

INFLUENCE OF TEACHERS PARTICIPATION IN DECISION MAKING ON THEIR JOB PERFORMANCE IN PUBLIC AND PRIVATE SECONDARY SCHOOLS IN OREDO LOCAL GOVERNMENT AREA OF EDO STATE, NIGERIA.

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Abstract

The study investigated the influence of teachers' participation in Decision Making on their job performances in secondary schools in Oredo Local Government Area. It also examined teachers' participation in decision making in both public and private schools. The study identified job performance of both male and female teachers in secondary schools. four hypotheses were formulated and tested at 0.05 level of significance. Data for the study were collected using instruments (A, B, and C). Section A provided background information on the independent variables, Section B provided information on teachers level of participation in decision making while section C provided questions related to teachers job performance standard of assessment was adopted from the Ministry of Education Annual Teachers Performance Evaluation Report {ATPER} on Staff of the Unified Teaching Service to assess job performance of teachers, this particular section was assessed by their principals. The research adopted the *expost-facto* design which relied on a systematic enquiry on existing data was employed for the study. Scores in figures was outlined as 4 – outstanding, 3 – good, 2 – average, and 1 – below average were used by the respondent to assess participation and performance while test of proportion was used to test the hypotheses. Data were analyzed based on appropriateness of statistical tool. The statistical tools used in this research are the Fisher's Z test for the hypothesis 1

– 4. *The study revealed that teachers in private secondary schools participate more in decision making than teachers in public secondary schools. In public secondary schools, the Ministry of Education influence most of the decisions, this is not the case with private schools where the decision body is part of the school i.e. the proprietor, principal and teaching staff. The study also revealed that participation in decision making can influence performance as teachers who participate in decision making tend to perform better, and that the relationship between participation and performance varies on the bases of sex, experience and qualification as long as they are allowed equal participatory opportunities in decision making. To this end, it is therefore recommended by the researchers that all categories of staff should be encouraged to have a say in school governance. The Ministry of Education should device a means to encourage staff in public schools to participate in decisions that affect the school.*

Keywords: *Teachers Participation, Decision Making, Job Performance, Nigeria*

Introduction

Decision-making is the process of identifying and choosing between alternatives based on values and preferences. It is synonymous with management. Nobert [1996] believes that the control of a system is through the use of feedback from the environment. He defined a system as a means of appreciating how organization parts interact with their environment.

Decisions made affect all parts in a system. In a system, planning is very important, as it helps to simplify decision making process and also provides guidelines for goals to be achieved and the process of achievement. For effective decisions to be made, every role player in the system needs to participate at one level or the other. The problem of this study then is who should make decision, who should participate and at what level. In a school system decisions are made through various method and participation varies from school to school.

Mullins [2005] and Edem [1982] both identified three levels of participation in a system as;

1. Technical level - Operational or processing level (the actual work, e.g. teaching)
2. Managerial level – Human resources (decision makers and management)
3. Community level – The Environment

According to Mullins [2005] execution of work involves decision-making as managerial level set objectives at technical level and also encourages division of labour for effectiveness.

Teachers needs to improve with greater commitment in school based decisions to provide leadership and effectiveness. As people respond best when given freedom of action. According to Benson [1987] while teachers participate in decision making; the actual influence may be low or high though there is qualitative difference in participation which affects their sense of efficacy, empowerment and animation.

All over the world today, decisions are made and so the importance of decision making cannot be overemphasized. It is clear that decisions made whether at top level or bottom level will in one way or the other affect an individual family community, institution, etc.

Aim and Objectives

The aim of this study was to find out if:

- * teachers participation in decision making can influence their performance;
- * teachers who participate in decision making perform better in their job delivery than teachers who do not participate in decision making in public and private schools in Oredo Local Government area of Edo State; and
- * qualification, sex and experience of teachers who participate in decision making can influence their job performance.

Statement of the Problem

The issue of decision making is paramount in schools, it is something that no one can do without, it is required in our day to day running of the institution. The question is who then is capable or should take decisions? It is assumed that managers take decisions along with their staff and pass it down the line for implementations. In a school setting, the principal normally holds meetings with their members of staff and during this process decisions are made. In some cases, the principals only hold meetings with some matured members of staff of their choice and sometimes with professionals everything depends on the method the head chooses to use. However, this difference in approach is not certain that decisions made could affect performance.

