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Teachers' Involvement in Decision Making and Job Performance in Secondary Schools in Kwara State, Nigeria

ABSTRACT: *Involvement in decision making is viewed as a major component of democracy that ensures great satisfaction and commitment. This study examined teachers' involvement in decision making and job performance in secondary schools in Kwara State, Nigeria. Survey design of correlation type was adopted for the study. The population for the study comprised all the 334 Principals and 6,939 Teachers in the 334 Public Secondary Schools in the 16 Local Government Areas of Kwara State. A total of 540 respondents participated in the study. Research instruments tagged "TIDMQ (Teachers' Involvement in Decision Making Questionnaire)" and "TJPQ (Teachers' Job Performance Questionnaire)" were used to collect data for analysis. Descriptive statistic of mean and ranking order were used to answer research questions raised. Findings of the study revealed that the level of teachers' involvement in decision making process was high in secondary schools in Kwara State; the level of teachers' job performance was high in secondary schools in Kwara State; and there was a significant relationship between teachers' involvement in academic planning and job performance in secondary schools in Kwara State, Nigeria. The study concluded that teachers' involvement in school academic planning influence their level of job performance positively in secondary schools. It was recommended that school administrators should sustain teachers' involvement in decision making, so as to further improve their job performance.*

KEY WORD: Teachers; Decision Making; Job Performance; Secondary Schools; Kwara State in Nigeria.

RESUME: "Keterlibatan Guru dalam Pengambilan Keputusan dan Prestasi Kerja di Sekolah Menengah di Negara Bagian Kwara, Nigeria". Keterlibatan dalam pengambilan keputusan dipandang sebagai komponen utama demokrasi yang memastikan kepuasan dan komitmen yang besar. Penelitian ini menguji keterlibatan guru dalam pengambilan keputusan dan kinerja di sekolah menengah di Negara Bagian Kwara, Nigeria. Desain survei tipe korelasi diadopsi untuk penelitian ini. Populasi untuk penelitian ini terdiri dari 334 Kepala Sekolah dan 6,939 Guru di 334 Sekolah Menengah Umum di 16 Wilayah Pemerintah Daerah Negara Bagian Kwara. Sebanyak 540 responden berpartisipasi dalam penelitian ini. Instrumen penelitian yang bertagor "TIDMQ (Kuesioner Keterlibatan Guru dalam Pengambilan Keputusan)" dan "TJPQ (Kuesioner Prestasi Kerja Guru)" digunakan dalam mengumpulkan data untuk dianalisis. Statistik deskriptif mean dan urutan peringkat digunakan untuk menjawab pertanyaan penelitian yang diajukan. Temuan penelitian mengungkapkan bahwa tingkat keterlibatan guru dalam proses pengambilan keputusan cukup tinggi di sekolah menengah; tingkat kinerja guru juga tinggi di sekolah menengah; serta ada hubungan yang signifikan antara keterlibatan guru dalam perencanaan akademik dengan prestasi kerja di sekolah menengah di Negara Bagian Kwara, Nigeria. Studi ini menyimpulkan bahwa keterlibatan guru dalam perencanaan akademik sekolah mempengaruhi tingkat kinerja mereka secara positif di sekolah menengah. Direkomendasikan, antara lain, bahwa administrator sekolah harus mempertahankan keterlibatan guru dalam pengambilan keputusan, sehingga lebih meningkatkan prestasi kerja mereka.

KATA KUNCI: Guru; Pengambilan Keputusan; Prestasi Kerja; Sekolah Menengah; Negara Bagian Kwara di Nigeria.

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INTRODUCTION

In the school system, like any other organization, decisions are made towards solving immediate and remote problems all aimed at achieving set goals and objectives effectively and efficiently. Thus, decision making in school is imperative and vital to its development. School administrator, that takes decision making with levity, is likely to work in oblivion; hence, such school goals, policies, profitability, and growth are likely to be jeopardized. In other words, the success or otherwise of a school is critically linked to the decisions made at various points in the administration of the school in areas of curricular/ instructional programmes; transportation/ communication systems; staffing; students/ staff welfare; students/ staff discipline; school plant maintenance; accommodation/ health facilities; admission policy; budgeting; purchasing; gaming; and extra-curricular activities among others. This elongates the need for school administrator to develop a skill in order to enhance his/ her decision making in the school (Arikewuyo, 2009; Duze, 2011; Gemechu, 2014; Michael & Kayode, 2014; and Francis & Oluwatoyin, 2019).

