

Effects of Teachers' Participation in Decision-Making on Organisational Commitment in Ghanaian Basic Schools

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Abstract

This study investigated the effects of teachers' participation in decision-making in Ghanaian basic schools on their organisational commitment. The study utilised a descriptive survey design to randomly select 285 teachers from the La Nkwantanang-Madina Municipality of the Greater Accra region of Ghana to participate in the research. The generated data were analysed using descriptive statistics (means and standard deviations), confirmatory factor analysis, and structural equation modelling. The results showed that teachers moderately participated in school decision-making. Similarly, their level of organisational commitment to the teaching profession was moderate. Finally, the effect of teacher participation in decision-making on organisational commitment was positive and statistically significant. The study's findings suggest that implementing shared leadership models, where teachers are consistently involved in discussions about school policies, curriculum development, and other critical areas, can enhance their commitment and performance. Consequently, the study recommends that school leaders initiate pragmatic policies to promote teachers' participation in decision-making, thereby increasing their organisational commitment.

Keywords: *Participative decision-making, teacher engagement, school decision-making, organisational commitment, teacher participation*

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Introduction

Research evidence suggests that one fundamental reason some principals fail in their leadership is self-arrogation of power in making ultimate decisions affecting schools while reducing the teacher's role to only classroom management (Ingersoll et al., 2017; Sarafidou & Chatziioannidis, 2013). Perhaps this development informs the growing call on principals to seek teachers' ideas, insights, and expertise for

school improvement (Thien & Adams, 2021). This is in recognition that the heroic leadership approach is no longer sufficient in the face of continuous change in the educational environment and should pave the way for distributive leadership models (Harris et al., 2017) that are inclusive, participative and consultative in nature (Naicker & Mestry, 2013).

It has also been established that the complementary role teachers play in school management helps principals achieve their goals (Nuaimi et al., 2015). For example, teachers are responsible for the development and upbringing of pupils. They are also deemed active figures positioned at the lower level of management responsible for implementing educational policies and directives on curriculum decisions (Ingersoll et al., 2017). Apart from their teaching roles, teachers are also required to liaise with parents, guardians, and communities to plan the curriculum to reflect the local circumstances, needs, and aspirations of the children they teach (Nudzor, 2014). Thus, leaders need to design systems that promote the absolute participation of teachers in school decision-making to ensure that quality decisions are made towards the achievement of educational goals and objectives (Dampson & Afful-Broni, 2018; Ngussa & Gabriel, 2017).

Studies have shown that effective participation of teachers in decision-making promotes organisational commitment that would contribute to better school improvement (Leithwood et al., 2020; Muthiah et al., 2021). Organisational commitment is the strong belief in and acceptance of the organisational goals and values, willingness to exert considerable effort on behalf of the organisation, and a definite desire to maintain organisational membership (Bano et al., 2019). It involves influential factors in determining the loyalty and involvement of employees to enhance their sense of participation in organisational performance. A high level of organisational commitment can lead to improvement in the performance and efficiency of an employee in accomplishing the tasks and goals of the organisation (Awang et al., 2022; Han et al., 2010). In education, organisationally committed teachers are more likely to work towards school goals, invest more effort in their jobs, and are more willing to exert considerable effort in school reforms (Shie & Chang, 2022).

In Ghana, there is a longstanding concern that many teachers exhibit a lack of commitment towards the teaching profession as they exhibit different forms of withdrawal behaviour, such as absenteeism, lateness, and passive job behaviour (Salifu, 2014). Many teachers consider teaching as a “stepping stone or a springboard” to enter other professions and, therefore, quit the teaching profession upon the least chance of opportunity they get elsewhere (Adarkwah, 2023). Past reports suggest that 10,000 teachers in Ghana abandon their posts to pursue other adventures for diverse reasons annually (GNAT/TEWU, 2010). In 2013 alone, it was estimated that nearly

33,185 teachers in Ghana abandoned their posts for greener pastures, leading to teacher shortages, especially in rural areas (Kwarteng, 2014).