Unless the members of today's well educated work force are treated as equals and shown that they are appreciated, they simply will not produce that which they are capable of producing, organizations often fail to improve because managers who have the authority to make changes are sometimes unaware of the problems, while people on the front line (teachers) who know what the problem are, have little or no authority in decision making process. It is all too common for business owners to pay consultants thousands of naira to tell them how to improve work processes, when existing staff could have provided much of the same information for nothing. Though teachers participate in staff meetings where sometimes decisions are made, we are not certain to what extent, at which level and how their performance in their jobs could be affected. To this end four hypotheses were formulated and tested at 0.05 level of significance.

H₀₁ There is no significant difference between teachers' participation in decision making in public and private schools in Oredo Local Government Area of Edo State, Nigeria.

H₀₂ There is no significant difference in the influence of teachers' participation in decision making on the job performance of male and female teachers in Oredo Local Government Area of Edo State, Nigeria.

H₀₃ There is no significant difference in the influence of teachers' participation in decision making on the job performance of experienced and inexperienced teachers in Oredo Local Government Area of Edo State, Nigeria.

H₀₄ There is no significant difference between the influence of teachers' participation on the job performances of those that participate more in decision making and those that participate less in decision making in Oredo Local Government Area of Edo State, Nigeria.

Research Design

This study is descriptive in nature because it was carried out to assess the influence of participation in decision making and performance of teachers. It simply specified the nature of the given phenomena with a description of the situation using a specified population.

In the research, ex-post-facto design which relied on a systematic enquiry on existing data was utilized. The researchers therefore, had no direct control over the independent variable. The study described the situation that existed amongst the variables under study without any manipulation of the independent variable.

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Sample Size and Sampling Technique

The population of the study comprised of all public and private secondary schools teachers in Oredo Local Government Area. A total of 400 teachers were utilized as the sample for this study, out of which 181 were from public secondary schools while 219 were from the private secondary schools.

Instrumentation

The instrument that was used for data collection is the questionnaire titled “Teachers Participation in Decision Making and Job Performance”. A special instrument known as Teachers Performance Evaluation Report Card {TPERC} developed to generate the needed data for the study.

Section “A” of the instrument provides background information on the independent variable while Section “B” contained items that contained the level of participation in Decision making by Management and staff in schools and their influence on performance and Section “C” contained all questions relating to teacher job performance assessment by principals. It will be filled by their principals or supervisors who will assess or rate their performance.

This instrument was adopted from the Ministry of Education Annual Teachers Performance Evaluation Report on Staff of the Unified Teaching Service.

Validity of the Instrument

The research instrument was given to senior colleagues for scrutiny and comments. Similarly, the instrument was given to some experts in the field of educational management with particular reference to cost to help the researchers cross-check the items contained in the instrument so as to ensure that all the variables of the study were adequately covered. The comments and recommendations of the various experts consulted were put together and taken into consideration in drawing up the final instrument.

Reliability of the Instrument

The reliability of the instrument was established using the test-retest method. A first administration of the instrument was administered to 20 respondents outside the schools of study. After an interval of two weeks, the same exercise was repeated with the same respondents. The scores from the and second administrations were computed, using Pearson Product Moment Correlation Coefficient (r). And a reliability coefficient of 0.76 was obtained which indicated a high reliability.

Administration of Instrument

In administering the instrument for this study, the researchers, personally visited the various institutions selected. The questionnaire forms were administered to the teachers to ensure proper collection and administration of instrument. Respondents were given enough time (a duration of 2 weeks each) to indicate their responses and to return the questionnaire on completion. The questionnaires were later given to the principals who in turn assessed the teacher's responses in A and B, in filing the Section C.

Method of Data Analysis

Data was analyzed based on appropriateness of statistical tool. The statistical tool used in this research is the Fisher's Z test. The level of significance was set at 0.05

Result

The results for the study are presented in tables 1 - 4

Hypothesis One

There is no significant difference between the participation of teacher in decision making in private and public schools in Oredo Local Government Area.

Table 1: Fisher's Z-Test of Teachers' Participation in Decision Making by School Type

School Type	N	Mean	Std Deviation	Z	Z table
Private	181	43.67	7.14	2.34	<u>±1.96</u>
Public	219	41.94	7.30		

$$\alpha = .05, P < .02$$

The data in Table 1 showed a calculated Z value of 2.34, with a P value of .02. Testing at an alpha level of .05, the P value is less than .05. So, the null hypothesis which states that "there is no significant difference between teachers participation in decision making in private and public schools in Oredo Local Government Area" is rejected. Consequently, there is a significant difference between teachers' participation in decision making in private and public schools in Oredo Local Government Area.

