Free Compulsory Universal Basic Education (FCUBE) which was aimed at improving the standard of education system and to provide accessible education to every child that has reached school going age in Ghana (Etsey, 2005, p. 1). The FCUBE programme was to be implemented for a ten-year period (1995-2005) in fulfilment of the Ghana's 1992 Fourth Republican Constitution's mandate which states in chapter 6 section 38 sub-section 2 that "the government shall within 2 years after the parliament first meets after the coming into force of this constitution draw up the programme for implementation within the following 10 years after the provision of Free Compulsory Universal Basic Education". Some of the main objectives of the FCUBE programme were to "improve teacher's moral and motivation through incentive programmes and improve teacher community relations" (Government of Ghana, 1992, p. 34.) This is an indication that teachers and parents' involvement in Ghanaian education is paramount as it is enshrined in Ghanaian 1992 constitution. Hence, the need to adopt participative leadership practice which seeks to involve teachers and parents in the junior high school leadership.

Ngotngamwong (2012, p. 17) opines that participatory leadership creates opportunity for teachers and parents to be partakers of school planning and decision-making process. Participative leadership practice opposes to instructional leadership which considers the headmasters as sole leaders and the centre of all powers, authority and expertise (Hallinger, 2009, p. 330). Parents' contributions towards Ghanaian junior high schools range from classrooms construction, teacher motivation, buying vehicles

for the schools, finance, supply of school materials (reading and writing books) and the like (Acheampong, Hunt, Seidu, Oduro, & Djaanmah, 2007, p. 60). Involving parents in school leadership will enable them to find out what challenges their wards in the JHS in Ghana are facing and what can be done to tackle them (Etsey, 2005, p. 29). It implies that parents' participation in school leadership can create the rapport with the school for them to know how their children are faring and possible problems that they are encountering. Etsey (2005, p. 30) again notes that 'Parents-Teachers Association (PTA) discusses the welfare of the school, the teachers and the pupils but when parents are not involved, some of the problems facing the school are not attended to and this does not create a conducive environment for teaching and learning in the school'.

One thing identified to boost the teachers' moral and motivation is through their involvement in decision making in the school which can lead to commitment (Hulpia, Devos, & Keer, 2011, p. 759; Someck, 2005, p. 790; Agezo, 2010, p. 696; Lithwood & Mascall, 2008, p. 530). Teachers are indispensable in every educational setup and must therefore be allowed to be part of school leadership in schools in Ghana. Somech (2005, p. 781) identifies that teachers in participative school community boost collection of ideas, materials and methods which can lead to quality instruction. According to Somech (2005, p. 790) the education reform movements contend that participative leadership is the preferred strategy for achieving school improvement. As a result, the JHS may have stuck to participative leadership practice to officially involve teachers in school leadership in order to achieve success. This is noted by Heck and Hallinger (2009, p. 662) that 'scholars assent that sustainable school improvement must be supported by leadership, that is shared among stakeholders'.

Participative leadership cannot be practiced without the willingness and endorsement by the headmasters especially when they see it as a threat to their authority (Ngotngamwong, 2012, p. 17). Participative leadership may work well only when the Junior High School headmasters see the value of team decision-making and collaboration with teachers and parents for planning school activities together that they may accept to involve them in school leadership. Agezo (2010, p. 691) asserts that good leadership and constructive working relationship involving the teachers and the parents are the sure way of successful schools. Agezo (2010, p. 691) further contends that 'effective leaders reach out to others for support and assistance, build partnerships,

secure resources and share credit for success'. This means that JHS headmasters who are angry for success see wisdom in collaboration and joint decision-making with the teachers and parents. Somech (2005, p. 792) maintains that the ability to get the attention and interest of teachers and probably parents in school matters is by allowing them to participate in decision-making.

Lightwood (2008, p. 550) contends that greater influence from the school staff and the parents advisory bodies have been found to be a contributory factor for students' achievement. Relating it to the aim of this study, first, I try to find out how participative leadership works in junior high schools. An administrator is viewed valuable on the basis of his successful approach adopted in resolving crisis (Izgar, Univ, & Turkey, 2008, p. 536). This explains that a leader's success can be determined by his ability to deal with pending problems. According to Yukl (2006, p. 10) effective leaders are known by their ability to perform and develop their organizations as well as readiness to tackle problems. The headmasters' effectiveness in dealing with school problems may be dependent on the support from teachers and parents. On that basis, the last aim of the study is to determine actions to improve participative leadership practice in junior high schools.

Undoubtedly, research questions are extremely important to facilitate, direct and guide any study. As a result, the following research questions were formulated to guide the study:

a) How does participative leadership in junior high schools work?

b) What actions should be taken to improve participative leadership practice in junior high schools?

The study is worthy and important to study because it intends to erase and disabuse the minds of teachers and educational stakeholders who hold the notion that teachers task in the school is restricted to classroom teaching and nothing else, to understand that the current education system may require teachers to be part of school leadership by fully participating in decision-making and collaborative planning. Furthermore, the study seeks to educate the educational stakeholders that the modern system of education may consider school leadership composed of the headmaster, teachers and parents are central to school improvement and effectiveness. Lastly, the

findings of this study can be used as a reference point for interested investigators who wish to do further studies into the phenomena.

In all, literature review on participative leadership and actions to improve the practice in junior high schools were done. Also, a quantitative research was undertaken in Sekyere South District of Ashanti, Ghana through the use of questionnaire mainly made from the literature to solicit information for the study. Again, SPSS was used for the analysis of the data gathered. This research is targeted to improve participative leadership practice in the district and beyond. The study also aims at making recommendations and suggestions regarding the participative leadership practice.

2 LITERATURE REVIEW

2.1 Participative, distributive and shared leadership

The issue of school participative leadership has been extensively discussed in relation to school improvement and its potential to impact positively on students' learning outcome. The concept may be gradually gaining popularity in the field of education due to its emphasis on parental inclusiveness in school leadership. It is applied interchangeably with terms such as distributed leadership, and shared leadership though with some similarities in content, characteristics and usage. The differences may emerge from the context and the situation within which they are applied. Heck and Halinger (2009, p. 660) see distributed leadership as a mode of participative or collaborative decision making through which administrators, teachers, and parents form part. Many writers used distributed leadership to indicate leadership involving more people rather than a single heroic individual (Offermann, & Scuderi, 2005; Haalinger, 2003; & Spillane, 2003). Literature also reveals that shared leadership has been described as leadership made up of a team or group of individuals who share leadership responsibilities (McTntyre, & Foti, 2013; Marks & Printy 2003; Ensley, Hmieleki & Pearce, 2006). Participative leadership seeks to involve members in the leadership group that runs an organization (Somech, 2005; Dimmock, 1999; Lambert, 2002). The literature indicates that the proponents of participative, distributed and shared leadership, all believe in joint decision-making and collaboration to improve an organization be it a school or a firm.

Many writers have underscored the importance and the benefits to be derived from leadership that involves teachers to include; (1) an increase in pool of ideas, materials and methods to which can lead to better teaching instruction, (2) increase commitment to decisions that teachers form part in arriving at, (3) high quality decision and boosting teachers' intrinsic motivation, and (4) increase access to information (Smiley, 1992; Leithwood & Mascal, 2008; Somech, 2005; Ngotngamwong, 2012). My focus in this study is school leadership which considers teachers and parents as partners of decision-making and collaboration. I chose to use participative leadership instead due to the context within which the study is being undertaken. The reason for participative leadership will be explained later when discussing participative leadership.

Distributed Leadership

Goodall (2013, p.200) described distributed leadership as a shared leadership. This is an indication of how the aforementioned concepts are related as they all seek to involve members in leadership roles in an organization. According to Hallinger (2003, p. 330) the introduction of new leadership styles like shared leadership, and distributed leadership led many people dislike instructional leadership which made the principal the center of all powers, authority and expertise. In effect, the leadership styles mentioned above have a similar characteristic of inclusive leadership. Spillane (2005, p. 150) described distributed leadership as a practice consisted of assemblage of interacting parts such as leaders, the led and situation. Offermann and Scuderi (2005, p. 75) likened distributed leadership to division of labor involving group members in leadership responsibilities. According to Hatcher (2005, p. 254) distributed leadership is an emergent property of a group or network of interacting individuals engaged in concerted action, creating a new organizational culture based on trust rather than regulation in which leadership is based on knowledge not on position'. That explains the fact that distributed leadership vehemently opposes one person assuming leadership role where that supposed individual depends on position to issue instructions and regulating all activities.

Furthermore, distributed leadership was related to circumstances where leadership in a group is more than two but unequal to the total members making the group (Offermann, & Scuderi, 2005, p. 77). In the perspective of this leadership

concept, the emphasis is on more leaders in the group. Spillane (2005, p. 146) emphasizes 'leadership practice' as the main focus in the distributed leadership rather than leadership task. He also identified 'interdependency' as the major feature typical of distributed leadership

Spillane, Harverson and Diamond (2001, p. 24) reaffirm that distributed leadership is based on activity rather than position or task. Harris (2004, p. 14) also shares the same view that distributed leadership focuses on getting people with specialized knowledge inside the organization instead of searching only for this through official position and task. This implies that expertise can be identified and developed within the organization and not relying alone on people in top positions. Opposed to idea of traditional leadership hypothesized on a person managing hierarchical systems and structures, distributed leadership is linked to a kind of group leadership by which teachers learn to be experts as a working group (Harris, 2004, p. 13). In effect, teachers get the opportunity to share ideas and learn from one another when working together as a group. To Harris (2004, p. 14) the common aim of distributed leadership is to maximize the use of individual skills, knowledge, talents, skills and abilities. This shows that tapping individuals' talents and utilizing their expertise in the organization are believed to be the best process of enhancing and improving an organization including school. 'In the school context it is argued that the work process has become more complex and intensive, and that heads are dependent on their teacher colleagues to implement mandated reforms' (Hatcher, 2005, p. 254). The truth may emerge from the belief that every individual is endowed with talent which can be harnessed with least opportunity and support made available. It will be the prerogative of the school heads to decide whether to utilize the expertise and knowledge abound in their teachers or not.

Distributed leadership is believed to emphasize on training teachers to become school leaders when it is fully implemented in a school. Muijs and Harris (2003, p. 440.) observe that, distributed leadership is very important in giving clear understanding in the area of teacher leadership through the following: firstly, 'it incorporates the activities of multiple groups of individuals in a school who work at guiding and mobilizing staff in the instructional change process, secondly, it implies a social distribution of leadership where the leadership function is stretched over the work of a number of individuals and where the leadership task is accomplished through the

interaction of multiple leaders, and lastly, it implies interdependency rather than independency, embracing how leaders of various kinds and in various roles share leadership responsibility'. Heck and Hallinger (2009, p. 662) assert that the logical basis for distributed school leadership is rooted on the idea of sustainable change; they referred to distributed leadership as a form of cooperation exercised by the principal, teachers and the people who are charged with the responsibility of ensuring school's development. Obviously, distributed school leadership is aimed at involving teachers in particular in the daily activities of the school due to the value it places on the contribution and effort of teachers in developing a school.

However, distributed leadership comes with its own challenges irrespective of the potential to involve members in leadership by apportioning responsibilities which may be based on talents and expertise to the advantage of the organization. A number of challenges has been identified with distributed leadership which includes the following:

1) those in informal leadership positions to give up power to others, 2) it also exposes the headmaster/principal's vulnerability of his/her position since he/she no longer has direct control over some activities, 3) distributed leadership makes headmasters/principals encounter the challenge of apportioning responsibility and authority, and 4) it 'requires headmasters to use other incentives and to seek alternative ways of remunerating staff who take on leadership responsibilities' Harris (2004, p. 20.) It is obvious that distributed leadership does not happen easily considering the huge challenges associated with it if care is not taken it may derail the leadership focus thereby creating problems such as divisions and conflicts among the staff which may prevent the benefits to be reaped from distributed leadership instead.

Shared leadership

Shared leadership as an emerging leadership style opposed to traditional instructional leadership acknowledging or recognizing only headmaster (principal) as the center of leadership has been explained variously by different authors. Shared leadership has been defined as 'a process that results from the dynamic interactive influence among a group of members who are pursuing similar group or organizational goals' (McTntyre, & Foti, 2013, p. 47). It shows that members in a shared leadership should have a common goal and direct their interactions towards the realization of the set goal. Offermann and

Scuderi (2005, p. 72) describe shared leadership as getting more people participated in leadership responsibilities in varied standards of organizational systems. This is evidenced that leadership must not be hijacked by one person normally referred to as 'heroic' in an organization. Responsibilities and power must be apportioned and bestowed on people who are deemed fit to execute such identified roles. Marks and Printy (2003, p. 370) explained shared instructional leadership to 'involve the active collaboration of principal and teachers on curriculum, instruction, and assessment; within this model, the principal seeks out the ideas, insights and expertise of teachers in these areas and work with teachers for school improvement'. Teachers are viewed as important components of developing shared leadership in schools. Therefore, shared leadership must aim at empowering teachers (Blasé & Blasé, 1999, p. 349, and Marks & Printy, 2003, p. 374.)

Ensley, Hmieleki and Pearce (2006, p. 220) believe that shared leadership is leadership practice led by a group of people instead of a single designated individual; that shared leadership functions through collective knowledge. Morrissey (2000, p. 5) mentioned something about 'shared leadership structure' which facilitates the function and effectiveness of shared leadership: in such a model, 'administrators, along with teachers question, investigate, and seek solutions for school improvement, and also all staff grow professionally and learn to work together to reach shared goals'. This shows that shared leadership does not work in isolation where the supposed 'heroic' leader takes center stage of all the activities in the organization. It may demand total collaboration of the school headmaster and the staff to function as a collective body in deciding all matters relating to the school. Shared leadership is regarded as a property belonging to a team in which leadership is spread among the group members instead of making a single individual the centre of leadership.

Participative leadership

Participative leadership may seek to involve members or subordinates and all those who matter in the running of a school especially teachers and parents with the view of tapping and harnessing their rich experiences, knowledge and talents. Lamberts (2002, p. 39) laments over the old paradigm where a single individual leadership left substantial talents of teachers unused. This resulted from the fact that leaders were

worshipped and labeled heroic. According to Somech (2005, p. 780), participative leaders are required to lead by supporting group members to explore available opportunities and challenges in order to manage by sharing ideas. That goes to support the belief that no individual is a repository of knowledge, and therefore appears impossible for one person to run an organization.

Lambert (2002, p. 37) believes that school leadership is a professional task that involves every individual in the school. Lambert (2002, p.39) again mentioned that any effective current headmaster (principal) makes effort to create a shared vision with the people in the school community. The emphasis is that school participative leadership is characterized by collaboration of headmasters, teachers, students and parents. According to Somech (2005, p. 778) participative leadership is simply defined as a situation where a superordinate shares a decision-making process with his or her subordinates in an organization. This implies that the leader values his or her workers and seeks the opportunity to tap their skills and knowledge by involving them in the activities of the organization. Participative leaders are required to lead by supporting group members to find new possibilities and challenges, and to be able to manage by sharing ideas (Somech, 2005, p. 778). As a participative leader, you are not only concerned about the outcome of this leadership style in relation to your goals but also responsible for members' leadership training and practice. Dimmock (1999, p. 450) revealed that participative leadership style presumably offers ownership and authorization to other people to come out with different suggestions. This proves that members are involved in participative leadership in order to empower them to give their ideas. When workers take part in organizational activities, they view the entire process more equitable, which minimizes the possibility of regarding corporate task merely a trick Rok (2009, p. 468). When this happens workers exhibit their commitment by working assiduously as they will pride themselves as members of the successful team in the organization. That is always the case in Ghana when a Junior High School performs excellently in the national exams, the headmaster, teachers and parents alike take pride from that achievement and enjoy together (Agezo, 2010, p. 691).