In search for appropriate strategies and interventions to boost the commitment level and retention of teachers in Ghanaian schools, the government of Ghana has implemented some form of interventions, including the single spine pay policy to improve the quality of teaching and learning (Adarkwah, 2023; Salifu, 2014). While several factors account for the low commitment of teachers in Ghana, conscious efforts by school leaders to involve teachers in school decision-making may contribute to improving their organisational commitment and facilitating the attainment of desired educational goals. This is in recognition that participation in decision-making is a form of communication to employees that they are valued (Valverde-Moreno et al., 2021) and makes teachers feel a sense of ownership of the school, its visions, and priorities (Dampson & Afful-Broni, 2018). Yet, there is limited research conducted in Ghana that associates teacher participation in decision-making and organisational commitment.

Although some past studies in Ghana have investigated the extent to which teachers are involved in decision-making in basic schools (Agebure, 2013; Dampson & Afful-Broni, 2018; Dampson & Edwards, 2017), none of these studies investigated the effects of teacher participation in decision making on organisational commitment. Teachers must exhibit a high level of commitment in their work to determine their schools' success. This study, therefore, sought to investigate the extent to which participation in decision-making contributes to teachers' organisational commitment. In doing so, the study specifically addresses the following research questions:

- (1) To what extent do teachers participate in decision-making in Ghanaian basic schools?
- (2) What is the level of teachers' organisational commitment in Ghanaian basic schools?
- (3) What is the effect of teacher participation in decision-making on teachers' organisation commitment in Ghanaian basic schools?

Literature Review

Teacher participation in school decision-making

Active participation of teachers in school decision making which emphasises collective responsibility, democratic government, and a common mission, has attracted significant research attention (Ingersoll et al., 2017; Thien et al., 2021). As key personnel and change agents for successful education reform (Liu & Yin, 2020), teachers' involvement in decision-making in the school makes them develop a sense of ownership for the school, and their love for the school increases (Dampson &

Afful-Broni, 2018; Wadesango, 2012). Similarly, participation in decision-making gives teachers the opportunity to voice their opinions and share their knowledge with both school administrators and fellow teachers, which encourages a strong sense of teamwork among teachers (Ngussa & Gabriel, 2017). Teachers who lack opportunities to contribute to important decision-making in their schools have less understanding of their school goals and thus are likely to pay more attention to their own interests (Liu & Yin, 2020).

Several studies assessing the role of teachers in key areas of decision-making in their schools suggest that teachers more often have a substantial role in decisions regarding classroom academic instruction, teaching techniques, and student grading (Dampson & Afful-Broni, 2018; Hammad, 2017; Ingersoll et al., 2017; Sarafidou & Chatziioannidis, 2013). However, these studies reported that teachers often have lesser roles in decisions that are schoolwide. Specifically, teachers did not actively participate in establishing student behaviour policies, engaging in school improvement planning, and determining the content of professional development programmes. Nonetheless, participation in managerial issues which relate to the school as a whole widens the perspective of teachers from their own classrooms to the whole school system, the teaching profession and the education sector as a whole, and this helps them to become more committed to organisational decisions (Bogler & Somech, 2005; Hammad, 2017).

Investigating the involvement of teachers in three different fields of decision-making in Greek primary schools, Sarafidou and Chatziioannidis (2013) found that teachers were more involved in decision-making that has to do with student and teacher issues than management issues. Similarly, a study by Mosheti (2013) in Botswana schools also found that teachers participate more in decision-making, which has to do with the students, specifically about their educational success and occupational preferences, than decisions about the school, which entails the school's budget, governance, and personnel issues. In Nigeria, Uzogor and Nwankwo (2020) found that principals include teachers in decision-making on student matters, which comprises putting students in their respective classes, students' punishment, the organisation of orientation for students, and students' continuous assessment. Wadesango (2010) also found that teachers are slightly involved in decision-making in Zimbabwe as school heads make critical decisions alone or with their management team and then pass them on to the teachers for implementation. Bogler and Somech (2005) similarly found that teachers were more involved in issues concerning helping students and colleagues and promoting instruction than in decisions related to school operation and administration.

