



INFLUENCE OF TEACHERS' PARTICIPATION IN ADMINISTRATIVE DECISION-MAKING ON TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ONITSHA NORTH LGA



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Abstract

The study was carried out on influence of teachers' participation in administrative decision-making on teachers' job performance in public Secondary Schools in Onitsha North LGA. The study seeks to determine the conflict management strategies adopted by principals for effective school administration in public secondary schools in Onitsha North LGA. Two research questions guided the study. The population comprised 403 teachers in Secondary Schools that made up the Secondary Schools in Onitsha North LGA. The sample size for the study was 250. The instrument for data collection was a questionnaire. It was validated by 3 experts, two from Educational Foundations and one from Measurement and Evaluation in Faculty of Education from Chukwuemeka Odimegwu Ojukwu University, Igbariam Campus. The reliability of the instrument was done through test retest and the reliability coefficient was 0.71. The data was analyzed through mean rating. The study found among things that principals' use compromise, avoidance as a strategies for effective school administration in public secondary schools in Onitsha North LGA. Based on the findings it was recommended among others that principals should be trained on different strategies for management of conflicts in the school. Also secondary school principals should operate an open door policy to welcome complaints and listen to staff on conflict matters. And conflict matters must be attended to as fast as possible and must not be allowed to escalate before attending to them

Keywords: Teacher, Administration, Decision-Making, Teacher Job Performances

Background to the Study

Education is can be seen as bedrock of every society as a nation. Therefore the contributions of education to the development of society and the individual cannot be over-emphasized, and that is why both developed and developing countries all over the world perceive education as a tool for the advancement of both individual and national development. This developmental tenet is contained in the education policy documents of Nigeria (Federal Republic of Nigeria (FRN), 2013). Education plays a very vital role in the economic development of a country as it is aimed at supplying the economy with human capital that can convert effectively and efficiently other resources into output of high value. It is perceived as the corner stone of economic and social development and a principal means of providing for the welfare of individuals and the society at large.

The role of education towards solving the problems affecting the growth and development in the society cannot be over-emphasized. The Federal Republic of Nigeria (FRN, 2013) also indicated in the National Policy on Education (NPE) that accomplishment of the goals of education solely depends on

defining the structure and strategies for educational provision, setting guidelines and required standards for its delivery, managing the education system for quality control and quality assurance, improving teacher quality through professionalizing the teaching profession in Nigeria and the provision of more in-service training opportunities, other incentives for teachers.

The accomplishment of the goal of education, attaining quality standards and maintaining effective control and service delivery is something that should start right from the primary school through the secondary school to higher institutions. Secondary education serves as a link between primary education and higher education. Secondary education is a very important level of education in Nigeria where solid foundation for higher education and useful living is laid. Secondary education occupies a central position in the Nigerian educational system because it is the level of education that prepares students for higher education. It is the level of education that determines the academic and professional career of students. Perhaps, it is the basis of this understanding that the FRN (2013) articulated the broad aim of secondary education to include preparation of students for useful living in the society and preparation for higher education.

The aim of secondary education in Nigeria therefore cannot be successfully achieved without quality teachers' service delivery. A teacher is an instructor who implements educational policies at the classroom level with the aim that students can function effectively in their environment. Teachers are charged with responsibilities of offering guidance and counseling to students, disciplining them, managing classroom activities and participating in curriculum development panels. Teachers are likely to be motivated to effectively play their role and make a solid contribution to quality secondary education through their involvement in administrative decision making. Due to the growing appreciation of the need for valid, knowledgeable inputs in administrative decision making from various organization levels, the need for involving stakeholders in decision-making is of paramount importance (Mualuko 2019).

Decision-making is the process of selecting the best/most preferred and workable action among other options or alternative courses of action available, either towards solving problems or the achievement of an objective (Adeolu, 2018). Duze (2011) described decision making as the process by which educational managers (principals) choose the best action or most preferred course of action among alternative sources of action with the purpose of solving problem and achieving set goals effectively and efficiently. Operationally, decision-making is a sequential process ending in a single decision or series of decisions (choices) which stimulate or cause some actions. Smylie (2016) opined that teachers can play a larger role in the overall success of the school when committed to being active participants in the decision making process. Smylie study shows that increase in teachers' involvement in decision-making can help to resolve conflicts about teacher welfare, discipline and ethical codes of conduct. Pashiard is (2014) explains that level of teachers' participation in decision-making includes; decision-making in terms of schools finance, in terms of curriculum implementation and in terms of provision of physical facilities. One important aspect for teachers' involvement in decision making is individual's growth and development.

