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STUDENTS AND ADMINISTRATORS' VIEWS ON STUDENTS' PARTICIPATION IN DECISION-MAKING PROCESS AT THE TAMALE TECHNICAL UNIVERSITY.

ALHASSAN ABU NAPADOW

2024

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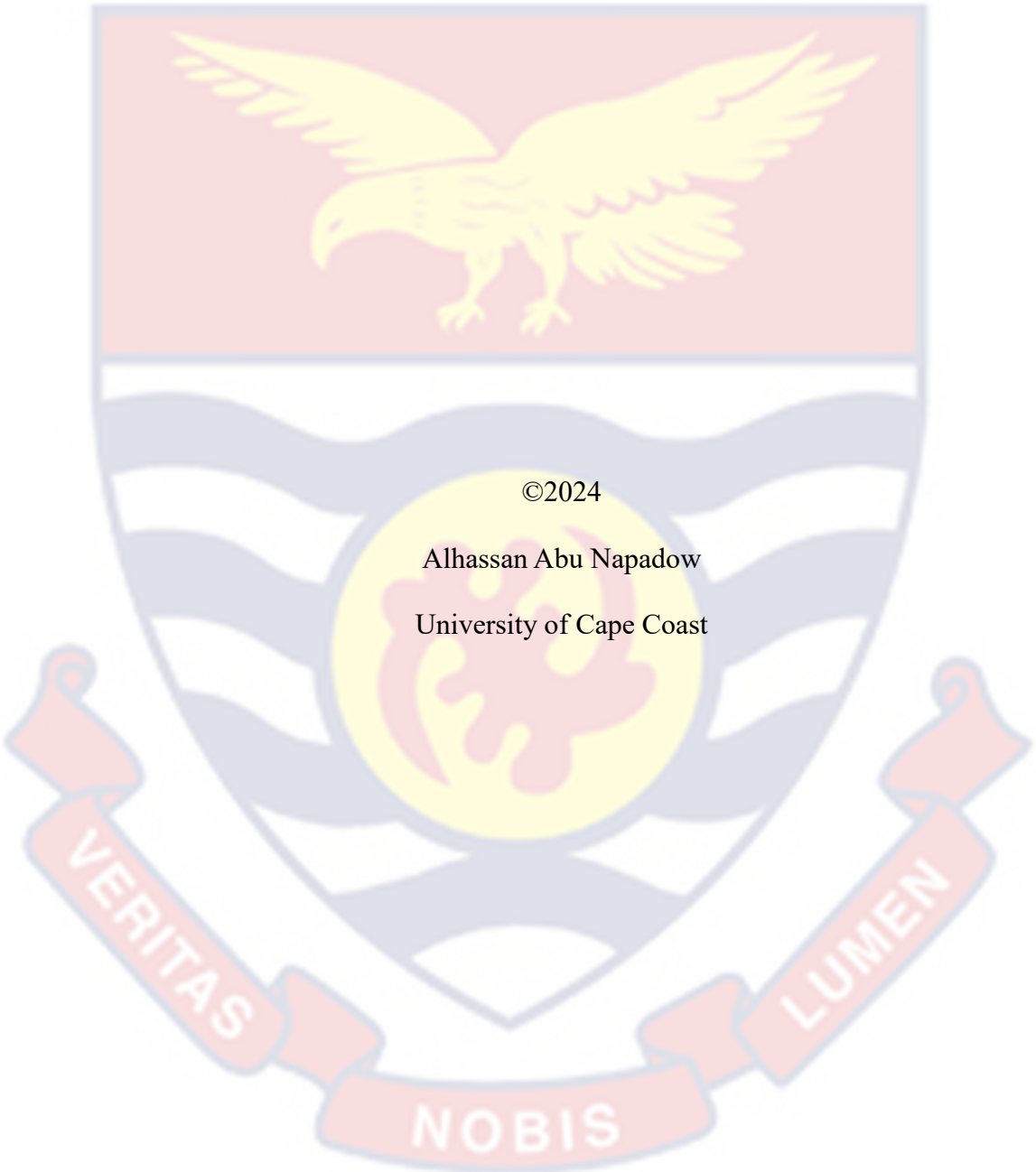

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STUDENTS AND ADMINISTRATORS' VIEWS ON STUDENTS' PARTICIPATION IN DECISION-MAKING PROCESS AT THE TAMALE TECHNICAL UNIVERSITY.

BY

ALHASSAN ABU NAPADOW

Thesis submitted to the Institute of Educational Planning and Administration, School of Educational Development and Outreach of University of Cape Coast in Partial Fulfilment of the Requirements for the Award of Masters of Philosophy Degree in Administration in Higher Education.

FEBRUARY 2024

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DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature: …… Date……

Name: Alhassan Abu Napadow

Supervisors' Declaration

I hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Signature: …… Date……

Name: Dr. Edward Akomaning

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ABSTRACT

The purpose of this study was to identify the views of students and administrators on students' participation in decision making in Tamale Technical University. The total population of respondents for the study was 1,867. This was made up of second- and third-year students and senior administrative staff. The sample was pegged at 280 (250 students and 30 administrative staff). It also employed the use of stratified and purposive sampling technique to select respondents from management and students. The study revealed that, students agreed to the existence of policies on students' participation in decision making process at Tamale Technical University. They disagreed however that, University management organizes forums to share policy guidelines on students' participation in decision-making process, contradicting management of TaTU who agreed to the statement. The study recommended that, students should be made privy can be used to decisions that concern them at the University to ensure a cordial working relationship between students and management. It also recommends that, the University policy document on students participation in decision-making should be made available to ensure stability and shared governance. The study suggests that, further research could be conducted to find out how management takes part in decision making process at the various Universities and whether this could have impact on involving students.

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DEDICATION

To the entire family, especially Flt. Napadow A. Patricia of the Ghana Armed Forces

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CHAPTER ONE

INTRODUCTION

Students in the Ghanaian higher educational institutions have continuously played a role in institution's decision-making processes through the Student Representative Council (SRC). Students' representation on various committees and boards set up by University management have paved the avenue for students to add their voice to major decisions taken by management. It has also helped students to channel their grievances to the topmost university management. This has strengthened the tenets of participatory governance which is known to be one of the most essential concepts of good governance in our tertiary education institutions (Tamrat, 2016). While student involvement is common in governing bodies of tertiary education institutions, there is still a lot of debate over student engagement and voice. In spite of these avenues, the university management have been faced with student confrontations and discontentment regarding some major decisions taken by some administrative setup within the university. Many observers believe that students are underrepresented in leadership roles and decision-making processes that directly affect them (Love & Miller, 2003; Menon, 2005; Hossain, 2015). There is a rising debate on the legal issues put in place by tertiary institutions in Ghana regarding the participation of student in university governance. This study sought to investigate the problem of students' involvement in university governance and the legalities surrounding students' participation at the Tamale Technical University.

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Background to the Study

The term "governing" refers to the act of making decisions in order to manage or control something through the use of authority or power. Similarly, decision-making at higher education institutions, such as our universities, is entrusted to those in charge of leading and administering them (Hossain, 2015). The decision-making process is mostly managed by the governing bodies of tertiary educational institutions, although there are many additional stakeholders involved. Students are the major stakeholders in tertiary educational institutions, where a diverse group of people collaborate to make the learning community successful. In the majority of developed countries, tertiary education students are increasingly encouraged to participate actively in their institutions' decision-making processes.

Gorton (1980) is of the view that decision-making is a comprehensive process that necessitates a significant amount of time and effort, entails analytical thought, and makes use of relevant sources of information and help. Corroborating the view expressed by Gorton, Musaazi (1982) averred that decision-making is a deliberate selection from a well-defined collection of conflicting alternatives. He went on to say that it's a step-by-step process that culminates in a single decision or a sequence of decisions that prompts movements or actions. They remain merely good intentions until the decisions are put into effect. It is also a major obligation of management to make and implement choices, because a school, like any other educational organization, is essentially a decision-making structure.

Management must have a high level of imagination, vision, initiative, and caution to demonstrate a collective concern of fairness, boldness, and love

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as they exercise their authority in making decisions in order to effectively achieve an enabling environment for teaching/learning in educational institutions. This would need including subordinates in decision-making to the extent that the situation allows.

According to Knezevich (1984), the institution's leader is the one who determines how quickly innovations are incorporated. However, before any innovations are implemented, leaders must make a decision. He went on to say that the attainment of educational institutional goals is one of the signs of a good decision-making process in terms of comportment, management, and student relationships, as well as diligent pupils. This suggests that making a good decision requires the efforts of more than one person. In order to make good decisions in our educational institutions, we need talent and a wealth of knowledge from all stakeholders.

According to Jeruto and Kiprop (2011), student participation in decision-making refers to involvement in welfare activities of student representative groups such as school councils, student parliaments, and prefectorial bodies. It's also a word that refers to all areas of school (or university) life and decision-making in which students can contribute both informally through individual negotiation and formally through purposefully constructed structures and methods. It thus refers to students' participation in collective decision-making at the institutional or departmental level, as well as interaction between students and other decision-makers, rather than just consultation or voting patterns (Ajayi, 1991). Student participation in university decision-making is frequently viewed as problematic because students are often viewed as minors, immature, and lacking in the expertise

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and technical knowledge required to make university decisions. As a result, student involvement in decision-making is frequently limited to concerns concerning student welfare, with students being excluded from basic governance problems. (2002, Fajana).

There are various scholarly viewpoints and discussions in Africa concerning how much students in higher education institutions should be involved in decision-making. According to Sithole (quoted in Marwa, 2014), pupils should be unreceptive, subservient, and listen to authority figures, such as parents and instructors. This should not be the case since, as the primary users of services in higher education institutions, students should be more completely involved in all aspects of the institutions' operations.

Marwa (2014), on the other hand, claims that students can participate in decision-making at their educational institutions, but only to a limited extent (Squelch, 1999; Magadla, 2007). While students may not be involved in matters related to the administration of examinations, the appointment of lecturers or teachers, the assessment of student performance, and other institutional decision-making matters, Aggarwal (2007) contends that their responsibility should extend to all spheres affecting their welfare, both scholastic and managerial. Though this viewpoint appears to favor student participation in decision-making, it limits student participation in decision-making to specific aspects of university life

Tamrat (2016) views participatory decision making as one of the most essential concepts of good governance in our tertiary education institutions. He asserts that employing participatory decision making in educational institutions allows the inclusion of all relevant stakeholders in the decision-

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making process, with students serving as the primary owners. This is because the majority of decisions are made only for the benefit of students.

According to Huddleston (2007), defining the limits of students' involvement in this way not only gives students the impression that the institutions' commitments are insignificant and thus should not be taken seriously, but it also severely restricts the opportunities for experiential learning about the nature of schooling and the educational system, as well as in various forms of public decision-making. Wood (1993) conducted a study on academic, student, and support staff participation in university decision-making in three colleges and discovered that these groups were useful sources of information on decisions. Respondents were found to be enthusiastic about student involvement and capable of contributing significantly to the quality of judgments (Zuo&Ratsoy, 1999; Menon, 2005; Marwa, 2014).

Oke et al (2010) conducted a study in Nigeria and concluded that the majority of university administrators do not enable students to participate in decision-making at their institutions. They claim that one of the most serious issues plaguing their universities is the exclusion of students from decision-making processes. Fletcher (2005) describes the current scenario at our universities as "tokenism and manipulation," in which students are given a voice but have little or no control over what they do or how they participate. There is no meaningful involvement of students in the decision-making process on some of the topics that directly affect them. Despite the value and importance of student involvement in university management decision-making, it has been shown that not all university administrators encourage and practice student involvement in decision-making in their university.

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Ghana, which has been free of military rule since 1992, has shown a commitment to democratic government and the inclusion of all stakeholders in decision-making at all levels (Pryor &Ampiah, 2005). Decision-making in Ghana's educational system has been expanded to include parents and other stakeholders such as old student groups, community leaders, and professionals. Opportunities for all stakeholders, including children as the primary stakeholders, to engage in democratic practices in school are also developed (Asiedu-Akrofi, 1978; Aquaye-Pratt, 2017). According to current events, despite the fact that student participation in decision-making is partly recognized, since the early 1950s, the model of student leaders has been that of agitators, champions of the cause, and leaders of the movement to oppose policies.

Sergiovanni (1991) indicated in his studies that people become empowered when they are made to take part in the decision-making process. This, according to him, makes them to have a sense of ownership which makes them committed to whatever decisions are taken. He further indicated that when people are motivated they work with meaning,more so when motivation comes from management. Asiedu-Akrofi (1978) also buttressed and concluded that is so then educational leaders should be prepared for students strike action.

Pepprah-Mensah (2020 on p.97), also stated that Ghanaian educational institutions are known to be run in an authoritarian way, as a result of colonial dominance. Ejoju (1987) noted that democratizing any administrative process entails active participation of students/subordinates in decision-making. This obviously demonstrates that lecturers, students, and members of the

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institutional community must be permitted to participate in the decision-making process by the authorities. According to recent surveys, student representation in decision-making at the institutional level is nearly universal, though there is considerable variation between and within institutions in terms of representation at lower organizational levels such as the faculty, school/department, course, and across different issue-based governance domains (Luescher-Mamashela et al, 2011; Luescher-Mamashela, 2013).

By analyzing the relationships and beliefs that constrain and limit options for challenging and reforming unjust social systems, Critical Theory strives to promote social change through human acts. Critical theory, according to Baran and Davis (2010), aims to emancipate and transform the dominant social order. Stanley Deetz, a communication director at the University of Colorado, established this critical theory of participatory communication, which he called a discourse of suspicion, in 1982 in order to balance corporate and human interests. He then uses developments in communication theory to show how corporate communication strategies might affect decision-making.

Finally, he discusses how communication improvements might help organizations become more productive and democratic. This theory contributes to the understanding of lived experiences and power dynamics. The current research examines the views of students and administrators on student's participation in decision making at Ghana higher educational institutions focusing on the Tamale Technical University.

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Statement of the Problem

While student involvement is common in governing bodies of tertiary education institutions, there is still a lot of debate over student engagement and voice. Many observers believe that students are underrepresented in leadership roles and decision-making processes that directly affect them (Love & Miller, 2003; Menon, 2005; Hossain, 2015).

Even while most higher education institutions have legislative provisions for student participation in governance, it appears that there are even fewer empirical research addressing concerns of student participation in higher education governance in developing nations (Bergan, 2004; Persson, 2004). For example, in the context of impoverished countries, conceptual literature and empirical studies on student participation in university governance provide little to no insight (Khaniya, 2007; Acharya, 2015). As previously said, students' role is critical in providing meaningful information on expertise and legitimizing university actions and outcomes in university governance (Klemeni, 2014; Acharya, 2015). The empirical studies are essential to reveal the current problems of students' participation so as to make effort for solutions to students' active and effective participation.

Students are influenced by announcements made on campuses of these higher education institutions of leaning as customers of tertiary education institutions' services, therefore involving students in decisions that affect and control them reduces potential unrest and confrontations. The damage of property worth millions of Ghana Cedis on the Kwame Nkrumah University of Science and Technology (KNUST) campus was a glaring illustration of non-involvement of student leadership in decision-making processes in our

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tertiary education institutions. As a result, students have complained of systemic oppression by University administrators, as well as a wilful disregard for their rights, which has resulted in such unrest on campus (Joy News, 2017).

In another development, the University of Cape Coast's Student Representative Council (SRC) protested in 2017 over the University's abrupt rustication of their fellow students without sufficient discussion to establish a consensus. There were procedural flaws in presenting the results of their investigations to the students, according to the students' leadership (Joy News, 2017). In fact, there have been numerous students violent protestations on our various university campuses that might have been managed peacefully if the leading front of students had been involved.

A recent brawl and stand-off between University of Education, Winneba students and their Vice-Chancellor, Rev. Fr. Professor Anthony Afful-Broni, over the removal of three lecturers and over 15 non-teaching staff resulted in property vandalism worth GH250,000 and the university's final closure (Joy New, 2018). The absence of interaction between students and management to explain why management's viewpoint on their actions grew into violent protests was thought to be the cause of the standoff that became violent (Joy News, 2018).