In Ghana, Agebure (2013) found that the teachers in public senior high schools in the Bolgatanga Municipality were involved in decision-making involving curriculum and

instructional activities, school operations, and decisions that promoted school-community relationships. However, teachers were not involved in decision-making on student admission and placement, formulation of guidelines for the recruitment of teachers into their schools, and financial matters. In a related study, Dampson and Afful-Broni (2018) found that most of the teachers in the Cape Coast and Mfantseman Municipalities participate in decision-making concerning the classroom, with some being part of committees to make decisions on behalf of the school. However, only a small number of the teachers participated in decision-making at the school level, which happened to be the highest level of decision-making in the school.

Teachers' organisational commitment

Organisational commitment refers to people's feelings about the organisations for which they work and the degree to which they identify with the organisations that employ them (Ngussa & Gabriel, 2017). It refers to an individual's identification with and involvement in the organisation, characterised by a strong belief in and acceptance of the organisation's goals and values and a willingness to exert considerable effort on behalf of the organisation (Albdour & Altarawneh, 2014). Employees who are strongly committed fully invest emotionally, mentally, and physically to achieve the organisation's objectives (Mercurio, 2015) and have lower intentions of quitting (Kumar et al., 2021). In educational settings, teachers who demonstrate commitment to their school accept the school's goals and values, show a greater willingness to devote energy to the school, and exhibit a strong desire to maintain membership (Awang et al., 2022; Shie & Chang, 2022).

Several studies have investigated the level of teachers' organisational commitment in different national educational contexts (Guhao, 2019; Onukwu et al., 2020; Peretomode & Bello, 2018; Terzi, 2015; Zacharo, 2018). Generally, results from these studies are inconclusive in that while some of them found that the level of teachers' commitment to the teaching profession was high, others found that teachers' level of organisational commitment was low. For example, studies that investigated the degree of organisational commitment among teachers in Israel (Shamma, 2018), Bhutan (Gyeltshen, 2021), and Nigeria (Peretomode & Bello, 2018) found that the teachers had a high level of commitment towards the teaching profession. In contrast, other studies in Nigeria (Akinwale & Okotoni, 2019; Onukwu et al., 2020) and in Ethiopia (Ayele, 2014) found that the organisational commitment of teachers was generally low.

Effects of teachers' participation in decision-making on organisational commitment

Several studies have shown that organisational commitment is stronger among employees whose leaders allow them to participate in decision-making (Bogler & Somech, 2005; Muthiah et al., 2021; Wadesango, 2012). For example, Diosdado (2008) experimentally examined the impact of Participatory School Administration, Leadership, and Management (PSALM) by providing opportunities for stakeholders to participate in managing the schools. The study revealed that the experimental group that implemented PSALM had higher levels of commitment compared with the control group without PSALM. Similarly, in a qualitative research study on the relationship between teacher participation in decision-making and organisational commitment in Zimbabwe, Wadesango (2012) found that the low involvement of teachers in decision-making resulted in their low level of commitment.

Mosheti (2013) further examined the relationship between teacher participation in decision-making and job satisfaction to their organisational commitment among teachers in Botswana secondary schools. The study results showed that there was a positive relationship between the involvement of teachers in decision-making, their job satisfaction, and organisational commitment. In Hong Kong, Cheng (2008) found that when teachers are involved more in managerial and curricular decisions in their school, it instigates their commitment and satisfaction. Muthiah, Adams, and Abdullah (2021) further investigated the effects of distributed leadership on teachers' organisational commitment and specifically sought to find which aspects of distributed leadership influence teachers' organisational commitment in international schools. The study found that with the four dimensions of distributive leadership explored in the study, teachers' participation in decision-making had the highest effect on teachers' organisational commitment.

Methodology

Research design

This study employed a quantitative research approach utilising a cross-sectional design to measure teachers' opinions on how their participation in decision-making affects their organisational commitment in basic public schools. The design enabled the researcher to obtain data with the intention of describing existing conditions and determining the relationships among variables (Knapp, 2019) without controlling and manipulating conditions as in an experiment (Neuman, 2007).

