

# Teachers' Participation in Management and Decision Making As Determinants of Teachers' Productivity In Secondary Schools In Ondo State, Nigeria

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## Abstract

The study investigated teachers' participation in management and decision making as determinants of teachers' productivity in secondary schools in Ondo State. The study examined the level of teachers' participation in management and productivity in secondary schools in the State. The descriptive research design was employed for the study. The population comprised of all teachers and principals in public secondary schools in Ondo State. Study sample consisted of 500 teachers and 100 principals who were selected using multi-stage random sampling technique. Data were obtained using two sets of instruments. The instruments were termed "Participatory Management and Students' Compartment Questionnaire" and "Teacher Productivity Questionnaire". Reliability coefficients were obtained through test-retest method. Reliability coefficients of the instruments were 0.79 and 0.77 respectively. The data for the study were collected and analysed using percentage score and Pearson Product Moment Correlation Analysis. Hypotheses generated were tested at 0.05 level of significance. The study revealed that the level of teachers' participation in the management of secondary schools in Ondo State was moderate. The level of teachers' productivity in the schools was moderate. The study also showed that the relationship between teachers' participation in planning and maintenance of school plant; policy formulation and implementation; examination matters; formulation of scheme of work/school timetable and teachers' productivity was moderate. Based on the findings, it was recommended that government and school principals should ensure that teachers are actively involved in all aspects of school management to enhance teachers' higher level of productivity in secondary schools Ondo State.

**Key words:** Teachers' participation, school management, productivity, determinants

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## I. Introduction

Educational institutions perform vital role of enriching and enhancing students' lives. According to NCTE (1998), an educational institution performs a significant function of providing learning experiences to lead students from ignorance to knowledge. Teachers are the key personnel in the institutions who play critical role of bringing about this transformation. In educational programmes, the teacher is the most important element. Teachers are the most responsible for implementation of the educational process at all levels of schooling. Good Dictionary of Education (1945) defined teacher education as all the formal and non-formal activities and experiences that help to enable a person to take on responsibilities of a member of the educational profession or to discharge teaching responsibilities more effectively and efficiently.

Many scholars regard education as the driving force behind socio-economic development and advancement of any country. In order for an educational institution to function effectively, a competent management and administrative system that involves teachers' active voices must be put in place. Educational management enhances smooth operations of an educational institutions and it is conducive in removing negative issues that may develop in the foreseeable future. A good educational system is characterized by its effectiveness, efficiency, dependability, flexibility and acceptability (Chabra, Singh & Tiwari, 2016). A good educational system is advantageous to students.

The National Policy on Education (FRN, 2004) noted that the realization of educational goals rest on teachers and the quality of education is ensured by teachers' effectiveness. The responsibilities of a teacher is to teach, educate, provide educational guidance, promote the quest for scientific knowledge and conduct regular assessment for students. Therefore, the necessary resources and conducive working environment must be made available in order to facilitate effective execution of the tasks of teachers. The provision of favourable physical,

psychological and participatory working environment is the task of the school heads. The quality of administrative service transcends location so that principals and teachers in all schools are supposed to offer equal opportunity in order to be effective.

Kajo (2011) opined that teachers appeared to be deprived of motivation of partaking in the management and decision making in their schools. Chabra, Singh & Tiwari (2016) agreed that in order to ensure that an educational organization achieves its set goals and objectives, appropriate management system is needed to lead proper development. In order to make administration successful, functional, effective and progressive, factors should be part of the process of management. The main intention of education is to result indeseired changes in learning experiences of students. This study therefore, investigated teachers' participation in management and decision making asdeterminants of teachers' productivity in secondary schools in Ondo State, Nigeria.

## **II. Literature Review**

Good teaching demands good environment. The atmosphere of a school depends considerably upon the quality of care given to the plant and equipment. Schools can be truly effective only in a system which provides a well-planned, well-supervised programme of services to bring about standard educational climate (Engman, 1962). The fundamentals of an efficient organizational pattern for school plant management are in control of the personnel needed; securing and training effective loyal and skilled working force; establishment of work on priority basis; development of efficient lines of communication; development of standard practices; planning work schedules and reporting; careful budgeting, record-keeping and a positive human relations programme. Chopra (2020) discovered that democratic participation of teachers in decision making process and practices was an important part of equitable secondary education and high performance in social, economic and cultural contexts. According to Jong,Chen, Tam, Hue & Chen (2022), teachers are the gate-keepers of technology-enhanced methodologies in formal schooling that are expected to develop precise interventions to address and resolve concerns. This is possible if teachers are allowed to be actively involved in management of schools.