Students' engagement in the governance process of our higher education institutions is required and important for good academic work and administration, regardless of their ability to influence university choices. Even in the western literature (Marginson& Rhoades, 2002; Zou&Ratsoy, 1999; Klemeni, 2014), the corpus of empirical evidence on a policy document that is

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implemented on students' participation in decision making is still not broad (Marginson& Rhoades, 2002; Zou&Ratsoy, 1999; Klemeni, 2014). Individual and institutional attempts have been undertaken to document and analyze their participation in higher education governance at several levels: subject or program, faculty, institutional, national, and global (Persson, 2003; Klemeni, 2014; Jungblut, 2011; EEU, 2008; ESU, 2011 on p-91). My research attempted to focus on a specific university, Tamale Technical University, based on the previous narrative (TaTU). I wanted to get a fair and firsthand account of how students were represented and the extent to which they were represented in the university's decision-making process. The legal framework enacting students' participation in decision-making and the effectiveness of this participation, among other things, compelled me to investigate the views of management and students on students' participation in the decision-making process.

Purpose of the Study

The study sought to explore the views of students and administrators on students' participation in the decision-making processes, making references to the policy document supports students' participation in decision making processes in Tamale Technical University.

Research Questions

The study seeks to answer the following research question:

1. What policy document legitimizes students' participation in the decision-making processes in Tamale Technical University?
2. How does management of TaTU apply the policy document that allows participation in decision-making processes of university?

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3. What factors influence student participation in decision-making at Tamale Technical University`s activities?
4. What challenges do students encounter while participating in decision making processes in Tamale Technical University?

Significance of the Study

It is envisaged that the findings would help identify the policy documents that outlines students' involvement in decision making process and participation in Tamale Technical University's activities. This will help reinforce the levels of students' participation in the decision-making and will also foster peaceful co-existence between students and university management. The results of this study would also help to identify the factors that influence the involvement of students in the administration through participatory decision making of Tamale Technical University.

In particular, the findings of the study would help identify the factors that influence students' participation in the decision-making process of tertiary educational institutions. Moreover, the finding of the study will provide evidence-based accounts of how in reality the involvements of students in decision making process influence University administration positively. This perhaps will enable the stakeholders in education to reflect positively on how to address whatever inherent challenges that may be creating barriers to the participation of students in the decision-making processes of the University and its development efforts.

This study's results would also enable government officials concerned with higher education to up-to-date with some of the reasons for students unrest and to assist in curbing it. The findings from this research would also

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trigger interest in other scholars to carry out further research in this and other related areas.

Delimitation

Even though, there are several issues affecting students' involvement in tertiary education in the country, this study was limited to TaTU. Respondents were selected from the main stakeholders (students and management of TaTU). Secondly, it was confined to a public technical University therefore the private Universities were left out.

Finally, the study solicited the views of the respondents on issues such as the existence of legal framework which outlines students' involvement in decision making and participation in TaTU's activities and the challenges being encountered by the students in their quest to be involved in decision making and participation in the institution's activities.

Limitations

This study was restricted by the attitudes of respondents which would affect the validity of their responses. This is because the respondents would have been tempted to give socially conventional answers to thrill the researcher.

To counteract this limitation, the researcher ensured that appropriate explanation was given to the respondents so that the limitation of attitudes towards responding to instruments was diminished. Confidentiality was guaranteed to the respondents.

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Definition of Terms

Governance: - refers to the processes and decisions that seek to define actions, grant power and verify performance in the University.

Participatory decision making: - refers to a form of decision making where all members of a given organisation, for example, a University, are consulted and their views incorporated in the organisation's decision-making process.

Students' representative council: - refers to the students' leaders who are democratically elected by their fellow students in the University.

Students' participation refers to involvement and consideration of the students' contributions and views in the process of making vital determinations and policy formulation on University governance.

Students' participation in governance: - refers to the efforts of students' delegate bodies, such as students' organisation, students' association, students' ruling body or students' parliament in University governance.

University policy guideline: - refers to a concise formal statement that outlines non-discretionary governing principles and intentions, in order to guide University practice.

Organisation of the Study

The study consists of five chapters. These are as follows: Chapter one which is the introduction comprises background to the study, statement of the research problem, research objectives and questions and significance of the study. Delimitation, limitations as well as definition of terms and then the organization of the study end the first chapter. Provision of a review of related literature in the areas of participatory decision making, critical and the

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constructivist theories are dealt with in chapter two. Relevant literature, both recent and past make the chapter rich of ideas from old and new on qualitative and quantitative research of University governance system in terms of students' involvement in decision making is also reviewed. It looks at empirical reviews in line with research questions, conceptual framework on this current study and finally summary of chapter. Explanation of research methods is captured in the third chapter. It highlights the philosophical approach in conjunction with the rationale for the use of a particular design. Techniques of data collection, sources of data as well as details of how instruments were administered in the field and a provision of an overview of the research design, which includes collecting the data and discussing the ethical considerations of the study. The data analysis in involves how data gathered and analysed. Chapter four presents the results and discussion of data from the field whilst the final chapter is five covering summary, conclusions drawn from the study and recommendations to relevant stakeholders.

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CHAPTER TWO

LITERATURE REVIEW

Introduction

This part of the study was devoted for presentation of a review of literature related to the research. The reviews specifically focused on the theoretical, empirical, conceptual framework and summary. The chapter starts by briefly delving into theories underlying participatory decision-making process in higher education institutions. This was followed with an abridged review of empirical studies as per the theories reviewed and conceptual issues emanating from these empirical studies.

Theoretical Review

This study is underpinned by the theory of participation advocated by Stewart and Taylor (1995). This theory gives attention to how individuals can be encouraged to take part in decision making without destroying the overall purpose and undertakings of the organisation. Specifically, this theory helps us to recognise that encouraging participation encompasses empowering individuals to take responsibility in their undertakings.

In this case the students who are also key stakeholders of decision-making in higher educational institutions (HEIs), this theory stems from the fact that there is increasing prominence of the thought of the students as

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consumers. As a result of this preference among alternatives is seen as a means of access to power. Under this theory, students are expected to be responsible themselves and should, consequently, be vigorous in University service administrative procedure. In summarising the literature on participation and involvement, Stewart and Taylor (1995), suggest that although the idea of empowerment is often implied, there is little explicit discussion of the operation of power.

At a conceptual level, they describe the issue of whether power is restricted, and held by particular people or group of people, or an unlimited resource open for all to grasp. The importance is that this stems from the fact that if restricted, the empowerment of some must involve the intensity of the power of others. So, the theories of participation recommend involvement of students in some level of University governance since they are interconnected with every activities of the University. On a more practical level, Stewart and Taylor (1995) contend that determining which issues the people are permitted to be engaged in is central to an understanding of participation and empowerment. In the context of students' involvement in participative governance in the University, the University management should deliberately create a room of students' representatives to be involved in decision making.

The strength of this theory stems from the fact that if finite, the empowerment of some must involve the dilution of the power of others. An alternative view is that power is a positive-sum game, so that power can be achieved by some without necessarily removing it from others. The principal weakness of this theory is its failure to acknowledge the different spheres of decision-making in which stakeholders' levels of participation can occur.

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Conceptual Review

Decision-making is one of the major responsibilities in educational administration. Decisions are made at all levels of the school in order to solve problems and effect the achievement of the goals and objectives of the school. As noted by the Commonwealth Secretariat (1993), if decisions are not taken, a crisis situation may arise. "Decision-making and problem-solving go hand-in-hand and both are of fundamental importance in all aspects of school management and administration" (p.51).

Musaazi (1984) understands this point when he says that an understanding of the decision-making process is a sine qua non for all administrators because the school, like all formal organisations, is basically a decision-making structure. He states "the task of deciding what to do pervades the entire administrative organization" (p.75). Webster's dictionary defines decision making as "the act of determining in one's own mind upon an opinion or course of action". Gregg (as cited in Atta et. al., 1999) defines decision making as the process of choosing from among alternative ways of achieving an objective or providing a solution to a problem. It is important to distinguish between decision and decision-making. Decision is simply what one intends to do or a choice between alternatives. However, decision making is a process of making a choice between or among various alternatives considering the cost and benefits of these alternatives.

The Commonwealth Secretariat (1993) defines decision-making as the process of identifying and selecting a course of action to be taken to solve a problem. It goes further to explain that decision-making is a process through which human, material and financial resources of an organisation are allocated

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or committed towards the achievement of intended goals and objectives. It goes on to say that decision-making can be defined as the process through which information, ideas, objectives and knowledge are brought together for action.

According to Dortey et al., (2006) decision-making is an act of choice by which an executive selects one particular course of action from among possible alternatives for the attainment of a desired end or as a solution to a specific problem. Thus, decision-making involves conscious or unconscious attempt at making a choice out of competing alternatives. It implies selecting from alternative policies, procedures and programmes which serves the purpose of the organisation.

From the principle that managers operate within their responsibilities, it follows that any decision which can be made by a particular manager should be left to him. A foreman should make decisions on how best to get work done within the framework of his defined area of responsibility. According to Knezevich (1984), decision-making is a choice rendering process that is common in all walks of life. He claims one finger does not hold ash. It calls for the support of other fingers. Thus, decision-making is so central in the achievement of every organisation's goals and that the phrase is synonymous to administration and management. To decide is simply to come to a resolution as a result of consultations. Richman and Farmer (1975) define decision-making as the selection of course of action from available alternatives. Unless a decision has generated into action, it is not a decision. If it does not result into action, it may be described as a good intention. The administrator may be faced with several alternatives, but the best one must always be selected. All

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available alternatives can lead to the realisation of an organisational goal. A critical reason, according to Richman and Farmer for choosing one plan over another however that is it leads to goal achievement more efficiently.

Gorton (1980) states that, decision-making is a complex exercise that needs much time and effort. He further states that decision-making employs analytical thought processes and makes use of relevant sources of information and assistance. Decision-making therefore, involves selecting one course of action from among alternative courses of action to achieve specific objectives. In any educational institution such as the Tamale Technical University, students constitute the direct clientele of the school system and the pivot around which every decision of the school revolves. This clientele therefore, constitutes the main human resource base that the school administration has to manage.

According to Ozigi (1997), the student is at the centre of the educational process and all activities and decisions in the school should primarily aim at developing his total personality to the fullest. The relevant public that is affected by a decision must be involved in such decisions so that there might not be seen any trace of malfunctioning in the decision-making process (Hanson, 1996).

Allison (1971) explains that decision-making is the process of developing a commitment to some course of action. Three things are noteworthy about decision making. First of all, you need to make a choice among several alternatives. Secondly, you must consider how the decision was reached and finally committing resources such as time, money and personnel.

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Whenever there is more than one way of doing things, a decision is needed. Any kind of choice, alternatives or options calls for a decision (Bittle, 1985)

There is always a need for a systematic approach to making decisions in order to solve problems of organisations. While there are a few exemptions to the rule, the best result is to be systematic or rational. Decision-making can be rational or irrational. It becomes rational if it involves systematic processes. It is irrational when it is based on the decision-makers' whims and caprices (Gorton, 1980).

Types of Decisions

Graffiths (1988) noted a tripartite classification of decisions namely intermediary, appellate and creative. He noted that "intermediary decisions" were those types which did not originate with the school administrator but were delegated to him or her by a superior in the form of a request or command. For example, directives from University Council to increase residential and academic user fees. The second type, he noted as "appellate decisions". He indicated these types as those not to be delegated or relayed. For example, settling of disciplinary issues between subordinates or problems brought up to the University management for redress by student leaders. The third type he identified as "creative decisions". These decisions, according to Graffiths (1988) are used to improve some aspects of education such as curriculum programmes and admissions policies.

Dortey et al. (2006) identify the following types of decisions:

Strategic decisions - strategic decision can be defined as the behaviour of management in trying to achieve success for company goals in an environment of competition. It is based on the action or possible action of others. Strategies

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are solely calculated to implement plans and objectives so that an advantageous position is attained over opponents.

Tactical/Routine decisions are routine and usually contain few alternatives and relate to the economic use of resources. Decisions are made by management and involve either finding out what the situation is, or what it should be. These include decisions upon "basic" objectives and may affect productivity, organisation or operation of the business.

Organisational decisions are those decisions made in the role of an official of the company and reflect company policy. These demand a high degree of initiative and experience. They are made by high level managers. Organisational decisions must reflect on the overall policies of the organisational decision. For example, the situation where the personnel manager suggests to management to provide the workers with safety measures because the nature of the work is dangerous. *Personal decisions* are made by the individual employee and do not affect the organisation directly. For instance, if workers decide to go on voluntary retirement.

Simon (1960) distinguished between two types of decisions namely programmed and un programmed decisions. According to him, programmed decisions are those which are well structured, repetitive and generally routine in nature and there are definite rules and procedures for handling them. The risks involved are not high and can therefore be delegated. For example, the decision to punish students who are engaged in disturbance at the halls of residence. Un programmed decisions, he noted, are those that are out of the ordinary or are unique. They are new and non-repetitive with no established procedures for handling the problem. Simon (1960) noted that these decisions

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often entail high risk and greater expenditure of resources, for example, a decision to construct a new lecture room complex.

The Decision-Making Procedure

Drucker (1994) and Bittel (1985) outlined and identified the following specific steps in decision-making. They are;

1. Identification and definition of problem: Thus, to him, decision-making begins with an initial awareness of a situation demanding some actions. The manager has to find out what has gone wrong or what opportunity to seize. The definition of the problem tries to find out what really is at stake and consequently, the end-point desired. For managers to come out with the real issues involved in a problem there should be proper diagnosis of its root cause. For instance, when a company is persistently losing customers, it must find out the reasons for this trend.
2. Analysis of problem and objective setting: After the problem is identified and defined, there is the need to give a critical analysis of the problem to determine the nature and dimension. This helps to adopt the most effective strategies and resources needed to solve the problem effectively.
3. Gathering information: Resolving a problem calls for prior information about it which must be adequate, valid and reliable. From the various information flow, the manager has the opportunity to pick which source and type of information will be most relevant to the situation under consideration. Such data can provide the necessary background to the issue as well as offer potential leads to the right solution.
4. Search for alternatives: After diagnosing the real causes and defining the required solution, the decision-maker searches for all the possible means

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of reaching the desired end point. This means imagining within the constraints of time and other resources, the possible lines of action which have the potential for bringing the right solution. It is important to note that the quality of executive decisions depends very much on the number of good alternatives that can be searched for and from which the choice can finally be made. If one course of action is deemed the only way to solve a problem, that course may be probably wrong.

5. Evaluation of alternatives: This is an assessment process whereby critical advantages and disadvantages are made. A deliberate effort to identify all the possible consequences that affect a particular course of action enables the executive to assess the full cost involved including likely unexpected consequences. From this analysis, a process of weighting and balancing the manager is put in a position to determine which course will most effectively serve the desired goal.
6. *Collect all information relevant to the problem*. Concentrate on the particular institution instead of going far into the community. Collect data that will provide some insight into the processes, materials and equipment that may be required.
7. *List as many possible causes of the problem as you can think of*. The existence of a problem implies a gap between the expected and actual conditions. What caused the gap?
8. *Select the cause or causes that seem most likely*. Do this through a process of elimination. What difference would it make if that factor was returned to its original state?

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9. *Compile as many solutions for removing the causes as you can.* This is rarely one best way to solve a problem. Therefore, this is an appropriate stage for brainstorming.
10. *Evaluate the pros and cons of each proposed solution*. While many solutions are good, some are better than others. What does each solution mean, is it cheaper, faster, more participative, or more in line with the institutions policy? To obtain valid answers to each of those questions, you must make judgments based on facts. Consult the information gathered. Also, consult anyone who may be able to offer specialised opinions about the criterion you have chosen.
11. *Choose the solution you consider best.* Choose the solution after you have weighed all the chances of success against the risk of failure. Make sure the strengths of your solution exceed its weaknesses.
12. *Spell out a plan of action to carry out your solution* i.e., implement the decision. Every decision requires action and a follow-up. Specify what will be done, how, when and whom it will be done. How much money will be spent and the source of the by money.

Approaches of Students' Participation in Decision-making

Owens (2001) has observed that "decision-making has long been recognized as being the heart of organization and administration". He further indicated that "two set of issues have been dominant in influencing how decisions are made in the educational institutions namely the past and the rise of expectations of the people at work; and the universality of change as an agent and overwhelming drive force in human affairs" (P. 265). The increasing rejection of autocratic hierarchical organization ideas of these two are virtually

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inseparable parts of every decision taken by the educational leader and the effectiveness of and quality of decisions that are made depicts the skill with which the leader dealt with these issues. It could be that the issues demand that the leader makes quick decision and moves into other pressing business. Here, other is the temptation to make unilateral decisions for the sake of speed and efficiency.

