

**AN INVESTIGATION INTO THE EFFECT OF EMPLOYEE INVOLVEMENT
PRACTICE ON DECISION MAKING PROCESS: A CASE STUDY OF KUMASI
ANGLICAN SENIOR HIGH SCHOOL**

KNUST
by

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Declaration

I hereby declare that this submission, 'An Investigation into Employee Involvement Practices on Decision making process' is my own work towards the Masters of Business Administration (MBA) Human Resource Management Option and that to the best of my knowledge, it contains no material previously published by another person, nor material which has been accepted for the award of any other degree of the University, except where due acknowledgement has been made in the text.

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ABSTRACT

Employee involvement in decision making is claimed to enhance effectiveness and efficiency in organizations but the absence of employees involved in decision-making process could result in job dissatisfaction which probably could lead to confrontation. Therefore the purpose of the study was to examine the effect of employee involvement practices on decision-making process. The study is descriptive and exploratory in approach. Primary and secondary data were the sources of data collection. Questionnaires were sent to ninety-six (96) teaching staff of Kumasi Anglican Senior High School and seventy-four (74) representing a response rate of 78% was retrieved. An interview with the headmaster was also conducted to find out the forms, reasons and consequences of employee involvement practice in the organization. The results showed that there was a weak relationship between employee involvement and decision making at KASS. The research findings also suggest that low employee involvement is as a result of poor implementation of employee involvement practices, fear of changing from the autocratic way to democratic way of decision-making, management inability to acknowledge employee efforts, lack of recognition for employees who are involved in the decision-making process and lack of trust for employees ability to make good decisions. The findings of the study also showed that loyalty, pride and job satisfaction had a weak relationship with employee involvement. The recommendations of this study include the need for Kumasi Anglican Senior High School (KASS) management to demonstrate a high level of commitment to employee involvement in decision-making and trust among management and staff which could be achieved through fair, impartial and effective

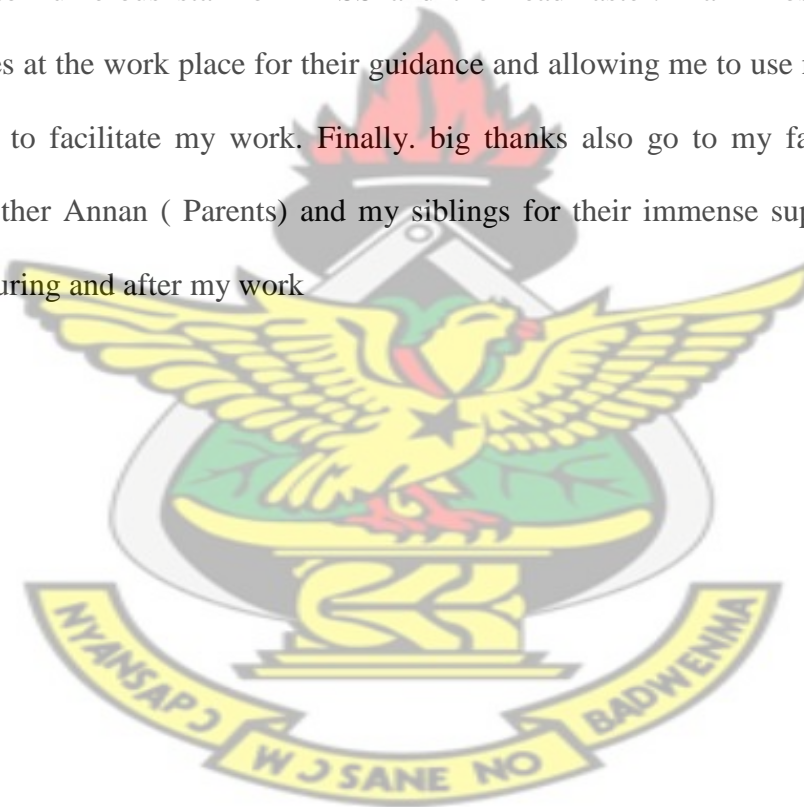
communication. Moreover management's ability to encourage and accept employee's views can also be achieved through the organization of management training programmes. This will lead to better decision-making, effective implementation of decisions and superior employee performance.

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DEDICATION

I dedicate this work to my family for their encouragement, support and love and my fellow colleagues at the work place.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The Prevalent strike actions within organisations have contributed to low productivity. Employee dissatisfaction is sometimes attributed to the absence of employee involvement in decision making, leading to the lack of motivation on the part of employees in implementing management decision. In view of this, several works have been conducted to argue for or against employees' involvement in decision making process in the organisations.

Albrook (1967) who was in favour of employees involvement argue that, it could be a manipulative technique to get employees to do what has been decided by deluding them into thinking they have a say in the decision making process when in actual fact they are only being told to do what has already been decided. This has been supported by Brown and Cregan (2008) in their studies that, an active orientation toward involvement plays a significant role as a moderator in reducing employee reports of organizational change cynicism (OCC). Brown and Cregan (2008) argue that human resource practitioners concerned about OCC should encourage their line managers to adopt a participatory style of management (information sharing, involvement in decision making), especially in those workplaces where employees are more likely to embrace the opportunities for involvement. The relevance of employees' involvement has also been echoed by Noah (2008) that employee involvement in decision making serves to create a sense of

belonging among the workers as well as a congenial environment in which both the management and the workers voluntarily contribute to healthy industrial relations. Employees must be involved if they are to understand the need for creativity and if they are to be committed to changing their behavior at work in new and improved ways. (Singh, 2009; Kingir and Mesci 2010)

Many scholars and managers also assumed that if employees are adequately informed about matters concerning them and are afforded the opportunity to make decisions relevant to their work, then there will be benefits for both the organisation and the individual Shadur *et al* (1999). Apostolou (2000) also argue against the concept of employee involvement in decision-making that, it is as a waste of time, lowering of efficiency and weakening the effectiveness of management. These mean that when participative decision-making takes place in a team, it brings advantages but not forgetting that it poses some disadvantages too. Employees' involvement can be anything from social pressures to conform to group domination, where one person takes control of the group and urges everyone to follow their standpoints. With ideas coming from many people, time can be an issue. The meeting might end and good ideas go unheard. Possible negative outcomes of participative decision-making are high costs, inefficiency, indecisiveness and incompetence (Debruin, 2007).

The use of information to inform educational decisions has recently drawn increased attention, spurred largely by accountability requirements set forth at the national, regional and district levels. In our environment it is common to see information only flowing to the lower level workers for implementation. Without factoring employees who are going to implement that decision to make sure it is working effectively.

Employee involvement is creating an environment in which people have an impact on decisions and actions that affect their jobs. Employee involvement is not the goal nor is it a tool, as practiced in many organizations. Rather, employee involvement is a management and leadership philosophy about how people are most enabled to contribute to continuous improvement and the ongoing success of their work organization. When employees are involved in decision making, it is believed that it would lead to an increase in productivity and also the achievement of the organizational goals. In these days of intense competition, to achieve growth and stability, eliciting employee's commitment towards achievement of organizations objectives is very crucial. The greatest challenge management face in organizations is how to effectively motivate and involve employees towards achieving organizational goals Apostolou (2000).

Over the past several years, an increasing number of employee involvement projects have been aimed at creating high-involvement organizations (HIOs). These interventions create organizational conditions that support high levels of employee participation. What makes HIOs unique is the comprehensive nature of their design process. Unlike parallel structures that do not alter the formal organization, in HIOs almost all organization features are designed jointly by management and workers to promote high levels of involvement and performance including structure, work design, information and control systems, physical layout, and personnel policies. When employees are involved in decision –making, they become committed and loyal to the organization and for

that matter becoming more productive and efficient which will result in industrial harmony by reducing strike actions or industrial unrest.

Educational reform has been defined as “a plan, program or movement which attempts to bring about a systematic change in educational theory or practice across a community or society” cited from Tonah, S. (2009).

In 1987, Ghana’s Ministry of Education introduced restructured educational system that gradually replaced the British based A-level and O-level. The transition was completed in June 1996. Ghana has had numerous education reforms and reviews of existing education system. The various reforms and reviews that have occurred in the education sector are as follows:

- Education Sector Plan (1998-2002)
- Education Sector Policy Review Report (August, 2002)
- Education Sector Review (October, 2002)
- Report of the President’s committee on the review of Education Reforms in Ghana (October, 2002)

The Educational Reforms and Reviews sought to address some critical challenges facing the educational system such as management and funding of education, application of information and communication technology (ICT), long-term review of curricula at all levels, the structure and content of basic,

secondary and technical vocational education, technical, social and political challenges. Cited from The Basic Education Division Ghana Education Service (June, 2002)

The educational reforms had made progress in the education system by increasing the enrollment in the basic level through the Free Compulsory Universal Basic Education (FCUBE). The introduction of Information System Technology and Vocational Training in the structure has also contributed to equipping students with technical knowledge and know-how.

In 1991 an evaluation of teacher's perception of the reform was conducted by John Nyoagbe on behalf of the Ghana National Association of Teachers (GNAT). This evaluation of 333 teachers assessed teacher preparation for the reforms and examined how the reforms affected teacher work load in terms of pre-lesson preparation, lesson delivery, evaluation of learning outcomes and class-size. It also explored teacher involvement in community participation and teacher views on the policy of cost sharing. In general, teachers felt they have been consulted insufficiently prior to the implementation of the reforms. Most teachers felt that their professional training had equipped them well to implement the reforms in most curriculum areas. Little, A. W. (August, 2010). This study conducted in the teachers with respect to the involvement practices on decision-making process in policy formulation of the education service is minimal and for that matter employee involvement in decision-making, very critical in the education service.

1.2 Statement of the Problem

The absence of employees involved in decision-making process could result in job dissatisfaction which probably could lead to confrontation which would adversely affect productivity and eventually the gross domestic product of the country.

Employee involvement in decision making is very critical to the survival of every organization and therefore needs serious attention to be able to address this attitude and ensure harmony in employer-employee relationship. The involvement of employees in decision-making allows them to feel as of part of the organization to ensure the achievement of organizational goals.

Realizing that ‘productivity is an attitude’ and that it is workers motivation that controls workers output, the government and employing organizations need to provide an enabling environment, meaningful objective dialogue between employees and employers in order to attain a steady state of industrial harmony required for productivity improvement in Ghana (Daily Graphic , Wednesday, April 20, 2005).

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insufficiently prior to the implementation of the reforms. Most teachers felt that their professional training had equipped them well to implement the reforms in most curriculum areas. Little A, W (August, 2010). The findings of the work conducted on behalf GNAT, the numerous strike actions and employees commitment level and non performance of students in Ghana especially the educational institutions does not depict harmonious environment. These confrontations have brought about serious implications in the lives of teachers, students and the country as a whole. And as result have been an area of interest to the researcher to unfold the reasons for all these happenings, that is the causes and effects of low employee involvement practices in decision making and the recommended solutions. It is in this view that the researcher is undertaking the research to investigate the effect of employee involvement practice on decision making process in the Educational Sector, with Kumasi Anglican Senior High School as the case study and recommend actions to address any shortfalls that may arise.

1.3 Research Objectives

The objective of the study are grouped into two (2), that is general and specific objective.

1.3.1 General Objective

The purpose of the study is to determine the effects, if any, of employee involvement practices on decision-making process in Ghana Education Service, a case study of Kumasi Anglican Senior High School (KASS).

1.3.2 Specific Objectives

The specific objectives of the study are as follows;

- a. To identify employee involvement practices at KASS.
- b. To identify the reasons for level of employee involvement practices in decision-making process at KASS.
- c. To determine the consequences of employee involvement practices in decision-making process at KASS.
- d. To make recommendations on how to improve employee involvement practice in decision-making process at KASS.

1.4 Research Questions

- a. What are the employee involvement practices at KASS?
- b. What are the reasons for the level of employee involvement practices at KASS?
- c. What are the consequences of employee involvement practices on decision-making process at KASS?
- d. How would you improve employee involvement practices in decision-making at KASS?

1.5 Scope of the Study

This thesis seeks to address issues of employee involvement in decision-making in Kumasi Anglican Senior High School (KASS). The study specifically focuses on the involvement of teachers in the decision-making process.

1.6 Justification of the Study

The numerous strike actions by educational workers or employees, the past and recent performance of students as a result of the strike actions and the frequent educational reforms are some of the few reasons that had precipitated the research.

The non-involvement of employees in decision making result in organizational conflict. This results when employers or managers recognize their employees as commodities and for that matter see nothing good in them. This concept will make employees feel as non-entities within the organization and therefore contribute effectively towards the achievement of organizational goals. Employee involvement is aimed at enhancing responsibility, increasing authority and making jobs challenging and interesting to employees based on the needs of the organization. Employee involvement in organizations decision making result in so many benefits such as job satisfaction, organizational commitment, good employer- employee relationship, avoidance of employee absenteeism and job performance.

From the works consulted in the area of study, the researcher is of the view that the involvement of employees as a management tool in the decision making process will solve if not all reduce the associated problems. Therefore this thesis will serve as a guide

for further research work and also serve as a guide for policy makers. This study will also contribute to the existing knowledge of employees or teachers in decision making.

1.7 Overview of research methodology

The study will be exploratory and descriptive. Primary and secondary data will be collected for the study. Primary data in this means that information specifically collected for the purpose of the study and secondary data information will be collected from data that has already been collected for some other purpose. Questionnaires and interview will be used to collect the primary data whiles the secondary data will be gathered from books, journals and the internet. Simple random sampling method will be employed in selecting the sample.

Quantitative analysis, specifically descriptive methods of research, would be used by the researcher to describe and analyse the information obtained from the questionnaire. Statistical Package for Social Science (SPSS) will be used to analyse the data quantitatively.

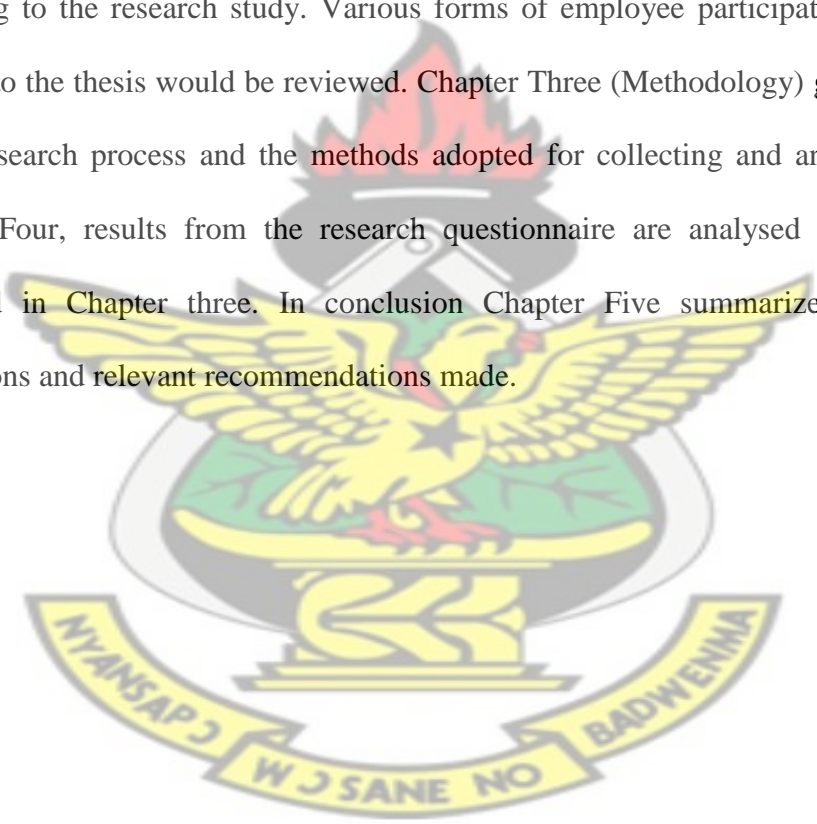
1.8 Limitations of the Study

The research work to be carried out may be constrained by time because the study is carried alongside academic work, funds also limited the study because they are needed in the preparation and administration of questionnaires, transportation to visit school and other areas of relevance to the work, reluctance on the part of respondents (particularly

employees) to release vital information for fear of victimization by management and difficulty in getting employees to answer the questionnaires since they were busy marking the West African Examination Council scripts.