Smylie discussed that participation improves teachers' opportunities in acquiring new knowledge and insights. These opportunities respectively enhance instructional implementation and students' outcomes. Thus, if teachers participate in school decision-making, better decisions would be made and, hence, improve teaching effectiveness. One of the reasons for involving teachers in decision making is to increase the productivity and efficiency of an educational organization. Another important area teachers can be involved in curriculum process is in curriculum implementation. Carl (2019), opined that one important person in decision-making in terms of curriculum implementation process is the teacher. This is because with their knowledge, experiences and competencies, teachers are central to any curriculum development effort. Better teachers support better learning because they are most knowledgeable about the practice of teaching and are responsible for introducing the curriculum in the classroom. The teacher involved in curriculum organization has many roles and responsibilities. Teachers want to enjoy teaching and watching their students develop interests and skills in their interest area. The teacher may need to create lesson plans and syllabus within the framework of the given



curriculum since the teachers' responsibilities are to implement the curriculum to meet students' need (Carl, 2019). Administration occurs in every organization.

The basic aim of administration is the need to get things done for defined objectives to be accomplished. Educational Administrative role is the process of bringing men and materials together for effective and functional teaching and learning in the school. The focus of educational administration is the enhancement of teaching and learning. Ifeanyi (2019) defined educational administrative role as a process through which the school administrators arrange and co-ordinate the resources available to education, for the purpose of achieving the goals of the educational system. Teachers' job performance is the ability of teachers to execute their primary assignment which includes grooming students into useful living by teaching, training and behaviour modification. Njoku and Muodebelu (2019) maintained that teachers' job performance indicates the level, way, manner, process and commitment of teachers in terms of performance in teaching, lesson preparation, presentation, actual instructional delivery and teachers commitment to their job, extracurricular activities, supervision, motivating and morale among others. It has been observed that performances of teachers over the years have been on the decline in Onitsha North LGA due to poor administrative activities. The researcher therefore embarked on this study to look into the influence of teachers' participation in decision making on teachers' job performances.

Statement of the Problem

Administrative decision making in every organization is one of the important factors that promote efficiency of the workers and staff in every organization. In the school system the principal as the administrator of the school has the responsibility to make decisions for every day running of the school. But it has been observed that a times leaving the principals to take the decisions alone do not give the required results as some of the teachers who are knowledgeable enough and could contribute in the decision making are not allowed to do so. This has often led to teachers refusing to carry out their required instruction, lack of motivation on the part of the teachers, teacher poor performances, truancy and disobedient to school rules and regulations among others which may eventually result to poor performance of the school in general. Thus in this work the researcher intended to look into influence of teachers' participation in administrative decision-making on teachers' job performance in public Secondary Schools in Onitsha North LGA with the view of improving teaching and learning in secondary schools in Onitsha North LGA.

Purpose of the Study

The purpose of this study was to examine the study to look into the influence of teachers' participation in decision making on teachers' job performances. Specifically, the study intends to-

1. Examine teachers' participation in administrative decision-making on personnel management in secondary schools in Onitsha North LGA.
2. Determine teachers' participation in administrative decision-making on curriculum development and implementation in secondary schools in Onitsha North LGA.

Research Questions

The following research questions guided the study-

1. What are the ways teachers participate in administrative decision-making on personnel management in secondary schools in Onitsha North LGA?
2. What are the ways teachers participate in administrative decision-making on curriculum development and implementation in secondary schools in Onitsha North LGA?

Method

The study was carried out in Onitsha North LGA which is one of the local government areas in Anambra State. The population of study is 403 teachers and this comprises of all the teachers in all the public secondary schools in Onitsha North Local Government Area of Anambra State. The sample size

for the study was 250 respondents obtained through the application of the proportionate stratified sampling technique. The instrument for data collection was a questionnaire. And the instrument was subjected to construct and content validation using three experts, two from Educational Foundations and one from Measurement and Evaluation, all from the Faculty of Education, Chukwuemeka Odimegwu Ojukwu University, Igbariam Campus. The questionnaire was subjected to a reliability test using the Cronbach Alpha statistical method which yielded a reliability coefficient of 0.75. Mean rating was used for the analysis of the questionnaire items.