Bolman and Neal (1984) and Argyris and Schon (1964) noted that involving the relevant publics in the activities of an organizational set-up (bureaucratic, socio-political, open system) enables management to achieve set objective. These also supported by Sergiovanni (1991) when he emphasized that participation through laid down decision making structures builds a large commitment base which leads to effective implementation of decisions. Such participation or involvement has been supported also by Gorton (1980) and Ettling and Jago (1988) to be the best positive means of improving the quality of decisions invariably cultivates support for seemingly controversial issues.

According to Makoe (2002) student participation in school administration may be seen as a constitutional right. He further explains that the school organization could be likened to a tripod which cannot be functional without one stand. The tripod he explained to be the various groupings of human resources namely the academic support staff, non-teaching staff and students. Consequently, each group has its own unique role to play for the institution to achieve its goal.

Shanahan (1987) conducted a study into the extent to which educational leaders used participatory decisions-making in discharging duties such as establishing classroom discipline policies, determining appropriate

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classroom teaching method and allowing student to have control over funds contributed by them for projects. This was found to be quite effective in smaller schools' communities than the larger ones.

Magadla (2007) proposes the following approaches to the decision-making processes in the school governance process;

Announcing – Decisions taken by school authorities on problems without the involvement of students should be swiftly brought to their notice. This will ensure co-operation between school authorities and students.

Consulting – This is where a tentative decision is taken by the school administration and presented to the students to know their reactions. This reaction will help modify the decision for the better.

Soliciting or tapping – Thus, before a decision is taken, everybody's view is taken into consideration. Though, the school authorities are not bound to choose from the suggestions, they will help shape the final decision.

Delegation – This is where decisions are taken on your behalf by a member or members of your staff at your instance. It will send signal to the student body that the members of staff are united.

Joint decision-making – as the name implies, you and your staff and students could come together as equals and take decisions for the educational institution.

Mankoe (2002) outlines three approaches of involving students in the governance and management of the school.

The committee system – The committee system is an approach by which a school appoints a small group of people as standing committee to deal more expeditiously with specific problems of the school administration. These

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committees include food, entertainment and discipline. Members of staff usually chair these committees to direct affairs so that they may carry the administration's view to members to enable them make appropriate decisions and to assist the school in its policy making.

Durbars – These are occasions for frank discussions among staff and students devoid of intimidation and victimization. They should not focus only on negative issues and ways of addressing them but on the positive aspects as well i.e., when the school is doing well.

Suggestion box – The suggestion box is created and placed at vantage points in the school. Students drop grievances, criticisms and suggestions on issues that bother them into the box without actually indicating their names. Such "droppings" are usually anonymous. It is an effective means for those who feel inhibited for some reasons such as fear of victimization to talk openly but who have genuine desire to make their concerns known. The box may be opened once a week. Any suggestions made should be addressed by the authorities concerned such as the Board of Governors, Parents and Teachers Association, School Council or members of staff among others.

Dortey et al. (2006) outline the following approaches to decision-making;

i. Rational Comprehensive Theory – This theory is said to be rational because the decision-maker looks at all alternatives and gathers all information about a particular problem before coming into conclusion. It attempts looking at problems at wider perspective especially when they are new. The consequences of each alternative are critically investigated and compared with other alternatives. The decision maker

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will therefore choose the alternative that maximizes or satisfies the attainment of his goals, values and objectives.

ii. Active Decision-Making – By active, we mean the system on its own can predict or anticipate the sources of demands or claims and can therefore on its own act or effect policies that will match with demands or claims. Thus, the problem would not come before decisions are taken. The policy-maker would look at the system and make a decision which will be needed by the system. It is full of predictions and anticipations. It is a very strong research-based decision-making.

iii. Reactive Decision-Making – This approach to decision – making assumes that once corporate plans have been made, decisions follow as a natural consequence of the operation of the business. The organization structure, the systems employed and personnel, interact, one with the other, both within the business and in dealing with external bodies. In effect, decision making is regarded as part of the continuous process of carrying out the company objectives. A decision is made; as a result, there are occurrences which will call for further decisions to continue to pursue the policy being adopted. A decision is not made for all time, but is a link in a chain which will have to be strengthened by further links when circumstances or events call for action.

iv. Incremental Theory – This theory of decision-making does not consider all the alternatives of a particular problem. It compares those alternatives that are slightly different from the existing ones or situation. It assumes that what actually happens is not different from

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the past. Past experiences are considered. It makes the problem more manageable by building upon the former. It is adding or subtracting as the case might be.

v. Mixed Scanning/Integrated Approach – This permits the decision-maker to utilize both the rational comprehensive and the incremental theories in different situations. In some instances, incremental theory would be applied and in others too, rational comprehensive approach would be employed.

Mixed scanning is that a kind of 'compromise' approach is reached. It makes the decision-maker to defend his circumstances and choose whichever is convenient. This needs mathematical and scientific abilities of the decision-maker.

Participatory Decision-making in Education

Participatory decision-making is a very important instrument when it comes to the achievement of both organisational goal attainment and personal need satisfaction and motivation. Owens (2000) defines participation as the mental and emotional involvement of a person in a group situation that encourages the individual to contribute to the group goals and to share responsibility for them. Participation depicts ownership of decision, which motivates the participant and brings about creativity. When people are involved in decision-making, it releases their energy and encourages them to accept greater responsibility for the general growth of their organisation. Participatory decision-making requires co-operative approach to identifying and solving problems in an organisation. Each individual becomes responsible for whatever decision the organisation arrives at.

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Coch and French (1948) conducted an early study on the effects of participation in decision-making. Findings from their study showed that, even when the needed working conditions were available, workers were resistant to change and therefore, they could not increase production. In their effort to find ways of overcoming the resistance which would simultaneously increase productivity and reduce turnover, they carefully matched three groups of employees and studied their behaviour.

In the first group, according to Coch and French (1948), the workers were given only short, routine announcements concerning the need for change and the changes to be made. There was no opportunity to participate in the decision. In the second group, the employees were notified of a proposed change, the necessity of the change was explained, and specifics were elaborated. This group of workers had some of their group members represented in designing those changes. The third group represented employees were treated much the same as those in group two, except that there was total representation (with everyone involved in planning the new jobs).

One month after implementing the experimental procedures, Coch and French (1948) reported that the differences noticed were that those in the "no participation" group had no improvement in production. Again absenteeism, employee turnover, and the number of grievances increased. In the two other groups where there was some participation, production rose to impressively high levels, and employee turnover, absenteeism, and grievances were quite limited. This result shows the positive effect participation has in the level of production in any organisation.

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Channelling it down to educational institutions, Hoy and Miskel (2001) supported the importance of participation in decision-making in business as well as in educational organisations with their study on teacher participation. The following were the generalisations made from their research:

1. The opportunity to share in formulating policies is an important factor in the morale of teachers and their enthusiasm for the school organisation.
2. Participation in decision making is positively related to the individual teacher's satisfaction with the profession of teaching.
3. Decisions fail because of poor quality or because they are not accepted by subordinates.
4. Teachers neither expect nor want to be involved in every decision; in fact, too much involvement can be as detrimental as too little.
5. The roles and functions of both teachers and administrators in decision making need to be varied according to the nature of the problem.

According to this research, Hoy and Miskel (2001) outlined specific questions which administrators should answer in order to maximise the positive contributions of shared decision making and to minimise the negative consequences. These are:

a. Under what conditions should teachers be involved?

b. To what extent and how should teachers be involved?

c. How should the decision-making group be constituted?

d. What is most effective for the principal?

Swanson as cited in Hoy and Miskel (2001) identified three major types of constitutional groups. These groups are classified according to how

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each group arrives at a decision. These are the democratic arrangements, the parliamentarian arrangement and the participant determining arrangement. The democratic arrangement is where the leader presents a problem to subordinates and asks for comments, suggestions, reactions and ideas. The administrator tries to reflect on the subordinates' participation and feelings before arriving at a final decision. The parliamentarian arrangement binds group members to whatever a majority agrees on as a given course of action. Every member including the leader has equal vote. The third one is the participant determining arrangement that requires a total consensus of the group on the appropriate action to be taken. All members have equal vote.

Stevenson (2011 on P.98) supports this assertion in his study conducted on shared decision-making and school values, he said that in a participatory democratic organisation, authority is decentralised and resides, not in the individual, but the organisational collective as a whole, decision-making rather than subscribing to formal rules and procedures. A consensus process in which all members of the organisation participate in the collective formulation of problems and negotiation of decisions (Rothschild-Whitt, 1979). Beside the basis of authority and the system of rules and regulations, other dimensions for distinguishing participatory democratic organisations from bureaucratic organisations have been identified which includes the form of social control, the nature of social relationships, and the extent of social stratification and differentiation (Rothschild-Whitt).

Owens (2000) quoted the taxonomy of leadership styles of Vroom and Yetton. The two which are applicable to participatory decision-making are the Consultative Process and the Group Process. The Consultative Process is

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where the leader shares the problem with relevant members of the group on a one-to-one basis, getting their ideas and suggestions individually without bringing them together as a group. Then, the leader makes the decision. The leader later shares the problem with members as a group at a meeting, and then he/she decides. The Group Process is where the leader, who acts as chairperson at a meeting of the group, shares the problem with the group and facilitates efforts of the group to reach consensus on a group decision. The leader gives information and expresses opinion but does not try to “sell” a particular decision or manipulate the group through convert means.

From the literature discussed, it can be assumed that there is a significant agreement among school administrators of the need for participatory decision making. Some efforts have been made to implement these ideals within the educational systems of most countries. Ejiogu (1987) suggests that such participation should not only transcend the "involvement of the hand, but more importantly, the involvement of the mind, the heart and the head". Participation should therefore be physical and psychological in operation (p-109-126)

What then are the results of the limited participation of students in tertiary education administrative decision-making? A pseudo-democratic leadership can lead to many disadvantages ranging from apathy to open hostility. Peprah-Mensah (2000) citing Argyris (1964) notes that when subordinate involvement is limited, the following may occur, subordinates may stay on the job but withdraw psychologically, becoming indifferent, passive and apathetic; experience withdrawal through chronic absenteeism; resist restructuring output, deception or sabotage; and form groups to address

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the power imbalance. Drawing from work of Musaazi (1982), Aidoo (2001) further notes that non-participation of stakeholders in institutional decision-making kills, "initiative among the students and frequently leads to school riots and strikes" (p.63).

Factors Influencing Students' Participation in Decision-Making

Decision-making is a very essential tool in any organisation if the set goals are to be met, particularly when subordinates are involved in taking such decisions. In Adams' (1999) study, he noticed that many countries had found it necessary to include the youth in decision-making processes. Examples of such countries, according to him, are Sweden and Denmark, where the law requires that schools promote and respect democratic principles. They are required to establish school councils and committees. Young people are represented on school boards and are involved in curriculum planning. Netherlands is another example he gave. In Dutch Schools, participation Councils are set up to make proposals on the running of the schools. Secondary school students are entitled to establish school councils and the Minister of Education consults with a national body that includes students' representatives.

In another development, the European Commission, according to Adams (1999) had drawn up a Youth Policy based on a very wide-ranging consultation exercise with young people. The commissioner responsible for education and culture stressed that she was going to involve the youth especially on policies that concern them most.

Furthermore, Adams (1999) identified from his study that in Botswana, the government department responsible for youth policy included in its

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objectives, a strong commitment to participation. Its aim was to involve young people in programmes, assist them in attaining the competencies to participate in national development and society as a whole and to promote leadership, practical skills and opportunities for participation.

Duke (1980) in his study identified open communication with subordinates as an important factor that enhances decision-making. In a study conducted by Blasé and Blasé (1994) principals consistently identified five primary strategies for implementing shared governance in schools. These included building trusts, developing open communication, sharing information, building consensus and enhancing inevitable conflict in productive ways.

Halpin and Croft (1983) reported that administrators could facilitate student's involvement in University decision-making processes by providing the necessary training, appropriately scheduling University Committee meetings, increasing student representation on certain University Committees and using multiple approaches to obtain students' input. It was their concern that faculty members and administrators who hold negative attitudes towards students' involvement might be enlightened about the students' role in University governance so that they would show greater respect for student members on University Committees.

Halpin and Croft (1983) again contended that students who wanted to be involved in University governance must be knowledgeable about the procedures involved in the decision-making of their Universities. Students must as well know their limitations. They suggested that students' organisations should employ various means to encourage capable students to

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become involved in the governance of their University. Incentives, according to them, appear to be required for students to participate in the process because their financial and other limitations may deter them from doing so.

University Policy Documents Guiding Students' Participation in Decision Making.

The policy guidelines of our Universities are grounded on the Universities' core values which include among others; freedom of thought and expression, innovativeness and creativity, good governance and integrity, team spirit and teamwork, professionalism and quality customer service (Marwa, 2014). The underlying assumption here is that students who know the University guidelines are likely to demand to be involved in the University governance than those who do not. According to Muchelle as cited in Marwa (2014), the right to participate in school administration or governance should not be seen as a right to be free from external regulations; in particular, he affirms that, this should not be interpreted as a freedom from rules and regulations of the school but a call for consensus in decision making.

Muchelle (1996) further defines democracy in education as relationship between individual and groups in educational institutions. According to Adam (2005), democracy also refers to an increased respect for the students as individuals, greater opportunity for freedom, independence and initiative in thought and in conduct. It involves continuously acknowledging the diversity of students by validating and authorising them to represent their own ideas, opinions, knowledge and experiences. Adam (2005) agrees with Muchelle (1996) that schools that instituted form of participation in school governance, enjoy a relatively smooth administrative tenure with a fewer students related

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administrative problems. Benefits of students' participation and involvement in University decision-making may therefore accrue not only to the participating students themselves, but also to a democratic society as citizenship education, and to the University community as a whole in the form of a better quality of decisions and a more peaceful University environment. Boer &Stensaker, (2007); Marwa, (2014).

Regarding the area of student participation, there are two distinct aspects: the areas of student choice and the areas granted by the legal framework. The former depend on student movements and the political scope of student unions (Klemenčič, 2014). The frequently raised issues through student movements are the areas of their priorities and choices of participation in decision-making.

The student movements show student interests basically on: academic (teaching-learning activities, research, etc.) and non-academic (budgetary, administrative, etc.) issues. The political scope of student unions is also an important factor to decide the areas of student participation. If student unions have strong links with the national or local political parties, the student unions definitely have better areas of their choices to participate in decision-making. If they do not have such political connection at any levels, they have limited areas of participation in decision-making at their Universities.

On the other hand, the legal framework defines the areas in which to involve students and in which not to (Bergan, 2004). Academic areas of teaching, research and community service are usually defined as the areas of student participation or student areas, because these areas are concerned with the future of the students, whereas finance, staff appointment, administrative

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tasks, etc. are non-student areas, because these areas are not concerned with students' academic life. However, there is an argument for student inclusion in all areas of higher education, since each area has direct and indirect impact of all University activities on students.

Students Representative Council Pressure and Partication in University Decision Making Process

The assumption is that if Students Governing Council exerts pressure, there is a possibility of students being involved in the University governance. The course of the student revolution and the consequent proposals for extending student involvement and representation in University governance generated great interest among scholars in the late 1960s and early 1970s; they were considered to matter for democracy and other representative forms of government (Therry, 2008). However, the concrete results of the actual involvement of students in University governance generated far less academic interest. This is surprising, considering that the students demand actually yielded impressive changes in University governance (Therry, 2008).

Intriguingly, current studies of student involvement in University governance without fail recommend an extension of students' authority in University decision-making and typically do so by advocating for students to have more seats on governing bodies. The student dissatisfaction with their perceived power and influence appears to be the main basis of these recommendations (Persson, 2003; Bergan, 2004). Recent in-depth case studies of student involvement in University governance suggest, however, that it is not so much the 'extent' of representation but rather the perceived effectiveness of representation which determines satisfaction with political

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participation. The same studies also indicate that the effectiveness of representation is actually related closely to the extent of bureaucratic and other support (e.g., training) that student leaders receive in order to fulfil their representative mandate. Thus, these studies typically recommend more support rather than more seats as a way to increase the influence and authority of students in University governance (Zuo&Ratsoy, 1999; Menon, 2005; Koenet et al., 2006).