1.9 Organization of the study

The study has been organized into five chapters. Chapter one gives a general background and introduction to the topic of study. Chapter Two deals with the review of literature pertaining to the research study. Various forms of employee participation and benefits relevant to the thesis would be reviewed. Chapter Three (Methodology) gives description of the research process and the methods adopted for collecting and analysing data. In Chapter Four, results from the research questionnaire are analysed by the methods discussed in Chapter three. In conclusion Chapter Five summarizes the Findings, conclusions and relevant recommendations made.



CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the literature relevant to employee involvement practices systems. It also looks at the definition and concepts of employee involvement, decision making, theories of decision making, reasons of employee involvement in decision making, Forms of employee involvement in decision making, Employee empowerment, consequences of employee involvement in decision making, the benefits of employee involvement in decision making and conceptual frame work.

2.2 Definition and concepts of employee involvement

Richardo, J and Vera, C. (2001) cited in their work that employee involvement is a term that has been used in the literature on organizations to refer to individuals' attachments to both organizations and their jobs (Ashkanasy, Wilderom, & Peterson 2000).

Employee involvement is a participative process that uses the entire capacity of workers and is designed to encourage employee commitment to organizational success (Lawler & Mohrman, 1989). Employee involvement practice is defined by Lawler, Mohrman and Ledford, J. (1995) in their book as "Creating High Performance Organizations." According to the authors, employee involvement can be characterized by the use of sharing power, sharing information, rewards and knowledge.

Sharing power refers to the use of various practices, such as participative decision making and job enrichment, which give employees a degree of control or say in decisions that affect their work. Sharing information refers to the practice of informing employees about company and work group goals as well as the sharing of performance feedback.

Rewards refer to the use of performance-contingent reward systems that link compensation, promotions, and recognition to individual, group, and organizational performance. Knowledge refers to support for skill development through formal training as well as informal supervisory coaching including employees at all levels of the organizational hierarchy.

However, the Chartered Institute of Personnel and Development (CIPD, 2001) view employee involvement as ‘a range of processes designed to engage the support, understanding and optimum contribution of all employees in an organization and their commitment to its objectives’ to enable them contribute to the continuous improvement and the ongoing success of their work. In a similar vein Kearney (1997) explain employee involvement (EI) as the process of developing ‘a feeling of psychological ownership among organizational members’ and has been implemented via the participation of employees in information processing, decision-making and/or problem solving. Apostolos, A (2000) is of the opinion that employee involvement is regarded as a unique human being not just a part in a machine and each employee is involved in helping the organization meet its goals. He further explained that each employee’s input is solicited and valued by his or her management. Employees and management recognize that each employee is involved in running the business.

According to Price (2004) the involvement of employees in the organisational operations not only motives them but also enables them to contribute more effectively and

efficiently. Further, he explains employee as a process involving participation, communication and decision-making which leads to industrial democracy and employee motivation. Employees with high level of involvement could be described as one whose job is the center of his/her life. As such, many theorists have hypothesized that employees with high level of involvement will put forth substantial effort towards the achievement of organizational objectives and less likely to lead to turnover (Kahn, 1990; Lawler, 1986). Handel and Levine (2006: 74) provide what many writers describe as a consensus definition of employee involvement which explains practices including job rotation, quality circles, self-directed teams, and most implementations of total quality management. Employee involvement is a participative process that uses the entire capacity of workers and is designed to encourage employee commitment to organizational success (Lawler & Mohrman, 1989), creating an environment in which people have an impact on decisions and actions that affect them. Therefore, the correct definition of involvement depends not so much on the individual practices employed, but on how they are combined.

2.3 Decision-Making

Decision-making makes it possible to adopt the best course of action in carrying out a given task. It becomes necessary to find out the best way when there are different ways of performing a task and the action finally selected should produce the best results and should be acceptable to both the workers and management. Involving employees in organizations implies soliciting for their views during decision making. There are several views on what decision making imply. According to Rue and Byars (1992), decision making in its narrowest sense, is the process of choosing from among various

alternatives. In the same vein De Janasz, *et al* (2006) defines decision making as a process by which several possibilities are considered and prioritized, resulting in clear choice of one option over others. Singh (2008) also defines decision making as the process of choosing among the available alternatives in order to solve a specific problem. The term decision making and problem solving are often confused and, need to be clarified. Problem solving is the process of determining the appropriate responses or actions necessary to alleviate a problem. Problem solving necessarily involves decision making since all problems can be attacked in numerous ways and the problem solver must decide which is best. On the other hand, all decisions do not involve problems (such as the person sorting fruits or vegetables). Torgersen & Weinstock (1972) explains decision-making as the essence of management. Even though other organizational participants might take decisions, the decision-making capability of the manager will play a major role in the success of the organization. Decision-making is defined by Stone and Freeman (1984) as “the process of identifying and selecting a course of action to solve a particular problem”. Weihrich and Koontz (1993) define decision-making as “the selection of a course of action among alternatives”

2.4 Decision-making Theories

Rue and Byars, (1992), identify the theories of decision making as, rational decision making, tradeoff and biases.

Rational decision making is where “rational people make decisions in this theory based on the optimal choice of greatest benefit to them. Tradeoff are often involved in

decision-making in that to obtain one thing we want, we may have to sacrifice one or more things we want. Biases are when managers are often overoptimistic about the outcome of projects and choose people and actions that please them.

According to De Janasz *et al*, (2006), decision making process is represented by the following steps;

Step One – Identify the core Issues: In the first step of decision making, you need to determine your objective, stating clearly and specifically what you want the end result to be. You want to acquire a business that will increase your share of the market. By specifying the end goal or desired state, you have a logical foundation for making a good decision for sorting through options and determining which one or ones best meet your overall objective.

Step Two – Determine a Decision-making Approach: Establish a course of action before attempting to make a decision. This sounds simple. But often people rush to make a decision before agreeing on how the decision will be made. The very act of discussing a potential process paves the way for the consideration of options that might not otherwise have surfaced.

Step Three – Generate Options: By definition, making decisions implies that more than one option is available to you. It is rare and unusual any problem or situation to have only one solution or possibility. People who only consider one alternative are getting themselves up for failure marginal success. Often the initial solution is not the best one.

The best decisions are those made after consideration of varied or multiple options. Be creative or brainstorm as many potential alternatives or solutions as possible.

Step Four – Research options: For virtually all decisions in teams and in organizations, this is a critical step. Often one of the reasons we are unable to move forward and make decision is we simply donot have information needed to make a good decision. By taking the time to gather data, you are able to increase your confidence that once the decision is made it will be the right one, as it is based on the information available at the time.

Step Five – Evaluate alternatives: At this point a little healthy pessimism is needed. Once you have been creative and non-judgmental in generating options and gathering information about them, you can assess the pros and cons of each option. Assess the gains that would be derived from each and any limitations that are inherent in each option. Also consider other factors that are important to you when making the decision and evaluate the degree to which each option relates to the factors of importance.

Step Six – Reach a decision: Once all the information is in and you have had a chance to consult with others as necessary and weigh the alternatives. It's time to make a decision. Determine which option best meets your overall needs and resolve to act on that option. But before taking the plunge, envision taking the plunge first. Do a self-visualization to make sure the decision you're making is one you can live with.

Step Seven – Implement and monitor: Once you have reached a decision. It's time to act on your decision and monitor it to make sure it's resulting in the outcome you expected. Develop a plan that specifies the steps you will take, a time frame and the key players. Then, monitor the plan to see if it is following the direction you wanted. Also observe

whether external factors have changed or if you are receiving information that might affect your decision, and adapt your plan accordingly. Taking the time to plan and to monitor the decision after making a decision ensures that you will do the follow-through necessary for decision to be successful.

2.5 Reasons for the level of employee involvement practice

Ricardo, J and Vera, C. (2001) cited in their work that employee involvement is an old idea constantly being revitalized by organization and new generations of practitioners throughout the world. For instance, the oldest documented system of formal employee involvement is a document called “employee suggestion system”, established by Eastman Kodak in 1898.

However, employee involvement revolutionized when McGregor (1957) and Herzberg (1966), first started writing about the topic in their articles “The Human Side of Enterprise” and “Work and the Nature of Man”. In addition, Kurt Lewin –the father of social psychology and one of the contributors to the study of organizational behavior– focused on the individual as a member of a group or within a social environment (Lewin, 1948, 1951). Lewin took the individual out of the abstract and placed him or her into the everyday environment of social forces (Cotton, 1993). Lewin, rightly called the father of employee involvement, researched and studied the impact of involvement, but never in a business organization.

According to Lawler and Worley (2006) for a high-involvement work practice to be effective and for it to have a positive impact on employee engagement, employees must be given power. They argue that this will lead to employees having the ability to make decisions that are important to their performance and to the quality of their working lives, thus engaging them in their work. Furthermore, Lawler and Worley (2006) contend that power can mean a relatively low level of influence, as in providing input into decisions made by others or it can mean having final authority and accountability for decisions and their outcomes. Involvement is maximized when the highest possible level of power is pushed down to the employees that have to carry out the decision, resulting in gaining the maximum level of engagement possible from employees.

Numerous studies, all point to the fact that employee involvement does influence organizational effectiveness, some of which includes lower absenteeism, (Marks *et al*, 1986), enhanced work attitudes (steel and Lloyd, 1988), higher individual work performance (Bush and Spangler, 1990), lower employee turnover and increased returns on equity (Vandenberg *et al*, 1999), and improved organizational learning culture (Thompson, 2002). Lawler (1996) again identifies that, employee involvement is also expected to lead to increased product or service quality, greater innovation, stronger employee motivation, lower costs but a higher speed of production, and lower employee absenteeism and turnover.

2.6 Theories of employee involvement

There are at least five theories that might explain why workplaces with employee involvement, profit-sharing, and other new workplace practices might have different outcomes for employees than more traditional workplaces: human capital, compensating differences, efficiency wages, incentives and complementarity, and theories centering on conflict over distributive issues within the firm Handel M.J and Levine D.I (2006).

2.6.1 Human capital theory

Human capital theory argues that workers with higher skill levels receive higher compensation because they are more productive. Employee involvement may require workers with more general skills to perform more complex tasks, which might result in more rigorous selection and hiring criteria and increase the demand for and wages of more educated workers. New practices may also require more firm-specific skills, which would increase employer-provided training and wages as well. Compensating differences theory: This theory argues that workers who face particularly desirable (undesirable) working conditions will receive lower (higher) wages (Williamson 1985, pp. 268.). If employees regard employee involvement as a benefit because problem-solving tasks and job redesign relieve the tedium of traditionally-organized work (Hackman and Oldham This section draws on Helper, Levine, and Bendoly (2002). Conversely, if employee involvement requires extra effort and tighter work demands, then plants with employee involvement might offer better compensation.

2.6.2 Efficiency wage theories

Efficiency wage theories predict that paying higher wages may increase workers' productivity through three main channels. Katz (1987) and Levine (1993). A higher wage may increase worker effort due to the greater cost of job loss, so workers would want to reduce the chances of being dismissed for low effort. A higher wage may also increase effort by increasing workers' loyalty to the firm, which may be especially important in systems that require greater discretionary effort from employees and in group activities such as problem solving in which effort and output are costly to monitor (Akerlof, 1982; Milgrom and Roberts, 1995). Indeed, the core concept of the mutual gains enterprise or high commitment systems (Walton 1985) is consistent with Akerlof's (1982) theory of labor contracts as partial gift exchange and the role of fairness conceptions in determination of expectations, effort, and wages. Finally, a higher wage may reduce firms' turnover and recruitment costs, which might also be important if EI (employee involvement) requires more careful recruitment or increased firm-specific training.

2.6.3 Incentives and complementarity

The prescriptive literature on organizational design emphasizes the importance of aligning decision making rights with incentives to make good decisions. If undertaken seriously, the use of greater employee involvement involves substantial changes in decision making rights because frontline employees collect and analyze more data and suggest and implement improvements. In these circumstances, it makes sense to structure incentives in ways that reward quality and improvement and align frontline workers' goals with their new authority (Milgrom and Roberts 1995; Levine 1995). Because workplaces with greater employee involvement depend more on employee initiative, the

theory of complementarities between involvement and incentives implies pay practices such as gain sharing, profit sharing, and stock ownership plans will be more common. If these forms of variable compensation substitute for base pay, shift earnings risk to workers, or are introduced in the context of concession bargaining (Bell and Neumark 1993), then one would observe lower regular wages in their presence, though perhaps less employment variability in some cases as well. However, if the firm's strategy is to introduce a supplement or at least avoid putting current pay levels at risk, then total earnings may be no different or slightly higher. If the practices work as intended and increase motivation and productivity, earnings may be significantly greater, assuming firms share gains with workers.

2.6.4 Conflict theories

Employee involvement can shift bargaining power within the enterprise. To the extent employers become more dependent on hard-to-monitor discretionary effort of employees bargaining power to increase. High-involvement workplaces with just-in-time inventory make it easier for employees to disrupt the production process so that worker non-cooperation or other reactions to perceived unfairness are more costly to the firm. At the same time, several authors have referred to high-involvement systems as “management by stress,” positing that employee involvement is simply a method of sweating the workforce and curbing worker power and influence. Firms reduce employee and union power by using ideological appeals, suggestion systems, and peer pressure in small work groups to instill a culture of company loyalty, appropriate workers' tacit knowledge, and enforce discipline (Graham 1993; Parker and Slaughter, 1988; Sheahan, *et al.*, 1996).

Cindy Zoghi and Robert D. Mohr (2011), argues that participatory workplace practices are a different measure from decentralized decision making. It shows that both the distribution of a work practice and the distribution of decision making vary significantly in countries. Some of the variation is likely due to differences in culture or industrial relation system. To facilitate decentralized decision making, companies sometimes turn to employee involvement using work practices like teams, quality circles or joint consultative committees (JCCs). As the term involvement suggests, such systems can empower workers to influence or make certain decisions, and researchers may consider these practices as proxies for characteristics like decentralized ‘responsibility’ and autonomy (Handel and Levine 2006).

Previous authors have pointed at inconsistency in the implementation of employee involvement across the organization as a major reason why the results of involvement programs are sometimes less than stellar (Riordan *et al.*, 2005; Shadur *et al.*, 1999).