Rok (2009, p. 469) disclosed 'when the ownership as well as responsibilities are equitably distributed within the employees, one can get as much more sustainable business and committed workforce' Rok (2009, p. 469). This explains why participative

leadership advocates believe to some extent that this leadership style can offer a better solution to numerous school problems today. The teachers will be given the opportunity to play any leading role in the school and not only confide to classrooms so does the community (parents). Many people view the traditional role of teachers as ‘classroom managers’ and nothing less. Murphy noted an aspect of school norm which implies teachers’ main task is to teach while headmasters (principals) concentrate on administrative work in the school (Murphy, 2005, p. 122). This may have affected teachers’ thinking towards teaching as some may conceptualize their work within the scope of classroom and not extra responsibility in leadership.

It was revealed that several scholars have written to back participative decision making to provide benefits to workers’ mental health and work satisfaction: ‘the scholars maintain that the main issues of quality of life improvement are enhancing employee satisfaction, improving intrinsic motivation, and helping employees to feel good about their work and jobs’. Job satisfaction is deemed essential to improve work performance and retention of workers, and such can be achieved through intrinsic motivation (Kim, 2002, p. 232.) Argyris (1955, p. 1) identified the importance of getting the employers involved in participative management: firstly, it increases the level of ‘we feeling’ or team spirit that the employees have with the organization, secondly, reduces the level of conflict, hostile relations and unhealthy competitions among the members and lastly, boosts the level of understanding towards one another helping to tolerate and develop patience among themselves. The school situation is no different from any other organization as it involves the headmaster, the staff and the community (parents) who should be allowed to participate in the management process in order to develop and improve the school. Parents in Ghana contribute immensely to education in terms of infrastructure and even monetary contribution to motivate teachers for engaging students in extra tuition. I therefore do not fathom whatsoever reason to prevent them from directly or indirectly participating in school management. Teachers on the other hand, form one of the most important people whose presence makes schools’ very existence a reality. To this end, teachers must be allowed to be part of school leadership for them to feel valuable and give off their very best to improve the JHS in Ghana.

2.1.1 Similarities and differences in Participative, Distributed and Shared leaderships

These leadership models may not be the same in terms of application, usage and approach but seem to be related to some extent. Starting with similarities and based on the discussion of the three models above, it is not difficult to infer from all the three leadership models that they all oppose to the idea of a single 'heroic' leader standing atop in the school leadership hierarchy. According to Hartley (2007, p. 203) distributed leadership is mainly about distribution of leadership throughout the organization. Ensley, Hmieleki and Pearce (2006, p. 220) revealed shared leadership as a practice that involves more people instead of a single designated individual. Somech (2005, p. 778) made it simple by referring to participative leadership to mean a superordinate sharing a decision-making process with his or her subordinates in an organization. The three leadership models discussed above believe that leadership should involve many people who can share ideas, experiences, expertise and also have equal opportunity to make imputes and contributions towards school management. It can be inferred or deduced that this idea is not to entirely eliminate a leader (headmaster) from school management. Of course there should be an ultimate leader whom a group of leaders will be responsible and answerable to. The implication may be to erase from the system the situation where one person makes all decisions and controls every activity.

It can also be deduced from the discussion that, all the three models whether consciously or unconsciously provide leadership training for their subordinates by involving the members in their activities. This is noted by Spillane (2008, p. 144) that distributed leadership is preferably about leadership practice instead of leaders and their functions and roles. In effect, what Spillane means is that it may not be the aim to imbue in subordinates some leadership practice qualities but as members continue to undertake certain leadership responsibilities as well as some peculiar roles with some form of guidance and corrective measures, they learn to develop leadership skills consciously or unconsciously. Carson, Tesluk, and Marrone (2007, p. 7) explained that through 'supportive coaching, external team managers can contribute to the development of shared leadership in a variety of ways'. Lambert (2002, p. 5) reveals that effective and good principals depend on shared leadership through shared vision with members in the school community to imbue leadership skills in others. In effect, shared leadership

through supportive coaching offers leadership training for members. This development may be viewed beneficial to any of such organizations as retiring and outgoing leaders can easily be replaced with leaders who already know the ins and outs of the organization. Ngotnngamwong (2012, p. 212) maintains that participative leadership increases teacher leadership skills. As leadership positions are shared and practiced among the teachers, they learn from the experienced and skillful ones.

It is not farfetched to infer from the above discussion that all the models believe in interdependency. Spillane (2008, p. 146) identified interdependency as the basic feature of interactions among leaders in distributed leadership. It is obvious that one person's ideas cannot run an organization as different and many 'heads' have to put together to decide on various issues and undertake different responsibilities and roles concomitantly. The models believe in maximizing individual skills, knowledge, talents and abilities for the benefit of the organization. This is noted by Heck and Hallinger (2009, p. 736) that distributed leadership embraces the idea of teachers participating in school decision. Equally, participative leadership is about sharing decision-making process (Somech, 2005, p. 778). In the school situation the headmaster, the teachers and the parents may depend on one another to run the school in order to achieve the set goal. It is assumed that no one is a repository of knowledge and sharing ideas and making decisions together may be the best way to run an organization and for that matter a school.

Also, the models in question may face the challenge of distributing responsibilities, authority, rewarding or giving incentives and remunerating staff members for assuming and performing one or different roles in the organization as identified in the discussion. There may be a situation where the headmaster faces the problem of who should undertake which responsibility or role at this particular period and even the reward that comes with it. One major responsibility of school leaders is knowing how to identify areas of capabilities of individual teachers and when to share leadership responsibilities (Hoyle, English and Steffy, 1994, P. 26). Practicing any of this models demands financial commitment which is undoubtedly always a problem. This is supported by Dimmock (1999, p. 448) that "the delegation of administrative responsibilities to schools brings financial and personal functions. In Ghana, JHS may have different responsibilities as mentioned earlier, and teachers assigned to these tasks

may have to be rewarded either in cash or kind. Another problem which may arise if care is not taken is dispute. This may happen when there is a blatant bias and favoritism in awarding positions and giving out roles to people in the organizations. This may result in backbiting and division among the members, and eventually preventing benefits to be reaped. Besides, all these models can materialize in an organization depending on the willingness of the leadership to surrender part of their authority and power as well as members' readiness to accept such roles and responsibilities as earlier mentioned in the discussion.

2.1.2 My understanding, definition and why participative leadership for the study

I developed my in-depth understanding of participative leadership from my original country and literature that I read. In Ghanaian education system, parents play a major role in ensuring better delivery of education as already discussed in details during the reviewing of the literature. This is noted by Fiore (2004, p. 183) that current school administrators become successful when they correctly include parents in the educational process. Elsewhere in western and other countries, it may be the sole responsibility of governments to provide school structures, facilities, and other necessary needs to make school function effectively. In Ghana, the community where the school is located, members (parents) may assume the responsibility of supplying the schools with what they need through contributions to make it effective. As revealed by Barnnet (2002, p. 8) that 'communities are involved in schools in various ways from contributions to construction, helping with homework and meeting with teachers to discuss pupil performance'. The economic situation in Ghana may not put the government in a better position to provide the many schools in the country everything they need. Though, the government in conjunction with the missionaries (churches) establish the schools but usually parents whose wards attend the schools and the community members may have to ensure its maintenance and continuous support and supply of their needs. Therefore, it may be deemed right to involve parents to some extent in the leadership of the school. So in defining participative leadership in this study, a consideration must be taken into account of parents and community members. Participative leadership may be seen in this study as the kind of school leadership which recognizes parents' contribution and teachers' ability and talents by sharing with them roles and responsibilities in the school

administrative process. The assumption is that schools must be evolving, involving and goal oriented and this can be achieved through the collaboration of headmasters, teachers, parents and other stakeholders of education.

In explaining briefly why I chose participative leadership for the study, it is important to let readers decipher that not much literature is identified to support or justify the reason for opting to write on participative leadership. The major reason being that the term is very familiar in Ghana. Participative leadership may be established on the premise that, community participation in education is essential to ensure quality education in Ghana. It is also believed that communities must be authorized to take ownership of their schools to make teachers answerable to them. Therefore, the system must be participatory in nature to include school headmasters, teachers, parents and the whole community for public decision-making to better the school system (Ghana Education Service-Circuit Supervisor's Handbook, 2002, P. 48.)

The term participative (participatory) leadership is commonly used in Ghana in educational field. The term 'participatory decision-making' was used by Agezo (2010, p. 699) as 'sub-topic' to involve headmasters, teachers, parents and other stakeholders in decision-making process. Again, Ghana Education Service - Circuit Supervisors' Handbook (2002, P. 48) used 'participatory performance monitoring system' to mean all inclusive (headmasters, teachers, parents, community members and other stakeholders). Based on this, it is imperative and in the right direction to use participative leadership in this study due to its familiarity and the understanding within the context where the study is undertaken.

2.1.3 Collaboration and joint decision-making as the main focus of participative leadership

Collaboration and joint decision-making were identified by the researcher as the main focus of participative leadership practice. This idea was derived from a number of literature and the point that, decision-making is indispensable in every organization and so does collaboration (Dimmock, 1999; Somech, 2005; Ngotngamwong, 2012; Agezo, 2010; Smiley, 1992 etc). These literatures will be used in detail in the discussion of collaboration and joint decision-making below. It is equally important for the readers to note that, the above reason motivated the researcher to make collaboration and joint decision-making the focus of this study.

Collaboration

Oxford Dictionary (2014) defined collaboration as the process of working with another person to produce something. I try to explain collaboration associated with participative leadership practice in Ghanaian JHS schools as the process of school leadership where the headmaster, teachers and parents cooperate in their efforts to improve the schools. Dimmock (1999, p. 450) maintains that there has been a change from ‘one-man’ leadership to collaborative and participative leadership style. It therefore implies that school leadership today is no longer in the grip of a single individual but requires a concerted effort and all inclusive individuals that form part of the school community. Dimmock (p.448) again reveals that the school is now seen as an organization which has metamorphosed to the concept of school community involving professional teachers, parents and community members. As already mentioned somewhere in this framework, the JHS in Ghana recognizes the community including parents and teachers as part of school leadership who share and participate in all school activities such as, planning and open discussion of matters and problems of the school (GES-CSH. (2002, p. 48).

Somech (2005, p. 778) emphasizes that participative leadership can lead to ‘team innovation’. Somech further explains team innovation as ‘the introduction or application by a team of ideas, processes, products or procedures that are new to the team and that are designed to be useful’. In participative leadership which is also premised on collaboration, the junior high school leadership in Ghana can benefit from new ideas and procedures of doing things since the leadership is constituted by a group of people comprising administrators, teachers and parents with different skills, knowledge and experience. Somech (2005, p. 783) again reveals that in participative leadership practice and through collaboration, teachers can have the opportunity to initiate improvements to take and consider it part of their duty to plan and control school activities. Collaboration may spark Ghanaian teachers in JHS’s commitment to work since they are involved in any planned school activities. Ngotngamwong (2012, p. 17) discloses that participatory leadership ensures that teachers have the chance to collaborate in an environment of openness. It implies that nothing is hidden from teachers in a collaborative environment because they are part and parcel of planning, discussing and deliberating on issues about

the school, and consensus reached. This makes them more committed and supportive to school work.

It is important that participative leadership practice in JHSs in Ghana form a collaborative team involving the headmasters, teachers and parents. In any case, teachers are the once in the classroom to do the teaching whereas in Ghana, as already revealed in this literature about parents' enormous contribution in the form of infrastructure and other financial commitments to supplement government's effort, it is imperative that the school is accountable to them and the community at large by making them part of school leadership. This is further elaborated by GES-CSH. (2002, p. 48) that "accountability, transparency, and active community participation are crucial to quality improvements in education". This is summarized by Ngotngamwong (2012, p. 21) that participative leadership can prove to be effective by the cooperation of teachers especially as it makes them feel owners of the changing process due to their involvement.

In Ghana, it is assumed that no matter how good a leader is he cannot achieve success without the support and cooperation of the followers. In effect, the JHS leaders may have to collaborate with teachers and parents in order to share ideas, skills and knowledge in an effort to improve the school. As maintains by Agezo (2010, p. 691) for a school to be successful, there must be good leadership and constructive working relationship among the headmaster, the teachers and the parents. Agezo further argues that school leaders must invariably collaborate and work together. In trying to buttress the importance of collaboration in participative leadership practice, Agezo (p. 691) again, opines that headmasters' deeds and circumstances within which they work with teachers, parents and even students make teaching and learning feasible in school as an institution. To sum it up, Brazer and Baur (2013, p. 3) recommend leadership etiquette that embraces mission, vision, and goal setting, establishing good culture and building good relationships with parents and the entire community.

Joint decision-making

One of the components of participative leadership practice in JHS in Ghana is joint decision-making which involves the headmaster, the teachers and the parents. It is assumed that decisions being agreed on by many people with diverse opinions,

knowledge and skills are characterized with quality. Agezo (2010, p. 691) believes involving teachers, parents and other stakeholders of education in decision-making, leads to good and clear decisions. The implication is that different people with different knowledge and wisdom will have opportunity to make their inputs into issues being tabled for discussion and consideration before the final decision is made. It is worthy to assume that such decisions are invariably arrived at through consensus and mostly appear to be rich and of quality. It appears the JHS leadership in Ghana needs such quality decisions to improve, and to achieve that there may be the need to have the school administrators, teachers and parents coming together for that purpose. This calls for our school leaders to reconsider their pro-single leadership style to a more democratic and participative leadership style. Dimmock (1999, p. 450) reveals that the supposition that many facets of school life will experience more participative decision-making in the school community has made a lot of school leaders to reconsider their leadership styles. I believe it is about time our school leaders realized the need to have a shared vision and decision-making.

Somech (2005, p. 778) sees participative decision-making as sharing decision-making influence between superordinate and subordinates. In effect, the decision-making process that the headmasters are sharing with the teachers and parents does not in any way change their position as the school leaders. As noted by Ngotngamwong (2012, p. 20) why school leaders feel reluctant to accept participative leadership which will involve teachers especially in decision-making is that they see it as a threat to their authority. But my candid opinion is that the JHS headmasters in Ghana should endeavor to shy away from self-centeredness and consider the benefits of involving teachers and parents in decision-making. Literature reveal some benefits of sharing decision-making as; improving decision-making and boosting teachers 'motivation (Somech, 2005; Ngotngamwong, 2012; and Smiley, 1992). In Ghana, schools in participative leadership are assumed to be enjoying from massive support from parents through provision of infrastructure, increasing teachers' intrinsic motivation as well as arriving at quality decision, all may be leading to school improvement. As noted that 'participative leaders provide teachers the opportunity to be involved in and exert influence on decision making process. Their participation is believed to promote commitment to the decisions

that are made and to increase willingness to carry them out in their work with students' (Somech, 2005, p. 783.)

Smiley (1992, p. 53) suggests that schools need to reconstruct governing and advisory teams to include teachers in administrative bodies and parents in decision-making process. It explains how effective schools in Ghana and for that JHS to include teachers and parents in decision-making. This is because more participation in decision-making leads to high commitment to organizational goals and plans (Leithwood & Mascall, 2008, p. 530). However, Smiley discloses two things that influence teachers to willingly involve in decision-making; firstly, teachers' own ability, knowledge and skills in contributing to the decision-making process and secondly, how teachers perceive that decision-making is important to classroom and to facilitate their professional obligation to work with students. In effect, a lot depends on teachers themselves if they will like to be part of decision-making process in the school. Lambert (2002, p. 2) summarizes it all by maintaining that schools that have good leadership capacity possess the characteristic that 'principal and teachers, as well as many parents and students, participate together as mutual learners and leaders in study groups, action research teams, vertical learning communities, and learning focused staff meetings'. The discussion done so far reveals that it is imperative and beneficial to include teachers and parents in our JHS leadership in Ghana especially in the area of decision-making.