Challenges Associated with Students' Participation in Decision Making

Responsibilities of students' leadership in University decision-making are enshrined in the University statutes. Student leaders are obliged to serve the study populace conscientiously as well as consider the University mission and goals. Time and again student leaders find themselves in dilemma and confrontation with either the students or the University management. Reforms in higher education, changes in social values and technology have modified student leadership roles over the time. There has been a shift from performing mainly social and religious functions to a highly charged political activism (Sifuna, 2012). The shift has been causing conflicts between the student leaders and University management. This has instigated a lot of trouble to a number of student leaders. Some hardly complete University education without suspension, expulsion or imprisonment.

Change in governance of higher education such as participatory leadership, has addressed some of the challenges facing the student leaders in Tamale Technical University through the introduction of the Technical University Act.

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However, the high concentration of educated and diverse student population in one place situates potential threat to participatory leadership. Divergent views of numerous students may slow down the decision-making processes and consensus. Again, many students want to communicate their views through social media groups, ignoring and usurping the duties of student leaders.

The social economic diversity of students' background and complex nature of student services are also potential challenges to student leaders who may not be well grounded on administrative competencies. The society also has contributed to challenges faced by student leaders in Universities. Parents are not playing their leadership roles by supporting their own children. They are not giving young people attention, time, love, discipline and training them to become responsible adults. Parents, cleric and public leaders are dishonest and tell lies. They tell young people not to be violent while marketing and glorifying violence at home, in churches, in offices and at public meetings.

At the same time, professionals stand on the streets and teach the same student leaders that it is okay to down tools in schools, hospitals, Universities and other civil offices instead of seeking amicable solutions and still expect good students' leadership in our educational institutions. When the government fails to reach a negotiable conciliation with striking professionals, it creates impression to student leaders that demonstrations and strikes are the only ways to have their concerns addressed. Some specific challenges students face in their involvement in decision-making includes: lack of support from University management as sometimes their views are disregarded; lack of team work amongst student leaders; poor communication channels between

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students and student leaders; poor communication channels between University management and student leaders; mismanagement of finances by student leaders; students refusing to take advise from student leaders; students ignorance of University policies and statutes; student leaders being isolated and treated as traitors; false image of student's solidarity; conflict between academic pursuits and leadership roles

Chapter Summary

From the literature review, it is evident that students' involvement in University governance is important in the running of a University. In particular, it helps to improve relationships between the University administrators, the students and other stakeholders. This relationship helps to create an amicable environment in the University with reduced administrative problems and consequently this helps to improve overall learning environment as well as students' welfare while in the University. If students are included in their institutions' decision-making process, their rejectionist tendencies of decisions imposed on them by school administrators would change to ownership and acceptance of decisions arrived at with their participation (Jeruto & Kiprop, 2011).

Studies have been carried out focusing on factors influencing students' involvement in decision making process of higher learning governance and other Universities in the world but very little research has been carried out on factors influencing patterns of students' involvement in University governance in TaTU. Hence the interest to find out the factors influencing patterns of students' involvement in University governance in TaTU.

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CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter presents the research methods and techniques applied to gather required data for analysis. The chapter defines among other things the research design, methods and situates the research amongst existing research (Irny, & Rose, 2005) and (Howell, 2013). Also, a description of the kinds of data gathered and discussion of the procedures used as well as how data were analysed to answer the research questions.

Research Design

A research design according to Creswell (2013) is a strategy to explore research questions and draw conclusions for an investigation and to prepare an account or report. The study was employed the descriptive case study design. The motivation for this type of design is anchored on the assertion of Creswell that, with descriptive survey, information is collected without manipulating the environment and provides information about naturally occurring issues. This design helped the researcher to seek views of students and administrators at Tamale Technical University on the student's participation in the decision-making process of the University. According to Saunders, Lewis and Thornhill (2007), the descriptive case study design was used in research for which the purpose is to produce an accurate representation of persons, events or situations. The descriptive case study design was chosen for this study based

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on the premise that the study focused on a context-specific situation at the Tamale Technical University (TaTU).

Descriptive case study has an advantage of producing good number of responses from a wide range of people thus allowing accurate range of responses from a largely populated institution. More so, descriptive survey comes with greater confidence with regards to particular questions of special interest or values to a researcher. In spite of the strength of this design, it has the problem of consuming a lot of time in ensuring that sample is representative.

According to Slavin (2007) another weakness of the descriptive case study design is its difficulty in ensuring that questions to be responded to, are straight forward and not misleading. Also, there is a limit to the number of questions that any questionnaire can contain for respondents. The researcher conducted a pilot test at the Cape Coast Technical University so that weaknesses identified will be addressed and corrections made before administering it at the TaTU. This is because descriptive case study helps to produce a true picture of naturally occurring issues.

Study Area

The Tamale Technical University (TaTU) started as a technical institute in 1993 and then a polytechnic. It was converted into a Technical University in 2016. The University currently has about 177 senior and junior academic staff. The University has 5 faculties. These are, Business, Applied Arts, Applied Science, Engineering and Build Environment.

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Population

The study population is the number of people from which researchers may legitimately choose participants for a study (Robinson, 2014). The population for the study would consist of students and administrative staff at the Tamale Technical University. Specifically, 2nd and 3rd year students will be targeted for the study. The 2nd and 3rd year students were chosen because they have been in the University system for more than a year, and thus were in the best position to appreciate the decision-making processes of the University. Senior administrative staff from all seven (7) departments at the TaTU were also involved in the study because of their role in taking decisions for the University. According to the statistics provided by TaTU, the total population of second year student is 861 and third-year students was 913. Thus, the total student population employed for this study was 1,774 whereas the population of senior administrative staff is ninety- three (93). The study also involved senior administrative staff of the university. Thus, the total population of respondents for this study is 1,867. The distribution of student respondents across the various levels is presented in Table 1.

Year Group	**No of student**
Second year	861
Third year	913
Senior Administrative Staff	93
Total	**1867**

Table 1 – Distribution of respondents for the study
Source: Fieldwork Survey (2019).

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Sampling Procedures

The sample for this study was pegged at 280. This comprised 250 student respondents and 30 senior administrative staff. The sample size was determined using the sample size determination table by Krejcie and Morgan (1970). The sample size determination table by Krejcie and Morgan is based on a 95 percent confidence level and .05 margin of error. A sample of 246 was estimated for a population of 1800 participants. However, to ensure reliability of the study, the researcher thought it wise to increase the sample of student respondents from 246 to 250 to take care of the possibility of some respondent(s) not responding to the questionnaire.

Stratified random and purposive sampling procedures were jointly used to select respondents for the study. The stratified sampling technique will be used to select students whereas the purposive sampling will be used to select the senior administrative staff. The stratified sampling technique is an adjustment of the random sampling in which you can divide the population into two or more relevant and significant strata based on one or two numbers of attribute before selecting the sample (Alston and Bowles 2003). The student population will be grouped using the various levels as the stratum. This will be done by computing a proportionate quota for students in each level as against the total population required for the study. After the population has been group in a stratum, a random sample will then be drawn from each of the strata using the simple random sampling specifically the lottery method. To get a fair representation of respondents from each level, a proportional ratio quota will be used to calculate the number of respondents to be selected from each level. The aim of this approach is to facilitate the selection of a representative group

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from each section of the population identified, as the population was rather large and homogeneous in the characteristics under study. The distributions of student respondent across their various levels are presented in Table 2.

Table 2 – Distribution of the student respondents across their levels.

Year Group	**No of student**
Second year	121
Third year	129
Total	**250**

Source: Field survey, (2019).

It is evident from Table 2 that by finding the proportionate quota of the sample of student respondents for the study, 121 second years and 129 third years would be required to provide information for this study. The total number of respondents sampled from the various levels was based on the total number of students in that particular level.

Purposive sampling will be used to select senior administrative staff. According to Fraenkel and Wallen (2003), the purposive sampling is a non-random method of sampling and it is used when those to be selected have the requisite information on students' leadership. The researcher will purposively sample 30 senior administrative staff from the seven (7) departments within the University.

Data Collection Instruments

Data for the study will be collected using questionnaires. The questionnaires were made up of both closed-ended and open-ended items. In designing the questionnaire, the purpose of the research will be taken into

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consideration. The items on the questionnaires will specifically be designed to elicit quantitative data from student respondents. The questionnaires were used mainly for the students and the administrative staff because it was convenient, saved time, and also enabled respondents to answer the questions at their own pace. The closed ended items on the questionnaire will allow| the respondents to choose from a list of pre-selected options whist the open-ended items will also give the opportunity for respondents to provide the needed information that the researcher did not capture in the questionnaire. Open-ended questions have the possibility of discovering the responses that individuals give spontaneously, avoiding the bias that may result from suggesting responses to participants (Reja et al. 2003). This bias may occur in the case of close-ended questions. According to Reja et al (2003), close-ended questions limit the respondent to the set of alternatives offered, while open-ended questions allow the respondents to express opinions without the influence of the researcher. The items on the questionnaire were grouped into four (4) sections (A, B, C, and D). Specifically, Section A was designed to elicit the demographic information from the respondents. Thus, respondents were required to tick the categories that best apply to them. Section B included a multiple-choice type of questions. Section C and D were made up of Likert Scale questions, the Likert scale items were measured on a four-point scale namely 1=strongly agree, 2=agree, 3=strongly disagree, 4=disagree.

Validity and Reliability of the Instrument

Validity/dependability is the extent to which the instrument appears to comprehensively, examine the scope it is intended to measure (Bowling, 2007). This is what Frankfort-Nachmias, 2008 referred to as content validity.

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Content validity finds out whether the questionnaire was representative enough of all the other possible questions that could have been asked concerning the research objectives. The researcher therefore ensured that data collected represented the content area under study by identifying the relevant items for each of the instrument used in the study.

Reliability, on the other hand, is the ability of the researcher to be able to minimize errors in the measuring process and measure exactly what it is intended to measure (Kimberlin & Winterstein 2008). Therefore, in order to ensure validity/dependability and reliability/trustworthiness of the research instruments, both the questionnaires were checked with expert judgement from my supervisors. This was achieved after the instruments were submitted to my supervisors for their necessary corrections and suggestions in order to ensure that the items on both instruments are clear, adequate and self-explanatory.

Moreover, in order to assess the reliability of the instruments, both the questionnaires were pilot tested at the Cape Coast Technical University (CCTU). This was because the staff and students at the CCTU is similar characteristics in terms of administrative structure and decision-making processes. CCTU and TaTU were all converted from a polytechnic to a University status about the same time thus it would give a clear picture about issue under investigation, with the students and staff at the study areas selected for the main study. In all, 30 respondents were engaged in the pre-testing of the questionnaire. After the questionnaires had personally been retrieved from the study centres, they were entered into the Statistical Product and Service Solution (SPSS) version 21.0 to generate the Cronbach alpha reliability coefficient and analysed.

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Data Collection Procedures

First of all, an introductory letter was taken from the Institute for Educational Planning and Administration to seek permission from the office of the Registrar at the TaTU. This permission enabled the researcher collect data from students and administrative staff of the University. Before embarking on the data collection at the lecture theatres and classrooms, the researcher also sought for permission from all lecturers present at the various lecture rooms. Before the questionnaires were administered, the researcher took time to explain the purpose of the study to the respondents. The respondents were given between 23-30 minutes to respond to the questionnaires. The researcher collected the questionnaires from the students and administrative staff immediately they were done completely.

Ethical Considerations

In carrying out a research work, there is the need for the researcher to be ethical in relation to the study area and for that matter the respondents. As such, there was the need for me to ensure that the study did not contravene the ethical issues. Hence, I took the following measures; I made the questions free from inconvenience and embarrassment to the respondents by making sure that personal sentiments and derogatory postures were avoided. In fact, all participants that were sampled for questionnaire administration were assured of their utmost confidentiality with regard to the data they provided. Data obtained were treated with confidentiality. Those who participated in the study were not coerced but provided responses voluntarily. The consent of the respondents was obtained before they participated in the research. As much as

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possible, I exercised a great deal of circumspection and objectivity throughout the research period.

Data Processing and Analysis

According to Cohen et al. (2007), analyses of research data includes organising, accounting for, and explaining the data; which means, making sense of the data in terms of respondents' definitions of the situation, noting patterns, themes, categories and regularities. The quantitative data analysis was adopted to analyse the research questions that were formulated to guide the study. In the analysis, the emphasis was based on the information that was found most relevant to the questions asked. Firstly, the analysis process involved collecting the instrument to be checked with corresponding questionnaire numbers to see whether all questions were answered by the respondents. Then, the test items will be coded. Thirdly, after coding, the information will then be entered into Statistical Packaged for the Social Sciences (SPSS) version 21 for data to be analysed. Descriptive analysis specifically means and standard deviations were employed to analyse the data collected. This is due to the fact that according to Boone and Boone (2012), descriptive statistics recommended for analysing the responses to items on Likert scale questionnaire include the mean for central tendency and standard deviations for variability. The study will also involve the use of frequency tally and percentages to give a clear picture of the responses gathered for this study.

Chapter Summary

This section dealt with the research methods that were adopted to ensure that the findings of this study were well grounded in the evidence provided. The study employed a descriptive survey design which helped to

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collect quantitative data. The total sample employed for the study was 280 consisting 250 student respondents and 30 senior administrative staff. The study employed the use of stratified and purposive sampling technique to select students and staff respondents respectively.

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CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

This chapter presents the analyses of data and discussion of the research findings. The study sought to gather data to explore the extent to which students participate in the decision-making processes having regard to the legal framework that supports students' participation in decision making processes and governance in Tamale Technical University (TaTU). The findings were presented according to the research questions posed. The chapter presents the background information of the respondents first before the presentation and discussion of the main findings of the study.

Background Information of the Respondents

This section deals with the information collected on the background of the respondents, the students and staff of TaTU. The characteristics of the respondents discussed in this section included the gender, age, level, programme, rank and length of service and current position of the respondents. Tables3,4,5,6 and 7).

Table 3: Gender of Respondents

Gender	Student Respondents		Administrative Staff Respondents	
	Frequency	Percent	Frequency	Percent
Male	129	58.1	23	76.7
Female	93	41.9	7	23.3
Total	222	100.0	30	100.0

Source: Field survey (2020)

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Table 3 portrays the gender of both student and administrative staff respondents of TaTU. The Table suggests male dominated respondents where male student respondents and male administrative staff respondents constituted 58.1 percent and 76.7 percent respectively. The remaining 41.9% and 23.3% represent female student and female administrative staff respondents respectively. The implication of this finding is that on the average, there are more males in the TaTU than females. This gives credence to the popular notion that males are more interested in technical programmes than females. In most cases, most females would choose to attend the traditional universities than a technical university.

Table 4: Age Distribution of Student Respondents

Age	Frequency	Percent
17 – 20	54	24.3
21 – 24	61	27.5
25 – 28	72	32.4
29 and above	35	15.8
Total	222	100.0

Source: Field survey (2020)

The age distribution of student respondents is captured in Table 4. Majority of students who participated were between the ages of 25 and 28, comprising 32.4% of the total number of respondents. The second largest age group was those between 21 and 24 years old, making up 27.5% of participants, followed by students aged 17 to 20 years, which accounted for 24.3% of the total number. The smallest group was students aged 29 years and above, representing 15.8% of the participants. During the study, it was

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observed that many students at TaTU were usually within the age range of 21 to 28 years old, which is a typical age group for university attendance. However, like the findings revealed, there are some instances where students admitted into the tertiary educational institutions are either below 20 years or above 28 years.

Table 5: Level of Student Respondents

Level	Frequency	Percent
200	67	30.2
300	153	68.9
Missing	2	0.9
Total	222	100.0

Source: Field survey (2020)

Touching on the level of the student respondents, it is evident in Table 5 that most of the students used for the study were in level 300 (n= 153, 68.9%), followed by level 200 students (n= 67, 30.2%). Majority of the level 300 took part in this study probably because they have been on campus for quite a longer period of time and thus is more abreast with the structure of governance at the university.

Table 6: Programmes of Student Respondents

Programme	Frequency	Percent
Business	102	45.9
Computer Science	22	9.9
Agric Engineering	14	6.3
Building & Construction	20	9.0
Hotel & Management	16	7.2
Others	48	21.6
Total	222	100.0

Source: Field survey (2020)

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Table 6 presents the academic programmes of student respondents. Students offering business programme were the majority with percentage of 45.9. The least number of students was in agric engineering (i.e., 6.3%).