Sample and sampling technique

The target population for this study comprised all public basic schoolteachers in the La Nkwantanang-Madina municipality of the Greater Accra Region. At the time of the data collection, data obtained from the Education Management and Information System (EMIS) unit of the district showed that there were one thousand and eighty (1080) teachers in the public schools in the district. Two hundred eighty-five (285) teachers were invited through a simple random sampling technique through the lottery method, which guaranteed each teacher in the study area an equal and independent chance to participate in the study (Muijs, 2011).

Instrumentation and data collection procedure

The data collection instrument employed in the study was the questionnaire. To measure teacher participation in decision-making, this study adapted the six validated items developed by Leithwood and Jantzi (1999). A sample item was 'We have an adequate involvement in decision making'. Item response options were based on a five-point Likert-type rating scale (5 = Always, 4 = Usually, 3 = Sometimes, 2 = Rarely, 1 = Never). The researcher further used six items adapted from Mowday, Steers, and Porter (1979) to measure teachers' organisational commitment in the study. The instrument has been found to be psychometrically sound and valid through rigorous testing in various contexts measuring variables of commitment such as values congruence with the organisation, feelings of care for the organisation, pride in the organisation, and willingness to put forth extra effort into the organisation (Mercurio, 2015; Mowday et al., 1979).

A sample item is 'I'm really happy that I chose this school to work for'. Respondents in the study were asked to indicate the extent to which they agreed with the statements using a five-point Likert-type scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The researcher assessed the reliability of the measurement scales following a pilot study in the Adenta Municipality of the Greater Accra Region of Ghana using Cronbach's alpha coefficients. In all, 20 teachers selected from the five schools participated in the pilot test. The setting for the pilot study and the participants had characteristics similar to those of the participants who took part in the main study. While the reliability coefficient for the teacher participation in the decision-making scale was 0.781, the coefficient obtained for the organisational commitment questionnaire was 0.849, indicating that both scales had sufficient levels of reliability (Hair et al., 2019).

The data collection exercise began with the receipt of an authorisation letter from the Director of Education in the district. Copies of the letters were sent to the head

teachers of the sampled respondents to inform them and obtain their consent officially. To gain access to the teachers, a brief introduction about the purpose of the study and the researcher was made known to them. The questionnaires were administered and retrieved personally by the researcher. The data collection exercise took 30 days to complete.

Ethical considerations

To ensure that the study adhered to ethical principles, the researcher obtained permission from the educational directorate of the study district in order to gain access to the schools. We then sought permission from the head teachers of the selected respondents and also sought the consent of all sampled teachers before the data collection exercise commenced. The researcher ensured that all participants were informed that their participation was optional and that they had the right to withdraw safely from the study at any stage of the process. Participants were also assured that their identities would be protected in the research and that they should provide their opinions as honestly as possible in the course of the study.

Data analysis

The Statistical Package for Social Sciences (IBM SPSS Statistics 25) and AMOS 21.0 were used for data analysis at a significance level of $p < .05$. First, the researcher conducted descriptive statistics (means and standard deviations) to determine the levels of teachers' participation in decision making and their levels of organisational commitment. Following the descriptive statistics, a Confirmatory Factor Analysis (CFA) was conducted to assess the distinctiveness of the constructs in the study using the maximum likelihood estimation approach. CFA is a popular form of psychometric assessment that is appropriate when a researcher has some previous knowledge of the underlying latent variable structure of the a priori model (Hair et al., 2019).

Finally, the hypothesised structural model of a direct relationship between participation in decision-making and the organisational commitment of teachers was tested through Structural Equation Modelling (SEM). The Comparative Fit Index (CFI), the Goodness of Fit Index (GFI), the Tucker-Lewis Index (TLI), the Root Mean Square Error of Approximation (RMSEA), and the Standardised Root Mean Square Residual (SRMR) values were used as the fit indices, with the rate of chi-square (χ^2) and degree of freedom (df) as well. Before testing the model, some slight modifications were made in the measurement models to increase the fit index values of the scales. Again, one item that obtained a factor loading of less than 0.5 on the participation in the decision-making scale was deleted, while two error terms for both scales were co-variated. Values above 0.90 for GFI, TLI, and CFI are deemed acceptable, while RMSEA and SRMR should be below 0.08 (Byrne, 2012; Hair et al., 2019).