2.7 Forms of employee involvement practice in decision-making

In examining employee involvement, it is important to consider the form of involvement. It can dictate both the depth and the timing of the involvement (Harley *et al.*, 2005). For instance, the timing of employee involvement has been described as important a factor in designing an involvement strategy as the degree of involvement itself (Teicher, 1992; Black & Gregersen, 1997). This is because involving employees might occur well before any change and encompasses their engagement Change Management in the Australian Higher Education Sector throughout the entire process, including accepting their input into the type and extent of change. The early timing, in this case, would enhance the

depth of employee involvement. Alternatively, it might entail late and minimal employee input, perhaps to gain endorsement of a management decision. Employee involvement programmes can take a variety of forms including job participation, consisting of permanent programmes in which employees take a formal, direct role in decisions relating to job issues; consultative participation, including long term interventions like quality circles and employee suggestion schemes, in which employees' opinions are sought as manager, engage in decision-making. It could also use representative participation, in which employees elect councils or board members to represent their interests to management or downward communication, through newsletters and team briefings and various forms of financial participation via gain-sharing, profit-sharing and employee-ownership schemes (Lawler, 1996). According to Lawler (1986), it is however incorrect to assume that the mere existence of such organizational programmes as proxies for individual feelings toward involvement, and the individual acceptance of these practices. A more accurate test would operationalise the involvement through the individual employee's attitude and behavior. These types of operationalisation recognizes that the individual employee must perceive that the opportunity for involvement exists and that the employee must endorse it by actually putting involvement into practice in his or her daily work routine. An organization may have well-written policies concerning involvement, and top management may even see it being practiced, but these policies and beliefs are meaningless until the individual perceives them as something important to his or her presence in the organization (Vandenberg *et al.*, 1999).

Employee involvement is based upon the recognition that the success of any organisation is determined to a significant extent by the contribution of its employees. Employee involvement programmes therefore seek to facilitate the involvement (or participation) of employees in the company. Forms of employee involvement can be classified as "direct" and "indirect". Direct forms of involvement are where employees are in some way directly involved in their immediate place of work, whereas indirect or representative participation is where some notion of a representative structure is involved. Common forms of direct employee involvement include team briefing, suggestion schemes, job enrichment, job design, autonomous working groups, quality of working life programmes and attitude surveys. Indirect forms of participation include works councils, quality circles, board representation, involvement groups and task forces. Weller *et al*, (2007) identified the form of employee involvement, as the type of committee or team used as the vehicle to consult employees, was measured by reference to the actual wording in the Enterprise Bargaining Agreement (EBA) referring to the structure of employee involvement. The analysis identified four forms of employee involvement across the three EBA rounds. These comprised Joint Consultative Committees (JCCs), tripartite arrangements, bipartite arrangements and Change Management Committees (CMCs). At the other end of the spectrum lies industrial democracy, where the form of employee involvement that features direct or shared control over workplace decisions is generally regarded as providing benefits to both employees and employers (Pateman, 1970). The sharing of power in the workplace was a key underpinning concept of Pateman's thesis. Under industrial democracy not only are employees consulted, but they collectively make

business decisions. Indeed, a decision made only by managers would not be regarded by the workforce as legitimate Tixia (1994).

2.8 Benefits of employee involvement practice in decision making process

Research by Robinson (2006) suggests there is considerable evidence that many employees are greatly under-utilised in the workplace through the lack of involvement in work-based decisions.

Critics have argued that employee involvement has management firmly in control and very limited real influence is given to employees (ibid). Hyman and Mason (1995) argue that employee involvement schemes “extend little or no input into corporate or higher level decision making” and generally do not entail any significant sharing of power and authority. Similarly, Blyton and Turnbull, (2004:272) argue that employee involvement is soft on power’. However, Purcell *et al*, (2003) study found involvement in decisions affecting the job or work to be an important factor, which was strongly associated with high levels of employee engagement thus demonstrating it is an important driver.

There have been a lot of studies on the benefit of employee involvement in organizations. Employee involvement and empowerment approaches aim at enhancing responsibility, increasing authority, and making jobs challenging and interesting to employees, based on their abilities and the needs of the organization. The return on such nominal investments will come in the form of higher levels of employee motivation, creativity, productivity, and commitment (Apostolou, 2000).

Employee involvement has been identified as one of the seven elements of world-class manufacturing that can make both the smallest and largest companies competitive in the global market (Kearney, 1997)

Employee involvement practices have many positive outcomes for employees and organizations alike because these practices empower workers. More specifically, formalized practices that build workers' skills, provide them with autonomy and authority to make decisions, and reward them for contributing value to the organization lead to a state of psychological empowerment (Laschinger, Finegan, Shamian, &Wilk, 2001; Spreitzer, 1996). Psychological empowerment, or the experience of meaning, competence, self-determination, and impact at work, has been linked to positive employee attitudes (Riordan, Vandenberg, & Richardson, 2005), retention (Spreitzer &Mishra, 2002; Vandenberg, Richardson, & Eastman, 1999) and innovative behaviors Spreitzer, 1995. Study conducted by Bhatti *et al*, (2007) reveals that, employee participation not only an important determinant of job satisfaction components. Increasing employee participation will have a positive effect on employees job satisfaction, employee commitment and employee productivity. Naturally increasing employee participation is a long-term process, which demands both attention from management side and initiative from the employee side. This study enlightens on the effect of employee participation/ involvement in Oil Company but did not concentrate on its effect on decision making. This study will therefore contribute to this finding by extending it to the benefit of employee involvement in decision making in selected senior high schools.

Another study that was conducted on employee involvement and decision making by Keung (2008) also revealed that, multi-dimensional decision was identified by the structure equation modeling, the relationship among the variables of the model were also explored. The three dimensional decision models include instructional, curriculum and managerial domains; and the variables of the affective outcome include job satisfaction, job commitment and perception of workload. All the affective outcomes were related to the form and extent of teacher's participation in decision-making. This study extends our knowledge of the relationships between decision-making involvement and affective outcomes. It does not support the theory that a school-based management (SBM) governance structure automatically enhances teacher's participation in decision-making. School administrators should encourage teacher participation in curriculum and managerial decision domains, as the intent of the SBM policy is to increase job satisfaction and to enhance greater commitment to the school policies. This study concentrated on educational sector and decision making in secondary institutions but concentrated in Hong Kong. His study concentrated on employee involvement in decision making and its effect on performance. Despite this assertion, it has really contributed toward literature on employee involvement in decision-making.

Another study by Sesil (1999) revealed that, there is a strong and positive impact on performance associated with the use of employee involvement and group incentives. Furthermore, there are substantial gains to performance when employee involvement and group incentives are used in combination. This applies both for manufacturing establishments in general and for high technology establishments in particular. Study by Colvin (2004) on examining the relationship between employee involvement programs

and workplace dispute resolution using data from the Workplace and Employee Survey (WES) came out with the following findings. There is a link between employee involvement and lower grievance rates in unionized workplaces. This link existed for establishments in both the goods and service sectors, but the practices involved differed between industrial sectors. By contrast, in nonunion workplaces, results of the analysis provided support for a link between the adoption of employee involvement programs and formal grievance procedures, but not between employee involvement and lower grievance rates. There is an assumption held by many scholars and managers that if employees are adequately informed about matters concerning them and are afforded the opportunity to make decisions relevant to their work, then there will be benefits for both the organisation and the individual. Shadur *et al* (1999) also argues the following as the benefits of employee involvement in decision making. It provides employees the opportunity to use their private information, which can lead to better decisions for the organisation Williamson (2008). As a result of the incorporation of the ideas and information from employees, organisational flexibility, product quality, and productivity may improve (Preuss & Lautsch, 2002). It contributes to greater trust and a sense of control on the part of the employees Chang & Lorenzi, (1983). Through employee involvement, resources required to monitor employee compliance (e g, supervision and work rules) can be minimized, hence reducing costs Arthur (1994), Spreitzer & Mishra (1999). When employees are given the opportunities of contributing their ideas and suggestions in decision making, increased firms' performance may result since deep employee involvement in decision making maximizes viewpoints and a diversity of perspectives Kemelgor (2002).

Employee involvement is a philosophy practiced by companies that gives their benefits in employee involvement and empowerment including team cohesion and higher employee's stake in decisions that directly affect their jobs, while employee empowerment is a corporate structure that allows non-managerial employees to make autonomous decisions. Each one is a distinct practice and is usually mutually exclusive to one another, though the benefits can be similar. The main benefits of employee involvement and empowerment are enhanced morale, more productivity, healthier coworker relationships and creative thinking. The findings of Bhatti and Qureshi (2007) agree on the benefit of employee involvement as increasing productivity and job satisfaction but did not concentrate on decision making. This study will build on this finding to determine the benefits of employee involvement on decision making. A number of arguments suggest employee involvement can help workers. Workers have insights into how to improve their jobs and most find that opportunity to influence their work environment intrinsically satisfying; employers find that productivity is enhanced as well. Management and workers can both gain if workers receive higher pay, greater job security, and improved working conditions in return for their contributions. Such involvement appeared to be one key to Japanese manufacturing success in the 1980s. In addition, the difficulty of sustaining traditional American industrial jobs has only increased, as low-value-added jobs are moving abroad, and many have argued that American manufacturing workers can retain jobs in high value-added operations, particularly those serving rapidly changing markets and using information technology,

high skills and high employee involvement (Piore and Sabel 1984; Zuboff 1988; Appelbaum *et al.* 2000, pp.10f.)

2.9 The Consequences of employee involvement practice in decision making

According to Lawler (1992), just as it is true with total quality management, there is no single authority source or theory to support employee involvement as a management approach. It has a long history dating back to early research work which was done on democratic leadership in work organisations. That research work, which started in 1930s, emphasized the consequences of employees being involved in decision making. It shows that under certain conditions employees are more committed to decisions and that better decisions are made if they are involved.

Before implementing an empowerment program, you should understand the positive and negative consequences of employee empowerment. Employees that are allowed to make their own daily operating decisions can alter the way their jobs are performed to create a more efficient workplace. When employees are allowed to innovate the way their jobs are performed they can create cost and time-saving processes that benefit the company. One of the negative consequences of empowerment is departmental segmentation. Work groups or individuals that are allowed to deal with their own daily work issues can become indignant of co-workers or other departments, according to the Management Study Guide website empowered employees and work groups to feel as though they no longer need to take direction from management. This creates a company consisting of

individuals or work groups achieving their own goals without much direction from the company. A management team is put in place by a company to use company policies and procedures to guide the staff toward completing performance goals. When you empower your employees to look after their own daily tasks, there is a risk of failure. The empowered employees may not feel that they need to reach out to management for guidance, or the employees could be performing work tasks in an unsatisfactory manner without realizing it because they have no manager to keep them focused. Management should monitor employee performance and step in to assist employees that are falling short of their goals before productivity is significantly affected.

2.10 Conceptual Framework

As previously stated, ideally, a 'HIWS' "represents a holistic work design that includes interrelated core features such as involvement, empowerment, development, trust, openness, teamwork, and performance-based rewards" that will lead to "higher productivity, quality, employee and customer satisfaction, and market and financial performance" (Harmon *et al.*, 2003, p. 395).

The strength of a human resource based systems approach is that it is a logical combination that is hard to imitate (Delery & Shaw, 2002). This suggests that organisations can follow a variety of paths to develop the system which best suits them. The variables used in Ciavarella (2003) cover all but one of the twelve most cited components of HIWS. The only one that is not included is 'Total Quality Management'

(TQM). The inherent problem with this particular component is its definition and its own particular synergy. This concept has many components, such as teamwork (Shepard & Helms, 1995) and training (A. Brown, 1993) that are correlated to HIWS; therefore it is a reasonable exclusion. The components of HIWS are to be defined in terms of four constructs: Power, Information, Rewards, and Knowledge. For the Power construct, employee involvement includes: employee-participation groups, suggestion system, job enrichment or redesign, self-managing work teams, and participative decision making/empowerment (Ciavarella, 2003). The Information construct for employee involvement includes: information sharing about company operating and department results, business plans, new technologies and competitors relative performance (Ciavarella, 2003).

The Rewards construct for employee involvement includes: profit sharing, gain sharing, employee-stock ownership plan, stock option plan, and recognition (Ciavarella, 2003). The Knowledge construct for employee involvement includes: training/ skill development in group decision making/problem-solving skills, leadership skills, business skills, quality/statistical skills analysis, team building skills, job-skills training, and cross-training (Ciavarella, 2003). These components also allow for a certain amount of flexibility within systems as not all organisations will have all components but may have a selection of components from each construct. This will assist with establishing the diffusion of HIWS, and how this diffusion impacts organisational performance and employee turnover. There has been limited research in the New Zealand organisational context examining the effect that HIWS has on employee turnover within the

organisation, and whether HIWS have an impact on the financial performance of an organisation. Previous research (Guthrie, 2001) focused on organisations employing at least 100 individuals, which resulted in a target population of 701 organisations. Therefore, many New Zealand organisations, specifically those with less than 100 employees, have not been examined for the use of HIWS and, more importantly, the impact that these systems have on employee turnover and financial performance. At the time of the previous research (Guthrie, 2001), 67 per cent of organisations were employing less than 50 individuals (Macky & Johnson, 2003). The present research aims to examine the effect of employee involvement practice in decision making in Ghana Education Service with Kumasi Anglican Senior High School being the case study organization.

Conclusion

The recent growth of research interest in employee involvement reflects both employees involvements growing use within the workplace and hopes that it might be a source of good jobs for workers. From the current evidence it appears that, if the reforms are serious, employee involvement can improve organizational outcomes.

CHAPTER THREE

RESEARCH METHODOLOGY AND ORGANIZATIONAL PROFILE

3.1 Introduction

This chapter enshrines the methods and materials of the study. It takes into account the entire research design; that is methods adopted in the sampling technique, sample size of the study, the nature and source of data and the way these data were collected and analyzed. The history and profile of the Kumasi Anglican Senior High School (KASS) are also looked at.

3.2 Research Design

The objectives of the study were achieved through the use of primary data from questionnaires administered to the teachers at KASS. The study is a case study of the employee involvement in decision making at KASS in Kumasi. The research design determines which established convention has been chosen for conducting a piece of research. The choice of research approach is based on the research problems and questions of a study. Various approaches can be used to study a problem. According to Saunders *et al* (2000), the most often used approaches are exploratory, descriptive and explanatory. Agyedu *et al* (1999) have also advanced four approaches namely assessment, evaluation, descriptive and experimental. In the case of this research a descriptive approach has been used to describe the employee involvement in decision making at KASS. A descriptive research is a study that seeks to “portray an accurate

profile of persons, events or situations” (Robson 2002:59 in Saunders *et al.*, 2007). It involves formalising the study with definite structures in order to better describe or present facts about a phenomenon as it is perceived or as it is in reality. The data were basically drawn from primary source by administering questionnaires to the staff of KASS in Kumasi.

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3.3 Sources of Data

The nature of the research demanded that data was gathered from a primary source and secondary source.

3.3.1 Primary data

Data that has been collected from first-hand-experience is known as primary data. Primary data has not been published yet and is more reliable, authentic and objective. Primary data has not been changed or altered by human beings and therefore its validity is greater than secondary data. The data was collected through the administration of questionnaire to the staff and an interview with the headmaster of KASS in Kumasi.