Table 7: Length of Service of Administrative Staff Respondents

Year	Frequency	Percent
1 – 5	18	60.0
6 – 10	7	23.3
11 and above	5	16.7
Total	30	100.0

Source: Field survey, (2020)

Table 7 shows the length of service of 30 administrative staff respondents who were involved in the study.Majority of the administrative staff involved in the study had worked in the institution for 1 – 5 years (n=18, 60%), 7 administrative staff members indicated that they had worked in the university for 6 – 10 years (n=7, 23.3%). 5 administrative staff members representing 16.7% had served in the university for 11 years and above. The implication of this finding is that most of the respondents for this study have worked in the university between 1 and 10 years (n= 25 representing 73.3%). Thus, administrative staff used for this study have the adequate knowledge on the operations of students' participation in TaTU's decision making processes.

Presentation and Discussion of Major Findings

The analyses of the data are presented in this section of the chapter. The analyses are arranged and presented in relation to the research questions which directed the study. Descriptive statistics such as means and standard deviation were used in analysing the data.

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Research Question One: What policies legitimise students' participation in the decision-making processes of Tamale Technical University?

Respondents were asked to respond to items on the questionnaire that sought to discover the views of the respondents on the policy documents that legitimize students' participation in the decision-making processes at the Tamale Technical University. Respondents were asked to rate items that sought to answer the question on the legal framework that support students' participation in decision-making. A mean of 3.5 – 4.0 was perceived as strongly agree, again a mean of 2.5 – 3.4 was also perceived as agree whilst a mean of 1.5 – 2.4 and 0.1 – 1.4 were perceived as disagree and strongly disagree respectively. The results and findings on this research question is represented in Table 8.

Table 8: Students' Views on the Policy Framework Established for Students' Participation

Statement	SA (%)	A (%)	D (%)	SD (%)	Mean	Std. Deviation
There are policies on students' participation in decision making processes at Tamale Technical University.	13 (5.9)	59 (26.6)	59 (26.6)	91 (41.0)	1.95	0.92
Policies on students' participation in decision making processes at Tamale Technical University are available to students.	21 (9.5)	44 (19.8)	64 (28.8)	93 (41.9)	1.91	0.93

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I was given document containing policies on student's participation in decision making process at Tamale Technical University	17 (7.7)	27 (12.2)	72 (32.4)	106 (47.7)	1.69	0.87
I have seen policies on student's participation in decision making processes at Tamale Technical University.	16 (7.2)	30 (13.5)	92 (41.4)	84 (37.8)	1.82	0.81
Policies on students' participation in decision making define the areas in which to involve students.	21 (9.5)	70 (31.5)	75 (33.8)	56 (25.2)	2.23	0.92

Source: Field survey (2020). Note: Rating scale 1-Strongly Disagree (SD),2-Disagree (D),3-Agree (A),4-Strongly Agree (SA).

The findings from Table 8 reveal 13 (5.9 %) of the respondents strongly agreed to the statement that there are policies on students' participation in decision making processes at TaTU. More so, 59(26.6 %) both agreed and disagreed to the statement whereas 91 respondents representing (41.0%) strongly disagree. The findings presented for this item on Table 8 suggests that majority of the respondents disagreed to the statement that supports the presence of policies on student's participation in decision-making at TaTU.

Regarding the statement on the policies on student's participation in decision making processes at Tamale Technical University, it can be seen from Table 4 that majority of the students disagreed and strongly disagreed (n= 64, 28.8%; n= 93, 41.9%) respectively. The implication of this finding is that

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students are not aware of the existing policies that give backing to students' participation in decision-making at the TaTU.

Furthermore, students were asked to indicate the extent to which they agree or disagree to the statement whether students were given document containing policies on student's participation in decision making process at Tamale Technical University. Findings from Table 8 shows that majority of the respondents disagreed (n= 72, 32.4%) and strongly disagreed (n=106, 47.7%) to the statement.

In connection with the statement, I have seen policies on students' participation in decision making processes at TaTU, only 20.7% responded positively while the remaining 79.3% responded in the negative. The last statement on this construct was policies on students' participation in decision-making define the areas in which is involved students. Majority of the students respondents responded in the negative (i.e., a total of about 59%) whereas about 41% responded in the positive.

The respondents 'disagreed' with the statement, that there are policies in place for student participation in the decision-making process. The mean score of 1.95 suggests that respondents 'disagreed' with this rubric. The second rubric suggests that there are available policies on students' participation in decision-making. Similarly, respondents disagreed with this assertion, with a mean score of 1.91 (SD=0.93). Additionally, statement was used to assess respondents receiving copies of policies on students' participation in the decision-making process. The mean score of 1.69 (SD=0.87) suggests that respondents disagreed with this notion. This result is similar to the next statement, with a mean score of 1.82 (SD=0.83). The final rubric, with a mean

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score of 2.22 (SD=0.92), suggests that respondents 'strongly disagreed' with the notion that there are defined areas in the policy documents where students involvement is necessary.

Table 9: Views of Administrative Staff on the Policies Established for Students' participation in Decision making.

Statement	SA (%)	A (%)	D (%)	SD (%)	Mean	Std. Deviation
There are policies on students' participation in decision making processes at Tamale Technical University	7 (23.3)	16 (53.3)	4 (13.3)	3 (10.0)	2.88	0.59
Policies on student's participation in decision making processes at Tamale Technical University are available to students	6 (20.0)	18 (60.0)	4 (13.3)	2 (6.7)	2.76	0.65
I have seen policies on student's participation in decision making processes at Tamale Technical University	8 (26.7)	20 (66.7)	2 (6.6)	0 (0.0)	2.54	0.78
Policies on students' participation in decision making define the areas in which to involve students	7 (23.3)	20 (66.7)	3 (10.0)	0 (0.0)	2.76	0.77

Source: Field survey (2020).Note: Rating scale: 1-Strongly Disagree(SD),2-Disagree(D), 3-Agree(A), 4-Strongly Agree (SA)

Complementing the view of the students on the policy document regarding students; participation at TaTU, views of staff of TaTU were also sought. The views gathered from the administrative staff of TaTU are

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presented in Table 9. Putting together the figures for respondents who strongly agreed and agreed, it is evident from Table 9 that majority (n=23, representing 76.7%) of the administrative staff agreed that there are policies on students' participation in decision making processes at TaTU. On the contrary, combining strongly disagree and disagree, 7 representing 23.3% of the administrative staff disagreed.

More so 24administrative staff respondents representing 80.0% agreed to the statement that policies on student's participation in decision making processes at TaTU were available to students. On a rather disagreeing opinion, (n=6, 20.0%) of the administrative staff disagreed that policy documents relating to students' participation are available to the students. Regarding the question on whether the administrative staff had seen policies on student's participation in decision making processes at TaTU, majority (n=28, 93.3%) of the respondents responded in agreement. Still on Table 9, it can be seen that 27 administrative staff agreed that the policy document that guides students' participation in decision making define the areas in which to involve students.

The mean score of 2.88 (SD=0.59) suggests that respondents "agreed" with the statement that presents of policies for student participation in the decision-making process. The next statement also indicates a mean score of 2.77 (SD=0.65), supporting the notion that policies facilitating student participation are available. The result of the third rubric suggests that respondents "agree" with the statement "I have seen policies on students' participation in decision-making processes at Tamale Technical University," with a mean score of 2.54 (SD=0.78) supporting this claim. The final rubric suggests that the policy guidelines provide clear instructions for areas in which

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students are supposed to participate in the decision-making process. Respondents "agreed" with this rubric, as indicated by a mean score of 2.76 (SD=0.77).The overall mean score of 2.74 suggests the presence of policy guidelines for student participation in the decision-making process at Tamale Technical University, based on the responses from the university's management.

The implication that can be drawn from these findings is that most of the students at the TaTU are not aware of the existence of any policy on the legal framework that supports the participation of students. On the other hand, administrative staff indicated their knowledge of the policy on the policy document that supports students' participation in the decision-making processes at the TaTU. Majority of the administrative staff also indicated that they had seen the policy document. This contradicts the views of students who indicated that they had not seen the document policy that supported their participation in the decision-making processes of TaTU. Thus, comparing the views of students and administrative, it can be said that there has not been much education on the policy document that supports students' participation in decision-making at the TaTU, this may have accounted for the responses gathered from the findings.

Supporting the findings with existing literature, it is evident in literature that the University education policy guidelines are grounded on the University's core values which includes among others; freedom of thought and expression, innovativeness and creativity, good governance and integrity, team spirit and teamwork, professionalism and quality customer service (UoN Strategic Plan 2008-2013). Consequently, it is imperative for universities to

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have a legal framework that guides the day-to-day administration and governance of the University as revealed in the findings of the study.

Similarly, findings corroborate this study in the sense that the underlying assumption of students' knowledge of the legal framework established for students' participation in decision-making is that students who know the University guidelines are likely to demand to be involved in the University governance than those who do not. Furthermore, supporting the findings revealed in this study, Muchelle (1996) avow that the right to participate in school administration or governance should not be seen as a right to be free from external regulations; in particular he affirms that this should not be interpreted as a freedom from rules and regulations of the school but a call for consensus in decision making. Thus, aligning the findings of this study to literature, it can be said the established framework established for students' participation enhance to right of students to participate in the governance and decision-making processes of the University.

Research Question Two: How does Management of TaTU implement the policies that promote allows students' participation in decision-making processes in the university?

To investigate the extent to which management of TaTU apply the policy document that supports students' participation in decision-making, respondents were asked to the statements in the questionnaire. The results are represented in Table 10.

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Table 10: Views of Students on TaTU Management Implementation of Policies on Students' Participation in Decision-making.

Statement	SA (%)	A (%)	D (%)	SD (%)	Mean	Std. Deviation
The University administrative staff organises a forum to share policy guidelines on student's participation in decision making process	13 (5.9)	59 (26.6)	59 (26.6)	91 (41.0)	1.90	0.89
I have read the policy guidelines on students' participation in decision processes at Tamale Technical University	21 (9.5)	44 (19.8)	64 (28.8)	93 (41.9)	1.90	0.77
I have understood the policy guidelines on student's participation in decision making processes at Tamale Technical University	17 (7.7)	27 (12.2)	72 (32.4)	106 (47.7)	2.00	0.84
Students are aware of defined areas of decision-making boundaries they can participate	16 (7.2)	30 (13.5)	92 (41.4)	84 (37.8)	2.34	0.86
Students representatives are aware of defined areas of decision-making boundaries they can participate	26 (11.7)	110 (49.5)	43 (19.4)	43 (19.4)	2.53	0.95
Students' representatives communicate students' voice to the decision-making bodies properly in accordance with laid down policy guidelines of the University	26 (11.7)	100 (45.0)	51 (23.0)	45 (20.3)	2.50	0.94
The policy guidelines allow for students to involve in all steps of decision-making processes: agenda setting, drafting, decision-making, implementation and monitoring of institutional decisions	17 (7.7)	66 (29.7)	83 (37.4)	56 (25.2)	2.17	0.87

Source: Field survey (2020).Note: Rating scale: 1-Strongly Disagree (SD),2-Disagree(D), 3-Agree(A), 4-Strongly Agree (SA)

It can be seen from Table 10 that 13 students (representing 5.9%) and 59 students (representing 26.6%) strongly agreed and agreed to the statement

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that the University administrative staff organises a forum to share policy guidelines on student's participation in decision making process. On the hand, 91 students (representing 41.0%) and 59 (representing 26.6%) strongly disagree and disagree to the statement. Computing the number of respondents who agreed and disagreed, it is evident from Table 10 that majority of the respondents disagreed to the statement that the University administrative staff organises a forum to share policy guidelines on students' participation in the decision-making process.

Regarding whether student have understood the policy guidelines on student's participation in decision making processes at Tamale Technical University, findings from Table 10 revealed that 17 students (representing 7.7%) and 27 (representing 12.2%) strongly agreed and agreed to the statement. More so, 72 (representing 32.4%) and 106 (representing 47.7%) disagreed and strongly disagreed respectively. The indication of these findings is that majority of the respondents disagreed that to the statement that students have understood the policy guidelines on students' participation in decision-making at the TaTU. This means that most of the students in TaTU have not understood the legal policy guidelines on students' participation in the University's decision-making processes.

Furthermore, it is evident from Table 10 that 26 students (representing 11.7%) and 110 students (representing 49.5%) strongly agreed and agreed to the statement that students' representatives are aware of defined areas of decision-making boundaries they can participate. Still on these items, 43 students, representing 19.4 % both strongly disagree and disagree. This means that majority of the students who responded on these items agreed to the

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statement that the Student Representatives Council (SRC) were aware of the defined areas of decision-making boundaries they can participate. These findings give backing to the fact that the student representatives are educated on the nature of their work right when they are elected into office.

Touching on the statement on whether students' representatives communicate students' voice to the decision-making bodies properly in accordance with laid down policy guidelines of the University, findings from Table 10 revealed that 26 respondents, representing 11.7%) and 100 respondents (representing 45.0%) strongly agreed and agreed to the statement. On the contrary, 51 respondents (representing 23.0%) and 45 respondents (representing 20.3 %) strongly disagreed and disagreed respectively. This means that majority of the respondents agreed to the statement that students' representatives communicate students' voice to the decision-making bodies properly in accordance with laid down policy guidelines of the University.

The result from the first statement indicates a mean score of 1.90 with a standard deviation of 0.89. This suggests that respondents 'disagreed' with the notion that management organizes forums to brief students on policy guidelines for students' participation in decision-making. The next statement suggests that students do not read policy guidelines on students' participation in the decision-making process. This is supported by the mean score of 1.91 (SD=0.77). The result also suggests that respondents 'disagreed' with the statement that suggested that students understand the policy guidelines for students' participation (M=2.00, SD=0.84). Respondents 'disagreed' again on the statement that suggests that students know the boundaries of their participation in decision-making (M=2.34, SD=0.86). However, the mean

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score of 2.53 (SD=0.95) shows that respondents 'agreed' with the rubric that suggests that student representatives are made aware of the boundaries of their participation in the decision-making process. The final statement indicates that students are not involved in the step-by-step decision-making process. The mean score of 2.17 and standard deviation of 0.87 suggest that respondents 'disagreed' with the statement.

Still on this research question, views of the administrative staff were also collected to augment the views of the students on the extent to which administrative staff of TaTU subscribe to the legal framework regarding student's participation in decision-making. The views of administrative staff are presented in Table 11.

It can be gathered from Table 11 that majority of the administrative staff (n=28, representing 93.3%) agreed to the statement that the university administrative staff association organises a forum to share policy guidelines on student's participation in decision making process. Comparing this finding to the views of the students as presented in Table 10, it implies that whiles students disagree to statement that the University administrative staffs organise a forum to share policy guidelines on student's participation in decision making process, the administrative staff of TaTU agrees to the statement. The sharp contrast in the views of the students and administrative staff can possibly be attributed to the fact that unlike administrative staff who are most often engaged on tops issues regarding the administrations of the University, students who are considered as junior members of the University are not engaged at the level. In addition, it is evident in literature that administrative staff of higher educational institutions often exempt students

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from some forms of administrative activities because they believe the main reason why students are on campus is to learn and not to be involved in University administration (Jungblut, 2011).

Table 11: Views of administrative staff on how management of TaTU apply policy document on students' participation in decision-making.