Results

Demographic characteristics

Results obtained from the study showed that out of the 224 respondents, ninety-two (92), representing 41.1%, were male teachers, while one hundred and thirty-two (132), representing 58.9%, were female teachers. Data on the age distribution of teachers also indicated that thirty-nine (39) teachers, representing 17.4%, were less than thirty years old. In comparison, sixty-seven (67) teachers representing 29.9%, were between 30 - 40 years old, eighty-five (85) teachers representing 37.9%, were between 41 - 50 years old, and thirty-three (33) teachers representing 14.7%, were above 50 years old. Regarding teachers' academic qualifications, the results showed that thirty-three (33) teachers, representing 14.7%, had a Diploma, one hundred and twenty-nine (129), representing 57.6% of teachers, had a first degree, fifty-nine (59) teachers representing 26.3% had a master's degree and three teachers representing 1.3% had other academic qualifications. Data on the work experience of teachers showed that thirty-nine (39) teachers, representing 17.4%, had a working experience of less than five (5) years, while one hundred and eighty-five (185) teachers, representing 82.6%, had work experience of 5 years or more.

Level of teacher participation in decision-making

Overall, the result showed that the teachers were 'sometimes' involved in decision-making ($M = 3.81$, $SD = 0.73$) (see Table 1). With the specific items measuring teacher participation in decision-making, the results showed that 'effective communication among staff is facilitated' obtained the highest mean score ($M = 4.03$, $SD = 0.87$), followed by 'leadership is broadly distributed among staff' ($M = 4.02$; $SD = 0.98$). Nonetheless, the study found that the item with the lowest mean score was 'there is an appropriate level of autonomy in decision making' ($M = 3.39$; $SD = 1.12$).

Table 1*Descriptive Statistics of Teachers' Participation in School Decision-Making*

Item	M	SD
There is an appropriate level of autonomy in decision-making.	3.39	1.12
Effective communication among staff is facilitated.	4.03	0.87
Leadership is delegated for activities critical to achieving school goals.	4.00	1.04
Leadership is broadly distributed among the staff.	4.02	0.98
There is an effective committee structure for decision-making.	3.78	1.08
We have an adequate involvement in decision-making.	3.64	1.23
Grand mean	3.81	0.73

Note: M = Mean; SD = Standard deviations

Level of teachers' organisational commitment

This section reports on the level of teachers' organisational commitment in the basic schools in La Nkwantanang-Madina municipality. Overall, the result showed that teachers' organisational commitment level in the study district was moderate ($M = 3.79$, $SD = 0.74$) (see Table 2). The result further showed that of the six survey questionnaire items, "I really care about the fate of this school" obtained the highest mean score. On the other hand, "I regularly talk to friends about the school as a place where it is great to work" received the lowest mean rating ($M = 3.50$; $SD = 1.03$).

Table 2*Descriptive Statistics of Teachers' Organisational Commitment*

Item	M	SD
My school inspires me to do the best I can.	3.74	1.12
I'm proud to be a part of this school team.	3.99	0.84
I regularly talk to friends about the school as a place where it is great to work.	3.50	1.03
I'm really happy that I chose this school to work for.	3.55	1.12
I find that my values and the organization's values are very similar.	3.72	0.92
I really care about the fate of this school.	4.22	0.79
Grand mean	3.79	0.74

Note: M = Means; SD = Standard deviations

Effect of teachers' participation in decision making on organisational commitment

This section reports on the effects of teachers' participation in decision-making on their organisational commitment. First, the measurement model of the variables of Teacher Participation in Decision Making (TPDM) and Organisational Commitment (OC) were tested using Confirmatory Factor Analysis (CFA). The CFA results showed that the model fit indices were all within the accepted limits for a CFA (Hair et al., 2019). Specifically, the result showed that the measurement model fit well with the data ($\chi^2/df = 2.064$ [<3], RMSEA = 0.069 [<0.08], CFI = 0.952 [>0.90], TLI = 0.908 [>0.90], and GFI = 0.924 [>0.09]). The factor loadings of each of the remaining items on the respective constructs ranged from 0.51 to 0.78, indicating that all items were eligible for the next-level analysis (see Table 3).