2.2 Participative leadership practice in junior high schools

The JHS headmaster is mainly charged with the responsibility to run the school. He has the duty to ensure discipline in general and sets a good tone for teaching and learning to take place (Sekyere, 2006, p. 19.) The headmaster also has the jurisdiction to organize and chair staff meetings as well as planning together to ensure that the school achieves its set target through collaboration with the teachers (2006, p. 19-20). Kowalski et al. (1993, p. 33) noted 'principals (headmasters) are the persons who initiate actions, identify alternatives, select appropriate courses of action, and direct individuals and groups to desired levels of functioning so that the organization can reach its goals and objectives'. This means that the headmaster by the virtue of his/her position has the power and authority to perform all the administrative work in the school. Lunenburg

and Ornstein (2004, p. 35) revealed that the present school administrator has many-sided tasks such as planning of aims, providing motivation to teachers, coordinating tasks, assessing results and deciding on a number of issues. Teachers on the other hand, have the duty of ensuring effective teaching and learning in the school. They also need to collaborate with the headmaster to ensure discipline in the school (Lunenburg & Ornstein, 2004, p. 39.) This means that teachers do not only teach but assist the headmaster in all endeavours to administer the school. Unlike PTA which may not be directly involved in the school administration, teachers may form an integral part of school administration.

Parent-Teacher Association is a Non-Governmental Organization and it may be formed depending on the consensus that the home and the school have the responsibility for developing the child (Sekyere, 2006, p. 29). This association may not form part of the actual school administration but is represented on the school's Boards of Government. It is mainly in the advisory position in the school structure but takes part in the school's policy planning and also involved in supervising the schools.

Parents perform crucial role in the delivery of education. Acheampong and Essuman (2011, p. 516) defined "Parent-Teacher Association as a joint body of parents, guardians, and teachers of a school, and is normally composed of between six to nine members drawn from the community of parents or guardians of children in the school "For the school to accomplish quality education, the school and the community need to function harmoniously in order to ensure good training for the pupils (GES-CSH, p. 105).The responsibility of educating the children is made possible through the partnership of families, the community and the school. Fiore (2004, p. 181) encourages the school to collaborate with families and the community to have a shared task to provide education for every child. This implies that the school needs to acknowledge parents' contribution towards education as crucial tool in achieving the goals of education. He further opines that schools' partnership with parents, help them to secure the chance to involve in various school activities regarding their roles and responsibilities: this helps the school to enjoy and benefit from the efforts of parents. Fiore (2004, p. 182) identified four importance of involving parents in school activities: firstly, empowerment of parents; this explains that children start learning from home and so participating in school matters will help them grow confidence in assisting their

wards learn at home. Secondly, he also stressed on how the school's partnership with parents can boost the morale of teachers (this makes teachers believe that they have the parents' support and so they will expect more from them), thirdly, schools experience improvement when parents are full partners by involving in both school activities and at home (this makes children perform better).

Barnett (2002, p. 2) argued that the involvement of stakeholders in education especially parents can boost the standard of education. This shows that parents will be able to monitor their wards' progress and also have the opportunity to discuss pertinent issues with the school concerning the way forward in terms of quality delivery of education for their wards. As noted by Curningham and Cordeiro (2000, p. 13) that schools must view families as partners: 'family and schools share power'. Upon the basis of this the stakeholders of education in Ghana see parents' participation in school matters very crucial considering the enormous contributions they make to supplement government's efforts. The assumption is that learning does not only occur in school but also in the home. A partnership approach adopted offers families the chance to be involved in many facets of school activities and also accord them right to be part of decisions about the school. At the same time, parents will know the actual roles and tasks to undertake to improve the school (Fiore, 2004, p. 183.) This means that parents cannot be left out in school matters considering the essential role they play to bring about improvement and quality education hence, the need to include them in participative school leadership. This is further revealed that school headmasters who include parents in educational process brings improvement to their schools (2004, p. 185). This shows why parents need to be part of school administration to some extent so that they can work collaboratively to ensure quality education.

As has been the norm of the PTA, it finances school projects, provides and maintains infrastructure, it establishes relationship between the school and the parents to improve teachers' welfare and create a platform for the parties to meet to discuss and resolve problems (Essuman, & Acheampong, 2011, p. 516). Indisputably, their contribution towards the schools in Ghana is enormous. Parents get involved in many school activities to show their participation: this includes contributions towards school projects, teachers' well-being, provision of stationary for their wards and taking part in school events (Suzuki, 2002, p. 249). Sekyere (2006, p. 29) identifies a number of

contributions made by the association to compliment government's effort to ensure quality education in Ghana as; providing infrastructure like dual desks, libraries, power generators, school buildings. They also contract teachers to provide extra tuition for the school pupils when in need.

2.2.3 Participative leadership challenges facing headmasters with their teachers in Ghana

Considering the long history regarding the use of instructional leadership or direct leadership in the area of education in Ghana, a shift from the status quo will not occur easily without considerable challenges. Someck (2005, p. 778) describes direct leadership as leadership that supplies framework to their subordinates, within which they decide and act in accordance with the leaders' vision. This implies that directive leaders usually perform the role of leading, directing and monitoring as opposed to school participative leaders in Ghana who offer support to group members to be able to learn to manage new possibilities and challenges by sharing ideas (Someck, 2005, p.780). Leaders do face challenges in undertaking their responsibilities but the ability for them to face such problems squarely and deal with them is what makes the difference.

Sometimes changing from the traditional way of doing things may be difficult especially in the area of leadership where power and responsibility are involved. Some headmasters may not be able to introduce fully participative leadership in their schools to involve teachers and parents in their administration probably for fear of losing their influence and grip especially over their teachers. One key element to improve the condition of the school for will-be teacher leaders as the headmasters' readiness to share leadership with them (Murphy, 2005, p. 133). This implies that only selfless and committed headmasters who value teacher-leadership are able to implement participative leadership fully. This is one particular problem that may lead to some headmasters' failure to get their teachers' support. Ngotngamwong (2012, p. 20) found that school leaders feel reluctant to accept power structure changes that will allow teachers to participate in decision-making due to the fear that such a move can threaten their superiority. Those headmasters who are power conscious may not exhibit commitment irrespective of practical signs of participative leadership in their schools. Hord and Rutherford (1997, p. 4) believe that this kind of environment can function

effectively in the school where the principal accepts to collaborate fully with teachers by having a shared responsibility and vision, decision making and intended leadership training for them.. Some of the headmasters think involving teachers and parents in these areas of their administration will empower them to dare and question their authority. This is noted by Kowalski, and Reitzug (1993, p. 204) that some headmasters opine that the push by the public to involve the teachers in school administration is a way to reduce or remove their authority as earlier noted. Authority is taken from the individual for the group and may thereby eventually be spread so thin that no one can be held responsible for anything; groups kill individuality, reward mediocrity, and put premium on conformity' (Leavitt, 1955, p. 9.) This is what some headmasters assume can make the school leadership very thin and fragile, and therefore feel reluctant to fully implement participative leadership in JHS in Ghana.

The participative leadership in JHS in Ghana manifests itself through delegation of responsibilities and powers. Delegation refers to a situation where headmasters give their powers to people working under them to undertake responsibilities on their behalf (Ghana Education Service- Circuit Supervisors' Handbook, 2002. P. 13). This implies that once you delegate you have also given out authority to those concerned and that you the headmaster is responsible for whatever consequences emerged from their work. As a result, some headmasters feel unsecured to authorize someone to make certain decisions on their behalf (GES-CSH, 2002, P. 16). This may be one of the reasons why some headmasters sometimes find it extremely difficult to assign tasks to teachers especially when they are little doubtful about their subordinates' capabilities. They may be challenged as to whether to involve the teachers fully in their administration or not. It may be true that teachers have different talents but the headmasters may not know which areas of responsibility to assign them. There are many leadership responsibilities in the school which the headmasters can assign teachers which include agriculture, sanitation, music and culture, sports and games, and ground work (GES-CSH, p. 14).

One of the challenges has to do with the teachers' willingness and readiness to accept the new leadership roles and the associated challenges with regards to participative leadership practice. Ngotngamwong (2012, p. 21) identified that participative leadership can achieve success dependent on the teachers' cooperation and the assurance that they will participate in the training process. He further disclosed that

(2012, p. 16) an essential component for effective execution of participative leadership is the teachers' compliance to participate. As uncovered by Marks and Printy (2003, p. 374) 'principals and teachers both play a part in forging an effective leadership relationship; principals must provide opportunities for teachers' growth, but teachers are also responsible for seizing these opportunities'. Some teachers do not see the need to shift from the traditional instructional leadership where only the headmaster wields authority in the school, and the teachers' role is mainly classroom teaching. The impression created which makes teachers hesitant in taking up leadership role is the supposition that, teaching is meant for teachers and administration and management for school leaders (Murphy, 2005, p. 5). As a result, conservative teachers who believe in the status quo, may find it hard to accept and participative in the new leadership model.

Implementing participative leadership may require financial commitment because responsibilities normally go with some kind of rewards if the headmasters expect full professional commitment from teachers especially. Lack of motivation and professional commitment from teachers are some of the challenges the school and leadership are struggling with (Etsey, 2005, p. 2). Though, the joy and feeling of being part of leadership in a school situation can motivate subordinates to do the work, but not enough to sustain and encourage them to give off their best all the time in Ghana. This is based on personal experience as a former head of department of Social Science with over thirty teachers under my jurisdiction. The headmaster was rewarding every teacher in the form of money (allowances) dependent on your responsibility. Meanwhile, the grants paid to the schools by the government are not released at the right time due to bureaucratic processes it has to go through. Besides, the amount involved is so scanty to cater for all these budget requirements. As observed by Acheampong, Hunt, Seidu, Oduro, and Djanmah (2007, p. 66) concerning the problems schools go through in order to access the capitation grants funds to meet the requirements of bloated school enrolment due to the introduction of FCUBE. This is an indication of the difficulty the headmasters go through to access funds to run the schools.

Many headmasters are faced with the challenge of internal conflicts among the teachers and between the teachers and headmasters themselves. As simply put by Kowalski and Reitzug (1993, p. 36) that conflict is unavoidable in every organization including school: they further explained that disagreements emerge between and among

teachers, between the staff and teachers in public schools due to variations in values, beliefs, ideas, and experiences. Sekyere (2006, p. 44) explains disputes as discord or quarrel over matters relating to personal concerns between and among parties. This means that in any human organization disputes are likely to happen but care must be taken when handling them so that they do not deteriorate. He identified some of the causes of disputes in Ghanaian schools to include; 'discrimination in appointment of schedules-Heads of units, Departments, and Housemasters, discrimination in selection of staff to context for awards, example Best Teacher Award, unfair classification of subjects and lesson periods', bias in judging cases and the like (2006, pp. 44-45). This may create tension and hatred among the staff if care is not taken which may derail the school's focus towards its goal.

2.2.4 Participative leadership challenges facing headmasters with the parents.

Parents in Ghana play a major role in the delivery of education through their association with teachers, officially known as Parent-Teacher Association as earlier on discussed in this chapter. However, the headmasters sometimes encounter challenges with the parents as a result of the partnership the schools have with the parents. Unfavorable conditions occur when parents try to intrude and interfere in all matters of the school (Merideth, 2007, p. 41). This may occur due to parents' partnership with the school but the headmasters will not accept that which may lead to friction between the parties

Parents sometimes also complain about the poor attitude and behavior of the headmasters about lack of transparency and openness in their administration. Parents complain about school leaders depriving them of access to information about the school (Suzuki, 2002, p. 255). This is one particular challenge headmasters are struggling to deal with. Personal observation made indicates that many headmasters are poor communicators. They are not able to connect very well with the parents and the community at large. Headmasters (principals) serve as facilitators through communication: they serve as information catalyst between the schools and the outside world especially, parents, district education officers, and any organization interested in the schools' welfare (Kowalski & Reitzug, 1993, p. 35). With this responsibility, the headmasters are supposed to be good communicators so that they can interact and share

the goals and values of their schools with the outside world. This is one challenge some headmasters may face having meaningful interaction with the parents.

Many parents behave in a way that shows lack of interest in school matters. Though, they are aware of the schools' existence in the community but do nothing to exhibit concern for the school. As observed by Nelson, Carlson, and Polanski (1990, p. 296) that many parents exhibit interest and offer their support to a school only when they have their children in that school and expect the best for them: Such parents withdraw their support immediately their children leave the school. As a teacher with sixteen years teaching experience, this is one good observation I have made in my career. Many parents do not show interest in the affairs of the school let alone assisting the school in anyway and think the school needs to survive on its own.

2.2.5 Suggestions to improve challenges participative leadership challenges

Every problem has its own solution especially when the appropriate methods are identified and used. The school has the ultimate goal of training the children to be responsible to themselves and the society at large. It therefore needs collaborative action from all the stakeholders in order to achieve this important goal. To realize this goal there must be a leader who will guide, direct, and monitor all the programmes prepared for this process. Leadership is defined broadly to include influence processes involving determination of the group's or organization's objectives, monitoring task behavior in pursuit of these objectives, and influencing group maintenance culture (Yukl, 1989, p. 5). Incontestably, leadership is an essential tool in organizational endeavors in order to work towards the realization of it' goals. He disclosed that 'although the task of educating the students falls most directly on the shoulders of classroom teachers, administrators are expected to contribute to the process by being facilities ' (Kowalski, & Reitzug, pp. 34-35). The headmasters must act as facilitators by providing all the necessary materials for teaching learning to take place.

Teachers tend to cooperate and try to get involved more in school activities when the headmasters recognize their usefulness and value in the school (Sergiovanni, et al. 1999, p. 133). This implies that if the headmasters see the teachers as partners in their leadership they will be ready to participate and accept any leadership role that will be assigned them. Sergiovanni et al. (1999, p. 70) identified what they termed 'critical

administrative skills' to enable school leaders to resolve administrative challenges; this includes 'Human Skills' referring to the school leaders' capability to have effective and efficient work with subordinates in direct encounter, and the other one as 'Conceptual Skill' which denotes the school administrator's ability to see the school, the district and the education program as integration. This shows that the headmasters need to have problem solving skills to deal with school challenges.

According to Ngotngamwong (2012, p. 13) by accepting the participative leadership style, teachers can be retained, and content with their job since this leadership style is proved to boost teachers' confidence, dedication, trust, group spirit and teacher efficiency. He noted further (p. 12) that existing studies prove that school leaders' failure to collaborate and support, coupled with low teacher involvement in decision making has led to teacher job dissatisfaction and attrition. These challenges can be ameliorated if the headmasters show real commitment to the participative leadership and involve teachers and parents in their administration.

It may be difficult to avoid disputes in human institutions such as school. Participative leadership building may require the understanding of all members involved to make it work. The headmasters can prevent disputes with parents by involving them in school events such as, School Festivals and Prize and Speech Days as members of Planning Committees for such programmes. As revealed by Gordon, Alston, and Gordon, Alston, and Snowden (2007, p. 176) that recently, schools have been urged persistently with a plan, study and findings to enhance parental participation in school programmes. 'Such parents and community groups desire more meaningful involvement in the establishment and modification of school policies and in the evaluation of the extent to which the school and its personnel are meeting their responsibilities' (p. 319). This is assumed that if the schools adhere to this action or plan of parental involvement, disputes and misunderstanding between the parents and the school may be reduced to some extent. In the case of teachers, the headmasters may have to disclose the criteria for appointment to any leadership position in the school to avoid favouritism which may subsequently lead to suspicion and doubts and eventually understanding. When there is vacant position, the organization has to make it understandable regarding the responsibilities and expectations and the kind of person who fits to occupy that position in order to fulfill their needs (Gordon, Alston, & Snowden 2007, p. 126). This will at

least create some kind of transparency in the organization. In the school situation, the headmasters have to disclose the criteria for appointment to any position in the school to avoid nepotism which can later lead to suspicion and doubts and eventually conflict.

The headmasters need to be transparent and open when dealing with the parents and teachers to avoid suspicion. In Ghana, PTA does a lot to assist the schools when it concerns with provision of physical structures such as dual desks, classrooms, and learning materials and school bus. Essuman and Acheampong (2011, p. 516) identified that ‘ traditionally, the PTAs have supported schools through fund-raising for the provision and maintenance of infrastructure, liaised between the school and community of parents to address teacher welfare issues, and provided a forum for mutual interest of schools and communities to be discussed and problems resolved. Indisputably, PTA has been the major contributor and supportive to all the schools in Ghana and therefore deserve to know and be accountable to, at least the infrastructure that they provide for the schools. GES-TEWU (2002, p. 48) mentions emphatically that schools need to be accountable, transparent and allow the community to play active role in the school in order to improve quality education delivery. Essuman and Acheampong (2011, p. 515) mention the benefit community involvement in education is likely to attain, is effective and efficient education, since the community members will have the chance to check and demand accountability from the school for the services they offer. Therefore, the headmasters need to ensure regular communication and transparency in order to maintain good relationship between the school and for continuous supply of these invaluable services by the PTA.