As acknowledged by M. Fullan (2013), and other scholars, the context of school environment has changed tremendously, such that the management styles should change too. For instance, the dynamic nature of technology and social system over time have affected almost every sphere of life, in which school system is not left out. These changes call for rethinking, reformulating, and restructuring of educational policies, both at national and school levels (Shen, 2008; Fullan, 2013; and Igbokwe, 2015).

At school level, the changes in education are a challenge to principals and other educational administrators, who might be harbouring the traditional approaches to administration, which according to R.E. Jones (2010) and other scholars, are autocratic and bureaucratic in nature. For effective decision making in schools, those in authority will not be expected to act

like technocrats in different areas of school management. Rather, they are expected to display modern management styles, which are contrary to the traditional management approaches. The modern styles are bottom up, participative, consultative, team, and task oriented (Jones, 2010; Nwankwo, 2014; and Abdulrasheed, Hussin & Kasa, 2016).

Participatory decision making is one of the modern management styles that give room for stakeholders' involvement in decision-making process. By nature, participatory decision making guarantees sustainable implementation. It allows the mobilisation of local resources, divergent interests are reconciled, and consensus among all stakeholders is secured on how to tackle priority issues. It should be noted that teacher involvement in school decision-making is one of the recommendations of school-based management policy. The SBM (School-Based Management) is a proposal to decentralize and de-bureaucratize school control, and to promote teacher participation in decision making within schools. This argument ends on the premises that teachers, that are important human resources in schools, should be part of the decision making process (Brown, 2011; OECD, 2015; Abdullahi & Tijani, 2019; and Morenike, 2019).

Despite the important roles of teachers in implementation of any policy in the school, C.O. Duze (2015), and other scholars, noted that principals tend to be authoritative in making decisions; thus, denying the teachers the right to exercise meaningful control over some sensitive issues in the school (Pont, Nusche & Moorman, 2008; Duze, 2015; and Connolly, James & Fertig, 2017). In this context, A. Ndu & M.A. Anagbogu (2017), and other scholars, asserted the likely effect of this that when teachers are not involved in governance, they behave as if they are strangers within the school environment. Thus, most teachers do not put in their best to have full sense of commitment and dedication to the school (Olorunsola & Olayemi, 2011; Mart, 2013; and Ndu & Anagbogu, 2017).

According to C.O. Duze (2011), and other

scholars, when students and teachers are not carried along in school management, it may lead to oppression, which in turn degenerates into breakdown of law and order in schools (Bush & Saltarelli eds., 2000; Duze, 2011; and UNESCO, 2014). In the same vein, W. Ofojebe (2017), and other scholars, observed that truancy, vandalism, violent protests, and incessant strike actions are some of the evils that have plagued most Nigerian secondary schools, as a result of inadequate participation of teachers in decisions that directly or indirectly affect them (Jonah, 2016; Ofojebe, 2017; and Tijani, 2019).

B.O. Ukeje (2012), and other scholars, however, suggested that students' and teachers' adequate involvement in decision-making in schools is not only crucial to accepting, accommodating, and implementing change decisions, but also contributes a great deal to the maintenance of internal discipline in schools, positive attitude to school work, as well as improving the quality of future decisions (Duze, 2011; Ukeje, 2012; and Gablinske, 2014). F. Luthan (2015), and other scholars, also elucidates that when employees are involved in decision making, staff absenteeism is reduced; there is greater organizational commitment, improved performance, reduced turnover, and greater job satisfaction (*cf* Ahmed & Nawaz, 2015; Luthan, 2015; and Abuhashesh, al-Dmour & Masa'deh, 2019).

N. Wadesango (2012), and other scholars, submitted that teachers' involvement in school decision making is mandatory for the attainment of schools' organizational objectives in democratic ways. N. Wadesango (2012), and other scholars, further stated that participatory decision making process of teachers leads to the real improvement of school and academic achievement of students in schools (Wadesango, 2012; Gemechu, 2014; and Inandi & Giliç, 2016).

