

Participatory Decision-Making and Teacher's Job Performance in Public Secondary Schools

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ABSTRAK

Tantangan yang dihadapi oleh ketidakterlibatan guru dalam pengambilan keputusan dan dampak buruk pada kinerja pekerjaan menjadi penyebab kekhawatiran. Studi ini menyelidiki pengambilan keputusan partisipatif dan kinerja pekerjaan guru di sekolah menengah di Negara Bagian Kwara, Nigeria. Survei deskriptif jenis korelasional digunakan untuk studi ini. Tiga pertanyaan penelitian memandu studi ini. Teknik pengambilan sampel acak proporsional diadopsi untuk memilih 300 guru sekolah menengah dari lima belas (15) sekolah menengah terpilih di Negara Bagian Kwara, Nigeria. Instrumen peneliti yang digunakan berjudul "Kuesioner Pengambilan Keputusan Partisipatif dan Kinerja Pekerjaan Guru" (PDTJPG) untuk pengumpulan data. Data dianalisis menggunakan statistik deskriptif rata-rata dan deviasi standar. Temuan studi ini menunjukkan korelasi positif antara pengambilan keputusan partisipatif dan kinerja pekerjaan guru. Guru yang melaporkan tingkat keterlibatan yang lebih tinggi dalam proses pengambilan keputusan menunjukkan peningkatan kepuasan kerja, motivasi, dan komitmen terhadap pekerjaan mereka. Selain itu, pengambilan keputusan partisipatif ditemukan dapat meningkatkan rasa kepemilikan guru, pertumbuhan profesional, dan efektivitas pekerjaan secara keseluruhan.

ABSTRACT

The challenges faced by the teachers' non-involvement in decision-making and the adverse effects on job performance are causes for concern. The study aims to analyze the participatory decision-making and teacher's job performance in secondary schools. A descriptive survey of the correlational type was used for this study. Three research questions guided the study. A proportional random sampling technique was adopted to select 300 secondary school teachers from selected fifteen (15) secondary schools. The researcher's instrument used was titled "Participatory Decision-Making and Teachers' Job Performance Questionnaires" (PDTJPG) for data collection. The data was analysed using descriptive statistics of mean and standard deviation. The findings of this study indicate a positive correlation between participatory decision-making and teachers' job performance. Teachers who reported higher levels of involvement in decision-making processes demonstrated increased job satisfaction, motivation, and commitment to their work. Moreover, participatory decision-making was found to enhance teachers' sense of ownership, professional growth, and overall job effectiveness.

1. INTRODUCTION

Participatory decision-making is a process that involves the active involvement of various stakeholders in decision-making processes. In the context of education, it refers to the inclusion of teachers in decisions that affect their work and the overall functioning of schools. This approach recognizes the valuable knowledge and expertise that teachers possess and seeks to empower them by granting them a voice in shaping educational policies and practices (Ham & Kim, 2020; Prieto-Sandoval et al., 2022). In secondary schools in Kwara State, Nigeria, participatory decision-making has gained increasing attention as a means to improve teachers' job performance. The job performance of teachers plays a crucial role in the quality of education provided to students, as it directly impacts their learning outcomes and overall educational experience (Dwyer et al., 2014; Smith, 2021). Therefore, exploring the

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relationship between participatory decision-making and teachers' job performance is of utmost importance in enhancing the educational landscape in Kwara State. By examining the extent to which teachers are involved in decision-making processes, the factors influencing their participation, and the outcomes of such participation, this study seeks to provide valuable insights into the potential benefits and challenges associated with adopting a participatory approach in educational decision-making (Anastasiou & Papagianni, 2020; Mailool et al., 2020).