The headmasters must try to involve the teachers in the initial preparation for the participative leadership. ‘To enlarge the leadership capacity of schools attempting to improve their academic performance, some headmasters (principals) involve teachers in sustained dialogue and decision making about educational matters’. Thorough discussion and initial briefing, expectations both benefits and difficulties to be encountered must be done together. This is noted by Ngotngamwong (2012, p. 21) that participative leadership can achieve success depending on teachers’ cooperation, the sense of ownership of the change process by being part of the initial preparation. It is imperative for the headmasters to respect the teachers especially by making it known to

them this new development since without their cooperation and support it will be extremely difficult for them to achieve their aim.

Finally, Gorton, Snowden, and Alston (2007, p. 7) underscore the importance of 'coaching the leaders on values, missions' and objectives relating to the school system. Incontestably, school leadership responsibilities are so huge for a person to do without any assistance. The fear of headmasters being accountable and responsible for whatever fiasco resulting from responsibilities they assign to teachers should not be assumed enough reason to desist from delegating duties. The appropriate thing for the headmasters to do is to teach, guide, direct and monitor them as to how the assigned duty should be done instead of deciding not to delegate for fear of lack of trust. As noted by Hoyle, Steffy, and English (1994, p. 26) that leaders need to identify the areas where each teacher is proficient and put them into particular divisions. This will definitely help avoid putting 'a square peg in a round hole' which may eventually substantiate their suspicion of fiasco.

3 RESEARCH DESIGN

Research designs are efforts made by researchers to establish a methodical procedure to effectively deal with problems (Taylor, 2005, p. 5). This explains that research is not just undertaken for the fund of it but aims to solve existing problems. This chapter covers the aims of the study as well as the research questions used to guide the study. The chapter also describes the research procedure adopted for undertaking this study. It tries to elucidate the chosen study methodology as well as justification. Again, it gives a brief description of data collection procedure, the respondents involved and the method for choosing them for the data collection. It concludes with a vivid explanation concerning the data analysis procedure.

3.1 The aims and the research questions

The Junior High School headmasters play pivotal role to ensure development and improvement in teaching-learning process to achieve academic excellence in their schools. Bosu, Dare, Dachi, and Ferttig (2011, p. 71) emphasized that the quality of pupils' education can be realized through the actions of the school headmasters. Glassman (1994, p. 288) also noted that the concept school leadership is pivoted on school headmasters who are tasked to improve and develop their schools. Relating it to participative leadership practice, its effectiveness in a school depends on the headmaster's total commitment to fully implement the practice. This is because the practice advocates for decentralization of power and authority in order to succeed. In

this regard, the research is first and foremost, aimed to find out how participative leadership works in junior high schools.

The second aim of the study is to determine actions to improve participative leadership practice in junior high schools. An administrator is viewed valuable on the basis of his successful approach adopted in resolving crisis (Izgar, 2008, p. 536). This explains that a leader's success can be determined by his ability to deal with pending problems. According to Yukl (2006, p. 10) effective leaders are known by their ability to perform and develop their organizations as well as readiness to tackle challenges or problems. In participative school leadership practice in junior high schools in Ghana, leadership may be seen as a body comprising the headmaster, the teachers and the parents irrespective of the fact that headmasters are generally and officially recognized as such. The headmasters' effectiveness may be dependent on the support from teachers and parents.

Undoubtedly, research questions are extremely important to facilitate, direct and guide any study. Initially, the research questions were three but the researcher decided to combine two questions to make it one because the researcher later realized it was not necessary to have the three for this study. The third research question which the researcher dropped was, what challenges confronts participative leadership practice in junior high schools?

As a result, the following research questions have been formulated to guide the study:

1. How does participative leadership in junior high schools work?
2. What actions should be taken to improve participative leadership practice in junior high schools?

3.2 Data collection method (quantitative research)

The research method employed for this study is quantitative research. In defining quantitative research, Bryman (1984, p. 77) explained quantitative methodology as 'routinely depicted as an approach to the conduct of social research which applies a natural science, and in particular a positivist, approach to social phenomena'.

Quantitative research may be described as a type of research that includes the tallying manipulation, or methodical aggregation of data. It may utilize descriptive statistics involving means, percentages, standard deviations and proportions (Henning, 1986, p. 702.) Muijs (2011, p. 2) also describes quantitative research as basically about gathering numerical information to elucidate events. According to Blackie (2003, p. 47) quantitative research is applied when the data elicited will be changed into numbers for analysis. It is also noted by Taylor (2005, p. 13) that quantitative research concerns with collecting numerical information and focusing on numbers.

It is normally at the discretion of the researcher to decide which appropriate method to apply for the study he wants to undertake depending on the research type. Creswell (2003, p. 7) identifies some criteria for selecting research approach as: 1) giving consideration to the research problem, 2) the kind of experience and personal training possessed by the researcher and 3) the kind of audience(s) the researcher is going to write the report for. I chose quantitative research for this study on the basis of my familiarity and knowledge in this research method. This study is aimed to gather information from the participants from many schools in seven towns about their opinions, knowledge and belief concerning the study.

3.3 Population and sample

A population is a 'defined group of cases or items; individuals, events or subjects' (Goodwin & Goodwin, 1996, p. 26). Population is the actual total selected group who ideally would be the subject of the study and about whom the investigator is making effort to say something (Punch, 2005, p. 99). This explains that the total target population in the study area cannot be studied at the same time due to some reasons. Therefore, there is the need for the researcher to decide a means to select a few of the subjects out of lot to represent the entire population.

Punch (2005, p. 101) explained sample as the 'actual group who are included in the study and from whom the data are collected'. According to Goodwin and Goodwin (1996, p. 26-27) samples can be explained as a determined population usually too big to investigate in its entirety, leaving the researcher no option than to decide the mode of selecting a part of the population to actually investigate. The reason for sampling is that,

the investigator does the analysis on the data collected and eventually makes a generalization about the entire population where the sample is taken (Punch, 2005, p. 102, Goodwin & Goodwin, 1996, p. 27). In this study, the population comprised of all the public junior high schools, headmasters and teachers as well as PTA members from the selected schools in the study area. As maintained by Gall, Borg and Gall (1996, p. 217) that to attain correct population validity, quantitative researchers are expected to choose their samples randomly from an identified population to which they desire to generalize their results.

In selecting the sample, the researcher sought to create an equal chance for every member or individual in the study area to be selected. So the sample size was carefully chosen by using simple random sampling because the investigator believed that by observing their characteristics inferences can be made to represent the behavior and characteristics of the total studied population of the area (Goodwin & Goodwin, 1994, p. 26.9). The simple random sampling was made easily by the researcher by creating a sample frame. Sample frame can be described as a set of persons who have the opportunity to be chosen considering the sample approach that is selected. Fowler identified three characteristics that a researcher should evaluate about the sample frame: (1) 'comprehensiveness', that is, the total coverage of the population, (2) 'whether or not a person's probability of selection can be calculated' and (3) 'efficiency or the rate at which members of the target population can be found among those in the frame' (Fowler, 2009, p.19.) This evaluation will help create equal chances for all participants during sampling and also increase accuracy.

On the whole, the investigator chose the total sample size of 150 respondents. The respondents comprised 30 headmasters, 90 teachers, 30 parents, in 30 selected JHS in the district. Teachers' sample size was drawn by sampling method based on the procedure explained on the previous paragraph. Using the simple sampling method, the subjects' names were written on pieces of papers and folded. These names were then put into a basket and were picked one after the other without replacement until the last person was selected. For instance, assuming we are selecting a sample of 10 individuals from the total population of 100 whose names are all already written on pieces of papers and folded. The names are put into a hat or any opaque container and shake very well. Now, we select the first individual from the hat without replacing it leaving 99 subjects

to select the second subject from. This process continues until the last subject is selected. The reason for not putting back selected subjects into the hat is to avoid reselection which can hinder other subjects' equal chances of being selected. Gall, Borg and Gall (1996, p. 223) argue that though random sampling is sufficient but has a little defect. Gall et al believe that realistically, members in the population cannot achieve exact equity of opportunity in the population to be selected. Using the above example, the second individual selected from 99 population has slight advantage and chance over the first subject from 100 population and the same applies to the subsequent selections. Despite the setback revealed above, Gall et al. (1996. P. 223) highlighted a major advantage of using random sampling as that, the results can be used to generalize the entire population in which margins of error can be decided through statistical formula. Finally, three (3) teachers each were drawn from the 30 JHS from the circuits in the districts.

Concerning the selection of headmasters, parents and the schools for the study, the investigator decided to use purposive sampling to get them. The procedure for selecting the schools were; 1) the year the school was established and the number of old and experienced teachers they had and 2) for the purpose of education, the district is divided into circuits and so I made sure schools selected came from each circuit. Gall, Borg and Gall (1996, p. 218) opine that purposeful sampling is aimed to choose cases which can produce rich information about the purpose of the study. So, the researcher applied the criteria explained above to pick the schools. Out of a total of 82 schools, 30 of them were chosen from six towns each representing a circuit in the district for the research because the researcher believed this sample could suit and reflect the purpose of the investigation. Meanwhile, schools selected automatically had their headmasters and the PTA chairmen chosen for the study.

3.4 Survey (questionnaire) for the study

Surveys are made to make statistics about a target population. It is aimed at providing statistical evaluation about the characteristics of an identified population. One basic undertaken of the survey process is that, by the description of the sample of participants' response, an easy description of the identified population can be made

(Fowler, 2009, p. 11.) According to Postlethwaite (2005, p. 17) ‘the instrument construction usually consists of writing (borrowing) of test items, and questionnaire items’. But in this case, the questionnaires were self-developed from the literature review to answer the research questions. This is supported by Mertens (2010, p. 115) that literature review is seen as the basis for making research questions. The research questions were mainly developed from these sources; (Sekyere, 2006, p. 29: Lambert, 2002, p. 5: Someh, 2005, p. 778: GES – CSH, 2002, p. 48: Hoyle, English, & Steffy. 1999, p. 26: Essuman & Acheampong, 2011, p. 51: Agezo, 2010, p. 691. Etc). For instance, statements such as; the headmaster must aim at providing practical leadership training to teachers by assigning leadership roles to them (Murphy, 2005, p.133), the headmaster should cooperate with parents to discuss school matters in order to get their support (Sekyere, 2006, p. 29), parents must pay regular visit to the school to discuss problems in the school with the staff (Essuman & Acheampong, 2011, p. 51) etc. .

The questionnaire was cross-sectional which means the information was elicited at one point in time, Creswell (2009, p. 146).The questionnaire were made based on the participants. The questionnaire was divided into two sections (Sections A & B) to elicit information from participants comprising the headmasters, the teachers and the parents. The first (section A) sought for just a little information about the participants’ background but were not used for any statistical purpose. The second (section B) consisted of rating scale items regarding collaboration and joint decision-making and actions to improve participative leadership practice. The statements made in the questionnaire were the same between the headmasters and teachers, and headmasters and parents only that there were just a few common questions found in the two groupings. With the actions to improve participative leadership, all the statements were the same (headmasters, teachers and the parents) but with slight modification in the words used as explained below. However, there were some statements in the questionnaire which were not used because the researcher later realized they were not needed in the analysis. Such statements included, the headmaster’s behavior towards teachers should not show lack of respect, the headmaster should interact with teachers at his own will, the headmaster should join efforts with parents to improve students’ learning etc. There were some changes in the questionnaires in general particularly that of the headmasters’. I added ‘should’ and occasionally ‘must’ to avoid biased answers

and also to help the headmasters give fair assessment of themselves. It is believed that the headmasters are the architect of participative leadership practice in the school. As a result, their willingness and readiness to involve teachers and parents in school leadership makes participative leadership practice possible. Therefore, in making the headmasters' questionnaire, the due consideration was given to the fact that if they are the centre of this practice then, what must they do to ensure that participative leadership works well in the school. Hence, the decision to use the words 'should and must' in the headmasters' statements.

A Likert scale which was mainly used in this part of questionnaire (B) included many statements that demanded respondents to reveal their level of agreement or disagreement. It was assumed that this strategy of rating would cover a larger area of responses to a statement made. In this survey, participants were required to indicate the degree at which they disagree or agree to the given statement by making a circle around the scales: 1= strongly disagree, 2= disagree, 3= agree and 4= strongly agree. A total number of 150 questionnaires were made and out of that, 144 were retrieved. Those questionnaires which could not be retrieved were from teachers'. The questionnaires were all closed-ended questions. With closed-ended questions, 'respondents are required to choose one response from a pre-set array of response options' (Foddy, 1993, p. 12). Closed-ended questions may be easy to code and essential in trying to prove the statistical significance of a survey results. However, it requires that the investigator must already have a clear understanding of the topic of his questions and how they tie into the overall research problem before they are created. The study took place in Sekyere South District of Ashanti region, Ghana. The study area was chosen because of accessibility, familiarity and proximity to the researcher to help cut down cost and to facilitate the study.

3.5 Questionnaire administration

I employed the services of a research assistant to administer the questionnaire on my behalf due to time constraint. I initially planned to travel to Ghana to administer the questionnaire myself during my internship but later realized it would not be possible

since I would arrive in Ghana at the time the schools would be in recess. Hence, the decision to employ the services of a research assistant.

Before the administration of the questionnaire, a prior notice was delivered by my research assistant and also sought that same opportunity to brief them about the essence of the exercise. During the briefing exercise, the research assistant presented both the Letters of acknowledgement and Research permit request to the headmasters. On the research assistant's second visit to the schools to deliver the questionnaires to the participants, the researcher again, went over the questionnaires with them to ensure that they really understood the exercise. The respondents were given a maximum of two weeks to complete the questionnaire. As for the parents (PTA chairmen), the assistant researcher painstakingly visited the addresses of the respondents to distribute the questionnaires to them in their various places of abode.

However, my research assistant encountered a little difficulty in retrieving the questionnaires from the participants. Some participants demanded money for drinks before they would hand over the completed questionnaires but my research assistant managed to convince them that the exercise was only meant for educational purpose and not for economic gains. In all, 144 questionnaires were retrieved out of 150.

3.6 Ethical consideration

It is imperative for every researcher to observe research ethics when conducting any study. Research ethics can be seen as the procedures that researchers are expected to adhere to in order to ensure the safety of human participants from any harm (Deventer, 2009, p. 6). It is important to note that this study took into consideration ethical issues before, during and after the research. Beginning from selection of the participants, it was fairly done to give every respondent in the population equal chance of being selected. Gall, Borg, and Gall. (1996, p. 87) argue that participants must be chosen in an equitable manner so that each member in an identified population will have a moderate opportunity of being part of the sample. The selection of participants should be devoid of bias so that the researcher will have a sample of fair representation of the population which the findings can be truly generalized. As a novice in the field of research with a vision to become a full researcher in the near future, I practically tried as

much as possible to be very keen on the selection of the sample in order to do quality work.

Again, Deventer (2009, p. 6) revealed that before the questionnaire is sent to the field to be administered by the investigator, respondents have to be first informed and their consent sought. In this study, Research permit letters and introductory letters from the Institute of Educational Leadership, University of Jyvaskyla were given to the participants involved to seek their consent. In fact, participants were duly informed about the process and what the exercise entailed, and they voluntarily and willingly accepted to participate in it. Besides, they were also made to understand that it was not compulsory to participate in the exercise irrespective of earlier acceptance to be part, they could still withdraw if they later deemed it necessary to do so (Gall, Borg, & Gall, 1996, p. 88). As I researcher, I deemed it expedient to seek the consent of the subjects especially when they are human beings. It is obviously not right to compel someone to do something against the person's wish. Besides, how is it possible to get the needed information required under such condition? As rightly put by Ian (2003, p. 35) that 'the very clear presumption is that research involving human subjects gives primacy to the requirement of fully informed voluntary consent on the part of the individuals concerned'. It is when the individual is fully aware and agreed to participate in such an exercise that the person will be willingly and ready to provide the correct information.