Since the mean value of the private school is greater than that of the public schools, it means that teachers in private schools participate more in decision making than teachers in public schools.

Hypothesis Two

There is no significant difference in the influence of teachers' participation in decision making on the job performance of male and female teachers in Oredo Local Government Area.

Table 2: Fisher's Z-Test of Decision Making and Job Performance By Sex.

Sex	N	r	Zr	Z	Ztable
Male	184	.554	.684	-1.01	±1.96
Female	216	.623	.720		

$$\alpha = .05$$

Table 2 indicated a calculated Z value of 1.01. Testing at an alpha level of .05 the table value is ±1.96. Since the calculated Z value falls within the acceptance region, the null hypothesis which states that "There is no significant difference in the influence of teachers' participation in decision making on the job performance of male and female teachers in Oredo Local Government Area is accepted. So, decision making on job performance affects male and female equally.

Hypothesis Three

There is no significant difference in the influence of teachers' participation in decision making on the job performance of experienced and inexperienced teachers in Oredo Local Government Area.

Table 3: Fisher's Z-test on decision making and Job performance by experience

Experience	N	R	Zr	Z	Ztable
Inexperienced	243	.567	.648	.34	±1.96
Experienced	157	.636	.758		

$$\alpha = .05$$

The data information in Table 3 indicated a calculated Z value of .34. Testing at an alpha level of .05, the table value is ±1.96. Since the calculated z value falls within the acceptance region the null hypothesis that "there is no significant difference in the influence of teachers' participation in decision making on job the performance of experienced and inexperienced teacher in Oredo Local Government Area" is accepted. So, decision making on job performance affects experienced and inexperienced teachers equally.

Hypothesis Four

There is no significant difference between the participation of teachers on the job performances of those that participate more in decision making and those that participate less in decision making in Oredo Local Government Area.

Table 4: Z-test of difference in Decision making and job performance by the level of participation in decision making

Level of Participation in Decision Making	N	Mean	Std. Deviation	Z	Z table
Participated Less	291	39.2990	5.8466	-9.603	±1.96
Participated More	109	45.9266	6.8863		

$$\alpha = .05 \quad P = 0.000$$

The data information in table 4 indicated a Z value -9.603. The table value is ± 1.96 with testing at an alpha level of .05, the P value is less than the alpha level, so the null hypothesis which states that “there is no significant difference between teachers participation on the job performances of those that participate more in decision making and those that participate less in decision making in Oredo Local Government Area is rejected. So there is a significant difference.

Discussion

1. Teachers Participation in Decision Making in Private and Public Schools in Oredo Local Government Area

The finding showed that there is a significant difference between the teacher’s participation in decision making in Private and public schools in Oredo Local Government Area. However the result on the table revealed that the calculated mean for private school which stands at 43.67 is higher than that of public school which stands at 41.94 though the number of public school teachers participation is higher than private school teachers participation. This finding is not surprising, obviously in a school system, decision making varies from person to persons, school to schools and at different levels. The type of school also determines the type of people to participate in decision making and the extent of involvement. In public schools, it is a common practice that only principals allocated to the various schools are in direct dealing with decision making board represented by the Ministry of Education. The principal only pass on information to teachers for implementation. Private schools do not operate the same way in most cases, the principals and quite a number of other members of staff including the proprietor/proprietress are actively involved in reasoning together to run the affairs of the school. This is not to say that private school teachers are better than the public school teachers off course nonchalant attitude to work is more common with public schools teachers as proofs of their poor performance. Rowbbotton [1987] stated that all level of decision making are important depending on who and how they are to be applied in problem solving. In a more recent assertion in shared decision making some theorist also suggested that teachers must do more than simply participate in decision making as they provide leadership. The finding therefore suggests that teachers need to be improved with greater commitments in decision making as teachers participation in decision making affects performance.

