

# Teachers' Involvement in Managerial Decision-Making Processes in Schools

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## Abstract.

*Due to the global movement of educational reforms, teachers' new empowered roles in school had been discussed and promoted. In schools, effective teacher involvement in decision making can be an approach to practicing participatory management. Thus, the author systematically searched for and synthesized evidence from certain studies related to teachers' involvement in school managerial decision-making to encourage research on diverse participation in school administration. This paper uses a systematic literature review, which is a research method for identifying and critically reviewing other related research, as well as for collecting and interpreting data from such studies. Subsequently, managerial decision-making processes, strategies of participation in decision-making at the school level, and factors that influence teachers' involvement in the decision making will be discussed in this study. It is assumed that educational leaders should encourage ways of involvement in decision-making that improve teachers' participation in managerial decisions concerning their roles and opportunities for development and allow for further sharing on issues concerning school management. Then, the results can be used to determine whether the effects of teacher involvement constant across studies and discover whether studies conducted in one context show significantly different results from those conducted in other contexts.*

**Keywords:** Teacher involvement, school decision making, managerial decision making, and school management.

## I. INTRODUCTION

Over the past few years, the advancement of school-centered education received a great deal of attention, both from executives, experts, and educational observers. It is commonly believed that how schools are organized and managed is essential to the students' success and performance of schools. One factor determining school performance is teacher participation in decision-making at the school (Altje et al., 2017). School issues outside the classroom, such as policy planning and decisions making, were historically not related to the teachers but school administrators like the principal (Lin, 2014). In other words, teachers' involvement in decision-making can be used as an internal factor that may explain the school's reputability. At the school level, the standard over the past century has been that principals and administrators should be the key decision-makers when it comes to school-level matters. Related studies from (Sarafidou & Chatziioannidis, 2013; Wahlstrom et al., 2010). Asserted that school administrators have long maintained that the key to effective leadership of elementary and secondary schools is to make fundamental teaching and learning activities become the main focus of decision-making and school management. However, many school reformers have been to grant teachers an essential role in schools' decision-making (Ingersoll et al., 2017). Decision making is an essential procedure in any organization. Dunham (2005) asserted that the urgency of developing decision-making skills needs to be stated very strongly because the well-being of all members of the school community and even the sustainability of the school itself rely on the decision-making skills of senior and middle managers. Besides, there are three levels of teacher participation; participation at the individual level, participation at the group level; and participation at the school level (Erena, 2018).

The decision-making process can be considered to consist of steps starting with problem identification and finish with the evaluation of its outcomes. Organizing decisions were viewed as efforts to program, coordinate, and implement the total effort to make a plan operational. (Stichter et al., 2019) identified the following steps in the managerial decision-making processes: 1) Identify the decision to be made. As it is a must to identify the problem that needs to be solved. It is realized that a decision needs to be conducted. 2) Collect relevant information. Many decisions involve the compilation of appropriate information. The real trait in this step is to know what information is needed, the best sources of information, and how to access it. 3) Identify alternatives. Identify two or more possible directions of action by the process of gathering information. 4) Weigh evidence. Assess whether the problem identified in step 1 would be helped or solved

through the use of each alternative. 5) Choose among alternatives. If all the evidence has been weighed, proper alternatives can be chosen. A combination of alternatives could be used. 6) Take action. By creating a plan to make a choice tangible and achievable. Taking any positive action that begins with the alternative chosen in the previous step. 7) Review decision and consequences. Efforts here include the assessment of the degree to which plans are being affected or have been achieved. Some researchers who do research on school restructuring supported the claim of teachers' involvement in the decision-making process about school critical policies or projects (Caldwell, 2008; Hansson & Gamage, 2013; Lin, 2014). Thus, school principals are supposed to facilitate how teachers understand and implement their teaching responsibilities following the school's instructional programs.

In turn, teachers are supposed to facilitate the process by which pupils acquire the knowledge and skills that are implied from these programs. Therefore, according to Gokturk & Mueller (2010), teachers can play a significant role in the general success of the school by committing themselves to be active participants in the decision-making process. Much of the literature focuses primarily on the outcomes of the school decision-making by principals (Petrosino et al., 2012; Sergis et al., 2018) or others were related to the teachers' decision-making at the classroom level (Hitt & Tucker, 2016; Prenger & Schildkamp, 2018). This is undoubtedly due to the relative ease of measuring such outcomes, as well as the shorter time usually needed to identify effect on intermediate outcomes rather than to analyzing the process of decision-making when it comes to the teachers' involvement in school management areas. To fill the gap, this study would like to define teachers' involvement in managerial decision-making in school as an organization and how they are supposed to work based on its strategies and step-by-step process. Then, the review objectives and methods, followed by synthesis of evidence on effects and discussion of the mechanisms supporting the positive and negative effects. At the end, there is provided implications for policy, programs and research.