Finally, efforts were also made by the researcher to assure the participants of their confidentiality, and to ensure that data collected would not get to unauthorized persons. This was revealed by Gall, et al. (1996, p. 91) that participants should be informed from the start which people can access the information to be elicited, to ensure that unauthorized persons have no contact to them, and that the anonymity and the confidentiality of individuals to whom the information apply is guaranteed. When participants are assured by the researcher that whatever information they provide will be kept secretly from the public and also be solely used for the intended purpose already agreed on, they will provide all the desired information the researcher seeks without fear. This is revealed by Ian (2003, p. 49) that confidentiality is guaranteed depending the data gathered will not be disclosed to anyone. This assurance will give participants more confidence and encouragement to freely cooperate with the researcher.

3.7 Data analysis

Data analysis emphasizes the use of different statistical methods to fulfil the aims of the research (Daniel, 2012, p. 49). The completed questionnaires were grouped according to the instruments given out. The first part (A) was made up of only two statements: gender and position of participants which were not used for any statistical purpose. The section B comprised three sets of statements for headmasters & teachers' joint decision-making and collaboration, headmasters & parents' joint decision-making and collaboration, and finally, headmasters, teachers, and parents' actions to improve participative leadership practice. The questionnaires were made of closed-ended items which were analyzed considering the fact that they were the basis for writing conclusions and recommendations. During the data analysis, descriptive tools such as simple percentages, and cross tabulations were employed. Gall, Borg, and Gall (1996, p. 373) explain descriptive method as the kind of method that describes characteristics of a notable sample members or other events. Descriptive analysis was used to analyze the data collected from the participants. The aim of the descriptive analysis is to give a description of inherent qualities of something the way it is at the period of the research. For instance, the opinion of an identified group (Goodwin & Goodwin, 1996, p.33 & Mertens, 2010, p. 117.) Descriptive analysis may be the most applied procedure in eliciting information regarding attitudes and opinions of a group of persons. Blackie (2003, p. 51) argues that questions that can be answered with simple description is by 'counting, and simple manipulation of the resulting number'. This means that the questionnaire were analyzed using simple manipulation and counting.

The analysis was done by the use of Statistical Package for Social Sciences (SPSS). The items were analyzed on the basis of headmasters & teachers' joint decision and collaboration, headmasters & parents' joint decision and collaboration, and headmasters, teachers and parents' action to improve participative leadership practice.

Again, Chi-Square was applied to decide the statistical difference in the participants' opinions in relation to headmasters and teachers' joint decision and collaboration, headmasters and parents' joint decision and collaboration, and headmasters, teachers and parents' actions to improve the practice.

The Likert scale was stated on the table as; strongly disagree, disagree, agree and strongly agree. However, the Likert scales were combined to get the overall results from the respondents. As a result, the scores for strongly agreed and that of agreed were put together and recorded as agreed, while scores for strongly disagreed and disagreed were joined and labelled disagreed when the findings were reported..

3.8 Reliability and validity

Both reliability and validity are key concepts applied in quantitative research in order to measure something by using a test or essay (Muijs, 2011, p. 56). The million dollar question that needs an answer is, how well are we trying to measure what we want to measure? It is important to explain the term measurement as it is seen as a key word in describing both reliability and validity. Measurement is explained as allocating numbers to observations so as to measure the quantity of an event (Kimberlin & Winsterstein, 2008, p. 2276).

Validity is more often than not explained as the degree at which an instrument measures what it is aimed to measure. Validity demands that an instrument is reliable, but an instrument can be valid and not necessarily reliable (Kimberlin & Winsterstein, 2008, p. 599.) Postlethwaite (2005, p. 38) also reveals that a valid test or measure has the tendency to measure precisely what is meant to measure. In this study, the validity of instrument used was first tested through pilot testing. This was done by giving the questionnaires to my cohort members to answer. They were expected to comment, critique and make suggestions concerning the instrument. The exercise was used to; find out if the questionnaires were easy to understand, know if the questionnaires would elicit the information required, and finally, get their feedback and use it to revise the questions. Some minor revisions were made after this phase of the development strategy the questionnaire item was complete. Postlethwaite (2005, p. 19) mentions two main reasons of pilot studies: 1, to assess whether a questionnaire has been designed in a manner that will elicit the required information from the respondents, and 2, the process allows weaknesses in the questionnaire to be detected so that they can be removed before the final form is prepared. Also, Andres (2012, p. 27) identified four importance of piloting the instrument to include; 1, ensuring that the language used is suitable and

easy to comprehend by the participants, 2, to evaluate whether the questions are actually understood as purported, 3, to try varieties of questions, and lastly, to decide whether the questions are logically arranged and instructions are correct. Furthermore, validity of the questionnaire instrument was guaranteed because it was designed from the literature review. This was noted by Muijs (2011, p. 58) that a large exploration of the literature on the concept an investigator is looking to measure can help attain content validity. Again, the instrument was proved valid after it was given to my supervisor and other experts to go through and make the necessary suggestions and corrections. This was disclosed by Kinberlin and Winsterstein (2008, p. 2279) that a validity may rely on the intelligence of those found to be experts in that area especially with content validity. I believe my supervisor has expertise in questionnaire development and making the necessary corrections and eventually seeing to the final phase of this questionnaire was enough to prove the validity of the questionnaires. The questionnaire instrument became ready to use after passing through these processes. As Golafshani (2003, p. 600) puts it that, the credibility of quantitative instrument depends on how the instrument is designed.

Reliability also refers to the degree at which test scores are devoid of measurement error (Muijs, 2011, p. 61). Reliability is intended to detect if the result of a study can be reproduced over time by the same researcher or an independent investigator (Golafshani, 2003, p. 599). This means that reliability simply has to do with results produced by an instrument. Postlethwaite (2005, p. 40) describes reliability as the extent to which a method of measuring something produces the same result. In determining the reliability of the questionnaire instruments used for this study, Cronbach's coefficient alpha with a scale of one was employed for the study. The scores revealed Cronbach's alpha of 0.677 for the headmasters, teachers and parents' actions to improve participative leadership, 0.567 also for the headmasters and teachers' joint decision and collaboration and 0.431 for the headmasters and parents' joint decision and collaboration.

However, there were other things that as a researcher I know can affect both the validity and the reliability during the administration of the questionnaire. First and foremost, since I was not on the field myself to explain the questions to the participants, and in case my research assistant was not in a position to do that any misunderstanding

of the questions by the participants might lead to wrong answers and that would definitely affect the validity. Again, respondents were given two weeks interval to complete the questionnaire and during this period a problem can emerge, if the respondent for one or other reasons decide to give the questionnaire to a relative or friend to answer, it may also affect the required information sought for which may appear a threat to validity as well. One thing that can affect the reliability of the instrument is that, the questionnaire instrument is normally structured in such a way that it will elicit the exact information required. But if it so happens that the research assistant does not follow the right procedure for selecting the sample size, it may affect the reliability of the instrument.

4 FINDINGS

This chapter presents a description of the data gathered from the 144 retrieved questionnaires from 150 participants in relation to participative leadership practice and actions to improve participative leadership in junior high schools in Sekyere South District, Ghana. The participants were headmasters, teachers and parents. The results were grouped in a way that suit the analysis and according to the research questions. The first research question was “how does participative leadership work?” This involves answers on joint decision-making and collaboration between headmasters and parents, and answers on joint decision-making and collaboration between headmasters and teachers.

The second research question was “what actions need to be taken to improve participative leadership practice?” All the respondents responded to the same statements on actions to improve participative leadership practice. The responses from the research questions were described and analyzed in the order of the research questions above. A cross tabulation analysis was employed to analyze all the grouped variables regarding collaboration and joint decision-making and actions. Furthermore, a chi square test was used to determine whether there was a significant difference or otherwise between headmasters and parents, headmaster and teachers’ responses in relation to joint decision-making and collaboration. Also included in the analysis was participants’ actions to improve the practice.

4.1 Participants' answers on collaboration and joint decision-making

A cross-tabulation was used to analyze the survey items based on the Likert Scale (1= strongly disagreed, 2= disagreed, 3=strongly agreed, 4= agreed). But for easy analysis to be done, the researcher decided to combine strongly disagreed and disagreed to make it disagreed whiles strongly agreed and agreed were represented by agreed.

4.1.1 Headmasters and teachers' joint decision-making and collaboration

In examining the collaboration and joint decision-making, a cross tabulation was used to analyze eight grouped variables to ascertain how headmasters and teachers together make joint decisions and collaborate under the participative leadership practice. Also, a chi square test was employed to determine whether there was a significant relationship or otherwise between their results.

An item by item cross tabulation analysis revealed that the following items were unanimously agreed by the participants; Firstly, the item *the headmaster should delegate responsibilities to teachers to help them learn leadership roles*, shows that majority of the teachers supported the claim (95%) whiles all the headmasters (100%) admitted it is something they should do to make the practice a good one. Pearson Chi-Square test was also conducted to determine the relationship between the headmasters and the teachers' opinions. The results show that there was a significant difference (Chi-Square = 23.99, df = 6, P<0.001). This means there is no dependency in their opinions. (See appendix 1).

Similarly, the item *the headmaster should plan school activities together with teachers* indicated a majority of teachers (89%) who admitted they are part of planning school programs whilst overwhelming 100% of the headmasters think they should make it a responsibility for the headmasters to include teachers in planning school activities. A Pearson Chi-square test revealed there is no significant difference in their results (Chi-Square = 6.55, df = 6, P < 0.364). This means that there is a relationship in the opinions of teachers and the headmasters. This is shown in the table below:

Table 1. The headmaster should plan school activities together with teachers

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.558 ^a	6	.364
Likelihood Ratio	9.093	6	.168
Linear-by-Linear Association	6.028	1	.014
N of Valid Cases	113		

a. 7 cells (58.3%) have expected count less than 5. The minimum expected count is .02.

The results of the item *the headmaster should allow teachers to discuss with him their problems in the school*, revealed 78% support from the teachers and all the headmasters (100%) were of the opinion that they should show interest in teachers' problems and help them. A Pearson Chi-square test was used to explore the degree of relationship in their opinions and the results showed there was a strong evidence of significant difference in their opinions (Chi-Square = 27.90, df = 6, $P < 0.000$ (See appendix 2).

Similarly, the item *the headmaster should delegate duties to teachers to create a sense of belongingness, unity and cooperation*, saw a 95% teachers' support to mean they performed delegated duties in the school, whereas a hundred percent (100%) approval from the headmasters shows that they are willing to delegate duties to teachers. Again, A Pearson Chi-square test indicated there was no significant difference in their opinions (Chi-Square = 5.00, df = 6, $P < 0.543$). This indicates a relationship between teachers and headmasters' opinions. (See appendix 3).

Equally, the item *the headmaster must aim at providing practical leadership training to teachers by assigning leadership roles to them*, attracted 93% and 97% in approval from teachers and headmasters respectively. The headmasters' support of the claim is an indication of their readiness to provide the leadership training. A Pearson Chi-square test revealed that there was no significant difference (Chi-Square = 312, df = 4, $P < 0.539$). This result explains that participants have common opinions. (See appendix 4).

Furthermore, a cross tabulation analysis shows that, the item *parents must pay regular visit to the school to discuss problems in the school with the staff*, saw both teachers and headmasters supporting the claim with percentages of (87%) and (93%) respectively. The teachers' admission of the claim is an indication that parents don't visit the school. Again, a Pearson Chi-square test employed to ascertain the level of relationship between their opinions and the results showed that, there was no significant difference (Chi-Square = 3.51, df = 6, $P < 0.742$). Simply denotes there is an association between the participants' opinions. (See appendix 5).

However, the item *the headmaster should regularly involve teachers in discussing school matters*, revealed responses which show disapproval by majority of the teachers (75%) in disagreement that they are not involved in discussion concerning school matters. The headmasters' results (97%) in agreement shows that they will involve the teachers in school matters. Using Pearson Chi-square test to determine the extent of the relationship between their opinions, there was a strong evidence of significant difference (Chi-Square = 70.39, df = 6, $P < 0.000$). (See appendix 6).

Finally, the item, *the headmaster should take into account parents' opinion before taking decisions*, indicated majority of the teachers' (88%) admitted that headmasters consider parents' opinions in that respect, while headmasters' response (59%) showed that they accept to undertake such a responsibility. Also, a Pearson Chi-square test revealed that their results are significantly different (Chi-Square = 16.16, df = 8, $P < 0.040$). Simply put, there is an association in their opinions. (See appendix 7).

4.1.2 Headmasters and Parents' analysis on joint decision-making and collaboration

This part shows a cross-tabulation analysis of the headmasters and parents' opinions regarding collaboration and joint decision-making.

An item by item cross-tabulation analysis regarding joint decision-making and collaboration between the headmasters and parents revealed that, they were unanimous with all the items except one. To begin with, an item *the headmaster should delegate responsibilities to teachers to help them learn leadership roles*, showed that all the headmasters (100%) agreed that there is the need to help teachers get leadership skills through delegation of some leadership duties while 97% of the parents admitted that teachers are given such roles in the school. A Pearson Chi-square test was conducted to

find out the degree of relationship between headmasters and parents' opinions and the results indicated a significant difference (Chi-Square = 9.617, $df = 2$, $P < 0.008$).

Table 2. The headmaster should delegate responsibilities to teachers to help them learn leadership roles

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.617 ^a	2	.008
Likelihood Ratio	10.512	2	.005
Linear-by-Linear Association	8.371	1	.004
N of Valid Cases	59		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .49.

Again, an item *the headmaster should cooperate with parents to discuss school matters in order to get their support* showed what looks like a disagreement from the parents' results at a glance but in reality, it was rather a support for the statement. A greater majority of the headmasters (90%) accepted that to get parents assistance and support there is the need to partner with them. However, parents rejected the claim with a little over fifty percent (53%). This explains that headmasters do not cooperate with parents and in response, parents also do not support them. A Pearson Chi-Square Test showed there was statistically difference in their opinions (Chi-Square Test =14.092, $df = 3$, $P < 0.003$). (See appendix 8).

Continuing with the cross tabulation analysis, the statement *the headmaster must show commitment by involving parents in school activities*, saw both the headmasters and the parents scoring above 90% each to support the claim. In this claim, the headmasters believed commitment is the key to bringing on board parents in running the school and are ready to ensure that it happens. A further Pearson Chi-Square Test did not show any significant difference (Chi-Square = 1.765, $df = 2$, $P < 0.414$). This means there a relationship in the participants' opinions. (See appendix 9).

Also, the item *the headmaster must seek parents' opinion in making decisions about their children* recorded 93% and 83% in support of the statement for headmasters and parents respectively. Whiles the headmasters accepted the importance of consulting parents concerning decisions about their children, parents on the other hand, admitted

that their opinions are sought for by the headmasters on such decisions. In conducting a Chi-Square Test on the claim, the results revealed no significant difference (Chi-Square = 4.318, $df = 3$, $P < 0.229$). This confirms there is a relationship between their opinions. This is shown in the table below:

Table 3. The headmaster must seek parents' opinion in making decisions about their children

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.318 ^a	3	.229
Likelihood Ratio	5.483	3	.140
Linear-by-Linear Association	1.640	1	.200
N of Valid Cases	59		

a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is 1.47.

On the item *the headmaster must aim at providing practical leadership training to teachers by assigning leadership roles to them*, recorded equal percentage (97%) each in support of the statement for both headmasters and parents. The headmasters found practical training for school leadership indispensable and therefore accepted to make it part of their responsibility to provide that to the teachers. A Pearson Chi-Square Test indicated there was no significant difference between their views (Chi-Square Test = 0.148, $df = 2$, $P < 0.929$). (See appendix 10).

The final item *parents must pay regular visit to the school to discuss problems in the school with the staff scored above ninety (97% & 93%)* for both headmasters and parents accordingly. The headmasters' admittance to this claim shows how much emphasis they place on parents' contribution towards the school, while parents scores also depict their readiness to get involved in school matters. A Pearson Chi-Square test revealed that there is no significant difference in the relationship between the opinions of the headmasters and that of parents (Chi-Square = 1.408, $df = 2$, $P < 0.95$). (See appendix 11).