Statement	SA (%)	A (%)	D (%)	SD (%)	Mean	Std. Deviation
The University administrative staff organises a forum to share policy guidelines on student's participation in decision making process	9 (30.0)	19 (63.3)	2 (6.7)	0 (0.0)	2.56	0.84
I have read the policy guidelines on students' participation in decision processes at Tamale Technical University	6 (20.0)	21 (70.0)	2 (6.7)	1 (3.3)	2.33	0.68
I have understood the policy guidelines on student's participation in decision making processes at Tamale Technical University	5 (16.7)	15 (50.0)	7 (23.3)	3 (10.0)	2.44	0.08
Students are aware of defined areas of decision-making boundaries they can participate	5 (16.7)	20 (66.7)	4 (13.3)	1 (3.3)	3.33	0.68
Students representatives are aware of defined areas of decision-making boundaries they can participate	8 (26.6)	19 (63.3)	3 (10.0)	0 (0.0)	2.89	0.75
Students' representatives communicate students' voice to the decision-making bodies properly in accordance with laid down policy guidelines of the University	5 (16.7)	6 (20.0)	18 (60.0)	1 (3.3)	3.00	0.83

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The policy guidelines allow for students to involve in all steps of decision-making processes: agenda setting, drafting, decision-making, implementation and monitoring of institutional decisions	7 (23.3)	16 (53.3)	4 (13.3)	3 (10.0)	2.44	0.85

Source: Field survey (2020).Note: Rating scale: 1-Strongly Disagree(SD),2-Disagree(D), 3-Agree(A), 4-Strongly Agree (SA)

Regarding the statement on whether students have understood the policy guidelines on student's participation in decision making processes at Tamale Technical University, 5 respondents (representing 16.7%) and 15 respondents (representing 50.0 %) strongly agreed and agreed to the statement. On the other hand, 10 (representing 33.3%) both disagreed and strongly disagreed to the statement. This response suggests that majority of the respondents who in this case are administrative staff are in agreement with the statement that whether students have understood the policy guidelines on student's participation in decision making processes at Tamale Technical University. Comparing the responses of the administrative staff to that of the students, it can be seen that whereas the students disagreed to the statement on whether students have understood the policy guidelines on student's participation in decision making processes at Tamale Technical University, the administrative staff agreed to the statement. The divergent views expressed in relation to item on the questionnaire suggest that administrative staff of the TaTU are engaged in the policy guidelines on students' participation in decision-making at TaTU than the students. This could possibly account for the reason why students disagreed to the statement on whether they understood the policy guideline for their participation on decision-making or not.

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The fourth item displayed in Table 11 was on the statement of whether student representatives are aware of defined areas of decision-making boundaries they can participate. It is evident in Table 11 that 5 administrative staff (representing 16.7%) strongly agreed and 20 respondents, representing 66.7% agreed. Thus, it implies that the majority of the respondents agreed that the student representatives are aware of the defined areas of decision-making boundaries they can participate. Similarly, majority of the respondents disagreed (n= 19 representing 63.3%) whereas 11 respondents representing 36.7% agreed the statement that students' representatives communicate students' voice to the decision-making bodies properly in accordance with laid down policy guidelines of the University.

The results from the first statement suggest that the university organizes forums for students to educate them about the university's policies and the students' role in decision-making processes. This is supported by a mean score of 2.56 (SD=0.85). In contrast, the next rubric suggests that students do not read the policy guidelines, as the mean score of 2.33 (SD=0.68) indicates disagreement with the statement. The next statement, with a mean score of 2.44 (SD=1.09), indicates that management disagrees with the notion that students understand the policy guidelines of the university in the decision-making process. The mean score of 3.33 (SD=0.68) indicates that students are aware of the areas of their participation in the decision-making process. This implies that respondents 'disagreed' with the statement. The subsequent rubric suggests that student representatives are aware of the defined areas of participation in decision-making. The mean score of 2.89 (SD=0.75) suggests that the majority of the respondents agreed with the statement. Additionally,

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the mean score of 3.00 (SD=0.83) indicates that the majority of the respondents agree with the statement that student representatives voice their concerns to decision-making bodies. The last statement suggests that the majority of the respondents disagreed with the notion that students are involved in the step-by-step approach of the decision-making process.

The findings presented in Table 10 and 11 can be positioned in empirical studies conducted on the factors that influence students' participation in decision-making in educational institutions. Duke (1980) in his study identified open communication with subordinates as an important factor that enhances decision-making. This method can be effectively applied at the TaTU in relation to the views expressed by both administrative and students on levels at which students subscribe to the legal framework laid down for students' participation. In a study conducted by Blasé and Blasé (1994) principals consistently identified five primary strategies for implementing shared governance, which in this case is enhancing the participation of students in decision making in schools. These included building trusts, developing open communication, sharing information, building consensus and enhancing inevitable conflict in productive ways.

Relating the findings on the number of students representative on administrative meetings in this study to literature, Halpin and Croft (1983) reported that administrators could facilitate student's involvement in university decision-making processes by providing the necessary training, appropriately scheduling University Committee meetings, increasing student representation on certain University Committees and using multiple approaches to obtain students input. It was their concern that faculty members and administrators

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who hold negative attitudes towards students' involvement might be enlightened about the students' role in University governance so that they would show greater respect for student members on University Committees.

Halpin and Croft (1983) again contended that students who wanted to be involved in University governance must be knowledgeable about the procedures (legal framework) involved in the decision-making of their Universities. Students must as well know their limitations. They suggested that students' organizations should employ various means to encourage capable students to become involved in the governance of their University. Incentives, according to them, appear to be required for students to participate in the process because their financial and other limitations may deter them from doing so.

Research Question Three: What factors influence students' participation in decision making at Tamale Technical University's activities?

The third research question sought to explore the extent to which knowledge of Tamale Technical University policies documents influence students' involvement in activities of the TaTU. Respondents were asked to respond 12 to 12 statements on the instrument by agreeing or disagreeing to them.

Findings presented in Table 12 reveal the views of students on their knowledge regarding how the legal framework of TaTU influences students' participation in decision-making. It is evident in Table 12 that students disagree to the statement that they are motivated by the University management to participation in the decision-making processes of the University, this was indicated in the results as 72(representing 32.4%)

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respondents and 90 (representing 40.5) respondents disagreeing and strongly disagreeing respectively to the statement.

Table 12: Views of students on their Participation in Decision-making Process at TaTU.

Statement	SA (%)	A (%)	D (%)	SD (%)	Mean	Std. Deviation
Students are motivated by the University administrative staff to participation in the decision-making processes of the University	7 (3.2)	53 (23.9)	72 (32.4)	90 (40.5)	1.83	0.87
University management creates the right atmosphere for students to participate in decision-making	18 (8.1)	43 (19.4)	93 (41.9)	6 (29.7)	2.06	0.89
Views of students are considered during decision-making	14 (6.3)	80 (36.0)	77 (34.7)	51 (23.0)	2.28	0.89
Students have the right numbers to represent their views at management meetings	19 (8.6)	93 (41.9)	73 (32.9)	37 (16.7)	2.44	0.85
Students are made to participate in the decision-making processes of the University	14 (6.3)	85 (38.3)	77 (34.7)	46 (20.7)	2.29	0.86
Students' participation in decision-making has reduced student's dissatisfaction and confrontations	18 (8.1)	77 (34.7)	80 (36.0)	45 (20.3)	2.30	0.90
University management go by policy guidelines that spell out allowable participatory areas of decision making by students	13 (5.9)	94 (42.3)	76 (34.2)	39 (17.6)	2.36	0.85
Students' issues are appropriately addressed by the University management in the decision-making process as provided by the policy guidelines.	16 (7.2)	92 (41.4)	78 (35.1)	36 (16.2)	2.39	0.86
The University management does not like to hear from students' representatives on certain issues that directly concern students as those issues are not addressed in the policy guidelines.	46 (20.7)	81 (36.5)	49 (22.1)	46 (20.7)	2.58	1.03

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The University management just provides information to student representatives, but do not interact directly with the students	44 (19.8)	118 (53.2)	39 (17.6)	21 (9.5)	2.82	0.88
Decision-making is only limited to only student leaders.	56 (25.2)	102 (45.9)	41 (18.5)	23 (10.4)	2.91	0.91
Student representatives exert considerable pressure on management to allow for their involvement in the decision-making process	43 (19.4)	113 (50.9)	40 (18.0)	26 (11.7)	2.86	0.87

Source: Field survey (2020).Note: Rating scale: 1-Strongly Disagree(SD),2-Disagree(D), 3-Agree(A), 4-Strongly Agree (SA)

More so, the respondents also expressed their disagreement to the statement the University management creates the right atmosphere for students to participate in decision-making (D= 93, 41.9%; SD= 6, 29.7%). Regarding the statement on whether the views of students are considered during decision-making, 77 respondents (representing 34.7%) and 51 respondents (representing 23.0%) disagreed and strongly disagree. This means that majority of the students disagreed to the statement that their views are considered during the decision-making process.

Touching on the statement that has to do with the number of representation of students at management meeting, it can be seen from Table 10 that majority of the respondents disagreed (D= 73, 32.9%; SD= 37, 16.7%) to the statement that students have the right numbers to represent their views at management meetings. This suggests that students of TaTU are not satisfied with the number of representations at management meeting.

Still on Table 12, it can be seen that there was a majority agreement in the responses given by the students on the statement that sought to find out whether the University management like to hear from students' representatives on certain issues that directly concern students as those issues are not addressed in the policy guidelines or not. The finding presented in Table 12

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indicate that 46 (representing 20.7%) strongly agreed whereas 81 respondents (representing 36.5%) agreed to that the management of TaTU like to hear from students' representatives on certain issues that directly concern students as those issues are not addressed in the policy guidelines. Finally, from Table 12, majority of the respondents agreed that the University management just provides information to student representatives, but do not interact directly with the students (SA= 44, 19.8%; D= 11853.2%).

In order to augment the views of students presented in Table 12, views of the management staff members were also sought on the same research question. The findings are represented in Table 13. From Table 13, it can be seen that 8 staff respondents agreed (SA= 8, 26.6%; A=16, 53.3%) that students are motivated by the University management to participate in the decision-making processes of the University. This view of the staff expressed in the findings in Table 13 contradicts the views of the students on this same item as presented in Table 12. Whereas students disagreed to the statement that they are motivated to participate in the decision-making process at TaTU, the management of the University agreed. From the foregoing, it can be assumed that there are differences in the views in the views of students and staff when it comes to the motivation of students in participation in decision-making at the TaTU.

However, the staff respondents disagreed that University management creates the right atmosphere for students to participate in decision-making (SD= 17, 56.7%; D= 1, 3.3%). This finding rather supported the views expressed by students that sought to disagree with the statement that the

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management of TaTU do not create the right atmosphere for students to participate in decision-making process.

The mean score of 1.83 with a standard deviation of 0.87 suggests that respondents 'disagreed' with the statement that students are motivated for their participation in the decision-making process. The results further reveal that management has not provided the required atmosphere for students' participation in decision-making. The mean score of 2.06 (SD=0.89) suggests that respondents 'disagreed' with this rubric. The data also indicates similar results for the remaining statement from the third to the eighth statements. The respondents 'disagreed' with the statements designed. This has been demonstrated by the overall mean score of 2.24, which vehemently suggests that respondents unanimously 'disagreed' that there is effective participation of students in the decision-making process of the university.

The results suggest that students' concerns are not addressed through representatives because the policy guidelines do not cover those issues. The mean scores of 2.59 (SD=1.03) suggest that most of the respondents 'agreed' with this statement. The next statement also saw most of the responses 'agreed' with the statement that the management of Tamale Technical University does not want to listen to the concerns of students directly, as those issues are addressed in the policy guidelines. The mean score of 2.66 with a standard deviation of 0.96 supports this claim. The results are different for the remaining three statement, as their outcomes show mean scores of 2.83, 2.91, and 2.86 respectively. The overall mean score of 3 suggests that students encounter a number of challenges to participate in the decision-making process of Tamale Technical University. The researcher will suggest to

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management to take steps to listen to the concerns of students and factor them into their decision-making processes.

The implication of this finding is that both management and students are of the views that there are some environmental hindrances that prevent students from coming all out to participate in the decision-making process at TaTU.

Table 13: Views of Administrative Staff on Student's Participation in Decision-making Process at TaTU.

Statement	SA (%)	A (%)	D (%)	SD (%)	Mean	Std. Deviation
Students are motivated by the University management to participation in the decision-making processes of the University	8 (26.6)	16 (53.3)	4 (13.3)	2 (6.7)	2.89	1.12
University management creates the right atmosphere for students to participate in decision-making	3 (10.0)	9 (30.0)	17 (56.7)	1 (3.3)	2.89	0.58
Views of students are considered during decision-making	5 (16.6)	19 (63.3)	4 (13.3)	2 (6.7)	3.00	0.53
Students have the right numbers to represent their views at management meetings	3 (10.0)	20 (66.7)	4 (13.3)	3 (10.0)	2.56	0.91
Students are made to participate in the decision-making processes of the University	6 (20.0)	19 (63.3)	5 (16.7)	0 (0.0)	3.00	0.48
Students' participation in decision-making has reduced student's dissatisfaction and confrontations	12 (40.0)	14 (46.7)	3 (10.0)	1 (3.3)	3.00	0.71
University management go by policy guidelines that spell out allowable participatory areas of decision making by students	5 (16.7)	16 (53.3)	7 (23.3)	2 (6.7)	3.00	0.67
Students' issues are appropriately addressed by the University management in the decision-making process as provided by the policy guidelines.	9 (30.0)	16 (53.3)	3 (10.0)	2 (6.7)	3.13	0.34
The University management does not like to hear from students' representatives on certain issues that directly concern students as those issues are not addressed in the policy guidelines.	4 (13.3)	8 (26.7)	12 (40.0)	6 (20.0)	1.61	0.80

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The University management just provides information to student representatives, but do not interact directly with the students	3 (10.0)	5 (16.7)	16 (53.3)	6 (20.0)	3.35	2.89
Decision-making is only limited to only student leaders	10 (33.3)	13 (43.3)	5 (16.7)	2 (6.7)	2.67	0.83
Student representatives exert considerable pressure on management to allow for their involvement in the decision-making process	11 (36.7)	14 (46.7)	3 (10.0)	2 (6.7)	2.52	0.79

Source: Field survey (2020).Note: Rating scale: 1-Strongly Disagree(SD),2-Disagree(D), 3-Agree(A), 4-Strongly Agree (SA)

Furthermore, in contrast to the views of students, staff respondents agreed to the statement that views of students are considered during decision-making (SA=5, 16.6%; A= 19, 63.3%). This means that whereas management of TaTU consider the views of students during decision-making, the students themselves feel that their views are not considered during decision-making. This could possibly be attributed to the fact that students may have issues with the present level of their participation in the decision-making processes at TaTU.

The mean score of 2.89 with a standard deviation of 1.12 suggests that respondents 'agreed' with the rubric which states that students are motivated for their participation in the decision-making process. The results further reveal that management has provided the required atmosphere for student participation in decision-making, as indicated by a mean score of 2.89 (SD=0.58), suggesting that the majority of respondents 'agreed' with the rubric. The data also indicates similar results for the remaining rubrics from the third to the eighth rubric; the respondents 'agreed' with the statements designed. This has been demonstrated by the overall mean score of 2.94, which vehemently suggests that respondents unanimously 'agreed' that there is

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effective participation of students in the decision-making process of the university.

This section of the survey was conducted to measure management opinions on the challenges they encounter in allowing student participation in decision-making. The results from the mean score of 1.62 (SD=0.80) indicate that most of the respondents 'disagreed' with the statement that suggests management is not interested in listening to students' concerns as addressed in the policy guidelines. The statement stating that management does not want to listen to students on issues that directly concern them was 'disagreed' by the respondents, with a mean score of 1.96 (SD=0.66) supporting this claim. The respondents 'agreed' that they only provide information to students but do not interact with them directly, as indicated by a mean score of 3.34. The outcome also indicates that student representatives exert pressure on management for their involvement in decision-making, with a mean score of 2.67 (SD=0.83) suggesting that most of the respondents 'agreed' with this rubric. Respondents also 'agreed' that decision-making participation is only limited to student leaders, as supported by a mean score of 2.52 (SD=0.79).

The overall score of 2.42 suggests that the management of Tamale Technical University does not face challenges in allowing student participation in the decision-making process. The overall mean score suggests that most of the respondents 'disagreed' that they face challenges in allowing students to participate in the decision-making process.

Again, it is evident from Table 13 that management agreed that students have the right to present their views at management meetings. This view expressed by the management is in contrast with that of what the

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students expressed as indicated in Table 12. This means that management and students at TaTU have different views on the representation of students during management meetings. Most academic literature on students' participation in decision at the tertiary level suggests that the formal involvement of students in University governance is a relatively new development and it tends to portray such participation as the fruit of the recent student struggles of the 1960s (Therry, 2008). This comes in to buttress the findings revealed in the study.

In contrast to some key findings revealed in this study, Perkin (2006), shows that the first University, the University of Bologna born in 13th century Italy, provides a typical model of University governance in which students controlled the institution, including the organisation of their studies. This model of the "student University" gradually converged with the rival Parisian model of the "University of masters", in which the teaching masters-controlled University affairs, so that by the 20th century the pre-modern experience of the student University had faded into distant memory (Verger, 1992; Perkin, 2006).