## II. METHODS

This study used a systematic literature review, which is a research method for identifying and critically reviewing other related research, as well as for collecting and interpreting data from such studies (Snyder, 2019). Additionally, Davis et al. (2014) asserted that systematic reviews are used to combine results across studies to determine an overall effect. They added systematic review refers to the process of systematically locating and collating all available information on an effect. "In order to obtain the best possible estimate of an intervention's effectiveness, it may be necessary to review sources that investigate the problem using multiple methodologies. It is, therefore, useful to include conclusions from qualitative studies, information about treatment integrity and difficulties of implementation, and other non-empirical information arising from primary studies in a narrative review section." (Davis et al., 2014, p. 4). The data discussed in this paper was derived from 10 research papers related to the teachers' decision-making involvement in various school levels with different contexts around the globe.

## III. RESULT AND DISCUSSION

This section describes, compares, and discusses the studies reviewed within each focus and theoretical perspective, including the outcomes generated by the studies. Certain relevant literature was identified for published literature (for example, journal articles, books, conference papers, reports and process evaluations) and unpublished literature (for example, dissertations, theses and unpublished empirical studies).

**Table 1.** Data Analysis Result

Focus of the Study / Author	School Level / Region	Data	Result Interpretation
The involvement of teacher in the decision-making process to improve school performance (Altje et al., 2017)	Higher secondary school (SMA) in Manado, Indonesia	Observation results	- Principal and teachers' perception of teachers' involvement in school decision making. - Teachers' attitude in accepting the opportunities to be involved in school decision making. - The decision making patterns and the way teachers give aspirations.

The effects of teacher's involvement in the management of teaching load allocation (Wadesango & Bayaga, 2013)	Schools in Gweru District, Zimbabwe	Interview results Documentary analysis (teachers' recruitment practices)	<ul style="list-style-type: none"> <li>- In 4 of the 5 participating schools, teachers were not involved in subject and teaching load allocation.</li> <li>- The school management teams in some schools make certain decisions in the schools without consulting teachers.</li> <li>- Teachers further wanted their views to be heard and acknowledged by the school system.</li> </ul>
Teachers' actual and desired levels of involvement in different domain of school decision making. (Sarafidou & Chatziioannidis, 2013)	Primary schools in Greek	Questionnaire	<ul style="list-style-type: none"> <li>- High actual participation in decisions concerning students' and teachers' issues, but low levels of participation in managerial decisions.</li> <li>- Greater participation in decisions concerning teacher issues and lower levels of participating in managerial issues were associated with teachers' perceptions of better leadership and higher collegiality in schools.</li> </ul>
Areas of decision making are teachers involved. (Erena, 2018)	Secondary schools in Nekemte Town, Ethiopia	Questionnaire, interview and observation results.	<ul style="list-style-type: none"> <li>- Teachers' involvement in all areas of school decision-making in general was unsatisfactory.</li> <li>- Teachers involved most in issues related to student disciplinary problems and least in school building.</li> </ul>
Perceptions of teachers' involvement in educational decision-making (Shawis, 2016)	High schools in the state of Qatar	Survey questionnaire, semi-structured interview	<ul style="list-style-type: none"> <li>- School administrators were more enthusiastic than teachers about their involvement in decision-making.</li> <li>- The importance of considering school-teachers' involvement in any educational reform attempting to improve the decision-making process and the educational system.</li> </ul>
The extent of teachers' involvement in the decision-making process (Olorunsola & Olayemi, 2011)	Secondary schools in Ekiti state, Nigeria	Questionnaire	<ul style="list-style-type: none"> <li>- Teachers' involvement in decision making processes was very high.</li> <li>- Here was disparity in the involvement of male and female teachers in decision making processes.</li> <li>- Educational qualification and teacher's years of experience were not found to be barrier to their involvement in decision making processes.</li> </ul>
The extent of teachers' participation in decision making for school sustainable development (Osuji & Koko, 2016)	Secondary schools in River state, Nigeria	Questionnaire	<ul style="list-style-type: none"> <li>- Teachers do participate in decision-making areas like the academic and general students' welfare except in their welfare.</li> <li>- Teachers' participation in decision-making has been very low, affecting the management of secondary schools negatively.</li> <li>- Teachers' participation in decision making process increases their job morale and effectiveness, resulting in schools goal attainment.</li> </ul>
Exploring the current levels, views, and expectations of stakeholders with regards to teacher participation in school decision-making (Dampson & Afful-Broni, 2018)	Schools in Ghana	Semi-structured interviews and close-ended questionnaire.	<ul style="list-style-type: none"> <li>- Few teachers were found participating at the school level, while the majority participated at the classroom level, with some at the committee/group level.</li> <li>- Teachers expect headteachers to motivate them to participate in school decision-making, trust, and transparency in all school-related issues.</li> <li>- Participants shared the common view that the end product of teacher participation in school decision-making is school improvement.</li> </ul>
Teacher and administrative staff	Primary schools in	Questionnaire	<ul style="list-style-type: none"> <li>- A significant difference was found in teachers' participation</li> </ul>