4.2 Headmasters, teachers and parents' answers on actions to improve participative leadership

A cross-tabulation was used to analyze the survey items on the combined Likert Scale (agreed and disagreed). In order to make the analysis easier, the researcher decided to combine (1= strongly disagreed and 2 =disagreed) to make it disagreed while (3=strongly agreed and 4= agreed) were represented by agreed. The grouped items were analyzed using cross tabulation and Chi-Square Testing to determine the participants' relationship in relation to the individual items. A cross-tabulation analysis shows the results of all the participants' views in relation to what should be done to improve the participative leadership practice. In all, 17 statements were analyzed with regards to actions to improve participative leadership practice.

An item by item cross tabulation analysis regarding what participants must do to improve participative leadership practice shows that, an item *the headmaster must not see teachers' involvement in the school leadership as a way to reduce his power*, attracted some differences in their results. The headmasters and the teachers shared the same opinion by agreeing to the statement with 69% and 63% accordingly. However, parents depicted opposing views but closed views in their responses as 47% supported the statement while 53% disagreed. This implies headmasters and teachers share the same views that for the practice to be effective, the headmasters should see teachers' inclusion in school leadership as a necessity and not to share or challenge their powers. A Pearson Chi-Square Test was employed to explore the relationship between participants' results. It was found that there is no significant difference in their views (Chi-Square = 9.323, df = 6, $P < 0.156$). It implies participants have similar opinions. This is shown in the table below:

Table 4. The headmaster must not see teachers' involvement in the school leadership as a way to reduce his power

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.323 ^a	6	.156
Likelihood Ratio	9.849	6	.131
Linear-by-Linear Association	.098	1	.754
N of Valid Cases	143		

a. 1 cells (8.3%) have expected count less than 5. The minimum expected count is 4.87.

Also, a cross tabulation analysis on the item *the headmaster must show transparency in administrative matters to teachers*, showed a unanimous approval from all the participants. The results indicate scores of 100% each for headmasters and teachers and 95% for parents, all in agreement. This means the headmasters are to ensure that they have open administration to teachers and should not do anything behind them. A Pearson Chi-Square test was done to ascertain the relationship involving the participants' opinion with regards to the statement. The test showed (Chi-Square = 6.299, df = 4, $P < 0.178$), which means there was no significant difference in their opinions. (See appendix 12).

Again, a cross tabulation analysis on the statement *the headmaster must ensure that appointment for leadership positions for teachers is based on merit*, saw headmasters, teachers and parents recording 69%, 70% and 83% respectively. That means the headmasters owe it a duty to see to it that appointment to positions involving teachers are based on the laid down criteria and not their wishes. A Pearson Chi-Square test indicated (Chi-Square = 5.685, df = 6, $P < 0.459$) which shows there is no significant difference in their opinions to the statement. In other words, participants share similar views as shown in the table below:

Table 5. The headmaster must ensure that appointment for leadership positions for teachers is based on merit

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.685 ^a	6	.459
Likelihood Ratio	6.005	6	.423
Linear-by-Linear Association	3.309	1	.069
N of Valid Cases	143		

a. 2 cells (16.7%) have expected count less than 5. The minimum expected count is 2.64.

In investigating the item *the headmaster needs to maintain regular communication with parents to ensure good support*, attracted a massive support from headmasters, teachers and parents with percentages ranging from 93% - 100%. In

effect, all the participants believed a good communication between parents and the school is a tool necessary for improving the practice and so the headmasters must endeavor to ensure that. A Pearson Chi-Square Test conducted revealed (Chi-Square = 7.020, $df = 6$, $P < 0.0319$) which means there was no significant difference in their opinions towards the claim. That is, there was relationship in the participants' views. (See appendix 13).

Furthermore, a cross tabulation analysis on the statement *solutions to school challenges can be found by discussing them together with the parents*, showed that all the participants were in agreement with 70% for headmasters, 93% for teachers and 97% for parents. This unanimous support underscores the important contributions by parents are recognized by the school. Further test was conducted using Pearson Chi-Square Test to determine the relationship of the participants' opinions in relation to the statement, showed no significant difference (Chi-Square = 12.254, $df = 6$, $P < 0.57$). This implies that there is an association in the views of the participants. (See appendix 14).

In analyzing the statement *parents must continue to support the school whether they have their wards in the school or not*, saw majority of the headmasters, teachers and parents scoring 83%, 84% and 73% accordingly in agreement. In effect, the participants are entreating parents not to abandon the school especially when their wards leave the school. A Pearson Chi-Square test shows a relationship involving all the participants' views since there is no significant difference in their results (Chi-Square = 7.937, $df = 6$, $P < 0.243$). Meaning, participants have similar opinions. (See appendix 15).

In the same vein, headmasters (100%), teachers (94%) and parents (100%) agreed to the statement *the headmaster's regular accountability will ensure continuous support from parents*. In effect, all the participants held the belief that if the headmasters account for their stewardship, parents will offer their assistance and through that participative leadership will be improved. Using Pearson Chi-Square Test revealed no significant difference (Chi-Square = 4.018, $df = 6$, $P < 0.674$). (See appendix 16).

With regards to the item *the headmasters and the teachers must learn to relate well with one another to provide maximum cooperation* attracted unanimous agreement from all the participants ranging from 93% to 100%. This implies teachers and

headmasters cannot work in isolation to succeed let alone improving the practice. In effect they need each other to achieve success. A Pearson Chi-Square test indicated there was no significant difference in the in the results of the participants (Chi-Square = 7.955, $df = 6$, $P < 0.241$). In other words, there is a relationship in the participants' opinions. (See appendix 17).

The results from a cross tabulation analysis of the statement *teachers must be ready and willing to accept additional responsibilities* scored 100% for headmasters, 89% for teachers and 93% for parents. The respondents' unanimous agreement to the claim means teachers need to intensify their efforts to perform additional tasks if they want to reap the full benefits of the practice, A Pearson Chi-Square Test proved that there was no significant difference in the opinions of the participants results ((Chi-Square = 6.161, $df = 6$, $P < 0.405$). This implies the participants share the same opinion in relation to the claim. (See appendix 18).

Similarly, most of the headmasters (93%), and teachers (81%), and a little over half of hundred (57%) of the parents accepted the item *the headmasters must show commitment by involving parents in school activities*. This is an indication that headmasters have a huge responsibility to ensure that participative leadership practice not just work in the schools but also make it better through their willingness to reach to those who matter. To confirm the claim, a Pearson Chi-Square Test was conducted and was found that there was nothing significantly different in the participants views (Chi-Square = 9.390, $df = 6$, $P < 0.153$). (See appendix 19).

In examining the item *parents must periodically meet the teachers to discuss their personal problems and solutions*, revealed mixed reactions from the participants. A whopping 90% of the parents agreed to the claim whereas teachers, though, agreed but a little over fifty percent (52%). However, headmasters disagreed with just 57%. A Pearson Chi-Square Test concluded that there was no significant difference in the participants' results indicating a relationship (Chi-Square = 4.459, $df = 6$, $P < 0.615$). (See appendix 20).

A cross tabulation on the item *parents must avoid unnecessary interference in school matters*, received a unanimous approval by all the participants. Majority of the headmasters, teachers and the parents representing 90%, 79% and 90% respectively accepted that parents must try as much as possible to stay away from school matters

until they are approached for help. A Chi-Square Test was conducted to determine the relationship between the participants on the claim. The test showed no significant difference in their results (Chi-Square = 4.03, $df = 6$, $P < 0.673$). (See appendix 21).

In analyzing the statement *parents must always show interest in school matters*, a huge percentage of the headmasters (90%), teachers (89%) and parents (93%) agreed that, parents should always have the school interest at heart irrespective of the situation and through that they can all work together to make participative leadership practice a better one. A Pearson Chi-Square Test revealed no significant difference (Chi-Square = 9.306, $df = 6$, $P < 0.157$). This shows that there is an association between participants' opinions. (See appendix 22).

Moreover, the item *teachers must show commitment to work whether they are given incentives or not*, indicated a good support from all the participants. Almost hundred percent (97%) of the headmasters, 81% of the teachers and 73% of the parents did agree to the statement. In effect, all the participants admitted that teachers should sacrifice when the need arises in order to improve the practice. A Pearson Chi-Square Test indicated that there was no significant difference (Chi-Square = 13.443, $df = 6$, $P < 0.037$). The simplest explanation is that there is an association involving the views of the headmasters, teachers and parents on the issue of teachers' commitment to work. (See appendix 23).

In analyzing the statement *teachers must not always expect financial reward for taking up leadership roles*, the participants reacted the same way to the earlier ones by agreeing to the statement. The headmasters recorded 97% whereas teachers and parents scored 81% and 73% respectively to indicate that, if teachers undertake leadership roles it is for their own good since they are being prepared for the role of future school leaders. This, eventually makes them familiar with participative leadership practice and what is expected of them. A Chi-Square Test was employed to ascertain the relationship between the participants' responses. The result showed no significant difference (Chi-Square = 9.860, $df = 6$, $P < 0.131$) It signifies that there is relationship in their opinions. (See appendix 24).

Again, most of the participants accepted that *teachers must perform delegated duties diligently for the headmaster to keep faith in them*. This attracted astonishing 100% support each from both the headmasters and the parents and 96% agreement from

the teachers. This is to help bridge the gap between the headmasters and teachers in order to work closely to improve the practice. Employing a Pearson Chi-Square Test to decide whether there was a relationship between the participants' results, showed there was a significant difference in their views on the claim (Chi-Square = 17.953, df = 6, $P < 0.006$). (See appendix 25).

Finally, considering the item *teachers must encourage the headmaster to fully accept participative leadership practice in the school* it was realized that all the headmasters (100%) agreed while 95% of the teachers and 86% representing parents also approved it. This is because teachers are mostly closer to the headmasters and know almost all the activities of the headmasters, and therefore have the opportunity to alert or remind them of their responsibility towards the practice. A Pearson Chi-Square Test used revealed there was no significant difference in the views of the participants (Chi-Square = 8.464, df = 6, $P < 0.199$). (See appendix 26).

5 DISCUSSION AND CONCLUSIONS

This chapter deals with the discussion of the findings of the study with reference to the research questions and literature review. The chapter is sectioned into two and the first part is devoted to the discussion of findings in relation to two research questions, whilst the other concentrates on recommendations.

The objective of the study was to ascertain what involves in participative leadership practice and actions to be taken to improve the practice. In effect, the study examines collaboration and joint decision-making in line with participative leadership and respondents' perspective in practice. It also looks into the findings of the identified actions meant to enhance the practice.

5.1 Headmasters and teachers' joint decision-making and collaboration

This part discusses the results from the headmasters and teachers' analysis in relation to joint decision-making and collaboration. In other words, the discussion centers on whether the teachers were collaborating and jointly making decisions with the headmasters in the school or not. In the same vein, whether the headmasters admitted the need to collaborate and make school decisions with teachers or not was also looked at.

The results of the analysis disclosed that some items were overwhelmingly agreed by all the participants indicating the high level of collaborative and joint decision-making between the headmasters and the teachers in the analysis. Both the headmasters and teachers agreed that the headmaster should delegate responsibilities to teachers to help them learn leadership roles, the headmaster must aim at providing practical leadership training to teachers by assigning leadership roles to them, and the headmaster should delegate duties to teachers to create a sense of belongingness, unity and cooperation. Teachers' results show a total admission that they are indeed not left out when it comes to planning and deciding on issues concerning the school. Also, the headmasters revealed their commitment by their findings that they owe it a duty to ensure a good working relations with the teachers and should again, provide a level ground for joint decisions to be made in the school. This corroborates with the report by Agezo (2010, p. 691) which states that any school that deserves to be recognized has to possess a strong leadership and effective working relation between teachers and those who matter (headmasters). These findings again show that teachers were performing assigned duties in the school while headmasters reaffirmed their resolve to continue to provide teachers with programs that should aid them acquire leadership training and skills. These findings were also confirmed by Heck and Hallinger (2009, p. 735) who maintained that it is probable for assistant headmasters and older and experienced teachers who do not have official authority over other teachers to take the responsibility of mentoring and supporting colleague teachers. This result was also found to be consistent with the report by Nigel et al. (2003, p. 10) that leadership development should not always be on the shoulders of individual leaders but such programs must be initiated and done in groups or departments. These findings conclude that there was a collaboration and joint decision-making between teachers and headmasters.

Similarly, findings from the analysis demonstrated unanimous support from both headmasters and teachers in relation to parents must pay regular visit to the school to discuss problems in the school with the staff, and the headmasters should take into account parents' opinions before making decisions. The findings here suggest that parents are indispensable contributors to the school and must therefore be invited to take part in discussing issues relating to the school. The headmasters accepted they should seek the views of parents with regards to discussions to resolve school problems and especially decisions about their children in the school. Parents on the other hand, by their results disclosed they were involved in the discussion

of pressing issues about the school. This revelations from the findings were in line with the report made by Acheampong et al, (2007, p. 67) as earlier indicated in the literature that, parents participate in decision-making and ensure provision of school materials and financial aid to the school.

Further discussions concerning the findings from these two statements *the headmaster should allow teachers to discuss with him their problems in the school, and the headmasters should regularly involve teachers in discussing school matters*, indicated 75% and above approval from the participants. The results suggest that because teachers are more important in the school the headmasters should express concern and be more interested in their welfare, and also provide a platform where teachers can have the opportunity to take part in discussing matters of concern about the school. The findings of the teachers, in effect, demonstrated that they were actively part of every meeting to discuss school issues. This is confirmed by studies done by Agezo (2010, p. 700) that ‘the principals shared power, authority, and decision making in a democratic way with teachers and created shared work in an atmosphere of caring and support’.

Finally, the findings indicated the headmasters admitted they would continue to collaborate and plan school programmes together with the teachers. Whereas, teachers also accepted they were drawing school programmes and activities together with the headmasters. This finding explains that headmasters need to collaborate with teachers to be able to run schools successfully. This confirms the report made by Ngotngamwong (2012, p. 108) which states that, encouraging a collaborative school environment is an important element for every successful school. When it comes to decision-making, there is a possibility of arriving at good ones because many teachers will be involved during deliberations and diverse opinions will be expressed before consensus is reached. This is supported by Agezo (2010, p. 696) that having teachers inclusive in decision-making results in clear and fruitful decision. Studies conducted by Zame, et al (2008, p. 123) also confirms this findings that decision-making is a recipe for successful performance of a school leader. As a result, the participants resolved by their findings to work and plan school programs together.

5.2 Headmasters and parents' joint decision-making and collaboration

This discussion mainly centers on the findings from the headmasters and parents' analysis on joint decision-making and collaboration. It focuses on the outcome of the analysis as to whether the parents admitted they were actually involved in the school leadership or not. It also pays particular attention to whether headmasters accepted they should include parents in the school leadership in the wake of participative leadership practice in the schools.

To start with, the findings revealed that the headmasters must involve parents in school activities, and seek parents' opinion in making decisions about their children, indicated a general approval from both parents and the headmasters. These findings demonstrated obvious admission by the parents that school activities and issues concerning their children in the school are mostly discussed together and are even consulted before any such decisions are made. The headmasters, on the other hand, expressed their desire that it is indispensable that they should endeavor to collaborate, plan and decide together on matters relating to the children's welfare and development in the school after all, both have a common goal of shaping the future of the children. This study corresponds with study made by Somech (2005, p. 792) that the ability to get the attention and interest of parents in school matters is by allowing them to participate in decision-making.