In another quite earlier development, Kuh and Lund (1994), posits that involvement or participation in institutional governance improves the quality of students' campus life as well as their individual and professional development, including organising, team building, and conflict resolution. Kuh and Lund; Hossain, (2015) added that when students take on leadership roles and contribute to campus life, they have increased competence and confidence. Similarly, Sahin (2005) observes that student participation in decision making develops students in terms of learning the values and skills of

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weighing opinions, of negotiating and dissenting and of providing their participation in administration as decision makers.

So, student participation has become a way of preparing students for citizenship practices and participation in the real world. Other researchers (Korkut, 2004, Sahin, cited in Hossain) also have seen students' participation as an opportunity to prepare students to participate in the governance of the country. It can thus be populated at this point that the presence of a legal framework does have an influence on the levels of students' participation in decision-making since it gives the students the legal grounds for them to meaningfully make the necessary contribution in the governance of the University.

Research Question 4: What challenges do students encounter while participating in decision making processes in Tamale Technical University

This research question sought to explore the challenges students encounter while they participate in the governance process of the Tamale Technical University. Respondent were asked to agree or disagree to statements that the challenges encountered by students in the involvement in the governance process of the TaTU. The results are presented in Table 14 and 15.

Table 14: Views of students on the Challenges Students' encounter while Participating in decision-making.

Statement	SA (%)	A (%)	D (%)	SD (%)	Mean	Std. Deviation

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The University management does not like to hear from students' representatives on certain issues that directly concern students as those issues are not addressed in the policy guidelines.	13 (5.9)	59 (26.6)	59 (26.6)	91 (41.0)	2.59	1.03
The University management just provides information to student representatives, but do not interact directly with the students	17 (7.7)	27 (12.2)	72 (32.4)	106 (47.7)	2.82	0.89
Student representatives exert considerable pressure on management to allow for their involvement in the decision-making process	16 (7.2)	30 (13.5)	92 (41.4)	84 (37.8)	2.91	0.91
Decision-making is only limited to only student leaders	21 (9.5)	70 (31.5)	75 (33.8)	56 (25.2)	2.86	0.87

Source: Field survey (2020).Note: Rating scale: 1-Strongly Disagree (SD), 2-Disagree (D), 3-Agree (A), 4-Strongly Agree (SA)

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It is evident from Table 14 that majority of the student respondents disagreed (D= 59, 26.6%; SD= 91, 41.0%) that the University management does not like to hear from students' representatives on certain issues that directly concern students as those issues are not addressed in the policy guidelines. Furthermore, the respondents also disagreed (D= 64, 28.8%; SD= 93, 41.9%) that the University management does not like to hear from the students on issues that directly concern students as those issues are not addressed in the policy guidelines. In addition to the above, it is evident from Table 14 that the student respondents disagreed (D= 72, 32.4%; SD= 106, 47.7%) to the statement that the University management just provides information to student representatives, but do not interact directly with the students.

The results suggest that students' concerns are not addressed through representatives because the policy guidelines do not cover those issues. The mean score of 2.59 (SD=1.03) suggest that most of the respondents 'agreed' with This statement. The results are different for the remaining three statements, as their outcomes show mean scores of 2.83, 2.91, and 2.86 respectively.

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Table 15: Views of Administrative Staff on the Challenges Students encounter while participating in Decision-making Process

Statement	SA (%)	A (%)	D (%)	SD (%)	Mean	Std. Deviation
The University management does not like to hear from students' representatives on certain issues that directly concern students as those issues are not addressed in the policy guidelines.	5 (16.7)	5 (16.7)	13 (43.3)	2 (6.7)	1.61	0.80
The University management just provides information to student representatives, but do not interact directly with the students	7 (23.3)	20 (66.7)	1 (3.3)	2 (6.7)	3.34	2.89
Student representatives exert considerable pressure on management to allow for their involvement in the decision-making process	5 (16.7)	21 (70.0)	3 (10.0)	1 (3.3)	2.67	0.83
Decision-making is only limited to only student leaders	12 (40.0)	17 (56.7)	1 (3.3)	0 (00.0)	2.52	0.79

Source: Field survey (2020).Note: Rating scale: 1-Strongly Disagree(SD),2-Disagree(D), 3-Agree(A), 4-Strongly Agree (SA)

Views from the management staff were also collected on this research question. These views are presented in Table 15. It is evident in Table 15 that majority of administrative staff respondents 26 out of a total of 30 (representing 86.7 %) did indicate that the University management does not like to hear from students' representatives on certain issues that directly concern students as those issues are not addressed in the policy guidelines.

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Furthermore, it is evident from Table 15 that majority of the respondents disagreed 27 out of a total of 30 (representing 90.0%) with the statement that, the University management just provides information to students' representatives, but do not interact directly with the them.

The results from the mean score of 1.62 (SD=0.80) indicate that most of the respondents 'disagreed' with the statement that management is not interested in listening to students' concerns as addressed in the policy guidelines. The respondents 'agreed' that they only provide information to students but do not interact with them directly, as indicated by a mean score of 3.34 (SD=2.89). The outcome also indicates that students' representatives exert pressure on management for their involvement in decision-making, with a mean score of 2.67 (SD=0.83) suggesting that most of the respondents 'agreed' with this rubric. Respondents also 'agreed' that decision-making participation is only limited to student leaders, as supported by a mean score of 2.52 (SD=0.79).

The overall score of 2.42 suggests that the management of Tamale Technical University does not face challenges in allowing student participation in the decision-making process. The overall mean score suggests that most of the respondents 'disagreed' that they face challenges in allowing students to participate in the decision-making process.

Supporting the findings with literature, Zuo and Ratsoy (1999) revealed that some of the factors that impede students' participation in decision-making among others are limited knowledge and experience, immaturity and student apathy. Kabaand Barker (2001) in addition, found that the ability to speak well was being equated to intelligence and thus students

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who spoke well were taken seriously. More so, Mazrui (1973) asserts that contradiction is the perpetual tension between academic freedom on one hand and academic democracy on the other. Mazrui (1978) further elaborates both academic freedom and democracy below: Academic freedom deals with issues such as: The right to hold and express opinion) The right to teach and be taught without external interference) The right access to academic knowledge. Academic democracy on the other hand centres itself on such issues detailed as: How widely distributed is the right of participation in decision-making) How effectively are different interests within the institution represented within the power structure) How powerful are heads of departments, vice chancellors and administrative executives within the institution? What influence do students exercise on decision-making? In sum, academic freedom is seen as a matter of freedom from interference whilst academic democracy rests on the right to participate.

Chapter Summary

It is concluded that, administrative staff interact with students as regards the decision-making. This could be mirrored in table 15 where 90% of administrative staff disagreed with the students that, they only provide information and not interaction.

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CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents the analysis of data and discussion of the research findings. The study sought to gather data to explore the extent to which students participate in the decision-making processes having regard to the legal framework that supports students' participation in decision making processes and governance in Tamale Technical University (TaTU). The study further looked at some of the challenges faced by students at TaTU face in participating in the University's decision-making process.

This section of the study summarises the findings of the research. It also indicates how the purpose of the study was achieved. Moreover, it provides useful recommendations that address the issues raised in the analysis with respect to the extent to which students participate in the decision-making processes in respect to the legal framework that supports students' participation in decision making processes and governance in Tamale Technical University (TaTU)

Summary of the Research Process

Participation in decision-making is a concept which is gradually being considered in the educational institutions, unlike other organizations where decisions are taken to help increase profits. Decisions in educational institutions are taken for several reasons. some of them are to enhance the

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student lecture relationship, increase the effectiveness of the institution and reduction of student agitations and tension. It is clear in the literature that, there is the need to prepare the relevant publics well before letting them start with the decision process. Confusion can be very hazardous in institutional decision-making, unless participants know what procedure to follow in order to arrive at an acceptable decision and what their own roles and functions are.

Unless this happens, all the advantages ascribed to the participatory decision-making will be much ado about nothing. All the students are required to have access to the means of initiating the decision-making process.

Since different people have different perceptions about the involvement of students in decision-making, the literature pointed out that the leadership style of the head will determine how much they would be involved. Lightfost (1986) clearly stated that students must be empowered in order for them to realize autonomy, choice, responsibility and participation in decision-making. It is therefore necessary for educational leaders to involve students in the decision-making process. If students are given an opportunity, then the institution has a chance of achieving its set goals.

The study was a descriptive survey which was primarily designed to determine the factors that influence students' participation in decision-making at the Tamale Technical University. The study addressed the following specific research questions:

1. What policy document legitimizes students' participation in the decision-making processes in Tamale Technical University?
2. How has management of TaTU applied the policy document that allows participation in decision-making processes of university?

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3. What factors influence student participation in decision-making at Tamale Technical University`s activities?
4. What challenges do students encounter while participating in decision making processes in Tamale Technical University?

The study targeted management and students of the Tamale Technical Universities. The sample for this study was pegged at 265. This was selected out of a total population of 1,774. The sample consisted of 250 student respondents and 30 senior administrative/ management staff. Questionnaires were designed as instrument for collecting data. Out of the total sampled population, 222 questionnaires were completed and retrieved. These questionnaires were validated through expert judgment, pilot-tested and used as the main instruments for data collection. Due to the descriptive nature of the study, descriptive statistics (frequencies, percentages, means and standard deviations) were used to analyse the quantitative data that were collected.

Key Findings

The essential findings of this study can be summarized as follows:

The first research question sought to find out the legal framework established for students' participation in the decision-making processes of Tamale Technical University. The findings of the study revealed that students agreed that, there are policies on students' participation in decision making processes at Tamale Technical University. Thus, the views of both students and staff of TaTU expressed in the findings support the presence of policies on student's participation in decision-making at TaTU. However, their responses as captured by the findings of the study revealed that students are not previewed to the existing policies that give backing to students' participation

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in decision-making at the TaTU. Additionally, the study also revealed that they were given document containing policies on student's participation in decision making process at Tamale Technical University.

The second research question also sought to explore the extent to which management of TaTU subscribe to the legal framework regarding students' participation in decision-making processes of the University. The findings of the study revealed that whereas the student respondents disagree to statement that the University management organises a forum to share policy guidelines on student's participation in decision making process, the management of TaTU agreed to the statement. Furthermore, it is evident from the findings of the study that the students disagreed to the statement on whether students have understood the policy guidelines on student's participation in decision making processes at TaTU. The members of staff on the other hand agreed that students have understood the policy guidelines on student's participation in decision making processes at TaTU. Still on the second research question, the findings of the study revealed an agreement in the views of students to the statement that students' representatives communicate students' voice to the decision-making bodies properly in accordance with laid down policy guidelines of the University.

The third research question sought to know the extent to which knowledge of TaTU legal framework on student's participation in decision-making processes influence students` involvement in the University's activities. The findings of the study revealed the agreement in the views of the management of TaTU that students are motivated by the University management to participate in the decision-making processes of the University.

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This however contradicted the views of the students as they disagreed with the statement that they are motivated to participate in the decision-making process at TaTU, the management of the University agreed.

The final research question sought to explore the challenges students encounter while participating in the governance processes of TaTU. The findings of the study revealed that students disagreed to the statement that the University management does not like to hear from students' representatives on certain issues that directly concern students as those issues are not addressed in the policy guidelines. More so, the finding of the study also revealed that students disagree that the University management does not like to hear from the students on issues that directly concern students as those issues are not addressed in the policy guidelines.

Conclusions

First and foremost, the findings obtained from this study are enough evidence to conclude there are policies on students' participation in decision making processes at Tamale Technical University. However, students are not previewed to the existing policies that give backing to their participation in decision-making at the TaTU. In sum, students acknowledged of the existence of policy documents on students' participation but do not have them at their disposal.

Secondly, the study concluded that students and management have divergent views on whether the University Management organises a forum to share policy guidelines on student's participation in decision making process. More so, the study concluded that students and management have departing views on whether students have understood the policy guidelines on student

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participation in decision making processes at TaTU. In sum, the findings imply that the management of TaTU have not done enough to engage the students on the policy guidelines for students' participation in decision-making.

Thirdly, based on the findings of the study, it can be concluded that students have not been motivated enough by the University management to participation in the decision-making processes of the University. Students have been given adequate platform to engage in the governance process of the University.

Finally, the study concluded the students' representatives are not given attention on certain issues that directly concern them, since those issues are not addressed in the University's policy guidelines on students' participation in decision-making could derail the full realisation of the mandate of TaTU.

Recommendation

From the findings, the researcher recommends the following: Administrative staff and management of Tamale Technical University should make a conscious effort to make policy documents on students' participation in the university available to every student. Besides, the university should indicate in its orientation programme for freshmen awareness of students' participation in decision making processes which affect the students directly or indirectly.

Student on their part should endeavour to read and understand the content of the documents on policy guidelines which pertain to students' participation in decision making processes so as to know and appreciate the extent to which they can get themselves involved in the university's activities

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The various stakeholders (students, management and other workers)of the university should examine the current policy documents on decision making process regarding students' participation in the university's activities to identify areas that need to be amended. This will help to spell out clearly the roles of each group pf persons in the various department of the institution.

Suggestion for Future Research

The focus of this study was in students' participation in decision making processes in Tamale Technical University having regard to policy documents which underpin, the following areas are suggested for further research:

1. A qualitative method could be used to carry out an in-depth analysis;
2. The gap in te views of students and administrative staff regarding students' participation in decision making process could trigger research where the management of Tamale Technical University could be part of the sample;
3. A mixed method approach could be used in the data analysis.

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APPENDICES

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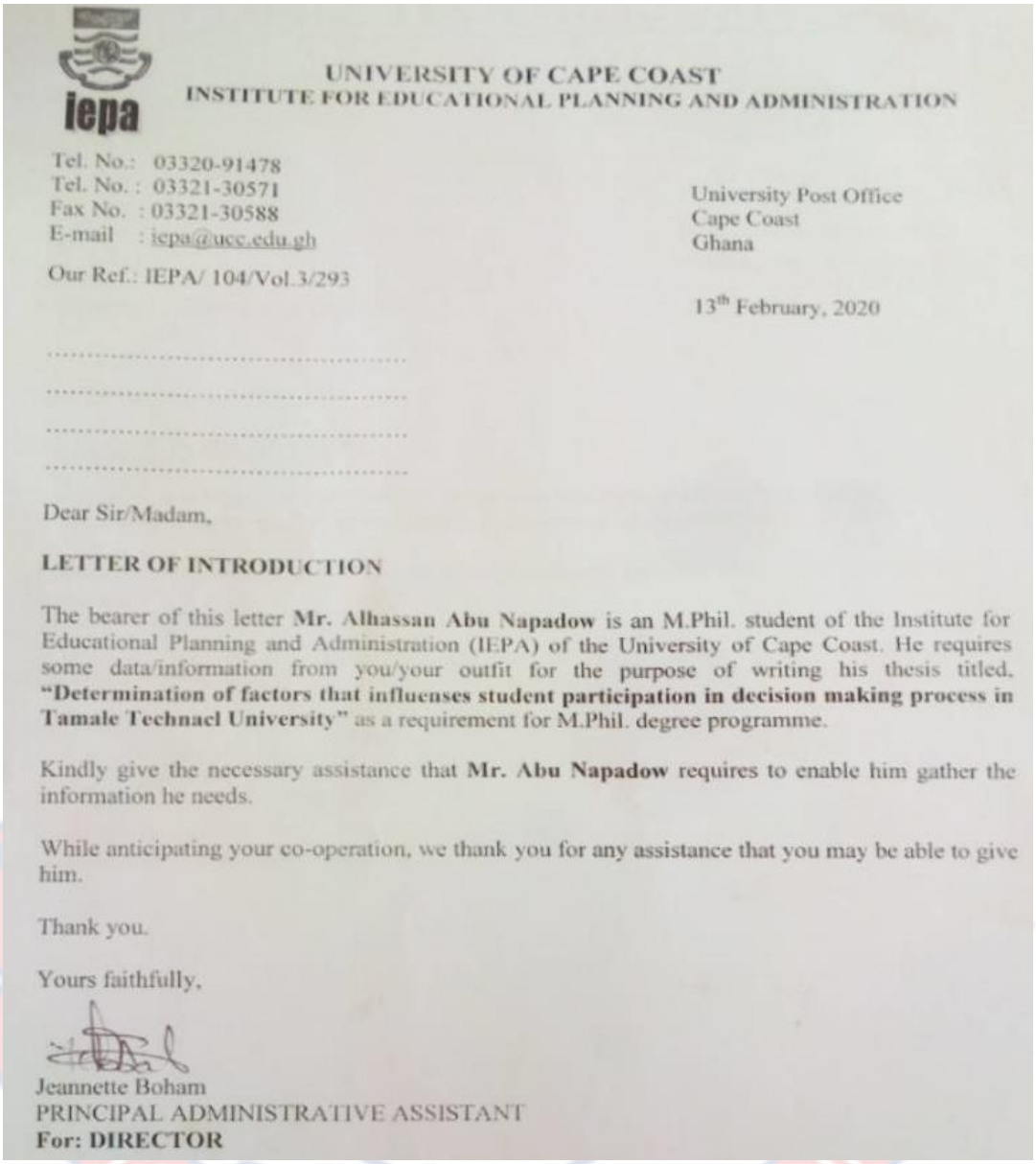
APPENDIX A

INTRODUCTORY LETTER



UNIVERSITY OF CAPE COAST
INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION

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Cape Coast
Ghana

Our Ref.: IEPA/ 104/Vol.3/293

13th February, 2020

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

Dear Sir/Madam,

LETTER OF INTRODUCTION

The bearer of this letter **Mr. Alhassan Abu Napadow** is an M.Phil. student of the Institute for Educational Planning and Administration (IEPA) of the University of Cape Coast. He requires some data/information from you/your outfit for the purpose of writing his thesis titled, **"Determination of factors that influenses student participation in decision making process in Tamale Technacl University"** as a requirement for M.Phil. degree programme.