views on teachers' participation in school decision-making processes (Eriş et al., 2017)	Northern Cyprus		in educational and administrative decisions. - A significant difference was not met in teacher and administrative staff views on teachers' participation in school-related (educational & administrative) decisions. - Teachers participate more in the educational (in comparison with administrative decisions) decision making process.
The practices of teachers' involvement in school decision-making (Gemechu, 2014)	Secondary schools in Jimma Town, Ethiopia	Questionnaire, interview, and observation	- School leaders practice in encouraging teachers' involvement in school decision-making was found to be ineffective. - Teachers role in school decision-making not have been given.

According to the reviewed studies above, decision-making is one of the key management skills with an interrelation and is also very relevant to other skills such as leadership and delegation. Teachers usually have more complete understanding of their work management; thus, if teachers involved in decision making, decision would be reached from a greater source of information. However, sometimes teacher involvement is meant to provide school administrators access to critical information that is closest to the source of certain problems of schooling, that is, the classroom. The vision and goals for the school must be the foremost priority for all participants in decision making process and it is the principal's duty to make them known (Pashiardis, 1994). Therefore, the principal must be prepared and encouraged to exert leadership on instructional issues. The school's vision and priorities must be the main focus for all participants in the decision-making process, and it is the principal's responsibility to make them known. In such a case, the decision-making process includes all of the activities that can be associated with problem-solving. Thus, based on this school of thought, the decision-making is deeper than problem-solving and more comprehensively conveys the function of school principals (Glasman & Nevo, 1988). The growing importance of the involvement in decision-making can be seen by the effect it has had on reducing the relative influence of the executive officers while at the same time providing a path to democracy within the organization (Altje et al., 2017). Such involvement would build a strong sense of collaboration and improve mutual understanding and tolerance between employees to increase the level and quality of organizational productivity.

As a result, it is recommended to emphasize continuing professional development (CPD) to decision-making skills. Many researchers argued that teacher involvement in school decision-making had many benefits for teachers and schools, such as increased dedication, job satisfaction, increased motivation, and greater responsibility (Carr-Hill et al., 2018; Cheng, 2008; Petrosino et al., 2012; Wadesango & Bayaga, 2013). As already noted, there is evidence of an association between teachers' participation in decision making and perceptions of school climate, job satisfaction and self-efficacy (Sarafidou & Chatziioannidis, 2013). The extent of teachers' involvement in decision-making was varied from one school to another concerning on the issues under consideration. Nonetheless, principals can be a powerful force for school change when they are flexible enough to allow teachers to take part in rational problem solving and responsible, widely shared decision making. The allocation of time as evidence of administrator commitment will encourage teachers to initiate and continue their involvement in the process. In a similar way, one of the intentions for involving teachers in decision making is a way to improve the productivity and effectiveness of an educational organization (Erena, 2018). For the purpose of this study, the researcher had identified six potential decisional areas for teachers to participate in managerial decision-making. The selection of these is made by taking the current school practices under the study into account. The areas identified include school planning, curriculum and instruction, school policies, rules and regulation, school budget and funding generation, students' affairs and school discipline, and school building. In that case, teachers can play an important role in each of these areas if given the opportunity. Participation in and participation to the decision-making processes are an indispensable condition of participatory management (Pashiardis, 1994). Teachers must go

beyond the conventional role of classroom instructor. They need to expand their role to include curriculum development, teacher evaluation, school improvement, and even to leadership since all of these areas are essential to the participatory decision-making process.

#### IV. CONCLUSION

The impact of teachers' involvement in school managerial decision-making practice is, therefore, likely to differ depending on a wide variety of implementation factors, relating to the objective of the reform, the decisions that are delegated, the individuals given decision-making authority and the nature of the decision-making process. On the other hand, the successful manager, the one that can make positive change, is the one that can adapt his or her style to any situation in school. Thus, decision-making is very important and significant in school and in any organization at large to conduct work, distribute resources, plan short-term and long-term of bringing about the future state of affairs as an intention, and activities of the school. As for the self-efficacy regarding decision-making, it was essential for teacher to have confidence in performing this new role well. Finally, findings of this study are expected to be the foundation for the development of the next issue in other areas of education management and research education administration which directly related to the decision-making practice.

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