3.3.2 Secondary data

In considering how to answer research questions or meet objectives, data that have already been collected for some other purpose were reanalyzed. Such data are known as

secondary data. It includes both raw data and published summaries Saunders *et al* (2009). Some of the sources of secondary data are journals, articles, internet and published works

3.4 Study Population

The study population for the research was the staff of KASS. The total number of teaching staff at the school was ninety-six (96). Structured questionnaires were administered to the staff of the school as well as an interview with the headmaster.

3.5 Sampling

The size of the population made it prudent to sample all; administering questionnaire to all the members of the group. The total population was ninety-six (96) which were all used for the data collection. This method was done to minimize the level of bias in the selection of individuals and it was important in this study so that in the end the sample represents the population conceptually. Each member of the group was assigned equal probability of being sampled.

The sample size of ninety-six (96) was arrived at taking into consideration the extent of variability in the population, time constraints and framework within which the study was to be completed and submitted and also the confidence in the inference made.

3.6 Data collection tools

When conducting a research there is the need to have tools that will help you collect your data. Primary data was collected from the field in order to solicit responses directly from the field. Structured questionnaires were used to gather information on employee involvement in decision making, its relevance and benefits to the organization and the challenges involved in its implementation. An interview conducted with the headmaster also helped in knowing the managements' effort in boosting employee involvement in decision making. The questionnaires were administered to the staff of the school in order to determine responses to the objectives. The questionnaires were administered to respondents after they were informed about it and were fairly answered. During the collection of the primary data, questionnaires were prepared and administered to staff of KASS. The instrument used for the collection of primary data was structured questionnaires and an interview guide.

The sampling frame for the questionnaires administered was all teaching staff of KASS. In all a total of ninety-six (96) questionnaires were administered to selected teaching staff of KASS as well as an interview with the headmaster. The employee involvement practice in decision making section of the questionnaire consisted mainly of Likert structured questions that were based on the study questions and objectives. The Likert questions were scaled from “strongly agree” scoring “1” to “strongly disagree” scoring 5. Where a statement is “Neutral” (NA), a score of “3” was accorded. Similar likert structured question were also used to assess the benefits and relevance of employee involvement practices in decision making on the organizational performance and the organization. In this case the teaching staffs of KASS were asked to indicate how their

organization has performed with the employee involvement. For this purpose, a list of items relating to performance was included in the questionnaire, and the staffs were asked to evaluate the organizational performance. In order to arrive at a very successful outcome, the questionnaires were given to the respondents to carefully study and to provide very accurate answers by giving them ample time to fill in the questionnaires. It was also prudent to have a one to one discussion with the respondents to enable them get a clearer insight to issues they did not understand. Open – ended questions were also adopted to give us further knowledge of the subject matter. See appendix for semi-structured questionnaires for the staff and the interview guide.

3.6.1 Questionnaire

Questionnaire is used as a general term which includes all techniques of data collection in which each person is asked to respond to the same set of questions in a predetermined order (deVaus 2002). Questionnaires tend to be used for descriptive or explanatory research Saunders *et al* (2009).

3.6.2 Interview

An interview is a purposeful discussion between two or more people (Khan and Cannell 1957). The use of interviews helps to gather valid and reliable data that are relevant to your research questions and objectives. Interviews may be highly formalized and

structured, using standardized questions for each research respondent or they may be informal and unstructured conversations, Saunders *et al* (2009).

3.7 Data Processing and Analysis

Statistical Package for Social Sciences (SPSS) version 16.0 for Windows was very much used for analysing the data obtained. The statistical methods involved those of descriptive (tables, frequencies and percentages). Plausibility checks were conducted and inconsistent data was cleaned appropriately. Analyses based on the objectives of the study were appropriately run. KASS profile and policies were generated from the review of official documentation.

The study was purely exploratory in nature hence the use of descriptive analysis in analyzing the data. Open-ended questions were given critical attention and were necessary used as supporting evidence. The internal validity and reliability of the data you collect and the response rate you achieve depend, to a large extent, on the design of your questions, the structure of your questionnaire, and the rigour of your pilot testing. A valid questionnaire will enable accurate data to be collected and one that is reliable will mean that these data are collected consistently. Foddy (1994:17) discusses validity and reliability in terms of the questions and answers making sense. Validity means that what you find with your questionnaire actually represents the reality of what you are measuring. It is concerned with whether the findings are really about what they appear to be about. As stated earlier reliability means consistency. Although for a questionnaire to

be valid it must be reliable, this is not sufficient on its own. Reliability is therefore concerned with the robustness of your questionnaire and, in particular whether or not it will produce consistent findings at different times and under different conditions, such as with different samples Saunders *et al* (2009).It also refers to the extent to which data collection techniques or analysis procedures will yield consistent findings (Easterby Smith *et al.* 2008:109)

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3.8 Organizational Profile

The name of my case study organization is Anglican Senior High School, Kumasi and it is known by the acronym, KASS. It is situated in the suburb called ‘ASEM’. It was established in September 1973. The school uses the slogan, “DISCIPLES” with the response, “NO SIZE” to greet one another.

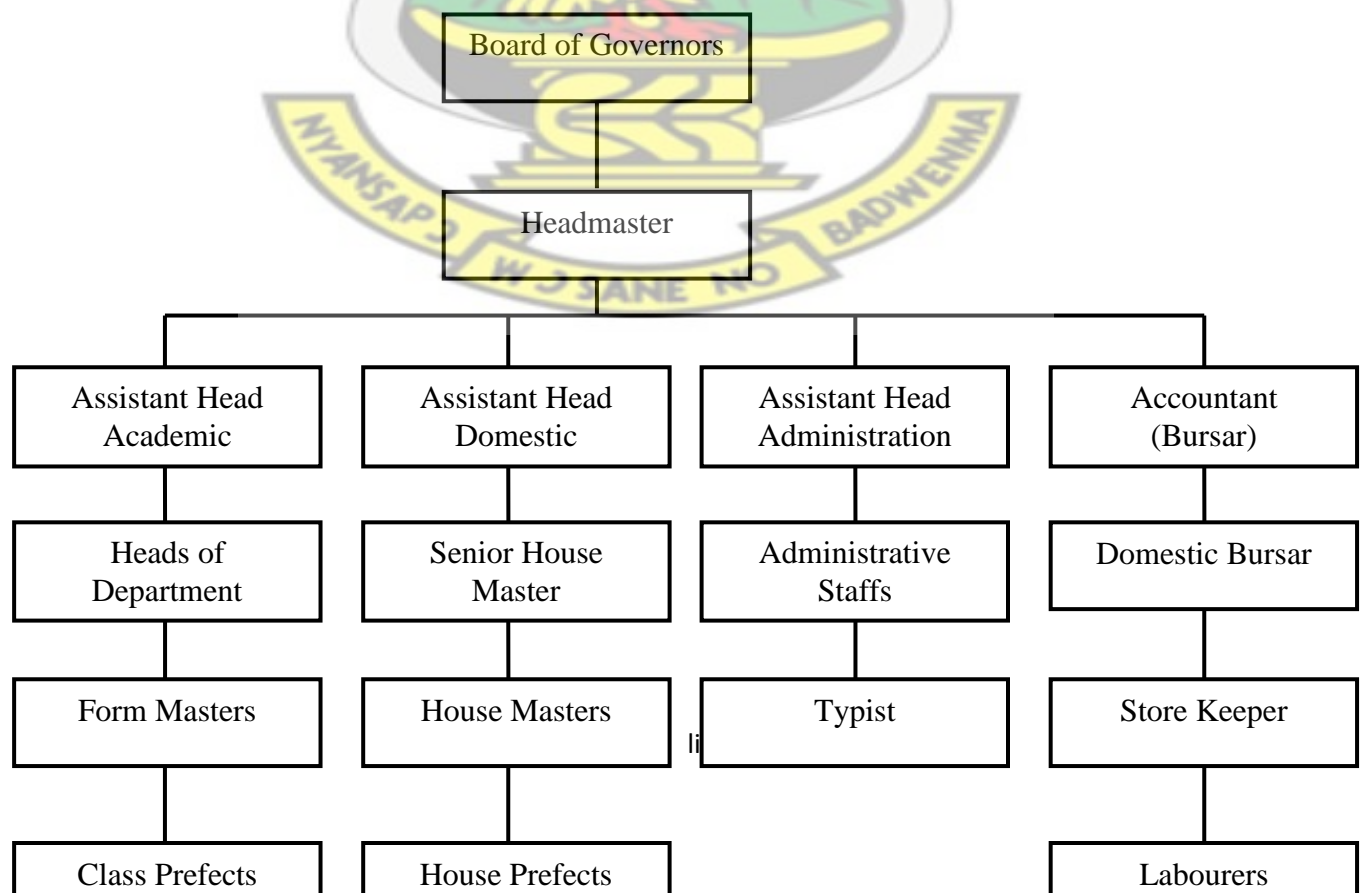
Vision

The school’s main vision is to achieve academic excellence through discipline. It also aims at moulding the character, conduct and behavior of students so as to make them useful and upright citizens of the country.

Mission

The mission is to ensure compliance with school rules and regulations by students and the provision of relevant inputs that will enhance teaching and learning. In this way the vision of the school will be realized Brobe-Mensah (NO DATE). The school currently offers programmes like General Science, General Arts, Agricultural Science, Business, Visual Arts, Home Economics. Student population before the end of the 2009/2010 academic year was 1979, while the teaching staff strength was 96. The number of non-teaching personnel was 92. Anglican Senior High School was among the top ten schools whose students were many in terms of admissions into Kwame Nkrumah University of Science and Technology. In view of all the remarkable feats, it is not surprising that Anglican Senior High School is the most sought-after school in the country. On the whole it is one of the most popular in Ashanti Region in particular and Ghana in general.

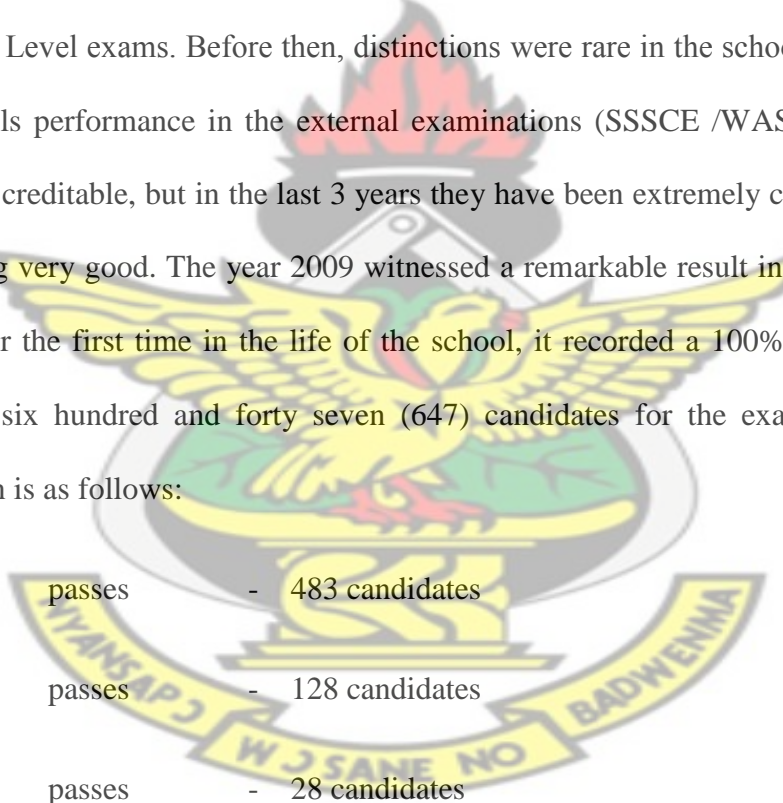
Organisational structure



(Source:)

(Source: KASS Headmaster)

In the academic arena, Anglican Senior High School started to produce very good results from 1987 when for the first time some students chalked distinctions in the then G.C.E.'O' Level exams. Before then, distinctions were rare in the schools G.C.E. results. The schools performance in the external examinations (SSSCE /WASSCE) since 2000 have been creditable, but in the last 3 years they have been extremely creditable, those of 2007 being very good. The year 2009 witnessed a remarkable result in the history of the school. For the first time in the life of the school, it recorded a 100% pass. The school presented six hundred and forty seven (647) candidates for the examination and the breakdown is as follows:



8	passes	-	483 candidates
7	passes	-	128 candidates
6	passes	-	28 candidates
5	passes	-	06 candidates
4	passes	-	02 candidates
3	passes	-	00

2 passes - 00

1 pass - 00

Failure - 00

Absent - 00

Results held - 00

Entire results cancelled – 00

For four consecutive years (2006-2009) a lot of business students have been obtaining A1 in six and five subjects. The secret behind the school's academic success story is attributed to discipline and commitment on the part of the administration, teachers and students.

CHAPTER FOUR

DATA PRESENTATION, DISCUSSION AND ANALYSIS

4.1 Introduction

This chapter covers the analysis and the interpretation of the various data collected through the use of questionnaires and interview. In order to be able to assess and appreciate the effect of employee involvement, interview was conducted with the Headmaster.

The interview was designed to assist in understanding the forms of employee involvement practiced and to find out if it was beneficial to involve employees in the decision making process and also identify the relationship employee involvement and

decision making at the organization. A set of questionnaire were administered to randomly selected members of the teaching staff. Ninety six (96) questionnaires were distributed to respondents who were randomly selected across the organization and seventy four (74) representing 78% response rate. The questionnaire consisted of eighteen (18) questions. Below is the analysis of the data collected.

4.2 Demography of respondents

The demography of respondents is presented in the following figures.

4.2.1 Gender

Figure 4.1 below depicts that, 77% and 23% of respondents are male and female respectively answered and returned the questionnaires. This was expected because the teaching in second cycle institutions is dominated by men.