S.U. Udoh & G.O. Akpa (2017), and other scholars, asserted that where teachers are adequately involved in decision making process, there would be commitment

and adequate support with the principal; and the realization of school goal will be easy, apathy and opposition within the school will be minimized (Olorunsola & Olayemi, 2011; Udoh & Akpa, 2017; and Tijani & Obiweluzor, 2019). Teachers' participation in the school management system has various advantages, according to N. Wadesango & A. Bayaga (2013) and other scholars, firstly, it reduces inequalities among teachers; and, secondly, it brings change on the management, and important effects on teachers' performance and students learning by making teachers more accountable to their community (Wadesango & Bayaga, 2013; Amasuomo, 2014; and WES Staff, 2017).

It should be noted that human beings, in general, will be less willing to participate in decision making, if they perceive that their leader would seek their opinions, but would make the final decision rather than allowing them that opportunity. F. Luthan (2015), and other scholars, supported this view that if principals claim to want participation from their teachers, but never let them become intellectually and emotionally involved and never use their suggestions, the result may be negative (Luthan, 2015; Tijani, 2019; and WB, 2019).

Still in line with the view, O. Emenike (2010), as cited also in E.O. Olorunsola & A.O. Olayemi (2011), buttressed the fact that when people are part of decision making process, there is greater opportunity of the expression of mind, ideas, existing disputes, and more occasions for disagreements and agreements. Conclusively, staff cooperation is believed to be an indisputable asset to the school principals, while involvement in decision making process by the teachers, could ease the principal's mounting problems as many heads would be put together to intellectually solve problems that could have remained unsolved by the principals alone (*cf* Emenike, 2010; Olorunsola & Olayemi, 2011; and Gemechu, 2014).

It is against this background that this study investigated the level of teachers' involvement in decision making process in the school system and the effect of their

participation on their job performance in secondary schools in Kwara State, Nigeria.

The Problems and Research Questions.

The success or otherwise of any school is largely dependent upon the groups that make it up and effective utilization of the intellectual abilities of these groups. Decision made by school management on teaching and learning resources, the enrolment of students, mobilization of community, allocation of resources, introduction of the new curriculum, student and staff discipline, staff training, and methods of improving pedagogy are major determinants of school effectiveness. The school administrator, therefore, is the central front in making some decisions with or without his/her subordinates input. In this context, J.K. Hussien (2015), and other scholars, observed that some school principals' behaviour and leadership styles are still one of the factors that impede teachers' participation in decision making in the school (*cf* Ejimofor, 2007; Hussien, 2015; and Aunga & Masare, 2017).

Despite the series of studies conducted on the level of teachers' participation in secondary schools decision making processes, there remain some gaps in knowledge yet to be filled. For instance, E.O. Olorunsola & A.O. Olayemi (2011), and other scholars' study, focused on teachers' characteristics: age, sex, educational qualification, and experience as determinants of teachers' involvement in decision making process (Olorunsola & Olayemi, 2011; Gemechu, 2014; and Amadi & Allagoa, 2017); whereas this present study focused on specific areas of school decisions, where teachers are expected to participate.

Similarly, C.O. Duze (2011), and other scholars, related students' and teachers' participation in decision making with impact on school work and school internal discipline (Duze, 2011; Gemechu, 2014; and Ayeni, 2018); while the present study looked at the level of teachers' involvement in decision making on job performance.

Although, M. Omobude & U. Igbudu (2012), and other scholars' study, centred

on teachers' participation in decision making and their job performance, but was only comparing the level of teachers' participation in private and public secondary schools (Omobude & Igbudu, 2012; Sarafidou & Chatziioannidis, 2013; and Gemechu, 2014). Also, A.D. Isah (2012), and other scholars, focused on teachers' participation in decision making and job satisfaction (Isah, 2012; Uba-Mbibbi, 2013; and Hollyns, 2017); while the present study related teachers' involvement in decision making with job performance.

Though, F. Remigius (2013), and other scholars' study, focused on teachers' participation in decision making on job performance, but was carried out outside Nigeria (Remigius, 2013; Elmelegy, 2015; and Aunga & Masare, 2017). These are among the missing gaps that existed from various studies reviewed that this study bridged.