Furthermore, the findings from the analysis indicated that parents rejected the claim that headmasters cooperate with them when it comes to discussion on school matters while the headmasters also admitted they should cooperate with parents to discuss school matters in order to get their support. That means parents revealed the headmasters do not cooperate with them on some issues regarding collaboration and decision-making. This result confirms report made by Essuman and Acheampong (2011, p. 521) that parents sometimes feel headmasters and teachers exhibit a behavior that reduces the essence of participatory decision-making. In effect, this findings suggest that parents also deny the headmasters their support and assistance about some issues of concern in the school. When this happens the schools in Ghana are greatly affected as their problems are compounded because already they lack basic facilities,

and this was revealed by Acheampong et al, (2007, p. 65) that supply of teaching resources and basic facilities in schools in some districts and rural communities in Ghana are insufficient. Parents over the years have been supporting and assisting the schools in terms of provision of physical structures and to some extent financial aids to the schools. This was revealed by Essuman and Acheampong (2011, p. 516) ‘ parents have supported the schools through fund-raising for the provision and maintenance of infrastructure, liaised between the school and community of parents to address teacher welfare issues, and also to resolve school problems’. On the other hand, findings from the headmasters’ analysis suggested they should cooperate with the parents in order to enjoy their support and contributions.

Responding to the statement about *parents must pay regular visit to the school to discuss problems in the school with the staff*, 97% of the headmasters did agree while 93% of the parents also showed their approval. This implies that the headmasters find parents’ visit to the school very fruitful and are ready to welcome them to the school anytime. This suggests that parents’ visit to the school more often has the potential of fostering a good relationship between the school and the community, thereby placing the school in a better position to benefit from parents’ support and contributions. This study was found to be consistent with Brazer and Bauer (2013, p. 3) who recommended leadership behaviours that embrace establishment of good culture and building good relationships with parents and the entire community. This study also found parents’ responds to the above statement positively as they admitted to be in regular contact with the school to discuss their problems and possible solutions.

Lastly, this study found the last two statements *the headmaster should delegate responsibilities to teachers to help them learn leadership roles, and the headmaster must aim at providing practical leadership training to teachers by assigning leadership roles to them*, accepted by majority of both headmasters and parents. This finding therefore reveals the importance all the participants attach to the training and shaping of teachers to become school leaders and probably take over the school leadership in the near future. The admission by the headmasters especially to undertake this responsibility suggests their resolve and commitment to work closely with teachers in particular to ensure that participative leadership works in the schools. On the other hand, parents’ support of this training program for teachers show how they value their work and welfare. This corroborates with the study made by Etsey (2005, p. 30)

that discovered that PTA treats and respects the welfare of the school and the teachers to ensure they are not distracted in the discharge of their duties.

5.3 Action to improve participative leadership practice

This part of the discussion basically deals with participants' findings on what should be done in order to improve participative leadership practice in the schools. The participants involved were teachers, headmasters and parents who reacted to the same statements/questionnaires with regards to the second research question. The participants' responses to the statements were mostly unanimous in agreement. Also, some statements were selected and discussed together because they were related

Firstly, findings from the statement *the headmaster must not see teachers' involvement in the school leadership as a way to reduce his power*, revealed an agreement between the headmasters and teachers regarding the item and disagreement from the parents. The results of both the headmasters and teachers suggest that it is possible for the two to work together effectively in the participative leadership if the headmasters should see the teachers as partners working to achieve a common goal, and not to view them as opponents aiming to wrestle for their powers. These results reinforce recent work by Agezo (2010, p. 699) revealing that 'the principals shared power, authority, and decision-making in a democratic way with teachers and created shared work in an atmosphere of caring and support with both an open, adaptive system in which teachers interacted to foster growth'. It also goes with research made by Heck and Hallinger (2009, p. 662) who found that scholars do agree that in order to sustain school improvement it must be endorsed by leadership that is shared. Parents on the other hand, differed in their assessment of the statement and believed it would be difficult for the headmasters to share powers with teachers under participative leadership practice by compromising on their powers as headmasters. This was found to be inconsistent with the findings of Ngotngamwong (2012, p. 109) participative leadership involves power and authority being shared between teachers and school leaders

Secondly, the results of participants indicated different views concerning the statement *parents must periodically meet the teachers to discuss their personal problems and solutions*. Teachers and parents shared the view that parents must take the center stage of discussing personal problems and solutions in the private life of teachers since they are also involved in participative leadership practice. Parents' results indicated a whopping 90% majority in support of the statement, shows how committed and willing they are to help resolve teachers' personal problems in order to have a free and peaceful mind to discharge their responsibilities as teachers of their children. In effect, parents' interest in helping to solve teachers' problems aimed to prevent them from any distraction and possibly interfering their work in the school. These findings are in line with Etsey (2005, p. 30) who uncovered that 'when parents are not involved, some of the problems facing the school are not attended to and this does not create a conducive environment for teaching and learning in the school'. The results of the headmasters revealed a different opinion from that of teachers and parents. Though, a little over fifty percent (57%) majority of the headmasters, rejected the claim and believed parents should not be allowed to meddle in the private lives of teachers. It therefore suggests that probably, the headmasters would want to take charge of such responsibilities themselves since they work with teachers and have the experience to help them better. The study done by Agezo (2010, p. 696) discovered the efforts made by school headmasters to interact with teachers with the aim of getting to know their problems and challenges in order to deal with them. In effect, what this item seeks is how to find solutions to teachers' problems in order not to disturb their work under participative leadership practice. So it does not matter who solves the problem but what matters is solution to bring improvement to the practice.

Also, the findings of this study showed that all the participants (headmasters, teachers, parents) approved of the statements *teachers must be ready and willing to accept additional responsibilities, teachers must show commitment to work whether they are given incentives or not, teachers must not always expect financial reward for taking up leadership roles, teachers must perform delegated duties diligently for the headmaster to keep faith in them, and teachers must encourage the headmaster to fully accept participative leadership practice in the school*. The findings indicate that teachers have crucial roles to perform to ensure that participative leadership practice

works well in the schools. The results revealed that teachers must exhibit commitment to work by performing some extra duties without expecting financial reward in return, and also do an assigned duties to help them acquire leadership skills. As found by Ngotngamwong (2012, p. 108) that 'teachers are greatly encouraged when they are recognized for their performance as it increases their intrinsic motivation'. This implies that it is not always about physical reward but sometimes a mere commendation and citations can ginger teachers to work. Even when they are given opportunity to freely express themselves on school issues resulting in a consensus decisions can develop their sense of self-efficacy and self-determination (Somech, 2005, p. 790). Teachers' results therefore suggest that they are determined to undertake above tasks in order to bring improvement to participative leadership practice

Again, results from the these statements, parents must continue to support the school whether they have their wards in the school or not, parents must avoid unnecessary interference in school matters, and parents must always show interest in school matters, showed a general support from all the participants (headmasters, teachers, parents) with a greater majority indicating 73% - 97%. These results demonstrate the commitment displayed by the participants to ensure that the practice works in their schools. It also urges the parents to show concern in school matters through continuous support but must not needlessly interfere in school matters. Essuman and Acheampong (2011, p. 519) reported that some PTA actions are geared towards resolving problems brought before it by the school. This implies that parents only interfere in school matters when they are invited to offer assistance. Another finding made by Essuman and Acheampong (2011, p. 524) indicated that for community-school relationship to be productive, the school must endeavor to reach out to the people. In effect, the school needs to take the first step to approach the parents and discuss matters of concern especially what is expected of them. In this case, findings of this study reveal that parents have accepted to perform their role in the participative leadership practice to make it better.

Furthermore, there was general consensus by headmasters, teachers and parents through the findings that *solutions to school challenges can be found by discussing them together with the parents*. The results suggest that since the school is for the community and parents have been instrumental in ensuring school effectiveness, it will be ideal to

discuss whatever problems confronting the school with parents in order to seek lasting solutions. These findings are in line with findings by Essuman and Acheampong (2011, p. 523) that involving parents in school activities will naturally create interest and a sense of school ownership. Also, the results of the headmasters and teachers revealed their admission to involve parents to discuss school problems, emanate from the belief that they alone cannot deal with school challenges and that any important decisions concerning the way forward should include parents. This confirms the same study done by Agezo (2010, p. 696) who found that the ‘‘headmasters involved teachers, parents and other stakeholders in making decisions concerning the school’’. In effect, these findings suggest that if there is any problem about the school, the headmasters, teachers and parents must come together to find solutions and by so doing the participative leadership could be improved.

The results of the items, the headmaster must show commitment by involving parents in school activities, the headmaster’s regular accountability will ensure continuous support from parents and the headmaster needs to maintain regular communication with parents to ensure good support, attracted massive support from all the participants (94% - 100%). These findings indicate that the headmasters have a huge responsibility to ensure that parents are practically involved in some school activities which entail planning of development programs and decision-making. The results further revealed that headmasters must endeavor to maintain constant communication with parents on school matters and seek support when needed. These findings are consistent with findings by Agezo (2010, p. 699) who reported that ‘‘effective communication is essential in developing a climate of trust, mutual respect, and clarity of function and that effective leadership is all about communicating’’. So this study can conclude on the basis of these findings that regular accountability and good communication by the headmasters are vital to ensure parents’ support.

The last part of this discussion will be centered on the statements, the headmaster must ensure that appointment for leadership positions for teachers is based on merit, the headmasters and the teachers must learn to relate well with one another to provide maximum cooperation, and the headmaster must show transparency in administrative matters to teachers. The findings from these items show that all the participants (headmasters, teachers and parents) admitted that headmasters should make effort to create a good relationship with teachers, try to have open administration and follow the due process of

promotion to leadership positions. This implies that when the headmasters follow the due procedure in the school, teachers will be held liable for their actions. This is in line with Agezo (2010, p. 696) who found that rules and regulations, rewards and discipline could be equitably and impartially applied to get members liable for their ethical behavior. In effect, this will create a conducive atmosphere for participative leadership practice to function.

Summary of the findings

The aim of this study was to ascertain how participative leadership is practiced in junior high schools and actions to improve the practice in Sekyere South District in Ashanti Region, Ghana. The theme used in order to answer the research questions were, collaboration and joint decision-making.

Firstly, a cross-tabulation analysis on the data gathered indicated that, there was a collaboration and joint decision-making between the headmasters and teachers, and headmasters and parents. By implication, the participants admitted that, there was a culture of collaboration and joint decision-making where the headmasters together made decisions and planned school activities and programmes with teachers and parents.

Also, a cross-tabulation analysis on the data relating to what actions should be taken in order to improve the participative leadership practice, revealed a general agreement by the participants the need to take such steps. The findings indicated specific responsibilities each participants (headmasters, teachers and parents) should undertake in order to make the practice better. Though, there were some evidence of participants' rejection of some of the claims, notwithstanding, they generally accepted the challenge and admitted to be equal to the task.

Finally, a Chi-Square Test was employed to measure each item to ascertain the relationship in the opinions of the participants. With regards to the collaboration and joint decision-making, the results of the tests confirmed the findings from the cross-tabulation analysis. This means that participants shared opinion that there was a collaboration and joint decision-making in their schools though, some opinions on the few items appeared stronger according to the test. The same test was used to measure the statements regarding actions to improve participative leadership practice. The results

were not different from collaboration and joint decision-making. The results from the test showed common views by the participants admitting their specified individual roles to perform to improve the practice. In all, the findings proved that there was a participative leadership practice involving the headmasters, teachers and parents but much needed to be done to improve upon it.

5.4 Recommendations

In investigating participative leadership practice and actions to improve the practice in junior high schools in Ghana, many issues surfaced that will be worthy of research. It will be necessary if further research is done to device many possible ways to improve upon the practice.

Also, the study was done only in Sekyere South District in Ashanti Region, Ghana, it will be a good idea for a nationwide research to be undertaken to assess the impact the practice is making on Ghanaian education and also to expand knowledge on the practice.

Another thing that needs further research is whether it is ideal to include parents' in the school leadership under participative leadership practice. I will also like to recommend thorough investigation to assess the impacts parents' involvement in the practice makes towards school development.

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APPENDICES

Appendix A

Headmaster/Teacher/ Parent Questionnaire

This questionnaire below is part of my Master's Thesis Research Study to ascertain participative leadership practice in Junior High Schools and actions to improve participative leadership. The participants include headmasters, teachers and parents. Kindly participate by answering these questions. The respondents' confidentiality is guaranteed.

Name of the school.....

Town:.....

Section A (please tick the correct box)

1. Gender Male ()
Female ()
2. Position Teacher () Headmaster () Parent ()

Section B: Your Evaluation.

Scale: 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Agree (A), and 4 = Strongly Agree (SA)

Please circle (O) where appropriately.

QUESTIONNAIRE (HEADMASTERS)

- | | | | | |
|--|---|---|---|---|
| 1. The headmaster should regularly involve the teachers in discussing school matters. | 1 | 2 | 3 | 4 |
| 2. The headmaster should seek the views of the teachers in making appointments to positions. | 1 | 2 | 3 | 4 |
| 3. The headmaster should seek parents' opinion in making decisions about their children. | 1 | 2 | 3 | 4 |
| 4. The headmaster should join efforts with parents to improve students' learning. | 1 | 2 | 3 | 4 |
| 5. The headmaster should take into account teachers' opinions during decision-making | 1 | 2 | 3 | 4 |
| 6. The headmaster should take into account parents' opinion before taking decisions. | 1 | 2 | 3 | 4 |
| 7. The headmaster should delegate responsibilities to teachers to help them learn leadership roles. | 1 | 2 | 3 | 4 |
| 8. The headmaster should plan school activities together with teachers. | 1 | 2 | 3 | 4 |
| 9. The headmaster should cooperate with parents to discuss school matters in order to get their support. | 1 | 2 | 3 | 4 |
| 10. The headmasters' behaviour towards teachers should not show lack of respect. | 1 | 2 | 3 | 4 |
| 11. The headmaster should allow teachers to discuss with him their problems in the school. | 1 | 2 | 3 | 4 |
| 12. The headmaster should be transparent in financial matters by involving teachers. | 1 | 2 | 3 | 4 |
| 13. The headmaster should interact with the parents about their children and any change in the school. | 1 | 2 | 3 | 4 |
| 14. Teachers should expect financial reward from the school for performing additional responsibilities. | 1 | 2 | 3 | 4 |
| 15. The headmaster should only interact with teachers at his own will. | 1 | 2 | 3 | 4 |
| 16. The headmaster must not see teachers' involvement in the school leadership as a way to reduce his power. | 1 | 2 | 3 | 4 |
| 17. The headmaster must show transparency in administrative matters to teachers. | 1 | 2 | 3 | 4 |
| 18. The headmaster must ensure that appointment for leadership | | | | |

positions for teachers is based on merit.	1	2	3	4
19. The headmaster needs to maintain regular communication with parents to ensure good support.	1	2	3	4
20. Solutions to school challenges can be found by discussing them together with the parents.	1	2	3	4
21. Parents must continue to support the school whether they have their wards in the school or not.	1	2	3	4
22. The headmaster should delegate duties to teachers to create a sense of belongingness, unity and cooperation.	1	2	3	4
23. The headmaster's regular accountability will ensure continuous support from teachers.	1	2	3	4
24. The headmaster and the teachers must learn to relate well with one another to provide maximum cooperation.	1	2	3	4
25. Teachers must be ready and willing to accept additional responsibilities in the school .	1	2	3	4
26. The headmaster must show commitment by involving parents in school activities.	1	2	3	4
27. The headmaster must aim at providing practical leadership training to teachers by assigning leadership roles to them	1	2	3	4
28. Parents must pay regular visit to the school to discuss problems n the with the staff.	1	2	3	4
29. Parents must periodically meet the teachers to discuss their personal problems and solutions.	1	2	3	4
30. Parents must avoid unnecessary interference in school matters.	1	2	3	4
31. Parents must always show interest in school matters.	1	2	3	4
32. Teachers must show commitment to work whether they are given incentives or not.	1	2	3	4
33. Teachers must not always expect financial reward when taking up leadership roles.	1	2	3	4
34. Teachers must perform delegated duties diligently for the headmaster to keep faith in them.	1	2	3	4
35. Teachers must encourage the headmaster to fully accept leadership participative practice in the school.				

Headmaster/Teacher/ Parent Questionnaire

This questionnaire below is part of my Master's Thesis Research Study to ascertain Participative Leadership Practice in Junior High Schools and Actions to improve Participative Leadership. The participants include headmasters, teachers and parents. Kindly participate by answering these questions. The respondents' confidentiality is guaranteed. Thank you.