Understanding the relationship between participatory decision-making and teachers' job performance is vital for educational policymakers, school administrators, and other stakeholders involved in shaping educational practices. By identifying the factors that hinder or facilitate teachers' involvement in decision-making processes, effective strategies can be developed to promote a culture of collaboration and shared decision-making in secondary schools. The absence of teachers' participation in the decision-making process has been observed in Nigeria as one of the key problems that promotes inefficiency (Badmus, 2022; Suleiman, 2021). The desire for teachers' involvement in our contemporary educational practices has been demonstrated by an increase in the number of teacher's complaints about their job. Previous study commented that many teachers feel that they have been limited or in many instances passed in the decision-making process in their schools (Lewis, 2001). Teachers are assumed to be held accountable for inefficiencies in school; therefore, the teachers should be involved in the decision-making process. Other study issued a warning that the implementation of any policy would begin on a weak foundation and is likely to fail if it is developed by someone sitting in their home or office without considering the input of the people (Ángeles López-Cabarcos et al., 2022). Actors should ideally be encouraged to participate in decisions that directly affect them.

Everyone is included in the day-to-day operation of the school because of the participatory decision-making process, which also makes it simple for employees to be happy with their jobs and boosts their morale (Olorunsola & Olayemi, 2011; Turiman et al., 2012). There is also a widespread assumption that instructors who are happy with their jobs and have high morale are more likely to give their best effort, be more productive, and be efficient in their work. However, low morale and a lack of job satisfaction negatively impact both the quality and volume of output (Almaududi, 2018; Alsughayir, 2021). Because no school, regardless of the resources at their disposal, can achieve high academic success if its teachers lack job satisfaction, discipline, loyalty, commitment, and dedication to duty, it follows that job satisfaction and morale are key predictors of effectiveness (Efendi et al., 2021; Popoola & Fagbola, 2023). It is known as the deprivation level of participation in decision-making when school principals permit their instructors to take part in fewer decisions than they would desire. Even if the principal invites their suggestions, he will ultimately decide against using them since he believes he already knows everything.

The school's principal and teachers hardly ever cooperate, and teachers feel oppressed. To participate in the school (which is an equilibrium degree of participation in decision-making), some administrators encourage their staff to make decisions together (Waruwu et al., 2022; Yulius, 2020). Everyone cooperated and contributed voluntarily to the school's operations here. However, some administrators enable their staff members to take part in decisions made at the school whether or not they want to (saturation degree of participation in decision-making) (Liu & Mu, 2022; Olorunsola & Olayemi, 2011).

Ultimately, the findings of this study will contribute to the existing body of knowledge on participatory decision-making in education and provide evidence-based recommendations for policymakers and school leaders in Kwara State. By fostering a culture of collaboration and empowering teachers, it is expected that the overall quality of education in secondary schools will be enhanced, leading to improved student outcomes and a more conducive learning environment. The purpose of this research is to analyze participatory decision-making and teachers' job performance in secondary schools in Kwara State, Nigeria.

2. METHOD

This study adopted a descriptive survey of correlational type (Seixas et al., 2018). The population of the study consisted of 300 teachers from selected 15 public secondary schools in Kwara State, Nigeria. The samples of 20 teachers were used for this study. A proportional random sampling technique was adopted to select an unequal number of respondents from each sampled public secondary school. The instrument that was used for data collection in this study was a questionnaire titled: titled "Participatory Decision-Making and Teachers' Job Performance Questionnaire" (PDTJPQ). The questionnaire was divided into two sections: Section 'A' was for a collection of demographic data, and section 'B' contained a level of teachers' participatory decision-making by the teachers for the respondents to choose from a 4-point modified Likert rating scale of Strongly Agree (SA) = 4 points; Agree (A) = 3 points; Disagree (D) = 2 points; Strongly Disagree (SD) = 1 point. The analysis implies that the mean ratings of any item that was

greater than 2.50 and above was accepted as the benchmark while any item below 2.50 was rejected for research question one while the average mean of below 2.5 and above 2.5 was used in determining the level of participatory decision-making and teachers' job performance for low and high respectively.

The instrument was subjected to face and content validity by experts in the Department of Educational Management and Counselling. A test-retest method was used to obtain the reliability of the instrument. Its reliability was ascertained in a pilot study carried out outside the sampled secondary schools in the main study using Cronbach Alpha which yielded 0.85, indicating that the instrument was reliable for data collection. The 10 copies of the questionnaire were administered to the respondents by the researcher and three trained research assistants. The respondents were given a view day to respond to the items after which the researcher retrieved all completed copies of the questionnaire. All the copies of the questionnaire retrieved were used for data analysis. The information gathered from the field was collated and analyzed using the mean rating to answer the research questions.