The following questions were answered in the study: (1) *What is the level of teachers' involvement in decision making processes in secondary schools in Kwara State, Nigeria?;* and (2) *What is the level of teachers' job performance in secondary schools in Kwara State, Nigeria?*

RESEARCH HYPOTHESES AND DESIGN

The following hypotheses were formulated for the purpose of the study: firstly, Ho1: *There is no significant relationship between teachers' involvement in decision making and job performance in secondary schools in Kwara State, Nigeria;* and, secondly, Ho2: *There is no significant relationship between teachers' involvement in academic planning and job performance in secondary schools in Kwara State, Nigeria.*

The research design adopted for this study was survey design of correlation type. This design is appropriate as postulated by J. Miles & K. Schevlin (2011), and other scholars, that correlation design measures the forms of relationships that exist among measured variables (Lodico, Spaulding & Voegtle, 2006; Miles & Schevlin, 2011; and Gablinske, 2014), which is in the case of

this study that examine the relationship that exist between teachers' involvement in decision making and job performance in secondary school in Kwara State, Nigeria.

The population of the study comprised all the 334 Principals and 6,939 Teachers in the 334 Public Secondary Schools in the 16 Local Government Ares of Kwara State, Nigeria. Multistage sampling technique was used to select the respondents for the study. At stage one, stratified random sampling technique was used to select 52 Principals and 197 Teachers in Kwara Central; 43 Principals and 47 Teachers were selected in Kwara North; and 85 Principals and 116 Teachers were sampled from Kwara South senatorial district. At stage two, simple random sampling technique was used to select 360 Teachers and 180 Principals making a total of 540 subjects for the study. Sample size was based on RA (Research Advisors), in 2006; and also based on the academic sources (*cf* Lodico, Spaulding & Voegtler, 2006; Ifidon & Ifidon, 2007; and Etikan, Musa & Alkassim, 2016).

The instruments used for this study were questionnaires titled "TIDMQ (Teachers' Involvement in Decision Making Questionnaire)" and "TJPQ (Teachers Job Performance Questionnaire)". TIDMQ was a self-designed instrument used to elicit information on level of teachers' involvement in school decision making; while Faculty of Education UNILORIN (University of Ilorin) teaching practice assessment format was adopted to evaluate teachers' job performance which was tagged as TJPQ.

Furthermore, TIDMQ consisted of two sections (A and B). Section A dealt with bio-data of the respondent; while section B comprised 20 items, which were in R. Likert (1932)-type scale format of: SA (Strongly Agree) = 4 points, A (Agree) = 3 points, D (Disagree) = 2 points, and SD (Strongly Disagree) = 1 point. Equally, TJPQ was also in two sections (A and B). Section A was used to elicit bio-data of the respondent; and section B consisted of 25 items, which the rating range from Excellent = 3.10 – 4.00, Very Good = 2.10 – 3.00, Good = 1.51 – 2.00,

Fair = 1.01 – 1.50, and Poor = 0.10 – 1.00 (*cf* Likert, 1932; Lodico, Spaulding & Voegtler, 2006; and Ifidon & Ifidon, 2007).

Validity is the extent to which an instrument is able to measure what is designed to measure. To ensure validity of the instrument, the drafted copy of the two set of questionnaires were submitted to three experts of Educational Management and two Lecturers in the field of measurement and evaluation for face and content validity (Lodico, Spaulding & Voegtler, 2006; Ifidon & Ifidon, 2007; and Mohajan, 2017).

Reliability is the internal consistency with which a test result measures what it has been designed to measure, when used over a period of time (Ifidon & Ifidon, 2007; Mohajan, 2017; and Adegboyega, 2018). Hence, the researcher made use of test re-test method through a pilot study undertaken to ascertain the reliability of the questionnaire. The copies of TIDMQ and TJPQ were administered on 30 Teachers and 16 Principals respectively in Public Senior Secondary Schools outside the sampled schools within a time interval of three weeks. The data collected were subjected to Karl Pearson (1895)'s product moment correlation statistic. Correlation co-efficients of 0.76 and 0.73 were obtained for TIDMQ and TJPQ respectively, which were considered as appropriate reliability measure for instruments of this nature (Pearson, 1895; Katz, 2006; and Lodico, Spaulding & Voegtler, 2006).