Name of the school:.....

Town:.....

Section A *(please tick the correct box)*

1. Gender Male ()
Female ()
2. Position Teacher () Headmaster () Parent
()

Section B: Your Evaluation.

Scale: 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Agree (A), and 4 = Strongly Agree (SA)

Please circle (O) where appropriately.

QUESTIONNAIRE (TEACHERS)

1. Teachers share responsibility and authority with the headmaster in school. 1 2 3 4
1. Teachers are regularly involved in meetings to discuss school matters. 1 2 3 4
2. Teachers are regularly given incentives for undertaking extra duty. 1 2 3 4
3. The difficulty of identifying individual teachers' ability makes it difficult for the headmaster to decide what role to give them. 1 2 3 4
4. Teachers feel the headmaster does not value teacher leadership as he sees it as a threat to his position. 1 2 3 4
5. Teachers know the headmaster takes their opinions into account when taking decisions. 1 2 3 4
6. The headmaster is transparent in financial matters with teachers. 1 2 3 4
7. The headmaster delegates leadership roles to teachers 1 2 3 4
8. Teachers plan school activities together with the headmaster. 1 2 3 4
9. The headmaster's behaviour towards teachers shows lack of respect. 1 2 3 4
10. Teachers discuss their problems in the school with the headmaster. 1 2 3 4
11. Teachers interact with the headmaster at their request. 1 2 3 4
12. The headmaster must not see teachers' involvement in the school leadership as a way to reduce his power. 1 2 3 4
13. The headmaster must show transparency in administrative matters to teachers. 1 2 3 4
14. The headmaster must ensure that the appointment for leadership positions for teachers is based on merit. 1 2 3 4
15. The headmaster needs to maintain regular communication with parents to ensure good relationship and support. 1 2 3 4
16. Solutions to school challenges can be found by discussing them together with the parents. 1 2 3 4
17. Parents must continue to support the school whether they have their wards in the school or not. 1 2 3 4
18. The headmaster should delegate duties to teachers to create a sense of belongingness, unity and cooperation. 1 2 3 4
19. The headmaster's regular accountability will ensure continuous support from teachers. 1 2 3 4

20. The headmaster and the teachers must learn to relate well with one another to provide maximum cooperation.	1	2	3	4
21. The headmaster needs to maintain regular communication with parents to ensure good relationship.	1	2	3	4
22. Teachers must be ready and willing to accept additional responsibilities in the school .	1	2	3	4
23. The headmaster must show commitment by involving parents in school activities.	1	2	3	4
24. The headmaster must aim at providing practical leadership training to teachers by assigning leadership roles to them	1	2	3	4
25. Parents must pay regular visit to the school to discuss with the staff problems in the school.	1	2	3	4
26. Parents must periodically meet the teachers to discuss their personal problems and solutions.	1	2	3	4
27. Parents must avoid unnecessary interference in school matters.	1	2	3	4
28. Parents must always show interest in school matters.	1	2	3	4
29. Parents must avoid unnecessary confrontation with the headmaster and the teachers to avoid distraction.	1	2	3	4
30. Teachers must show commitment to work whether they are given incentives or not.	1	2	3	4
31. Teachers must not always expect financial reward when taking up leadership roles.	1	2	3	4
32. Teachers must perform delegated duties diligently for the headmaster to keep faith in them.	1	2	3	4
33. Teachers must encourage the headmaster to fully accept participative leadership practice in the school.	1	2	3	4

Scale: 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Agree (A), and 4 = Strongly Agree (SA)

Please circle (O) where appropriately.

QUESTIONNAIRE (PARENTS)

- | | | | | |
|--|---|---|---|---|
| 1. Parents are allowed to participate in school events. | 1 | 2 | 3 | 4 |
| 2. Parents work together with the headmaster to address school problems. | 1 | 2 | 3 | 4 |
| 3. Parents feel the headmaster fears to lose power by involving them in decision making. | 1 | 2 | 3 | 4 |
| 4. Many parents withdraw their support for the school immediately their wards leave the school. | 1 | 2 | 3 | 4 |
| 5. The headmaster always accounts for monies contributed by parents for school projects. | 1 | 2 | 3 | 4 |
| 6. Parents pay regular visit to the headmaster to discuss school problems and solutions. | 1 | 2 | 3 | 4 |
| 7. Parents periodically meet the teachers to discuss their problems and solutions. | 1 | 2 | 3 | 4 |
| 8. Parents regularly interfere in school matters. | 1 | 2 | 3 | 4 |
| 9. Parents' opinion are taken into account by the headmaster before making decisions about their children. | 1 | 2 | 3 | 4 |
| 10. Parents are involved in planning school activities. | 1 | 2 | 3 | 4 |
| 11. The school cooperates with parents to provide infrastructure for the school. | 1 | 2 | 3 | 4 |
| 12. The school maintains regular communication with parents about school matters. | 1 | 2 | 3 | 4 |
| 13. The headmaster must not see the teachers' involvement in the school leadership as a way to reduce his power. | 1 | 2 | 3 | 4 |
| 14. The headmaster must show transparency in administrative matters to teachers. | 1 | 2 | 3 | 4 |
| 15. The headmaster must ensure that appointment for leadership positions for teachers is based on merit. | 1 | 2 | 3 | 4 |
| 16. The headmaster needs to maintain regular communication with parents to ensure good support. | 1 | 2 | 3 | 4 |
| 17. Solutions to school challenges can be found by discussing them together with the parents. | 1 | 2 | 3 | 4 |
| 18. Parents must continue to support the school whether they have their wards in the school or not. | 1 | 2 | 3 | 4 |
| 19. The headmaster should delegate duties to teachers to create | | | | |

a sense of belongingness, unity and cooperation.	1	2	3	4
20. The headmaster's regular accountability will ensure continuous support from parents.	1	2	3	4
21. The headmaster and the teachers must learn to relate well with one another to provide maximum cooperation.	1	2	3	4
22. Teachers must be ready and willing to accept additional responsibilities in the school .	1	2	3	4
23. The headmaster must show commitment by involving parents in school activities.	1	2	3	4
24. The headmaster must aim at providing practical leadership training to teachers by assigning leadership roles to them	1	2	3	4
25. Parents must pay regular visit to the school to discuss problems in the school with the staff.	1	2	3	4
26. Parents must periodically meet the teachers to discuss their personal problems and solutions.	1	2	3	4
27. Parents must avoid unnecessary interference in school matters.	1	2	3	4
28. Parents must always show interest in school matters.	1	2	3	4
29. Parents must avoid unnecessary confrontation with the headmaster and the teachers to avoid distraction.	1	2	3	4
30. Teachers must show commitment to work whether they are given incentives or not.	1	2	3	4
31. Teachers must not always expect financial reward for taking up leadership roles.	1	2	3	4
32. Teachers must perform delegated duties diligently for the headmaster to keep faith in them.	1	2	3	4
33. Teachers must encourage the headmaster to fully accept participative leadership practice in the school.	1	2	3	4

Appendix B

Appendix 1

Headmasters and teachers' joint decision and collaboration (drawn from the cross tabulation)

Item	Agreed%	Disagreed%	Agreed%	Disagreed%
The headmaster should delegate responsibilities to teachers to help them learn leadership roles	95	7	100	0
The headmaster should plan school activities together with teachers	89	11	100	0
The headmaster should allow teachers to discuss with him their problems in the school	78	22	100	0
The headmaster should delegate duties to teachers to create a sense of belongingness, unity and cooperation	95	5	100	0
The headmaster must aim at providing practical leadership training to teachers by assigning leadership roles to them	7	93	97	3
Parents must pay regular visit to the school to discuss problems in the school with the staff	23	87	97	3
The headmasters should regularly involve teachers discussing school matters	75	25	97	3
The headmasters should take into account parents' opinions before making decisions	88	22	59	41

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23.998 ^a	6	.001
Likelihood Ratio	27.680	6	.000
Linear-by-Linear Association	18.324	1	.000
N of Valid Cases	114		

a. 8 cells (66.7%) have expected count less than 5. The minimum expected count is .03.

Appendix 2

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	27.906 ^a	6	.000
Likelihood Ratio	30.840	6	.000
Linear-by-Linear Association	22.087	1	.000
N of Valid Cases	113		

a. 7 cells (58.3%) have expected count less than 5. The minimum expected count is .04.

Appendix 3

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.005 ^a	6	.543

Likelihood Ratio	6.395	6	.380
Linear-by-Linear Association	4.701	1	.030
N of Valid Cases	113		

a. 8 cells (66.7%) have expected count less than 5. The minimum expected count is .02.

Appendix 4

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.116 ^a	4	.539
Likelihood Ratio	3.448	4	.486
Linear-by-Linear Association	2.318	1	.128
N of Valid Cases	113		

a. 4 cells (44.4%) have expected count less than 5. The minimum expected count is .06.

Appendix 5

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.518 ^a	6	.742
Likelihood Ratio	4.648	6	.590
Linear-by-Linear Association	1.287	1	.257
N of Valid Cases	113		

a. 7 cells (58.3%) have expected count less than 5. The minimum expected count is .02.

Appendix 6

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	70.931 ^a	6	.000
Likelihood Ratio	76.957	6	.000
Linear-by-Linear Association	53.725	1	.000
N of Valid Cases	114		

a. 4 cells (33.3%) have expected count less than 5. The minimum expected count is .18.

Appendix 7

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.169 ^a	8	.040
Likelihood Ratio	14.492	8	.070
Linear-by-Linear Association	3.519	1	.061
N of Valid Cases	114		

a. 9 cells (60.0%) have expected count less than 5. The minimum expected count is .01.

Appendix 8

Headmasters and parents' table (drawn from the cross tabulation)

Items	Headmaster		Parents	
	Agreed %	Disagreed%	Agreed	Disagreed
The headmaster should delegate responsibilities to teachers to help them learn leadership roles.	100	0	97	3

The headmaster should cooperate with parents to discuss school matters in order to get their support	90	10	47	53
The headmaster must show commitment by involving parents in school activities	93	7	97	3
The headmaster must seek parents' opinion in making decisions about their children	93	7	83	17
The headmaster must aim at providing practical leadership training to teachers by assigning leadership roles to them	97	3	97	3
Parents must pay regular visit to the school to discuss problems in the school with the staff	97	3	93	7

Appendix 9

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.765 ^a	2	.414
Likelihood Ratio	1.782	2	.410
Linear-by-Linear Association	1.723	1	.189
N of Valid Cases	59		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 1.47.

Appendix 10

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.148 ^a	2	.929
Likelihood Ratio	.148	2	.929
Linear-by-Linear Association	.105	1	.746
N of Valid Cases	59		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .98.

Appendix 11

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.408 ^a	2	.495
Likelihood Ratio	1.413	2	.493
Linear-by-Linear Association	1.052	1	.305
N of Valid Cases	59		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .98.

Appendix 12

Headmasters, teachers and parents action (table drawn from the cross tabulation)

Items	Headmasters		Teachers		Parents	
	Agreed %	Disg%	Agreed%	Disag%	Agreed% %	Disg%
The headmaster must not see teachers' involvement in the school leadership as a way to reduce his power	69	31	63	37	47	53
The headmaster must show transparency in administrative matters to teachers.	100	0	95	5	100	0
The headmaster must ensure that appointment for	69	31	70	30	83	17

leadership positions for teachers is based on merit						
The headmaster needs to maintain regular communication with parents to ensure good support.	100	0	95	5	93	7
Solutions to school challenges can be found by discussing them together with the parents	76	24	93	7	97	3
Parents must continue to support the school whether they have their wards in the school	83	17	84	16	73	27
The headmaster's regular accountability will ensure continuous support from parents	100	0	94	6	100	0
The headmasters and the teachers must learn to relate well with one another to provide maximum cooperation	100	0	93	7	97	3
Teachers must be ready and willing to accept additional responsibilities	100	0	89	11	93	7
The headmaster must show commitment by involving parents in school activities	93	7	81	19	57	43
Parents must periodically meet the teachers to discuss their personal problems and solutions	43	57	52	48	90	10
Parents must avoid unnecessary interference in school matters	90	10	79	21	90	10
Parents must always show interest in school matters	97	7	89	11	93	7
Teachers must show commitment to work whether they are given incentives or not.	97	3	81	19	73	27
Teachers must not always expect financial reward for taking up leadership roles	93	7	75	25	73	27
Teachers must perform delegated duties diligently for the headmaster to keep faith in them	100	0	96	4	100	0
Teachers must encourage the headmaster to fully accept participative leadership practice in the school	100	0	95	5	86	14

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.299 ^a	4	.178
Likelihood Ratio	7.701	4	.103
Linear-by-Linear Association	.515	1	.473
N of Valid Cases	143		

a. 3 cells (33.3%) have expected count less than 5. The minimum expected count is .81.

Appendix 13

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.020 ^a	6	.319
Likelihood Ratio	8.008	6	.237
Linear-by-Linear Association	3.123	1	.077
N of Valid Cases	143		

a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is .41.

Appendix 14

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.254 ^a	6	.057
Likelihood Ratio	10.625	6	.101

Linear-by-Linear Association	.690	1	.406
N of Valid Cases	143		

a. 5 cells (41.7%) have expected count less than 5. The minimum expected count is .81.

Appendix 15

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.937 ^a	6	.243
Likelihood Ratio	6.831	6	.337
Linear-by-Linear Association	2.646	1	.104
N of Valid Cases	143		

a. 5 cells (41.7%) have expected count less than 5. The minimum expected count is 1.42.

Appendix 16

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.018 ^a	6	.674
Likelihood Ratio	5.823	6	.443
Linear-by-Linear Association	1.885	1	.170
N of Valid Cases	143		

a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is .20.

Appendix 17

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.955 ^a	6	.241
Likelihood Ratio	10.077	6	.121
Linear-by-Linear Association	1.669	1	.196

N of Valid Cases	143		
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a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is .61.

Appendix 18

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.161 ^a	6	.405
Likelihood Ratio	8.254	6	.220
Linear-by-Linear Association	.654	1	.419
N of Valid Cases	143		

a. 5 cells (41.7%) have expected count less than 5. The minimum expected count is .20.

Appendix 19

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.390 ^a	6	.153
Likelihood Ratio	10.731	6	.097
Linear-by-Linear Association	8.154	1	.004
N of Valid Cases	143		

a. 5 cells (41.7%) have expected count less than 5. The minimum expected count is .61.

Appendix 20

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.459 ^a	6	.615
Likelihood Ratio	4.592	6	.597
Linear-by-Linear Association	.260	1	.610

N of Valid Cases	142		
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a. 2 cells (16.7%) have expected count less than 5. The minimum expected count is 4.49.

Appendix 21

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.031 ^a	6	.673
Likelihood Ratio	4.457	6	.615
Linear-by-Linear Association	2.262	1	.133
N of Valid Cases	142		

a. 4 cells (33.3%) have expected count less than 5. The minimum expected count is 1.84.

Appendix 22

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.306 ^a	6	.157
Likelihood Ratio	9.606	6	.142
Linear-by-Linear Association	3.670	1	.055
N of Valid Cases	142		

a. 5 cells (41.7%) have expected count less than 5. The minimum expected count is .41.

Appendix 23

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.443 ^a	6	.037
Likelihood Ratio	16.222	6	.013
Linear-by-Linear Association	1.118	1	.290
N of Valid Cases	142		

a. 4 cells (33.3%) have expected count less than 5. The minimum expected count is 2.45.

Appendix 24

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.860 ^a	6	.131
Likelihood Ratio	11.180	6	.083
Linear-by-Linear Association	2.175	1	.140
N of Valid Cases	142		

a. 5 cells (41.7%) have expected count less than 5. The minimum expected count is 1.63.

Appendix 25

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.953 ^a	6	.006
Likelihood Ratio	19.145	6	.004
Linear-by-Linear Association	3.619	1	.057
N of Valid Cases	142		

a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is .20.

Appendix 26

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.567 ^a	6	.199
Likelihood Ratio	8.927	6	.178
Linear-by-Linear Association	1.110	1	.292
N of Valid Cases	138		

a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is .20.