Table 3

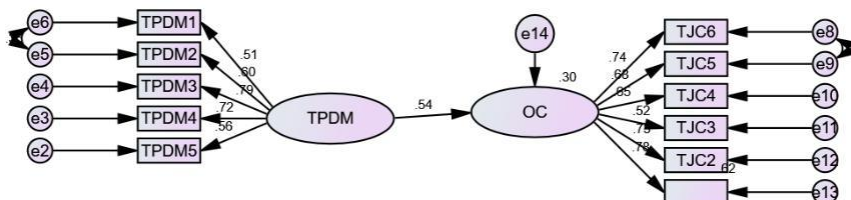
Factor Loadings of Participation in Decision-Making and Organisational Commitment

Factor/indicators	Loadings
<i>Teacher participation in decision-making</i>	
Leadership is delegated for activities critical to achieving school goals.	.51
Leadership is broadly distributed among the staff.	.61
We have an adequate involvement in decision-making.	.79
There is an effective committee structure for decision-making.	.72
Effective communication among staff is facilitated.	.56
<i>Organisational commitment</i>	
My school inspires me to do the best I can.	.78
I'm proud to be a part of this school team.	.73
I really care about the fate of this school.	.52
I find that my values and the organisation's values are very similar.	.65
I regularly talk to friends about the school as a place where it is great to work.	.68
I'm really happy that I chose this school to work for.	.74

The hypothetical model presented in Figure 1 was tested with Structural Equation Modelling (SEM) to test the effect of teacher participation in decision-making on organisational commitment. The fit indices of the hypothetical model were calculated as CMIN/df (Minimum Discrepancy Function by Degrees of Freedom divided) = 2.064, which is in the perfect fit range. The GFI = .936, TLI = .935, IFI = .952, CFI = .952, NFI = .912, and RMSEA = .069 values were also found to be in the acceptable-fit range (Hair et al., 2019).

Figure 1

Final Hypothesised Model. TPDM = Teacher Participation In Decision Making; OC = Organisational Commitment



The result showed that the effect of teacher participation on decision-making on organisational commitment was positive and statistically significant ($b = .544$, $t = 5.436$, $p < 0.000$). The squared multiple correlation was .30 for organisational commitment, which meant that a 30% variance in teachers' organisational commitment is accounted for by teacher participation in decision-making. This suggests that an

increase in teachers' participation in decision-making would lead to higher organisational commitment among teachers in the study district.

Discussion

Results obtained from the study showed that teachers were moderately involved in decision-making. It could be interpreted that they did not have the freedom to contribute fully to the management of their schools. The moderate involvement in decision-making confirms past studies that have found that teachers less often have a role in decisions that are school-wide and beyond the classroom, such as establishing student behaviour policies, engaging in school improvement planning, and determining the content of professional development programmes (Dampson & Afful-Broni, 2018; Ingersoll et al., 2017; Mosheti, 2013; Sarafidou & Chatziioannidis, 2013). It also confirms studies in Ghana that have found that on different occasions, head teachers intentionally refuse to involve teachers in most decisions, and this makes teachers feel alienated from school decision-making, thereby making them refuse to play any role in its implementation (Dampson & Edwards, 2017). However, as the 'actual' implementers of educational policies intended to impact pupils' learning outcomes (Nudzor, 2014), teachers in Ghana need to be active participants in the day- to-day decision-making processes in schools, which could ultimately impact their level of commitment (Thien & Adams, 2021; Wadesango, 2012).

With reference to the specific items measuring teacher participation in decision-making, the study result showed that 'effective communication among staff is facilitated' obtained the highest mean score. This meant that there was a high level of communication among staff in their schools. This supports the findings of Sarafidou and Chatziioannidis (2013), who found that teachers were more involved in instructor issues, which included cooperation among teachers in the same subject area and communication between teachers and parents. On the other hand, 'there is an appropriate level of autonomy in decision making' obtained the lowest mean rating, which meant that the teachers did not have the appropriate level of autonomy to make decisions on their own in their schools. This supports studies that have found that teachers were slightly involved in decision-making as school heads made critical decisions alone or with their management team and then passed them on to the teachers for implementation (Sarafidou & Chatziioannidis, 2013; Wadesango, 2010). It could also mean that the head teachers did not have confidence in the competence of teachers to make critical decisions on their own for the school (Dampson & Afful-Broni, 2018).