Data collected were analysed using both descriptive and inferential statistics under computer unit of SPSS (Statistical Package for Social Sciences) version 22. Specifically, descriptive statistic of mean was used to answer the research questions. Consequently, the two research questions were analyzed with weighted mean score, which were based on benchmark mean of 2.50. That is any item on the questionnaire, that was 2.50 and above was considered high; while any item with a mean score below 2.50 was considered low. Furthermore, Stepwise Multiple Regression and Pearson Product- Moment Correlation

Table 1:
Level of Teachers' Involvement in Decision Making Process
in Secondary Schools in Kwara State, Nigeria

S/N	Items	Mean	Ranking
1.	Teachers' involvement in academic planning	3.53	1 st
2.	Teachers' involvement in school discipline	3.35	3 rd
3.	Teachers' involvement in school income generation	3.32	4 th
4.	Teachers' involvement in school policies formulation	3.41	2 nd
Weighted Mean Score		3.40	

Table 2:
Level of Teachers' Job Performance in Secondary Schools in Kwara State, Nigeria

S/N	Items	Mean
1.	Lesson note preparation	3.67
2.	Lesson presentation	3.58
3.	Lesson organization	3.71
4.	Classroom management	3.60
5.	Lesson evaluation and outcome	3.82
Weighted Mean Score		3.70

statistics were used to test hypotheses 1 and 2 at 0.05 level of significance respectively (cf Lodico, Spaulding & Voegtler, 2006; Garth, 2008; and O'Brien & Scott, 2012).

RESULTS AND DISCUSSION

Results. Research Question One: *What is the level of teachers' involvement in decision making process in secondary schools in Kwara State, Nigeria?* See table 1.

Table 1 shows the level of teachers' involvement in decision making process in secondary schools in Kwara State, Nigeria. The responses to items that sought information on this was high, because the benchmark weighted mean score stood at 2.50 and their weighted mean score was 3.40, which is above the benchmark weighted mean score. This indicated that the level of teachers' involvement in decision making process was high in secondary schools in Kwara State, Nigeria. Further, the result indicated that teachers' involvement in academic planning has the highest mean score of 3.53 which was ranked 1st; while teachers' involvement in school policies formulation (3.41), teachers' involvement in school discipline (3.35), and teachers' involvement in school income generation were ranked 2nd, 3rd, and 4th

respectively.

Research Question Two: *What is the level of teachers' job performance in secondary schools in Kwara State, Nigeria?* See table 2.

Table 2 shows the level of teachers' job performance in secondary schools in Kwara State, Nigeria. The responses to items that sought information on this was high, because the benchmark weighted mean score stood at 2.50 and their weighted mean score was 3.70, which is above the benchmark weighted mean score. This indicated that the level of teachers' job performance was high in secondary schools in Kwara State, Nigeria.

Hypothesis Testing consisted of two things. Firstly, Ho1: *There is no significant relationship between teachers' involvement in decision making and job performance in secondary schools in Kwara State, Nigeria.* See table 3.

From table 3, it was revealed that the R-square value was .075, which shows the amount of variation in teachers' job performance that was accounted for by their level of involvement in decision making process in the school. Also, the F-value yielded 3.525, which is significant with P-value .009, which is less than 0.05. This shows a significant result. Hence, the

Table 3:
Regression Table Showing the Relationship between Teachers' Involvement
in Decision Making and Job Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	P-value
1	.273 ^a	.075	.053	.29854	3.525	.009 ^b

Note: ^aSignificant, P < 0.05.

Table 4:
Pearson Correlation Analysis on the Relationship between Teachers' Involvement
in Academic Planning and Job Performance

Variables	N	Mean	SD	R	Sig (2tailed)	Decision
Teachers' Involvement in Academic Planning	360	3.53	.25	.213	.004	Ho ₁ Rejected
Job Performance	180	3.70	.31			

Note: ^aSignificant, P < 0.05.

null hypothesis was rejected. This means that there was a significant relationship between teachers' involvement in decision making and job performance in secondary schools in Kwara State, Nigeria.

Secondly, Ho₂: *There is no significant relationship between teachers' involvement in academic planning and job performance in secondary schools in Kwara State, Nigeria.* See table 4.