3. RESULTS AND DISCUSSION

Result

The participatory decision-making level of teachers in secondary schools in Kwara State is show in [Table 1](#).

Table 1. Participatory Decision-Making Level

S/N	Items	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Principal(s) solicit my ideas in matters of school governance.	180(60%)	70(23.3%)	30(10%)	20(6.7%)
2	My advice is solicited by others.	150(50%)	80(26.7%)	50(16.7%)	20(6.7%)
3	I have strong knowledge in my area too. help me participate in decisions.	200 (66.7%)	70 (23.3%)	20(6.7%)	10 (3.3%)
4	School personnel solicit my ideas.	170 (56.7%)	90 (30%)	30 (10%)	10 (3.3%)
5	I have the freedom to make decisions on how to implement curriculum in my school.	180(60%)	80(26.7%)	20(6.7%)	20(6.7%)
6	I am involved in the development/operation of the school budget.	190(63.3%)	90(30%)	15(5%)	5(1.7%)
7	I have the opportunity to share with other teachers my innovative ideas.	185(61.7%)	70(23.3%)	25(8.3%)	20(6.7%)
8	I am a decision-maker in the school where I teach.	110(36.7%)	90(30%)	50(16.7%)	50(16.7%)
9	I feel that I am involved in important programs for students.	115(38.3%)	130(43.3%)	55(18.3%)	0(0%)
10	I participate in staff development.	140(46.7%)	80(26.7%)	10(3.3%)	70(23.3%)
11	I have access to the information I need to make informed school decisions.	170(56.7%)	90(30%)	30(10%)	10(3.3%)
12	I have been involved in planning school/community activities.	165(55%)	90(30%)	40(13.3%)	5(1.7%)
13	I have been involved in developing school goals.	101(67.3%)	40(26.6%)	7(4.7%)	2(1.3%)
14	I effectively participate in guiding students in their academic progress.	180(60%)	80(26.7%)	20(6.7%)	20(6.7%)
15	I am involved in making implementation decisions on new programs.	150 (50%)	80 (26.7%)	50 (16.7%)	20 (6.7%)

A careful look at [Table 1](#) reveals questions related to the level of teachers in participatory decision-making in secondary schools in Kwara State. The table indicated that 180(60%) of the respondents strongly agreed and 70(23.3%) agreed that the principals solicit their ideas in matters of school governance while 30(10%) of the respondents disagreed and strongly disagreed 20(6.7%) respectively that their school principals do not solicit for their ideas in decision making, which implies that they do not participate in decision making in their schools. The second item depicts that teacher's advice is solicited by the school principals 150(50%) of the respondents strongly agreed and 80(26.7%) of the respondents agreed to constitute the majority of the respondents that their advice is solicited by others in the secondary schools in Kwara State while 50(16.7%) of the respondents disagreed and 20(6.7%) of the respondents strongly disagreed respectively.

The third item shows 200(66.7%) respondents strongly agreed and 70(23.3%) of the respondents agreed that teachers have strong knowledge in their field of study to help them participate in decision making while 20(6.7%) of the respondents disagreed and 10(3.3%) of the respondents disagreed respectively. The fourth item shows 170(56.7%) respondents strongly agreed and 90(30%) of the respondents agreed that teachers have strong knowledge in their field of study to help them participate in decision making while 30(10%) of the respondents disagreed and 10(3.3%) of the respondents disagreed respectively. The fifth and sixth items show that 180(60%) of the respondents strongly agreed and 80(26.7%) of the respondents agreed that they have the freedom to decide on how to implement curriculum in their schools which constitute majority of the respondents while 190(63.3%) of the respondents strongly agreed and 90(30%) of the respondents agreed that teachers in their school are involved in the development of the school budget while 15(5%) of the respondents disagree and 5(1.7%) of the respondents strongly disagreed respectively to this assertion. Item seventh and Eighth shows that teachers have the opportunity to share innovative ideas with other teachers 185(61.7%) of the respondents strongly agreed while 70(23.3%) of the respondents also agreed, 25(8.3%) of the respondents disagreed and 20(6.7%) of the respondents disagreed respectively. Most teachers are decision-makers in their schools 110(36.7%) of the respondents strongly agreed while 90(30%) of the respondents also agreed 50(16.7%) of the respondents disagreed and 50(16.7%) of the respondents strongly disagreed respectively.