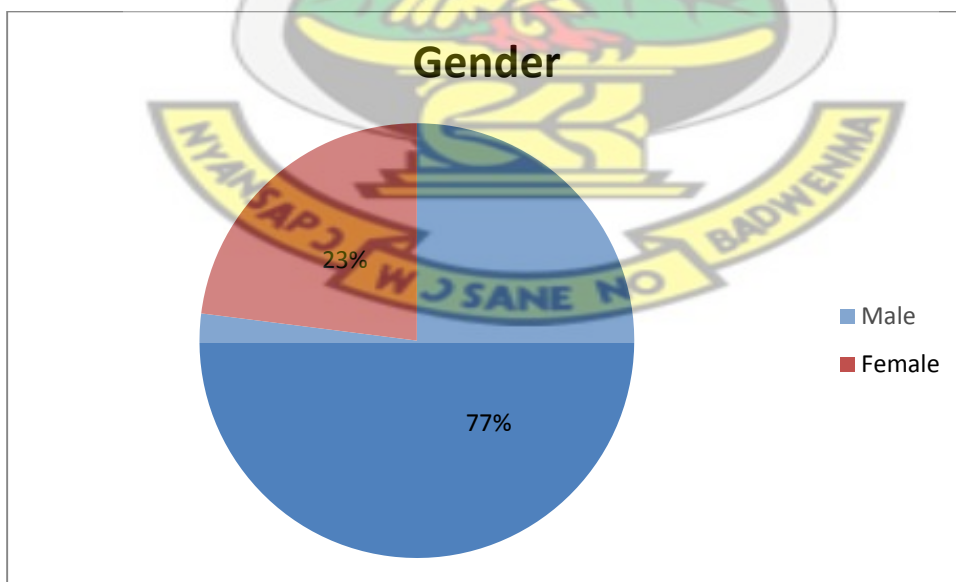


Fig. 4.1: Gender of respondents (Source: Field Report, 2012)

4.2.2 Age

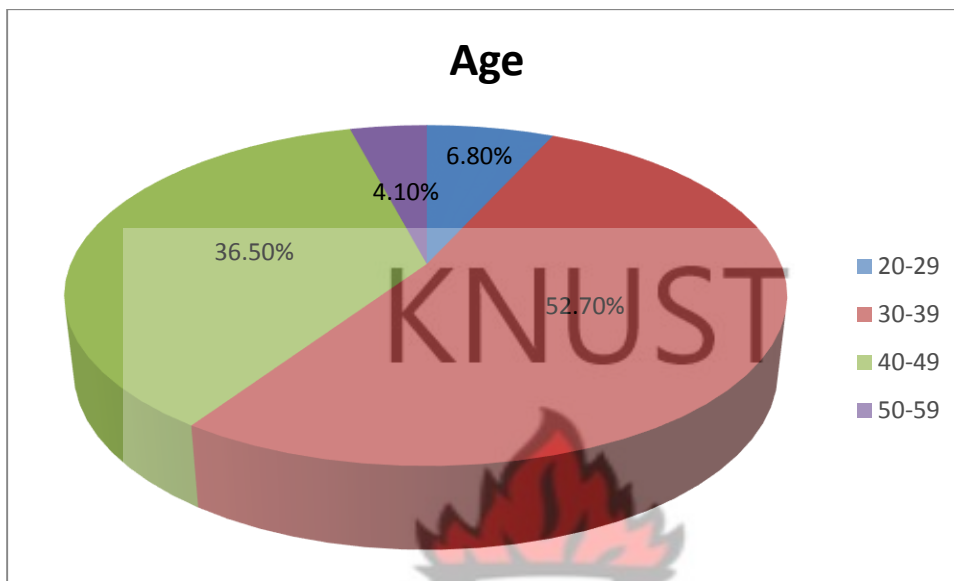


Fig. 4.2: Age of respondents (Source: Field Report, 2012)

The ages of respondents are as shown in Fig. 4.2. The 30-39 year group constituted 52.7% of respondents and was the highest, followed by 40-49 years with 36.5% and then 20-29 year group being 6.8% of the respondents. The lowest number of respondents was within the 50-59 year group which constituted 4.1%. The information above shows that majority of the respondents are young adults.

4.2.3 Years with organisation

The numbers of years that respondent had spent with the organisation is as shown in Fig. 4.3. From the figure, 47.3% of respondents have spent within 6yr-10yr whilst 17.6% also fell within 21yr-25yr. 16.2% of respondents were within 1yr-5yr and 4.1% were within 26yr-30yr. The year range 16yr-20yr had the least number of respondents. The longest serving respondent fell in the 26yr-30yr group.

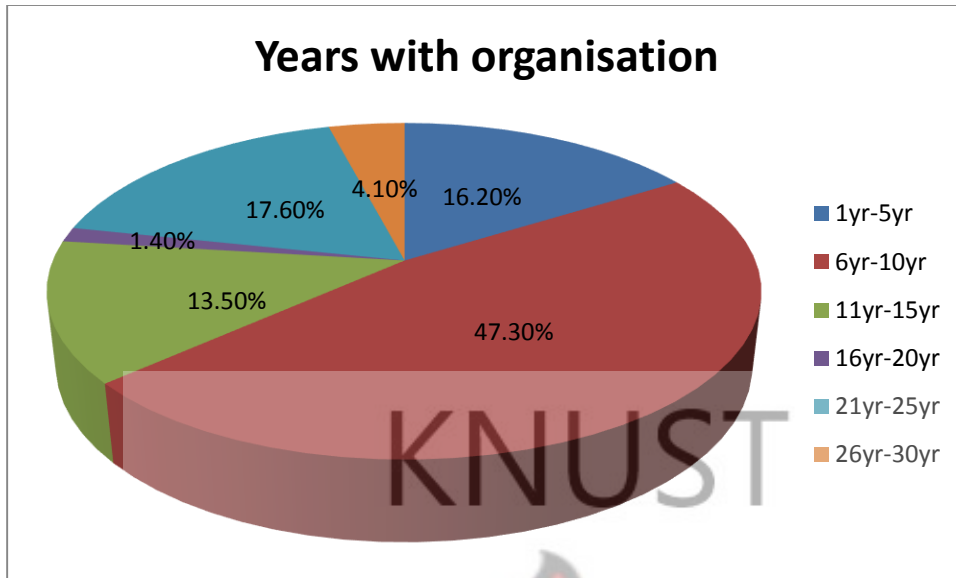


Fig. 4.3: Respondents years with organisation (Source: Field Report, 2012)

4.2.4 Level of education

Figure 4.4 shows the level of education of respondents. 64.9% had their First degree while 35.1% of the other respondents holding Post graduate degrees.

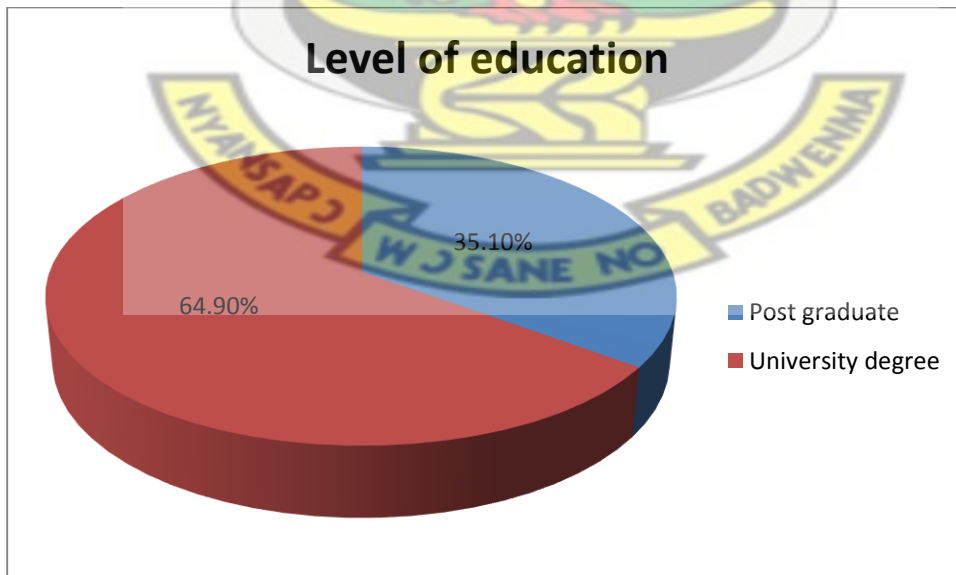


Fig. 4.4: Level of education of respondents (Source: Field Report, 2012)

4.3 Employee involvement practices

To fulfil the objective of the study, the following questions and responses were asked and responses presented in Table 4.1. From the table, 100% of the respondents who affirmed to the existence of system of meeting between headmaster and all the staff for whom they are responsible. 97.3% of the respondents answered Yes and 2.7% of respondents answered No to whether there were any groups that solve specific problems. The conduct of formal survey of employee's views during the last five years was confirmed by 13.5% of the respondents while the regularity information among employees about internal investment plans recorded 5.8%. The granting of employees to regular information about financial situation of the school by management was confirmed by 4.1% of respondents while 63.5% of respondents affirmed to whether management regularly give employees information about the performance of the whole school. 50% of respondents affirmed to the existence of joint consultative committee in decision making. Management information about staffing plans was absent as only 5.4% of respondents confirmed its existence. The form of employee involvement in table 4.1 depicts that joint consultative committee tends to serve as the tool used as vehicle to consult employees. The literature reviewed suggest that Weller *et al* (2007) identifies the forms of employee involvement as the type of committee or team used as the vehicle to consult employees, as measured by reference to the joint consultative committee (JCC) and change management committee (CMC), which supports the findings of the study in table 4.1. and timing of the involvement (Harley *et al*, 2005). For instance, the timing of involvement has been described as important a factor as designing an involvement strategy as the degree of involvement itself (Teicher, 1992. Black and Gregersen, 1997). The literature reviewed

support the findings that employee involvement is low based on the response about time not allocated to employee questions which is 65.2%.

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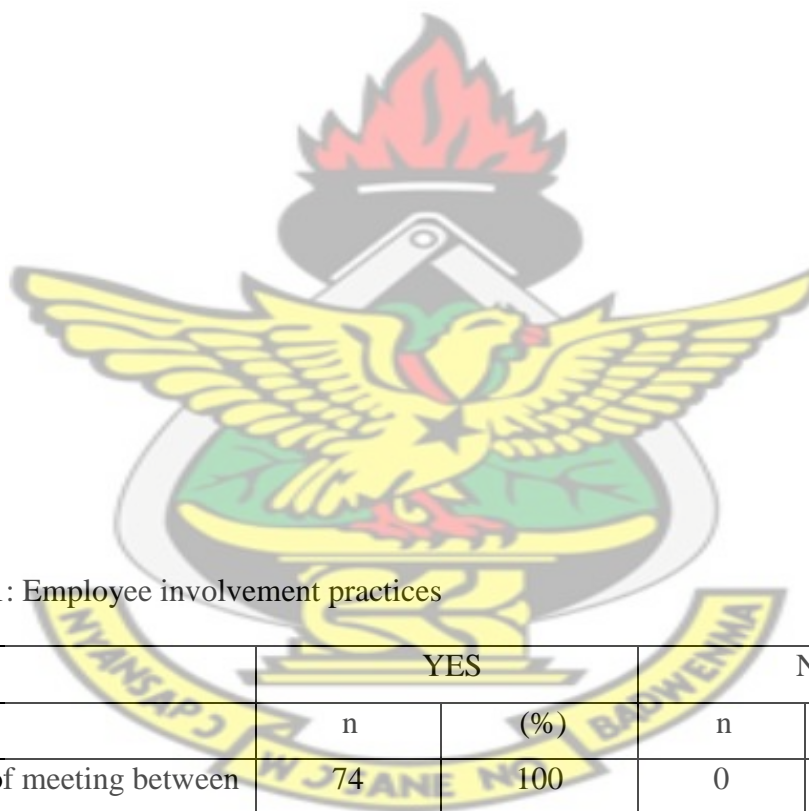


Table 4.1: Employee involvement practices

	YES		NO	
	n	(%)	n	(%)
System of meeting between headmaster and staff for which they are responsible	74	100	0	0
Group that solve specific problems	72	97.3	2	2.7
Formal survey of employees views for past	10	13.5	64	86.5

five years				
Regular information by management to employees about internal investment plan	4	5.4	70	94.6
Regular information by management to employees about financial situation of the school	3	4.1	71	95.9
Regular information by management to employees about performance of the whole school	47	63.5	27	36.5
Existence of joint consultative committee in decision making	37	50	37	50
Regular information by management to employees about staffing plans	4	5.4	70	94.6

(Source: Field Report July 2012)

4.4 Frequency of team briefing

From table 4.2, 45.9% of respondents said team briefing was held quarterly or less often whilst 37.8% said there was no team briefing, 16.2% of the respondents said it was held weekly or fortnightly. This indicates that majority of the respondents are of the view that team briefing is held quarterly or less often. The literature reviewed, indicates that that team briefing is a tool which serve as a vehicle for conveying information to employees.

The reviewed literature deviates from the findings of this study in the sense that 45.9% of respondents affirmed that team briefing is held quarterly or less often.

Table 4.2: Frequency of team briefing

	n	(%)
No team briefing	28	37.8
Held quarterly or less often	34	45.9
Weekly or fortnightly	12	16.2
Daily	0	0
Total	74	100

(Source: Field Report July 2012)

4.5 Time allocated to employee questions in team briefing

From table 4.3, 65.2% of the respondents said there was no time allocated to employee questions, 15.9% said less than 10% of time was allocated to employee questions, 10.1% also said 25% or more time was allocated to employee questions whilst 8.7% answered 10-24% of time allocation to employee questions. The information in table 4.3 indicates that there is no specific time allocated to employee questions. From the literature reviewed, employee involvement dictates the depth

Table 4.3 Time allocated to employee questions in team briefing

	n	%
No time allocated to	45	65.2

employee questions		
Less than 10%	11	15.9
10-24%	6	8.7
25 or more	7	10.1
Total	69	100

(Source: Field Report July 2012)

4.6 Permanency of problem solving group

From table 4.4, it can be observed that 59.7% of respondents said there is a mix of permanent and temporary problem solving group, 36.1% of the respondents also said there was no problem solving group whilst 4.2% of the respondents said problem solving group existed with finite lifespan. This shows that majority of the respondents said there is a mix of permanent and temporary problem solving group.

Table 4.4 Permanency of Problem

	n	%
No PSG	26	36.1
PSG with finite life	3	4.2
Mix of permanent and temporary PSGs	43	59.7
Total	72	100.0

(Source: Field Report, 2012)

4.7 Proportion of problem solving group

From table 4.6, 56.9% of the respondents said up to 39% of the staff are part of the problem solving group, 36.1% of the respondents also answered that there was no

problem solving group and 6.9% said the proportion was up to 79%. From the table it implies that the proportion of up to 39% had the majority of the respondents.

Table 4.5 Proportion of problem solving group

	n	%
No PSGs	26	36.1
Up to 39%	41	56.9
Up to 79%	5	6.9
Total	72	100.0

(Source: Field Report, 2012)

4.8 Frequency of joint consultative committee

From Fig. 4.5, 50% of the respondents said they meet up to 3 times in a year, 41.7% of the respondents answered that there was no joint consultative committee, 5.6% also said they met 4-11 times per year whilst 2.8% of the respondents said they met as and when the need arise.

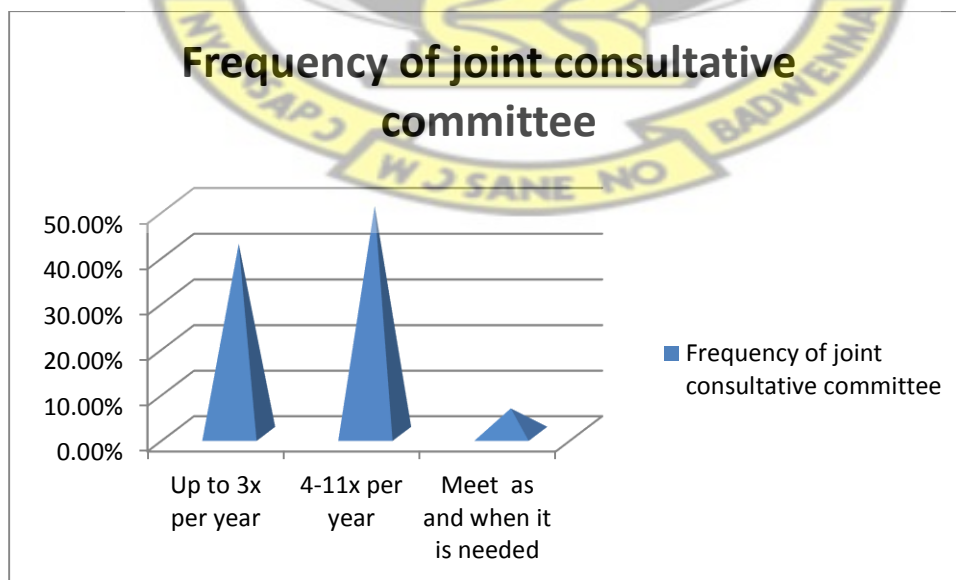


Fig. 4.5: Frequency of joint consultative committee in the organisation (Source: Field Report, 2012)

4.9 Mode of representative joint consultative committee

From table 8, 54.2% of the respondents answered that representative committee members are appointed by management, 40.3% also said that there is no joint consultative committee and 5.6% said they are chosen by staff association. The table indicates that majority of the respondents think that representatives are appointed by management.