Result

Research Question 1: What are the ways teachers participate in administrative decision-making on personnel management in secondary schools in Onitsha North LGA?

Table 1: Mean response on ways teachers participate in administrative decision-making on personnel management in secondary schools in Onitsha North LGA

S/N	items	Mean	Decision
1.	Teachers' participate in decisions relating to recruitment	3.03	Accepted
2.	Teachers' participate in decisions relating to staff welfare	2.84	Accepted
3.	Teachers' participate in decisions relating to staff transfers	3.03	Accepted
4.	Teachers' participate in decisions relating to staff discipline	3.24	Accepted
5.	Teachers' participate in decisions on professional ethics	2.65	Accepted
Grand Mean		3.00	Accepted

From the Table 1 above, it could be seen that respondents accepted all the variables 1-5 above with each having a mean which met the acceptance criterion of 2.5 and above. The grand mean was 3.00 showing that teachers accepted that these are ways teachers participate in administrative decision-making on personnel management in secondary schools in Onitsha North LGA

Research Question 2: What are the ways teachers participate in administrative decision-making on curriculum development and implementation in secondary schools in Onitsha North LGA?

Table 2: Mean response on ways teachers participate in administrative decision-making on curriculum development and implementation in secondary schools in Onitsha North LGA

S/N	items	Mean	Decision
6.	Teachers participate in designing appropriate curriculum	2.75	Accepted
7.	Teachers participate in decisions regarding scheme of work	2.69	Accepted
8.	Teachers' participate in decisions on student evaluation	2.88	Accepted
9.	Teachers' participate in decisions on teachers lesson notes	3.04	Accepted
10.	Teachers' participate in designing teaching strategies	3.45	Accepted
Grand Mean		3.00	Accepted

From Table 2, it could be seen that respondents accepted items 6, 7, 8, 9, and 10 with each having a mean that met the acceptance criterion of 2.5 and above. The grand mean was 3.00 showing that respondents accepted that these are ways teachers participate in administrative decision-making on curriculum development and implementation in secondary schools in Onitsha North LGA.

Summary of the Major Findings

1. Teachers participate in administrative decision-making on personnel management in secondary schools in Onitsha North LGA
2. Teachers participate in administrative decision-making on curriculum development and implementation in secondary schools in Onitsha North LGA

Discussion of the Findings

The result of the analysis of the items in question 1 showed that respondents agreed that teachers participate in administrative decision-making on personnel management in secondary schools in Onitsha North LGA by participating in decisions relating to recruitment, in decisions relating to staff welfare, in decisions relating to staff transfers, in decisions relating to staff discipline and in decisions on professional ethics. In agreement Mualuko (2019) opined that due to the growing appreciation of the need for valid, knowledgeable inputs in administrative decision making from various organization levels, the need for involving stakeholders in decision-making is of paramount importance. This is because when some decisions like recruitment and staff welfare is left in the hand of the administrator alone, there is the possibility that the interest of the teachers may not be covered in providing the solutions needed as their opinion was not included the whole process. Smylie (2016) opined that teachers can play a larger role in the overall success of the school when committed to being active participants in the decision making process. Smylie study shows that increase in teachers' involvement in decision-making can help to resolve conflicts about teacher welfare, discipline and ethical codes of conduct. The analyses of the items in research questions 2 also indicated that the respondents agreed that teachers participate in administrative decision-making on curriculum development and implementation in secondary schools in Onitsha North LGA through teachers participating in designing appropriate curriculum, in decisions regarding scheme of work, in decisions on student evaluation, in decisions on teachers lesson notes and in designing teaching strategies. One important area teachers can be involved in decision making process is in curriculum implementation. Carl (2019), opined that one important person in decision-making in terms of curriculum implementation process is the teacher. This is because with their knowledge, experiences and competencies, teachers are central to any curriculum development effort. Better teachers support better learning because they are most knowledgeable about the practice of teaching and are responsible for introducing the curriculum in the classroom. In support to this Pashiard (2014) noted that level of teachers' participation in decision-making may include decision-making in terms of schools finance, in terms of curriculum implementation and in terms of provision of physical facilities.

Conclusion is that through teachers' participation in administrative decision-making on personnel management and curriculum development and implementation, they participate in administrative decision-making on teachers' job performance in public secondary schools in Onitsha North LGA.

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