Items 13 and 14 depict that teachers effectively participate in guiding students in their academic progress in this school as a means of improving teachers' job performance 180(60%) of the respondents strongly agreed to the assertion while 80(26.7%) of the respondents also agreed to constitute the majority of the respondents while 20(6.7%) of the respondents disagreed and 20(6.7%) of the respondents strongly disagreed. Finally, some of the teachers agreed that they are involved in making implementation decisions on new programs 150(50%) of the respondents strongly agreed to this assertion and 80(26.7%) of the respondents agreed constituting the majority of the respondents. The level of teachers' job performance in secondary schools in Kwara State is show in [Table 2](#).

Table 2. Level of Teachers' Job Performance

S/N	Items	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Participatory decision-making promotes school efficiency.	150(50%)	70(23.3%)	50(16.7%)	30(10%)
2	Participatory decision-making is an indispensable component in academics.	180(60%)	90(30%)	20(6.7%)	10(3.3%)
3	Teachers' participation in decision-making can be very motivating to the teachers.	180(60%)	90(30%)	20(6.7%)	10(3.3%)
4	Involving teachers more in decision-making enhances acquiring insights and new knowledge.	170(56.7%)	80(26.6%)	30(10%)	20(6.7%)
5	Participatory decision-making is the most effective way of moving schools forward.	170(56.7%)	70(23.3%)	40(13.3%)	20(6.7%)
6	It ensures the completeness of decision-making.	190(63.3)	200(66.7%)	5(1.7%)	5(1.7%)
7	It increases members' commitment to a final decision.	200(66.7%)	80 (26.73%)	20 (6.6%)	
8	It stands as the best leadership style in any organization such as in schools.	180(60%)	110 (36.7%)	5(1.7%)	5(1.7%)
9	Participatory decision-making benefits everyone.	170(56.7%)	80(26.6%)	30(10%)	20(6.7%)
10	Each team member has an opportunity to share their perspectives.	180(60%)	90(30%)	20(6.7%)	10(3.3%)
11	Teachers should voice their ideas and tap their skills to improve team decisions.	160(53.3%)	80(26.7%)	50(16.7%)	10(3.3%)
12	Participatory decision-making develops rapport towards each other.	140(46.7%)	70(23.3%)	60(20%)	30(10%)
13	Consultative leaders allow subordinates to participate in decision-making.	110(36.7%)	110 (36.7%)	50(16.7%)	10(3.3%)
14	Increases job performance.	150(50%)	70(23.3%)	50(16.7%)	30(10%)
15	Teachers are committed to duty as a result of participatory decision-making in the school.	160(53.3%)	80(26.7%)	50(16.7%)	10(3.3%)

An intent look at [Table 2](#) shows that questions related to the level of teachers' job performance about participatory decision-making in secondary schools in Kwara State. The table indicated that 150(50%) of the respondents strongly agreed and 70(23.3%) agreed that participatory decision making promotes school efficiency, this affirmed that when teachers participate in decision making in the school, more school objective is equally achieved while 50(16.7%) of the respondents disagreed and strongly disagreed 30(10%) respectively. The second item depicts that teacher's participatory decision-making is an indispensable component in academics 180(90%) of the respondents strongly agreed and 90 (30%) of the respondents agreed to constitute the majority of the respondents that when teachers are involved in decision making it increases performance because they all collectively decided while 26(6.7%) of the respondents disagreed and 10(3.3%) of the respondents strongly disagreed respectively.