The result further showed that the level of organisational commitment of teachers in public basic schools in the municipality was moderate. This meant that the teachers in the municipality were not fully committed to the teaching profession as teachers.

This is slightly different from other studies that found that the commitment of teachers they studied was low (Akinwale & Okotoni, 2019; Onukwu et al., 2020) teachers' commitment to teaching and learning and teachers' commitment to school in secondary schools in Osun State. These were with a view to assessing the level of teachers' job commitment in the State. The study employed survey research design. The study population consisted of 6,922 secondary school teachers and 466 principals in Osun State while the sample for the study consisted of 720 teachers and 36 principals. Two validated instruments were used for the study, namely; Teachers' Job Commitment Questionnaire for Teachers (TJCQT), as well as those that reported that teachers organisational commitment was high (Gyeltshen, 2021; Peretomode & Bello, 2018; Shamma, 2018). Some factors that could cause teachers not to be fully committed to the teaching profession include poor remuneration, an uncondusive learning environment, large class sizes, and the unavailability of adequate teaching and learning materials (Akinwale & Okotoni 2019) teachers' commitment to teaching and learning and teachers' commitment to school in secondary schools in Osun State. These were with a view to assessing the level of teachers' job commitment in the State. The study employed survey research design. The study population consisted of 6,922 secondary school teachers and 466 principals in Osun State while the sample for the study consisted of 720 teachers and 36 principals. Two validated instruments were used for the study, namely, Teachers' Job Commitment Questionnaire for Teachers (TJCQT. Since the teachers in this study were moderately committed and not highly committed to the teaching profession, some of these factors might be present in their job settings.

The study further found that there was a positive statistically significant effect of teachers' participation in decision-making on their organisational commitment. This meant that an increase in teachers' participation in decision-making could lead to a rise in the level of organisational commitment. This supports other studies that found a positive statistically significant effect of teacher participation in school decision-making and organisational commitment (Mosheti, 2013; Thien et al., 2021; Wadesango, 2012). The implication is that, as opportunities are created for teachers to participate in decision-making, they will have the chance to express their views, which will motivate them to exert effort within the school. Involving teachers in making key decisions in schools is considered fundamental for enhancing their morale, increasing levels of satisfaction, and promoting commitment to organisational effectiveness (Sarafidou & Chatziioannidis, 2013; Thien et al., 2021).

Conclusion and Recommendations

This study concludes that teachers in basic public schools within the study area had limited involvement in decision-making and exhibited a moderate level of organizational commitment. Additionally, the study found a significant positive effect

of teachers' participation in decision-making on organizational commitment. These findings enhance our understanding of teacher participation in decision-making and its impact on organizational commitment, a topic that has been underexplored in Ghanaian educational leadership literature. It is, therefore, recommended that educational authorities and school leaders should initiate pragmatic policies to promote teachers' involvement in decision-making and to boost their commitment level. For example, training programmes for head teachers can include teachers' participation in school decision-making as a focus area to be explored to improve teachers' involvement in decision-making in their schools. Also, performance appraisal systems and other assessment schemes for head teachers can factor teachers' participation in decision-making as an item to be scored, considering the positive impact that TPDM can have on their organisational commitment.

Study Limitations and Suggestions for Further Studies

Despite the insight drawn from the study on the positive relationship between teacher participation in decision-making and organisational commitment, the study has some limitations. First, the data used for the study was generated from one single educational directorate in Ghana, which will not be truly representative of the population of teachers in Ghana. Future research may cover many areas of the country. Also, the data generated were only quantitative in nature. They did not reveal contextual information on the nature of teacher participation in decision-making and how this influences organisational commitment in the Ghanaian setting. Therefore, future studies could consider employing mixed methods designs to provide better contextual information to explain the quantitative data. Finally, a further study may be required to investigate whether the involvement of teachers in school decision-making differs based on teachers' and headteachers' demographic characteristics, as well as other school-level variables.

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