School building and facilities are tools in the hands of teachers. The quality of a teacher's work is affected by the tools with which he or she works. Due to the fact that teachers live with these tools and works with them day after day, teachersare in the best position than anyone else to know the advantages and disadvantages, what he/she does not need, and suggest practical improvements in educational organisations. Therefore, it is the school administrators' responsibility to make it possible for professional personnel to be involved in planning the school plant and the other services that schools provide (Engman, 1962).Teachers' ideas are paramount in school planning to enhance efficiency and effectiveness. According to Ebimuna (2021), a significant relationship existed between maintenance and improved school plant and high students' academic performance. Amie-Organ & Tamunomiebi (2020) discovered that good recreational facilities and welfare packages had a positive influence on teachers' efficiency and effectiveness in schools. In the same vein, Enwezor (2021) opined that the poor teaching and learning in many secondary schools were as a result of inadequate provision, lack of maintenance and inspection of school plants.

According to Michal Martin in the Government of Ireland (1999),educational institutions are unique communities which bring together diverse individuals in order to help students to develop to their maximum potentials. Schools face many challenges in meeting the goals of education. The educational needs of students must be the school principal stimulusfor teachers to guide all school planning for the welfare of students in years ahead. It is accepted that the school plan is very crucial for the achievement of the aims and objectives of school organizations. To assist the school to become effective in promoting school improvement, a strategy is needed to bring together the sometimes differing expectations of teachers, management and parents. Collaborative school planning and production of a school plan could provide a framework for the development of such a strategy. The school plan makes all partners to be aware of and work towards achieving the over-arching aims of the educational system. The school plan has its essential purpose of enhancing school effectiveness as well as being a crucial support for the school improvement. It assists in meeting the present and anticipated needs of the students and enhances the quality in teaching and learning in any school (Michal Martin in the Government of Ireland, 1999). An effective school plan is very vital for improved educational activities and achievements.

Cerneia (1992) and Alebiosu (2006) agreed that the effectiveness and importance of participatory management result in more productive work. They went further that employees who participated in the design of a technological change learned their new job more quickly, produced more and exhibited more resistance to change job. Egbokhare (2007) stressed the need for effective commitment in practice of participatory management. Effective participatory management cannot exist where there is gap in communication. Johnson (1990) in a study found out that broad teacher and principal collaboration lead to more teachers' participation in management. Obi & Igbaseimokumo (2019) discovered that teachers' involvement in management and decision making in their schools enhanced their job performance. School planning, curriculum, instruction, promotion of school community relations and development of school policies had high influence on teachers' job

performance and productivity. Adegroye (2005) stressed the need for workers' high productivity in any organization including the school system. Ginson, Ivancevich & Donnelly (*Jnr.*) (1994) opined that higher productivity permits a nation to make more choices to satisfy human needs and to accomplish more in terms of medical care, education and agricultural gains. Adeniyi (2000) said that there was the need for school heads to exhibit greater concern for their teachers, delegate duties to them while teachers should show greater cooperation in schools.

To Gaston (2010) employees' productivity could be improved by conducting employee-friendly time activities. Various researchers have revealed a link between participation and teachers productivity, although differences in research methods and variables of analysis make generalization difficult. Johnson (1990) attributed higher productivity of teachers to their enhanced participation in management. Many teachers often wanted to be heard, respected and their voices to be reflected in school policies and programmes. Ormaechea (2000) supported participatory management by asking 'what was the point of going through all the work or working, if workers do not actually have a say in how their places of work were run?' Won-Jae, Hee-Jong & Wesley (2009) recommended participatory management to prevent low workers' morale, poor job-related productivity, high voluntary turnover and instability.

According to Ayeni (2018), administrators and teachers had always determined both management and learning processes. The task of decision making in education is also very important due to the need to improve interaction quality between teaching and learning resources. Richardson (1979) opined that involvement in decision making was positively and significantly related to productivity and reduced resistance to productive change. He added that participation in decision making helps teachers to identify with institutional objectives and goals. Teachers who participate regularly and actively in the formulation and implementation of policies, planning and maintenance of school plant, examination matters, formulation of scheme of work and school time-table are more likely to be enthusiastic about their school than those who participate to a limited extent. Morris et al (2020) revealed that the role of leadership to effect change across three factors of school culture such as appraisal and recognition, teachers' participative decision making and professional growth was crucial. This provides effective strategies for leaders who want to improve their staff morale and develop collegiality through re-consideration of schools' shared vision.