Table 4.6 Mode of representative joint consultative committee

	n	%
No JCC	29	40.3
Appointed by Management	39	54.2
Chosen by staff association	4	5.5
Total	72	100

(Source: Field Report, 2012)

4.10 Years with organisation with mode of representative joint consultative committee

To further understand the responses to the mode of representation of staff on joint consultative committees, respondents were stratified on the number of years spent with the organisation. From Table 4.7, a total of 29 said JCC was absent, representing 40% of study population, 75% answered members were appointed by management and 16.7% of respondents answered that JCC were selected by staff association. Of respondents who

had spent less than 10 years with the organisation, 28.3% said JCC did not exist in the organisation, while 67.4% were appointed by management and 4.3% by staff. Most the respondents who had spent 20 years and above with the organisation said JCC did exist in the organisation (n=16, 75%). The results from the table indicates that the higher number of respondents who answered no to joint consultative committee are within the year range of 21-25 years whilst the least number are between 1-5 years. The highest number of respondents who answered appointed by management are within the service range of 1-5 years whilst the least number of respondents are within the service range of 21-25 years. For the respondents who answered chosen by staff association had the highest respondents between the service range of 1-5 years and the least number between 21-25 years. The observation made under table 4.7 indicates 75% of the majority of respondents who are between 1-5 years affirming appointment by management whilst 84.6% of majority of respondents between 21-25 years affirming no joint consultative committee. This indicates that as employees stay in the organisation for longer periods they begin to identify that joint consultative committees was perceived to exist. This may be due to the inconsistency in implementing programmes of this nature.

Table 4.7 Years with Organisation and Mode of rep JCC Cross tabulation

Years with Organisation		Mode of representation to JCC			Total
		No JCC	Appointed by Management	Chosen by staff association	
	1-5	1(8.3%)	9(75%)	2(16.7%)	12
	6-10	12(35.3%)	22(64.7%)	0	34
	11-15	4(40%)	5(50%)	1(10%)	10
	21-25	11(84.6%)	1(7.7%)	1(7.7%)	13

	26-30	1(33.3%)	2(66.7%)	0	3
Total		29 (40.3%)	39 (54.2%)	4 (5.5%)	72

(Source: Field Report, 2012)

4.11 Measure of employee involvement

From Table 4.8, respondents were asked to indicate how they measure employee involvement in decision making process. 71.6% of the respondents answered Good affirm the fact that the headmaster sought the view of employees, 16.2% of them answered neutral, 5.4% also answered very good whilst 2.7% of the respondents answered poor. With headmaster responding to suggestions of employees, 66.2% of respondents answered Good, 18.9% of them answered Neutral, 6.8% of the respondents answered Poor and 4.1% answered Very Good. For the question on the level of employee involvement in decision making, 40.5% of the respondents answered good, 32.4 of them answered neutral and 12.2% of the respondents also answered poor. This indicates that the highest number of respondents answered good to the questions asked, whilst quite a number of the respondents answered neutral with the least going in for poor and very good. From Fig 4.6, the response elicited indicated that although views and suggestions of employees are considered by the headmaster, it was also realised that the level of employee involvement was low. From the literature reviewed, employee involvement is seen not to depend on the individual practices employed but on how they are combined. This affirms the fact that there may be some forms of employee involvement practices but how it is implemented in the organisation determines how employees perceive it. The literature reveals that previous authors have pointed at inconsistency in the implementation of employee involvement across the organisation as a major reason why

the result of involvement programmes are sometimes low. The literature reviewed also support the result of the table in the sense that organisations may have well-written policies concerning involvement and top management may see it being practiced but these policies and beliefs are meaningless until the individual perceive them as something important to his presence in the organisation (Vandenberg *et al*,1999).

Table 4.8 Measure of employee involvement

	Very Good		Good		Neutral		Poor		Very Poor	
	n	%	n	%	n	%	n	%	n	%
Headmaster seeking the views of employees	4	5.4	53	71.6	12	16.2	2	2.7	1	1.4
Headmaster responding to suggestions of employees	3	4.1	49	66.2	14	18.9	5	6.8	1	1.4
Level of employee involvement in decision making	-	-	30	40.5	24	32.4	9	12.2	9	12.2

(Source: Field Report July 2012)

4.12 Level of employee involvement

Fig. 4.6 shows the responses on the level of involvement in decision making. Respondents were asked to indicate their level of involvement in decision making. 63.5% of the respondents answered low to the question, 32.4% of the respondents also answered high whilst 1.4% of the respondents answered very high to the question asked. This indicates that majority of the respondents that is 63.5% are of the view that the level of

employee involvement practice indecision making is low. This view is in consonance with the research conducted by Little, A. W. (2010) where Nyoagbe did on behalf of Ghana National Association of Graduate Teachers (GNAT). The findings of this research were that teachers felt that they have been consulted insufficiently prior to decision making concerning the educational reforms. The inconsistency in the implementation of employee involvement programmes as per the literature review supports the findings that employee involvement is low.

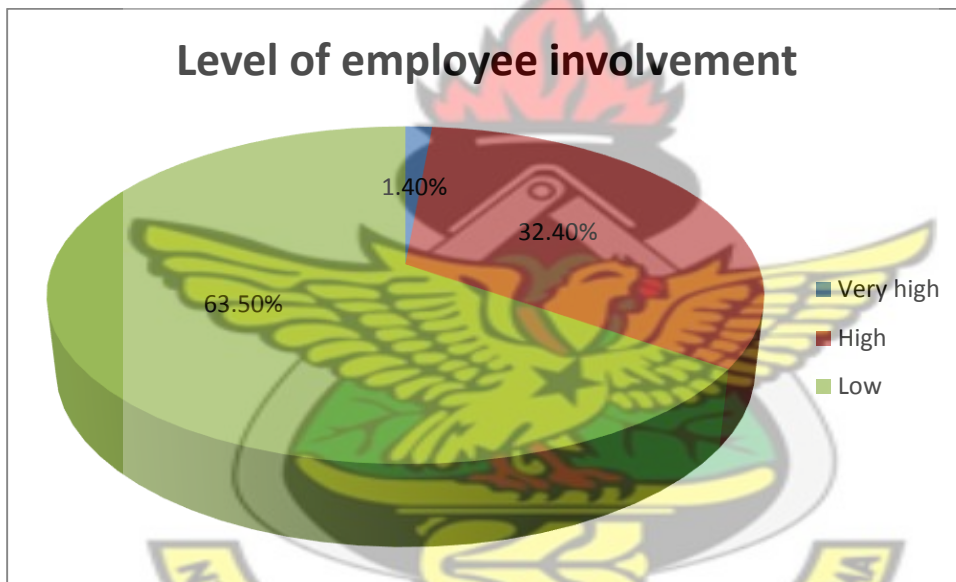


Fig. 4.6: Level of employee involvement in decision making (Source: Field Report, 2012)

To further understand the situation, the level of staff involvement was stratified by the qualification of staff and result is presented in Table 4.9. From the Table, 62.5% of respondents who answered low, 33.3% of respondents who answered high and 4.2% of respondents who answered very high were all holding post graduate degrees. Also, 66.7% of respondents who answered low and 33.3% of respondents who answered high to

question asked hold university degree. This indicates that majority of the respondents who answered low to the question hold university degree.

Table 4.9 Level of employee involvement and level of education cross tabulation.

	Very high		High		Low	
	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)
Post graduate	1	4.2	8	33.3	15	62.5
University degree	0	0	16	33.3	32	66.7

(Source: Field Report July 2012)



Further, level of involvement was stratified by the Ages of respondents and shown in Table 4.10.

Table 4.10 level of employee involvement stratified by Age of respondents

	Very High		High		Low	
Age of respondents	Frequency	Percentage (%)	Frequency	Percentage (%)	Frequency	Percentage (%)
20-29	0	0	2	40	3	60
30-39	1	2.6	10	26.3	27	71.1
40-49	0	0	11	42.3	15	57.7
50-59	0	0	1	33.3	2	66.7

(Source: Field Report July 2012)

From Table 4.10, 40% and 60% of respondents who answered high and low respectively are in the age range of 20-29 years, 2.6%, 26.3 and 71.1% of respondents who said very high, high and low respectively are in the range of 30-39 years, 42.3% and 57.7% of respondents who answered high and low respectively are also in the range of 40-49 years whilst 33.3% and 66.7% of respondents who answered high and low respectively are in the range of 50-59 years. Indications reveal that 71.1% of the majority of respondents who said low to the question are in the range of 30-39 years whilst 2.6% of the least of respondents who answered very high are in the range of 20-29 years. The table indicates that 71.1% of majority of respondents who identified that employee involvement is low are within the age limit of 30-39 years showing a youthful group of respondents. Further, the level of involvement was stratified by years of staff spent with organisation and to understand the relationship number of years spent in the organisation and the level of employee involvement in decision making and presented in Table 4.11.

Table 4.11 Level of employee involvement stratified by years with organisation.

Years with organisation	Very High		High		Low	
	n	%	n	%	n	%
1-5	1	8.3	2	16.7	9	75
6-10	0	0	7	20.6	27	79.4
11-15	0	0	5	50	5	50
21-25	0	0	9	69.2	4	30.8
26-30	0	0	1	33.3	2	66.7

(Source: Field Report July 2012)

From the table, 8.3%% of the respondents answered very high, 16.7% of respondents answered high and 75% of the respondents answered low had been in service for 1-5 years. 20.6% of respondents who answered high and 79.4% of respondents who answered low also fall within 6-10 years. 50% of respondents who answered high and 50% of the respondents who answered low fall between 11-15 years. 69.2% of respondents who answered high and 30.8% of the respondents who answered low fall between 21-25 years. 33.3% of respondents and 66.7% of respondents also had been in service for 26-30 years.

Also the level of involvement was stratified by the Gender of respondents and presented in Table 4.12. From table 4.10.3, 1.8%, 40% and 58.2% of respondents who answered very high, high and low respectively to the questions were males. 11.8% and 82% of respondents who answered high and low to the questions respectively were also females.

Table 4.12 Level of employee involvement Stratified by Gender of respondents

Gender of respondents	Very high		High		Low	
	n	%	n	%	n	%
Male	1	1.8	22	40	32	58.2
Female	0	0	2	11.8	15	88.2

(Source: Field Report July 2012)

4.13 Consequences of employee involvement

The involvement of employees in decision making is known to affect how staff perceive employers and their commitment to work and productivity. Thus respondents were assessed on some variables relating to consequences of involvement and result shown in Table 4.13. Respondents were asked to express their opinion by answering Yes or No to question inquiring into specific qualities relating to consequences of involvement in decision making. Three variables, Loyalty to organisation (58.3%), Proud of organisation (59.7%) and Satisfied with organisation (61.1%) showed more negative response while the other variables recorded positive responses. Further, the negative responses were stratified by the demography respondents and results presented below. Against years with organisation and loyalty to organisation, (Table 4.14), 66.7% of respondents and 33.3% of respondents who answered Yes and No respectively to the question had served between 1-5 years. 50% of respondents who answered yes and no respectively had been in service for 6-10 years. 50% of respondents who answered yes and no respectively had served between 11-15 years. 100% of respondents who also answered no had also served

for 21-25 years. 100% of the respondents who answered no to the question had served between 26-30 years.

Table 4.13 Consequence of employee involvement in decision making

Variables	Yes		No	
	n	%	n	%
Sharing the values of Organisation	49	66.1	23	31.9
Loyalty Organisation	30	41.7	42	58.3
Proud of Organisation	29	40.3	43	59.7
Satisfied with Organisation	28	38.9	44	61.1
Increased output	41	56.9	31	43.1
Commitment to Organisation	44	61.1	28	38.9
Better use of time	54	75	18	25
Less organisational dispute	47	65.3	25	34.7
Reduced labour unrest	54	75	18	25
Reduced employee turnover and absenteeism	39	54.2	33	45.8

(Source: Field Report July 2012)

Table 4.13 revealed the consequences of employee involvement in decision making. It is realised from certain variables such as loyalty to the organisation (58.3%), proud to organisation (59.7%) and satisfaction with organisation (61.1%), show more negative response whilst other variables like values shared with organisation, increase in output, commitment to the organisation and reduction in employee turnover and absenteeism

showed positive response to the question. From the literature reviewed, study conducted by Bhatti (2007) supports the findings that employee involvement will have positive effect on employee commitment and productivity but deviates from the fact that employee involvement lead to job dissatisfaction. Cohen's (1999) study, reviewed in the literature argued that employee involvement is an antecedent to organisation commitment as per the results of the table. Numerous studies from the literature reviewed, point to the fact that employee involvement does influence organisation effectiveness, some of which includes lower absenteeism (Marks *et al*, 1999) and lower employee turnover (Vandenberg *et al*, 1999), which again is in consonance with the findings of the study. Other contributions from the literature reviewed, such as Lawler (1996) identifies that, employee involvement is expected to lead to greater innovation, lower employee absenteeism and turnover. Purcell *et al*, (2003) study found involvement in decisions affecting the job or work to be an important factor, which was strongly associated with high levels of employee engagement thus demonstrating it as an important driver.

There have been a lot of studies on the benefit of employee involvement in organizations. Employee involvement and empowerment approaches aim at enhancing responsibility, increasing authority, and making jobs challenging and interesting to employees, based on their abilities and the needs of the organization. The return on such nominal investments will come in the form of higher levels of employee motivation, creativity, productivity, and commitment (Apostolou, 2000). This again is at variance with the finding since the other reasons given by the respondents shows that the abilities and skills of employees have not been fully exploited. There is an assumption held by many scholars and

managers that if employees are adequately informed about matters concerning them and are afforded the opportunity to make decisions relevant to their work, then there will be benefits for both the organisation and the individual. This assumption is in consonance to the findings, why employee involvement is low.

Table 4.14 Years with organisation Stratified by loyalty to KASS

Years with organisation	YES		NO	
	n	%	n	%
1-5	8	66.7	4	33.3
6-10	17	50	17	50
11-15	5	50	5	50
21-25	0	0	13	100
26-30	0	0	3	100

(Source: Field Report July 2012)

Effect of Years with organisation and level of loyalty to organisation is as shown in Table 4.14. 66.7% of respondents and 33.3% of respondents who answered Yes and No respectively had served between 1-5 years. 50% of respondents who answered yes and no respectively had been in service for 6-10 years. 50% of respondents who answered yes and no respectively had served between 11-15 years. 100% of respondents who also answered no had also served for 21-25 years. 100% of the respondents who answered No had served between 26-30 years. The information from table 4.15 indicates that 100% of

the respondents who answered No to the level of employee involvement have worked for 21-25 years and are also young adults.