Kindly give the necessary assistance that **Mr. Abu Napadow** requires to enable him gather the information he needs.

While anticipating your co-operation, we thank you for any assistance that you may be able to give him.

Thank you.

Yours faithfully,

Jeannette Boham
PRINCIPAL ADMINISTRATIVE ASSISTANT
For: DIRECTOR

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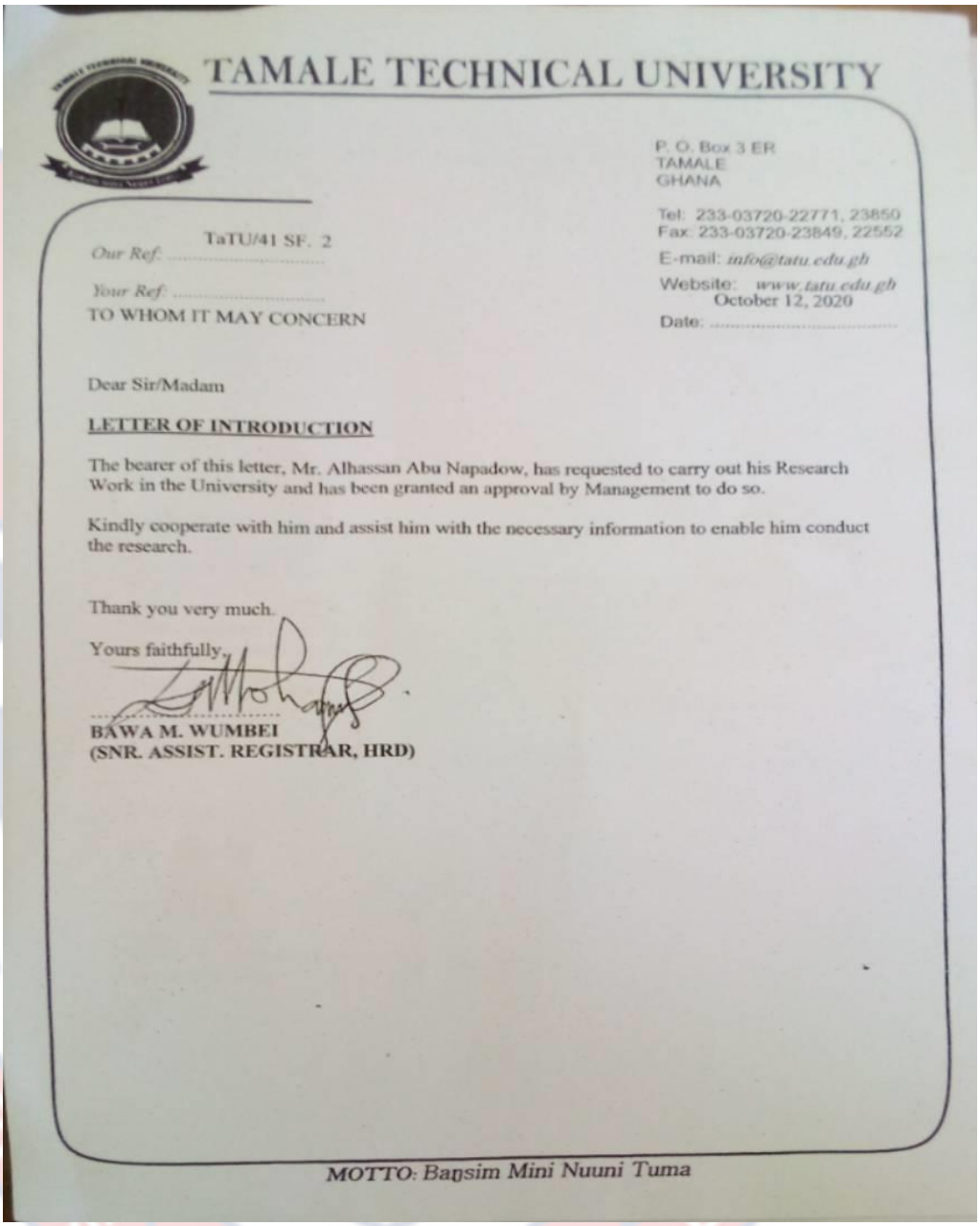
APPENDIX B

INTRODUCTORY LETTER FOR THE SCHOOL



TAMALE TECHNICAL UNIVERSITY

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Website: www.tatu.edu.gh

Our Ref: TaTU/41 SF. 2

Your Ref: .....

Date: October 12, 2020

TO WHOM IT MAY CONCERN

Dear Sir/Madam

LETTER OF INTRODUCTION

The bearer of this letter, Mr. Alhassan Abu Napadow, has requested to carry out his Research Work in the University and has been granted an approval by Management to do so.

Kindly cooperate with him and assist him with the necessary information to enable him conduct the research.

Thank you very much.

Yours faithfully,

.....
BAWA M. WUMBEI
(SNR. ASSIST. REGISTRAR, HRD)

MOTTO: Bapsim Mini Nuuni Tuma

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APPENDIX C

UNIVERSITY OF CAPE COAST

INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION

QUESTIONNAIRE FOR MANAGEMENT

This questionnaire is being administered as part of a study on the views of management at the Tamale Technical University on the factors that determine students' participation in decision-making. This research is intended for academic purpose and your honest and sincere response would contribute a lot to its success. Your identity would be confidential with regard to the information you provide.

SECTION A: DEMOGRAPHIC DATA OF RESPONDENT

For items 1 – 5 please tick the boxes that apply to you.

1. Gender: Male [ ] Female [ ]
2. How long have you been a faculty member at this university?_____ years
3. Rank: Assistant Lecturer [ ] Lecturer [ ] Senior Lecturer [ ]

   Associate Professor [ ] Professor [ ]

   Junior Assistant Registrar [ ] Assistant Registrar [ ]

   Senior Assistant Registrar [ ] Deputy Registrar [ ]

   Others, please specify: _____
4. Your current position: _____
5. How long have you been occupying this position? _____ years

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SECTION B: POLICIES [LEGAL FRAMEWORK] ON STUDENTS' PARTICIPATION IN DECISION MAKING

This section seeks to explore the existence of policies on students' participation in decision making at Tamale Technical University. For each item stated below please indicate the extent to which you agree or disagree to the statement posed. Please tick [√] in the appropriate box.

RESEARCH QUESTION 1

	Statement	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
6	There are policies on students' participation in decision making processes at Tamale Technical University.				
7	Policies on students' participation in decision making processes at Tamale Technical University are available to students.				
8	I have seen policies on students' participation in decision making processes at Tamale Technical University.				
9	Policies on students' participation in decision making define the areas in which to involve students.				

10. State documents from which policies on students' participation in decision-making processes in the university are found.

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SECTION C: MANAGEMENT'S VIEWS ON STUDENTS' KNOWLEDGE OF UNIVERSITY POLICY GUIDELINES AND THEIR INVOLVEMENT IN DECISION MAKING PROCESSES OF THE UNIVERSITY

RESEARCH QUESTION 2

	Statement	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
11	The university management organises a forum to share policy guidelines on students' participation in decision making processes.				
12	I have read policy guidelines on students' participation in decision making processes at Tamale Technical University.				
13	I understand the policy guidelines on students' participation in decision making processes at Tamale Technical University.				
14	Students are aware of defined areas of decision-making boundaries they can participate.				
15	Student representatives are aware of defined areas of decision-making boundaries they can participate.				
16	Student representatives communicate students' voice to the decision-making bodies properly in accordance with laid down policy guidelines of the university.				
17	The policy guidelines allow for students to involve in all steps of decision-making processes: agenda setting, drafting, decision-taking, implementation and monitoring of				

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	institutional decisions				

SECTION D: DETERMINATION OF THE EFFECTIVENESS OF STUDENTS' PARTICIPATION IN DECISION MAKING PROCESS

This section seeks to explore management's views on the effectiveness of students' participation in decision-making at the Tamale Technical University. For each item stated below please indicate the extent to which you agree or disagree to the statement posed. Please tick [√] in the appropriate box to rate the following statements.

RESEARCH QUESTION 3

	Statement	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
18	Students are motivated by the university management to participate in the decision-making processes of the university.				
19	University management creates the right atmosphere for students to participate in decision-making.				
20	Views of students are considered during decision-making.				
21	Students have the right numbers to represent their views at management meetings.				
22	Students are made to participate in the decision-making processes of the university				
23	Students' participation in decision-making has reduced students' dissatisfaction and confrontations.				
24	University management goes by policy guidelines that spell out allowable participatory areas of decision making by students.				

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25	Students' issues are appropriately addressed by the university management in the decision-making process as provided by the policy guidelines.				

26. In your own view, state the most prevalent issues that you think do affect the effectiveness of students' participation in decision-making at Tamale Technical University.

_____

_____

_____

SECTION E: MANAGEMENT'S VIEWS ON CHALLENGES ENCOUNTERED BY STUDENTS IN RELATION TO STUDENTS' PARTICIPATION IN DECISION MAKING PROCESSES IN TAMALE TECHNICAL UNIVERSITY

For each statement stated below please indicate the extent to which you agree or disagree to the statement posed. Please tick [√] in the appropriate box to rate the following statements.

RESEACH QUESTION 4

	Statement	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
27	The university management does not like to hear from **student representatives** on certain issues that directly concern students as those issues are not addressed in the policy guidelines.				
28	The university management does not like to hear from the **students** on issues that directly concern students as those issues are not				

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	addressed in the policy guidelines.				
29	The university management just provides information to student representatives, but do not interact directly with the students.				
30	Decision-making is only limited to only student leaders.				
31	Student representatives exert considerable pressure on management to allow for their involvement in the decision-making process.				

32. What types of threats do you think the student participation has posed while participating in the decision-making process?

_____

_____

_____

_____

33. Is there any other information you would like to add about the manner in which decision-making process is handled in Tamale Technical University by the university management?

_____

_____

_____

_____

THANK YOU!!!

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APPENDIX D

UNIVERSITY OF CAPE COAST

INSTITUTE FOR EDUCATIONAL PLANNING AND ADMINISTRATION

QUESTIONNAIRE FOR STUDENTS

This questionnaire is being administered as part of a study on the views of students at the Tamale Technical University on the factors that determine students' participation in decision-making. This research is intended for academic purpose and your honest and sincere response would contribute a lot to its success. Your identity would be confidential with regard to the information you provide.

SECTION A: DEMOGRAPHIC DATA OF RESPONDENT

For items 1 – 5 please tick the boxes that apply to you.

6. Gender: Male [ ] Female [ ]
7. Age Range: 17-20 [ ] 21-24 [ ] 25-28 [ ] 29 years and above [ ]
8. Level: 100 [ ] 200 [ ] 300 [ ]
9. Programme ……
10. Leadership Position Held……

SECTION B: POLICIES [LEGAL FRAMEWORK] ON STUDENTS' PARTICIPATION IN DECISION MAKING

This section seeks to explore the existence of policies on students' participation in decision making at Tamale Technical University. For each item

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stated below please indicate the extent to which you agree or disagree to the statement posed. Please tick [√] in the appropriate box.

RESEARCH QUESTION 1

	Statement	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
6	There are policies on students' participation in decision making processes at Tamale Technical University.				
7	Policies on students' participation in decision making processes at Tamale Technical University are available to students.				
8	I was given document containing policies on students' participation in decision making process at Tamale Technical University.				
9	I have seen policies on students' participation in decision making processes at Tamale Technical University.				
10	Policies on students' participation in decision making define the areas in which to involve students.				

11. State documents from which policies on students' participation in decision-making processes in the university are found.

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SECTION C: STUDENTS' KNOWLEDGE OF UNIVERSITY POLICY GUIDELINES AND THEIR INVOLVEMENT IN DECISION MAKING PROCESSES OF THE UNIVERSITY

RESEARCH QUESTION 2

	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
12	The university management organises a forum to share policy guidelines on students' participation in decision making processes.				
13	I have read policy guidelines on students' participation in decision making processes at Tamale Technical University.				
14	I understand the policy guidelines on students' participation in decision making processes at Tamale Technical University.				
15	Students are aware of defined areas of decision-making boundaries they can participate.				
16	Student representatives are aware of defined areas of decision-making boundaries they can participate.				
17	Student representatives communicate students' voice to the decision-making bodies properly in accordance with laid down policy guidelines of the university.				
18	The policy guidelines allow for students to involve in all steps of decision-making processes: agenda setting, drafting, decision-				

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	taking, implementation and monitoring of institutional decisions				

SECTION D: DETERMINATION OF THE EFFECTIVENESS OF STUDENTS' PARTICIPATION IN DECISION MAKING PROCESS

This section seeks to explore students' views on the effectiveness of students' participation in decision-making at the Tamale Technical University. For each item stated below please indicate the extent to which you agree or disagree to the statement posed. Please tick [√] in the appropriate box to rate the following statements.

RESEARCH QUESTION 3

	Statement	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
19	Students are motivated by the university management to participate in the decision-making processes of the university.				
20	University management creates the right atmosphere for students to participate in decision-making.				
21	Views of students are considered during decision-making.				
22	Students have the right numbers to represent their views at management meetings.				
23	Students are made to participate in the decision-making processes of the university				
24	Students' participation in decision-making has reduced students' dissatisfaction and confrontations.				
25	University management go by policy guidelines that spell out allowable participatory areas of decision making by students.				

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26	Students' issues are appropriately addressed by the university management in the decision-making process as provided by the policy guidelines.				

27. In your own view, state the most prevalent issues that you think do affect the effectiveness of students' participation in decision-making at Tamale Technical University.

_____

_____

_____

SECTION E: CHALLENGES ENCOUNTERED BY STUDENTS IN RELATION TO STUDENTS' PARTICIPATION IN DECISION MAKING PROCESSES IN TAMALE TECHNICAL UNIVERSITY

For each statement stated below please indicate the extent to which you agree or disagree to the statement posed. Please tick [√] in the appropriate box to rate the following statements.

RESEACH QUESTION 4

	Statement	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**
28	The university management does not like to hear from **student representatives** on certain issues that directly concern students as those issues are not addressed in the policy guidelines.				
29	The university management does not like to hear from the **students** on issues that directly concern students as those issues are not addressed in the policy guidelines.				
30	The university management just provides information to student representatives, but do not interact directly with the students.				

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31	Decision-making is only limited to only student leaders.				
32	Student representatives exert considerable pressure on management to allow for their involvement in the decision-making process.				

33. What types of threats do you think the student participation has posed while participating in the decision-making process?

_____

_____

_____

34. Is there any other information you would like to add about the manner in which decision-making process is handled in Tamale Technical University by the university management?

_____

_____

_____

THANK YOU!!!

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