2. Influence of Teachers Participation in decision making on the Job Performance of Male and Female Teachers in Oredo Local Government Area

The finding of teachers participation on the job performance of male and female teachers in decision making in schools showed that there is no significant different between the performance of male and female teachers. Though we have higher number of female teachers in the schools with a total number of 216 and 184 male, the test showed a table value of ± 1.96 with a calculated Z value of 1.01 since the Z value falls within, the acceptance region, it means that there is no significance difference between teachers participation in decision making on the job performance of male and female teachers. Decision making is seen as an act of human process, it has no discrimination against Sex. Decision making is a human process based on factual and value premises involving both individual and social phenomenal. In a school setting whether public or private both male and female have equal right not only in carrying out duties or delegation of duties but also among views at meetings both in planning and implementation of responsibilities. A school principal can be a female or a male, both of them has equal right in decision making.

3. Influence of Teachers Participation in Decision Making on the Job Performance of Experienced and Inexperienced Teachers

The study on the influence of teachers participation in decision on the job performance of experienced and inexperienced teachers showed that the schools have a higher number of experienced teachers scoring 243 while inexperienced teachers stands at 157 which records lower score rate showing a calculated Z value of .34 with a table value of ± 1.96 . Since the significance level is .05 and the calculated Z value falls with the acceptance region, it therefore means that there is no significance difference between teachers participation in decision making on job performance of experienced and inexperienced teachers in Oredo Local Government Area of Edo State. So decision making on job performance affects experienced and inexperienced teachers equally both the experienced and inexperienced teachers participate in decisions that affects the running of the school.

Bridges [1967] sees it as sharing decision making by stepping outside the teachers zone of indifference and when to include teachers in decision making can be determined by “applying tests of relevance”. The relevance of a teachers participation or involvement in decision making may not necessarily be determined by years of experience. It all depends on what decision to be made, when and where. Schneder {2003} believes that what is important, is the teachers’ ability to motivate their followers to boost their morale and job performance. It is observed that even students behavior improves when they participate in decision making vis a vis they do not need experience. According to Peretemode [1991] there is no lay down procedure for decision making. The principal of integration states that both the organization and the individual need to be recognized.

4. Influence of Teachers Participation on the Job Performance of those that participate more in decision making and those that participate less in decision making in Oredo Local Government Area.

The study showed that out of 400 teachers used in this study 109 participate more in decision making while 291 participated less. The data analysis showed a calculated Z Value of -9.603 with a table value of ± 1.96 . There is therefore no significant difference between the job performances of

teachers that participate more in decision making and those that participated less in decision making. This analysis is therefore revealing the importance of teachers' participation in decision making as teachers who participate in decision making perform better than those that do not. The importance of active participation in decision making therefore can not be ignored. It is then important that school heads encourage teachers active participation in decision making which will not only enhance performance but will also help motivate the teachers.

Conclusion

In the study the researchers discovered that private school teachers participate more in decision making than public school teachers. It is believed that the Ministry of Education work closely with the school heads who in turn pass information to their teachers while in private schools both principals and teacher have equal opportunities in decision making.

The study also analyzed the influence of experience teachers as it affect participation and job performance of a teacher. It was revealed that both the experienced and the inexperienced participates in decision making equally since it has nothing to do with qualification, a good teacher employed today in a school has a say he/she does not necessarily need to spend 5 or 10 years in the school before participating in decision making.

Finally, this research have also revealed that teachers perform better when they participate in decision making, Ukeje[1992] believed that participation in decision making affects teachers performance and their performance eventually affects students performances.

Recommendations

It is an obvious fact in this study that participation in decision making can affect the job performance of teachers as a result, the following recommendations are made;

Teachers should be allowed active participation in decision making both in public and private schools. In decision making there should be no discrimination between male and female teachers, equal participatory opportunities should be given in schools.

The inexperienced teachers should be encouraged to stay on the job by giving them opportunities to go for in service training and higher degrees for pay and if possible provide education support fund in order to assist them pay their fees. The Ministry of Education should be structured to include apart from the school principals other members of academic staff in schools in decision making body especially in public schools. This will help improve the administration of the school and enhance the job performance of staff or their effectiveness. It will also give the teacher a sense of belonging and recognition. It will also help to motivate the teachers since they are allowed active participation in the plan and implementation of administrative policies.

Decision making body in schools should try as much as possible to include members of staff both academic and even non academic staff in decision making that affects the running of the school thus meetings are a good and effective medium to facilitate this. Good work relationship, conducive environment, good communication channel are assets.

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