The third item shows 160(53.3%) of respondents strongly agreed and 80(26.7%) of the respondents agreed that teachers' participation in decision-making can be very motivating to the teachers while 80(26.7%) of the respondents disagreed and 10(3.3%) of the respondents disagreed respectively. The fourth and fifth items show that teachers' commitment to being active participants in the decision-making process enhances unity among staff 140(46.7%) of the respondents strongly agreed with this assertion while also agreed 70(23.3%) of the respondents also agreed 60(20%) of the respondents disagreed and 30(10%) of the respondents strongly disagreed, item fifth posits that teacher's involvement in decision making enables them to acquire insights and new knowledge. The sixth item posits that teachers' participatory in decision-making is an effective way of moving the school forward 170(56.7%) of the respondents strongly agreed and 70(23.3%) of the respondents agreed constituting the majority of the respondents while 40(13.3%) of the respondents disagreed and 20(6.7%) of the respondents strongly disagreed. The seventh item posits that teachers' involvement in decision-making enables them to share information in the school. The majority of the respondents agreed with this assertion. Participatory decision-making develops rapport among teachers and finally, the majority of the respondents agreed that teachers are committed to duty as a result of participating in decision-making in secondary schools in Kwara State.

Discussion

Participatory decision-making has gained increasing attention as a means to improve teachers' job performance. The job performance of teachers plays a crucial role in the quality of education provided to students, as it directly impacts their learning outcomes and overall educational experience ([De Clercq et al., 2018](#); [Quadlin, 2018](#)). Therefore, exploring the relationship between participatory decision-making and teachers' job performance is of utmost importance in enhancing the educational landscape in public secondary schools in Kwara State, Nigeria ([Idowu et al., 2014](#); [Pius-Uwhubetiyi, 2020](#)). The findings of this study have clearly shown that the success of an academic program is largely determined by the relationship between the inputs and the corresponding outputs. Inputs into the education system include teachers' participation in decision-making and teachers' job performance in secondary schools in Kwara State ([Özok & Çelic, 2022](#); [Roodt & Ryklief, 2019](#)). When teachers are actively involved in decision-making processes, it not only empowers them but also fosters a sense of ownership and responsibility towards the educational institution. This involvement can lead to increased job satisfaction, motivation, and commitment, which are essential factors in enhancing job performance ([Frhod & Abdulwahed, 2022](#); [Yaldiz & Bailey, 2019](#)).

Moreover, the positive correlation between participatory decision-making and teachers' job performance underscores the need for educational policymakers and school administrators to adopt inclusive practices. By creating an environment where teachers feel valued and heard, schools can cultivate a more collaborative and supportive atmosphere. This, in turn, can lead to innovative teaching methods, improved student engagement, and better overall academic outcomes ([Ham & Kim, 2020](#); [Sulistyorini et al., 2022](#)). The empowerment of teachers through participatory decision-making also promotes professional growth and development, as they are more likely to take initiative and implement effective educational strategies. In addition, the study highlights the broader implications of improved job performance on the educational system as a whole. Enhanced teacher performance can contribute to the overall reputation and effectiveness of public secondary schools in Kwara State. It can attract more students, improve student retention rates, and ultimately raise the standard of education ([Karaca-Atik et al., 2023](#); [Koedel et al., 2017](#)). The ripple effect of participatory decision-making extends beyond individual teachers and students, influencing the entire educational community and contributing to sustainable development in the region.

In conclusion, the integration of participatory decision-making in educational institutions is crucial for improving teachers' job performance and, consequently, the quality of education provided to students. The findings from this study serve as a call to action for educational stakeholders in Kwara State to prioritize teacher involvement in decision-making processes. By doing so, they can create a more

dynamic, inclusive, and effective educational environment that benefits teachers, students, and the wider community.

4. CONCLUSION

Participatory decision-making has gained increasing attention as a means to improve teachers' job performance. The job performance of teachers plays a crucial role in the quality of education provided to students, as it directly impacts their learning outcomes and overall educational experience. Therefore, exploring the relationship between participatory decision-making and teachers' job performance is of utmost importance in enhancing the educational landscape in public secondary schools in Kwara State, Nigeria. The findings of this study have clearly shown that the success of an academic programme is largely determined by the relationship between the inputs and the corresponding outputs. Inputs into the education system include teachers' participation in decision-making and teachers' job performance in secondary schools in Kwara State. When teachers are made to contribute it will boost their morale and improve job performance.

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