Table 4.15 explains the number of years respondents have spent in organisation and how proud they are to Kumasi Anglican Senior High School. 66.7% of respondents who said they are proud of KASS had served the school between 1-5 years whilst 33.3% of respondents who answered no to the question also have been in service between 1-5 years. 52.9% of respondents who answered yes and 47.1% of respondents who answered no to the question had been in service for 6-10 years. Also 30% of respondents who answered yes and 70% of respondents who answered no to the question had also worked 11-15 years. 100% of respondents who had been in service for 21-25 years answered no to the question. 100% of respondents who had been in service for 26-30 years answered no to the question. The information in table 4.15 explains that 66.7% of the majority of respondents who affirmed loyalty to KASS have worked for 1-5 years and 100% of majority of respondents who said no to loyalty to KASS have also worked for 21-25 years. This shows that as and when employees stay long they detach their loyalty to the organisation.

Table 4.15 Years with organisations stratified with pride to KASS

Years with organisation	YES		NO	
	n	%	n	%
1-5	8	66.7	4	33.3
6-10	18	52.9	16	47.1
11-15	3	30	7	70

21-25	0	0	13	100
26-30	0	0	3	100

(Source: Field Report July 2012)

As indicated in Table 4.16, 58.3% of respondents who said Yes and 41.7% of respondents who said No to how satisfied they were with the organisation had worked for 1-5 years. 50% of the respondents who said yes and no respectively to the question had a working experience of 6-10 years. Also 40% and 60% of the respondents who have worked for 11-15 years answered yes and no respectively to the questions asked. 100% of respondents who have worked for 21-25 years answered no to whether they were satisfied with their job or not. 100% of respondents who also fall between 26-30 years answered no to the questions asked.

Table 4.16 Years with organisation stratified by satisfaction with job

Years with organisation	YES		NO	
	n	%	n	%
1-5	7	58.3	5	41.7
6-10	17	50	17	50
11-15	4	40	6	60
21-25	0	0	13	100
26-30	0	0	3	100

(Source: Field Report July 2012)

Table 4.17 depicts a cross tabulation of the number of years served in the organisation and reduction in employee turnover and absenteeism. The information in the table shows that, 66.7% and 33.3% of the respondents who answered yes and no respectively to the question fall within the working range of 1-5 years. 50% of the respondents who answered yes and no respectively to the question also fall within the range of 6-10 years, 70% and 30% of the respondents who answered yes and no respectively to the question fall within 11-15 years, 46.2% and 53.8% of the respondents who answered yes and no respectively to the question fall within 21-25 years whilst 33.3% and 66.7% of the respondents who answered yes and no respectively to the question are within 26-30 years. From the table, it is indicated that 70% of the majority of the respondents who answered yes are within the working range of 11-15 years whilst 66.7% of the majority of respondents who answered no fall within 26-30 years. 33.3% of the least number of respondents who answered yes to the question fall within 26-30 years and 30% of the least number of respondents answered yes to the question fall within the working range of 11-15 years. The information from the table indicates that the majority of respondents who affirmed satisfaction with job are young adults whilst majority of respondents who answered no are also young adults. Indicating that KASS is full of young adults

Table 4.17 Years with organisation stratified by reduction in employee turnover and absenteeism

Years with organisation	YES		NO	
	n	%	n	%

1-5	8	66.7	4	33.3
6-10	17	50	17	50
11-15	7	70	3	30
21-25	6	46.2	7	53.8
26-30	1	33.3	2	66.7

(Source: Field Report July 2012)

Further, the negative variables were stratified with the age of respondents and shown in the following tables. From table 4.18, respondents were asked to state their view on their loyalty to KASS. 40% and 60% of the respondents respectively who answered yes and no fall the age range of 20-29 years, 57.9% and 42.1% of respondents who answered yes and no respectively to the question are within the age range of 30-39 years, 23.1% and 76.9% of the respondents who answered yes and no respectively to the question are within the range of 40-49 years and 41.7% and 58.3% of the respondents who also said yes and no respectively are within the age range of 50-59 years. This indicates that 57.9% of the majority of respondents who said yes are within the age range of 30-39 years whilst the least of respondents who said yes are within the range of 40-49 years. Also 76.9% of the majority of respondents who answered no are within the range of 40-49 years whilst 42.1% of the least of respondents who answered no are within the range of 30-39 years.

Table 4.18 Age of respondents stratified by loyalty of KASS

Age of respondents	YES		NO	
	n	%	n	%
20-29	2	40	3	60

30-39	22	57.9	1	42.1
40-49	6	23.1	20	76.9
50-59	30	41.7	42	58.3

(Source: Field Report July 2012)

Pride of the organisation was stratified by the age of respondents and shown in Table 4.19. 100% of the respondents who said no are within the age range of 20-29 years, 60.5% and 39.5% of respondents who answered yes and no respectively are within the range of 30-39 years, 19.2% and 80% of respondents who answered yes and no respectively are within the range of 40-49 years and 100% of respondents who answered no are within the range of 50-59 years. This indicates that 60.5% of majority of the respondents who answered yes are within the range of 30-39 years and 19.2% of the least number of respondents who answered yes are within the range of 40-49 years. Also 100% of majority of respondents who answered no to the question fall within the range 20-29 years and 50-59 years respectively and 39% of the least of respondents who answered no also fall within the range of 30-39 years.

Table 4.19 Age of respondents stratified with pride to KASS

Age of respondents	YES		NO	
	n	%	n	%
20-29	0	0	5	100
30-39	23	60.5	15	39.5
40-49	5	19.2	21	80.8

50-59	0	0	3	100
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(Source: Field Report July 2012)

Respondents were asked to state their view as to whether their involvement reduce employee turnover (Table 4.20). 60% and 40% of respondents who answered yes and no respectively fall within the age range of 20-29 years, 58% and 42.1% of respondents who answered yes and no respectively are within the range of 30-39 years, 50% of the respondents who answered yes and no respectively fall within the range of 40-49 years and 33.3% and 66.7% of respondents who answered yes and no respectively are within the range of 50-59 years. The information above indicates that 60% of majority of respondents who answered yes are within the range of 20-29 years and 33.3% of the least of respondents who answered yes fall within the range of 50-59 years. 66.7% of the majority of respondents who answered no to the question fall under 50-59 years whilst 40% of the least of respondents who answered no are within the range of 20-29 years.

Table 4.20 Age of respondents by reduction in employee turnover

Age of respondents	YES		NO	
	n	%	n	%
20-29	3	60	2	40
30-39	22	58	16	42.1
40-49	13	50	13	50
50-59	1	33.3	2	66.7

(Source: Field Report July 2012)

4.14 Reasons for the Level of Employee Involvement Practices

From Table 4.21, respondents were asked to indicate the extent to which they agree with the following statements. 1.4% of the respondents said they strongly agree, 74.6% of respondents said they agree, 4.2% of respondents answered neutral, 16.9% of the respondents said they disagree and 2.8% of the respondents also responded that they strongly disagree. This indicates that 74.6% of the majority of the respondents said that they agree to the fact that low level of employee involvement stems from the fear of changing from autocratic to democratic style of leadership whilst 1.4% of the respondents which form the least number of respondents strongly disagreed with the statement. From the table, 16.9% strongly disagree with failure to respond to employee recommendations, 59.2% of the respondents agree to the statement, 21.1% of the respondent's responded neutral and 2.8% said they disagree with the statement. As indicated, 59.2% of the majority of the respondents agreed to the statement whilst 2.8% of the least of respondents disagreed to the statement.

Table 4.21 Reasons for the level of employee involvement practices

Variables	Fear of Changing from Autocratic way of decision making	Failure to respond to employee recommendations	Management inability to acknowledge employee efforts
Strongly Agree	1 (1.4%)	12 (16.9%)	11 (15.5%)

Agree	53 (74.6%)	42 (59.2%)	51 (71.8%)
Neutral	3 (4.2%)	15 (21.1%)	7 (9.9%)
Disagree	12 (16.9%)	2 (2.8%)	0
Strongly Disagree	2 (2.8%)	0	2 (2.8%)

(Source: Field Report July 2012)

From table 4.21, respondents were asked if management inability to acknowledge employee effort was a contributing factor to low employee involvement. In responding to this question, 15.5% of the respondents said they strongly agree, 71.8% of the respondents said they agree, 9.9% of the respondents were neutral whilst 2.8% of the respondents said they strongly disagree. Based on the information in the table, 71.8% of the majority of the respondents said they agree to the statement whilst 2.8% of the least of the respondents said they strongly disagree. According to Lawler and Worley (2006) for a high-involvement work practice to be effective and for it to have a positive impact on employee engagement, employees must be given power. They argue that this will lead to employees having the ability to make decisions that are important to their performance and to the quality of their working lives, thus engaging them in their work. Furthermore, Lawler and Worley (2006) contend that power can mean a relatively low level of influence, as in providing input into decisions made by others or it can mean having final authority and accountability for decisions and their outcomes. This literature review deviates from the practice of the organisation hence the findings of the study.

4.15 Other reasons for low employee involvement

Table 4.22 shows other reasons suggested by respondents to be responsible for the low employee involvement.

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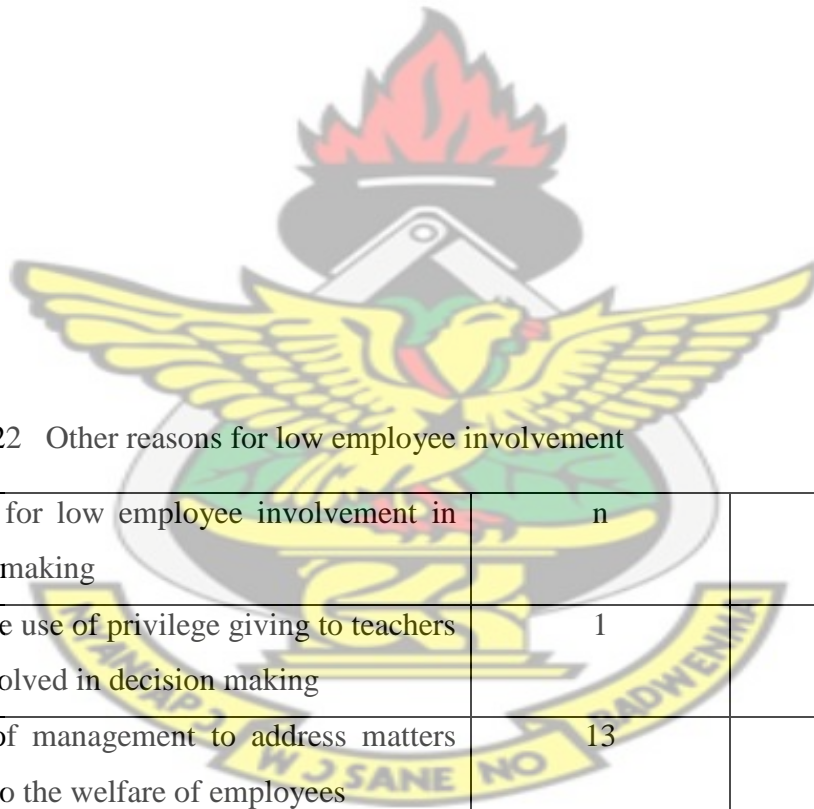


Table 4.22 Other reasons for low employee involvement

Reasons for low employee involvement in decision making	n	%
Excessive use of privilege giving to teachers to be involved in decision making	1	2.1
Failure of management to address matters relating to the welfare of employees	13	27.7
Fear of workers abusing the privilege giving to workers	1	2.1
Inability of management to reward employee efforts	8	17.0
Inadequate remuneration for teachers	1	2.1
Incompetence on the part of some of the	1	2.1

teachers		
Lack of confidence in the views of the teachers	2	4.3
Lack of trust for the workers	7	14.9
Leadership style of management	5	10.6
Most employees are not committed to the welfare of the school	1	2.1
Most of the decisions are taking by GES and imposed on the school	2	4.3
Absence of vital information concerning the administration of the school	1	2.1
The belief in our traditional setting that the old is wise and for that matter makes most of the decisions	2	4.3
Inability of management to make teachers stakeholders of the school	2	4.3
Total	47	100

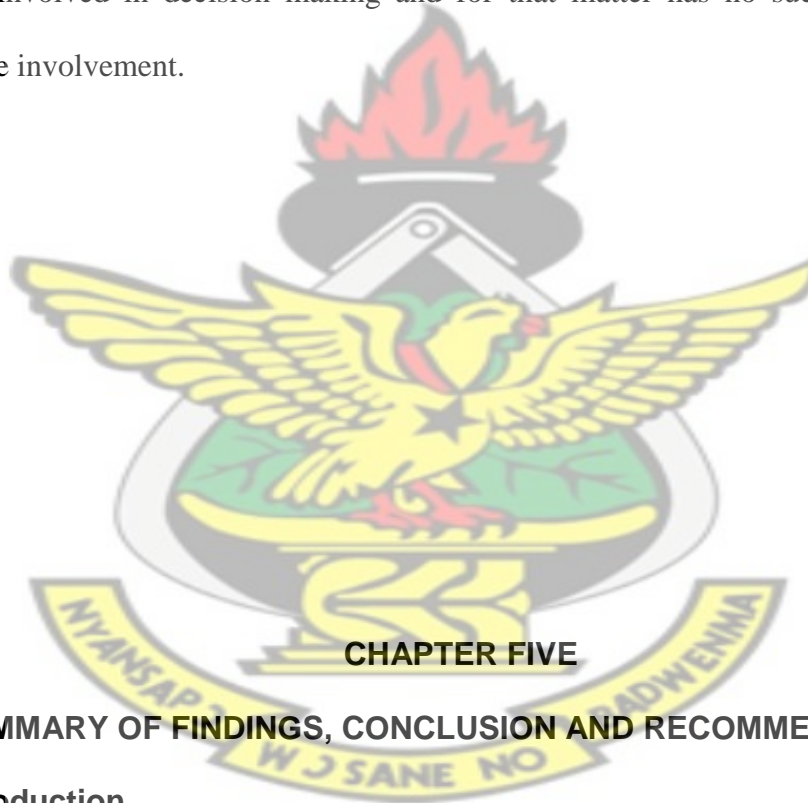
(Source: Field Report July 2012)

4.16 Interview with headmaster on employee involvement in decision making

From the interview conducted with the headmaster, it was realised that employee involvement in decision making are practiced in KASS. It was also realised that team work was the form of employee involvement practiced and it was done at any time the need arise. Information communication and feedback was also carried out through staff meeting and PTA meeting. As a general body management meet 2 to 3 times a term and also during emergency situations. From the headmaster, it was also realized that workers are consulted on all issues affecting their welfare and policy and also strategic plans of the school. It was also known from the headmaster that collective bargaining was the

most effective form employee involvement. The headmaster also asserted that the nature of the organisations operations easily lend itself for worker participation at the management level.

Upon the interview the headmaster also stated that management involves staff in the setting of performance target and it has been effective in achieving the set goals. The response elicited from the interview with the headmaster indicated that employees are directly involved in decision making and for that matter has no such thing like low employee involvement.



CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter focuses on the findings, conclusion and recommendation relevant to the problems identified in the research.