Result from table 4 shows that Karl Pearson (1895)'s correlation analysis value yielded .213, which is significant with P-value .004 less than 0.05. This shows a significant result. Hence, the null hypothesis was rejected. This means that there was a significant relationship between teachers' involvement in academic planning and job performance in secondary schools in Kwara State, Nigeria (*cf* Pearson, 1895; Wadesango, 2011; and Okotoni & Akinwale, 2019).

Discussion. The findings revealed that teachers' level of involvement in decision making process was high in secondary schools in Kwara State, Nigeria. Similarly, the findings revealed that teachers' were actively involved sequentially in school academic planning. Also, the result showed that teachers' job performance was high in secondary schools in Kwara State, Nigeria.

These results were in line with the findings of E.O. Olorunsola & A.O. Olayemi (2011), and other scholars, who noted that secondary schools teachers were actively

involved in school decision making processes in Ekiti State secondary schools in Nigeria and other countries (*cf* Olorunsola & Olayemi, 2011; Gemechu, 2014; and Nnebedum, Akinfolarin & Obuegbe, 2018).

Another finding revealed that there was a significant relationship between teachers' involvement in decision making and job performance in secondary schools in Kwara State, Nigeria. This result was in consonance with the findings of M. Omobude & U. Igbudu (2012), and other scholars, who discovered that teachers' level of participation in school decision making influence their job performance (Omobude & Igbudu, 2012; Uthman & Kassim, 2016; and Tijani, 2019).

Similarly, the findings upheld the result of F. Remigius (2013), and other scholars, who concluded in a study carried out that participation in decision making influence teachers' job performance. Teachers who participated in decision making perform better than those who did not participate or participate less in decision making in secondary schools. These results affirmed the fact that the more teachers are involved in school decision making, the more they put in their efforts in accomplishment of school goals and objective, as they see themselves as part of the school management who desire success (*cf* Olorunsola & Olayemi, 2011; Omobude & Igbudu, 2012; Remigius, 2013; Sarafidou & Chatziioannidis, 2013; and Tijani, Eimuhi &

Obiweluozor, 2019).

In another finding, it was revealed that teachers' involvement in school academic planning had a positive significant relationship with their job performance. This result was in line with study carried out by J.K. Hussien (2015), and other scholars, who revealed that teachers participated mostly in issues related to curriculum and instruction, which affected their performance positively. Without doubt, teachers' involvement in school academic planning is expected to influence their performance as they are carried along in such activities, like schedule of duties, period of teaching, settling of teaching time-table, among others (cf Adeyemi, 2010; Akinsolu, 2010; Hussien, 2015; Tijani, 2019; and Tijani & Obiweluozor, 2019).

CONCLUSION

Based on the findings of this study, teachers in secondary schools in Kwara State, Nigeria were found to be actively involved in decision making process in all areas of school activities, that is in academic planning. Equally, teachers' job performance in secondary schools in Kwara State, Nigeria was high. Similarly, teachers' involvement in school academic planning influences their level of job performance positively in secondary schools in Kwara State, Nigeria.

Based on the findings and conclusion drawn from this study, the following recommendations were made. Firstly, teachers' level of involvement in decision making process was found to be high; therefore, school administrators are encouraged to sustain this management style so as to further improve school effectiveness. Secondly, to maintain the high level of teachers' job performance in secondary in Kwara State, Nigeria, school administrators should provide different incentives, like award, recognition, and other motivational means to teachers in order to boost their morale. Thirdly, school administrators should be tactful in dealing with the teachers so as not to hurt their personality, while making

collective decision in the school. Fourthly, teachers should see their participation in school decision making process as a way of developing themselves for career advancement and preparation for future responsibility. Lastly, fifth, though teachers' involvement in decision making process was found to be high, however, to ensure meaningful contribution, there should be regular training and re-training of teachers on school leadership.¹

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¹**Statement:** I, undersigned, declare that this article is my own academic work, it is not the result of plagiarism, and has never been sent, reviewed, and published by another scientific journals. All the sources that I quoted in the analysis, I included correctly and completely in the Reference list. I also will not withdraw this article, if it has passed the review and be published in the *SOSIOHUMANIKA* journal in Bandung, West Java, Indonesia. Thus, I make this statement seriously and responsibly.

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