5.2 Summary of Findings

The research sought to assess the effect of employee involvement practices on decision making process in KASS by seeking the views of teachers and the headmaster. The response elicited from the questionnaires administered and the interview with the headmaster points to the fact that employee involvement is practiced but most of the teachers lack understanding about the whole concept. Though the research revealed the benefits of employee involvement practice, it also revealed its associated consequences on the staff and organisation as a whole. The study also helped identify the reasons for low employee involvement and the measure of employee involvement practice.

5.2.1 Employee involvement practices at KASS.

The research conducted revealed that employee involvement practice showed inefficiencies such as ignorance, little knowledge and its unreliability nature for employees to depend on. The findings revealed that most of the employees are in one way or the other involved in decision making process but in a way that most of them are ignorant about it. Employee involvement practice was observed to be a tool for which many of the employees are influenced to have an attachment to the organization. For instance many of the respondents share certain values of the organisation, are able to increase output, there is better use of their time, reduction in organizational dispute and also reduction in labour unrest as a result of their involvement in decision making. Others also think their involvement in decision making does not influence their attachment to the organization and for that matter declined to answer or said otherwise. It was realized that

employees are involved during staff meetings, joint consultative committees and during parent teacher association meetings.

5.2.2 Consequence of Low employee involvement practices

Response from the study revealed that employee involvement in decision making is low and for that matter affecting the values being shared, level of output as a result of job dissatisfaction and relationship between management and employees. The findings of the study showed that low employee involvement is caused by lack of reward system, imposition of policies on management by Ghana Education Service, lack of trust and the misconception about the concept employee involvement.

5.2.3 Ways of improving employee involvement in decision making

From the questionnaires administered, it was realized that employees must be involved in decision making process in order to ensure effective and efficient use of time and effort to enhance organizational performance. Majority of the respondents were of the view that most important information pertaining to staffing plans, financial situations and investment plans are not made public and for that matter needs a second look by seeking their opinions in policy formulation and implementation concerning these issues to enhance organizational performance.

Seeking the views and responding to employees suggestions would create an environment where employees would not only have the fulfillment and benefit of their own strength but feel as part of the organization to ensure effective and contributing members for the organization. Rewarding employees for their contribution towards involvement in decision making would help ensure benefits like commitment, increase in productivity which in a whole will ensure organizational performance.

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5.3 Conclusion

It can be concluded from the study conducted that employee involvement is been practiced in the case study organization and has a significant effect on both the employee and the organization. From the findings about the reasons of low employee involvement, it can be concluded that employee involvement has not been understood clearly by management and most of the employees for that matter fail to appreciate its existence and benefits in the organization.

Involvement of employees in decision making as per the research may be low when abilities, skills and knowledge on certain issues are needed to arrive at a decision. When employees lack these essential qualities like the above mentioned, involving them would delay and prejudice the decision made. In addition to the above, it can be concluded that if employees are rewarded, if involvement starts at the departmental level, if democratic style of leadership is ensured and if management involves employees as integral part of decision making process then there would be effectiveness and efficiency in decision making process. It can also be concluded that, it is not always the case that low employee

involvement will lead to negative actions such as employee turnover, absenteeism and decrease in output. The findings of the study suggest that, there is no stronger relationship between employee involvement and decision making, therefore much could be than in the future to assess how it affects specific outcomes.

5.4 Recommendations

The following are recommendations which could be implemented to enhance employee involvement in decision making process at the organizational level.

5.4.1 Employee involvement in decision-making

The study revealed that 86.5% of respondents did not affirm to the question that formal survey of employees had taking place for the last five years. This information realized will lead to employee dissatisfaction which can also lead to decline in organizational performance. High sense of employee involvement in decision making should be demonstrated, employees should be continuously briefed on all issues which affect the organization and its workers. Information must be communicated in such a way that all employees no matter the level is made aware of what is going on in the organization at any particular point in time. This can be achieved by holding regular meetings at the departmental level to discuss issues and create opportunity for employees to voice their views and make suggestions on how to make their work efficient and effective.

Also management should create an atmosphere where employees would be educated on what employee involvement is about, the forms and the benefits of practicing employee involvement in the organization. This will help ensure a conducive atmosphere between management and employees in undertaking effective and efficient decisions that will enhance organizational performance.

5.4.2 Communication and feed back of information

The research conducted also revealed 71.6% of respondents affirming the headmaster seeking the view of employees, 66.2% of respondents also affirmed that the headmaster responds to employee's suggestions but 40.5% of respondents had a negative response with the level of employee involvement in decision making. This indicates that employees have difficulty in understanding and appreciating the existence of the forms of employee involvement practices which can lead to dissatisfaction of job and disloyalty among employees.

There should be feedback on discussions held and reports have to be sent so that everyone becomes aware of what is going on in the organization. Occasional durbars should be organized where the whole staff body can meet to share ideas and talk generally about the organization, management should occasionally brief employees about the forms of employee involvement that is being practiced in the organization. Employees should also be in the known about any information concerning their welfare and other matters. This will help employees identify themselves with the organization and be willing to give their best whenever the need arise for them to be involved in

decision making. The findings of this research shows that the presence of employee involvement practice alone does not affect decision making but the way it is implemented and sustained.

5.4.3 Equal opportunity for employees

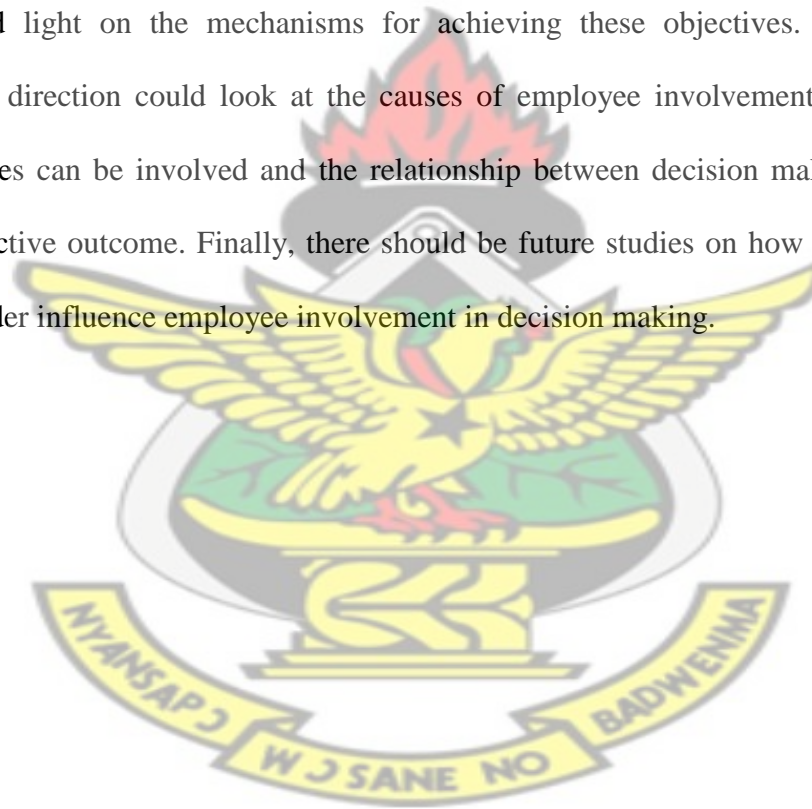
From the study conducted and the observations made, organizational performance can be improved if all staff teachers are giving equal opportunity, attach rewards to participative members of decision making groups, delegation of powers to distinguishing employees and initiating decisions at the departmental level.

There should be clarity where employees are made to understand the big picture about the company's goals and strategies and understand how their own function and job fit into the scheme of things. Commitment and ownership come about when people have a stake in whatever is going on and so would want to carry it through. People are committed when they care and want to achieve something. It is therefore recommended that brainstorming meetings which would help people to think through the practicality of ideas to ensure performance in the organization.

Managing organization cannot be devoid of impediments and for that matter care and quality time must be taken in formulating, implementing and evaluating potential strategies to ensure that management and employees are on the known of all relevant information that would help lead to increase in performance.

5.5 Suggestion for further research

The study is indicating the effect of employee involvement practices in decision making process with emphasis on the forms of employee involvement, reasons for the level of employee involvement, benefits and consequences of employee involvement; it still does not shed light on the mechanisms for achieving these objectives. Therefore future research direction could look at the causes of employee involvement, ways by which employees can be involved and the relationship between decision making involvement and affective outcome. Finally, there should be future studies on how age, qualification and gender influence employee involvement in decision making.



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APPENDICES

APPENDIX A

Questionnaire (Staff of KASS)

Dear Respondent,

The researcher is an MBA student of KNUST majoring in Human Resource Management. The study is being conducted on Employee Involvement in Decision Making (EIDM) for academic purposes and the researcher would be grateful if you could spend some time to provide answers to the questions below. Please note that the strictest confidentiality is assured with respect to answers given as facts are needed for academic purposes only.

Please tick where appropriate.

A. Background information

- | | | | | |
|--------------------------|-----------|--------------------------|----------|--------------------------|
| 1) Gender of respondents | a. Male | <input type="checkbox"/> | | |
| | b. Female | <input type="checkbox"/> | | |
| 2) Age of respondent | a. 20-29 | <input type="checkbox"/> | b. 30-39 | <input type="checkbox"/> |
| | c. 40-49 | <input type="checkbox"/> | d. 50-59 | <input type="checkbox"/> |
| | e. 60-69 | <input type="checkbox"/> | | |

3) What is your level of education?

- a. Post Graduate ☐
- b. University ☐
- c. Advance Level ☐
- d. Ordinary Level ☐
- e. Senior High School ☐

4) How many years have you worked with your organization?

- a. 1-5 ☐
- b. 6-10 ☐
- c. 11-15 ☐
- d. 16-20 ☐
- e. 21-25 ☐
- f. 26-30 ☐

B. Employee Involvement Practices

5) Please indicate either **Yes** or **No** to the questions below.

Variables	Yes	No
Is there any system of meetings between Headmaster or superiors and all staff for whom they are responsible?		
Are there any groups that solve specific problems or discuss aspects or performance?		
Has there been any formal survey of employees' views or opinions during the last five years?		
Does management regularly give employees, or their representatives, any information about internal investment plans?		
Does management regularly give employees, or their representatives, any information about financial situation of the school?		
Does management regularly give employees, or their representatives, any information about the performance of the whole school?		
Is there the existence of joint consultative committee in decision making?		
Does management regularly give employees, or their representatives, any information about staffing plans?		

Please tick the appropriate response for the following questions.

6) How frequent is team briefing

- a. No team briefings ☐
- b. Team briefings held quarterly or less often ☐
- c. Weekly or fortnightly team briefings ☐
- d. Daily team briefings ☐

7) Amount of time allocated to employee questions in the team briefing

- a. No time allocated to employee questions ☐
- b. Less than 10% ☐
- c. 10-24% ☐
- d. 25% or more ☐

8) Permanency of problem solving groups (PSG)

- a. No PSG ☐
- b. PSGs with finite life ☐
- c. Mix of permanent and temporary PSGs ☐
- d. Permanent PSGs ☐

9) Proportion of employees participating in PSGs

- a. No PSGs ☐
- b. PSG covering up to 39% of employees ☐
- c. PSG covering 40 to 79% of employees ☐
- d. PSG covering 80% or more of employees ☐

10) Frequency of joint consultative committees (JCC)

- a. No JCC ☐
- b. JCC(s) meeting up to three times per year ☐
- c. JCC(s) meeting 4-11 times per year ☐
- d. JCC(s) meeting 12 or more times per year ☐

11) Mode of representative selection for joint consultative committees (JCC)

- a. No JCC ☐

- b. Representatives are appointed by management ☐
- c. Representatives are volunteered or chosen by staff association ☐
- d. Representatives are elected by the workforce ☐

C. Measure of Employee Involvement

12) Respond either 1. Very good, 2. Good, 3. Neutral, 4. Poor or 5. Very poor to the questions below.

Variables	1	2	3	4	5
Overall, how good would you say the headmaster at your workplace is when it comes to seeking the view of employees or employee representatives?					
Overall, how good would you say the headmaster at your workplace is when it comes to responding to suggestions from employees or employee representatives?					
Overall, how would you describe the level of employee involvement in decision making at your workplace?					

D. Consequences of Employee Involvement

13) How would you assess the level of employee involvement at KASS?

- a. Very high ☐
- b. High ☐
- c. Low ☐
- d. Very low ☐

14) Tick either Yes or No to the questions below.

Variables	Yes	No
Do you share many values of KASS because of your involvement in decision making?		
Do you feel loyal to KASS because of your involvement in decision making?		

Do you feel proud to tell others you work for KASS because of your involvement in decision making?		
Do you feel more satisfied with your job when involved more in decision making?		
Does your output increase when involved more in decision making?		
Do you feel more committed to KASS when involved in decision making?		
Is there a better use of time when employees are involved more in decision making?		
Is there less organizational dispute by reason of high employee involvement?		
Does employee involvement in decision making reduce labour unrest?		
Does employee involvement in decision making reduce employee turnover and absenteeism?		

E. Reasons for the level of Employee Involvement Practice

Please tick the appropriate response.

15) What is the level of employee involvement practice?

a. High ☐

b. Low ☐

Please answer these questions if your response is low.

16) Indicate the extent to which you agree with the following statements by ticking

1 = Strongly agree, 2 = Agree, 3 = Neutral, 4 = Disagree and 5 = Strongly disagree.

Variables	1	2	3	4	5
Low employee involvement stems from the fear of changing from the traditional/autocratic (existing) way of decision making to a democratic way of decision making.					
Low employee involvement stems from failure to respond to employee recommendation					
Low employee involvement stems from management inability to acknowledge employee efforts.					

17) What other reasons may account for low employee involvement in decision making?

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18) In your opinion, how can employee involvement in decision making be improved at KASS?

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APPENDIX B

**EMPLOYEE INVOLVEMENT IN DECISION MAKING. A CASE STUDY OF
KUMASI ANGLICAN SECONDARY SCHOOL (KASS)**

INTERVIEW WITH HEADMASTER

Section A: Employee Involvement Practices

1. Does KASS believe in the concept of Employee Involvement in decision-making?
2. Is it practiced?
3. What forms of Employee involvement are practiced in KASS?
4. At what level do you think workers should participate in the decision-making and to what extent should they be involved?

5. What channels of communication are instituted by the organization to reach employees and get a feedback?
6. How often does management meet with employees as:
 - a. A general body
 - b. A representative of the workers

Section B: Reasons for the level of Employee Involvement Practice

7. Should workers be consulted on only matters that affect their welfare and policy issues and strategic plans the preserve of management?
8. What is your understanding of worker participation in decision-making process?
9. In your estimation, is collective bargaining the most effective form of employee involvement?
10. What is your view on suggestion boxes as a channel of communication in the involvement of employees in decision-making?
11. Would you say the nature of the organizations operations easily lend itself to worker participation at the management level?
12. Does management involve teaching staff in setting performance target?
13. If yes, has it been effective in achieving the set target?
14. What are the reasons for low employee involvement?

Section C: Consequence of Employee Involvement Practice

15. To what extent are the activities in the school affected by low employee involvement.
16. Have any benefits been derived from or expected to be derived from involving employees in decision-making?
17. What are these benefits if any?