Okhawere (1997) discovered that teachers who perceived that their participation in decision making led to higher morale were more than those who perceived that their non-participation has no effect on their morale. Soonhe (2002) in a study explored the relationship between participatory management in the context of the strategic planning and job productivity. The multiple regression analysis revealed that leaders' use of participatory management style and employees' perception of participatory strategic planning processes were positively related to high level job productivity. Ayeni (2020) said that the stakeholders concerns about the dwindling quantity of secondary schools education in Nigeria could be partly attributed to the perceived inadequacies in school principals' management strategies and teachers' productivity. His study further discovered that coordination, communication and team-work strategies had the highest values and this positively contributed to teachers' productivity. From the foregoing, it could be summarized that participation in management is a major prerequisite to workers' (teachers') high productivity in any organization or institutions of learning. More heads are better than one. Decisions taken by school heads and teachers are bound to be effect and successful. Bottom-top decision making in school could be very productive.

### **Theoretical Orientation**

The study is anchored on the system theory. This is because the school is a system which has various parts to become a whole. The school takes inputs from the environment, she has processes the inputs and releases outputs back into the environment as inputs for other systems. These various parts of the school as a system include students, the teachers, funds, school facilities, teaching and attainment of the school goals which is production of well-educated school leavers. All parts of the school system must be involved in the process as appropriate. Any failure of any part of the school system will adversely affect the functioning of the other parts of the school system.

A system is defined as the assemblage of things connected or interdependent, so as to form a unity, a whole composed of parts in orderly arrangement according to some scheme or plans (Koontz, O'Donnell & Weihrich, 1980; Prasad, 1981). This description of system theory indicates that almost all aspects of human life is a system. The school is also a system. Human bodies, homes, colleges, universities, government establishments and businesses are sub-systems. A system has a number of sub-systems, parts and sub-parts. Similarly, an organization such as school is a system of mutually dependent parts, each of which includes many sub-systems. An organization, as a system, may be close or open. The close system is one that has no outside system which impinges on it. An open system is one that has an environment that is, it possesses systems with which it relates, exchanges and communicates. It is more appropriate to think of a system in terms of the degree to which they are open or close (Prasad, 1981). The system theory is very relevant for school operations.

The system theory recognized that organizations were part of a larger environment with which they interacted and were affected by some factors. The system theorists stated that ideas must be evaluated in the context of the organisation's need to adapt to change. The open system receives inputs and energy from their environment. They then convert the input or energy into outputs which are thereafter released to the environment.

The transformation or conversion process occurs when the inputs are organized, activated through teachers' participation in school financing, decision making, conflict resolution, disciplinary issues, planning and maintenance of school plant, formulation and implementation of scheme of work and time table. The outputs are teachers' high job productivity, efficiency and effectiveness, attainment of schools/educational goals, students' academic excellence and well-disciplined school graduates. When participatory management is based on the system, the school principal allows his teachers to take up responsibilities. Such teachers are expected to handle the inputs properly in the school, teachers could be transformed or energized to exhibit qualities required for them to do their teacher job judiciously. Teachers are expected to feel high sense of belonging, work hard to achieve their school organizational goals and higher job productivity (output) could then set in.

### **Statement of the Problem**

Secondary school teachers had been complaining that their schools' management was centralized on the school heads. Teachers felt that they were not allowed to be involved as they should in aspects of school management like planning and maintenance of school plant, policy formulation and implementation, examination matters and formulation of scheme of work/time-table. Teachers seemed to be neglected by their school heads who managed the schools authoritatively and became unapproachable to the class teachers. Teachers seemed inefficient and less effective on the job which could be as a result of the fact that they no longer take their job seriously due to non-participation in the management of their schools. Such teachers appeared to shirk their responsibilities and did not do much teaching in the schools which seemed to have adverse effect on their students academically. Many students were observed to be poor academically and morally. Students' inadequacies appeared to result from their teachers' poor attitude to work and low level of productivity. The study investigated these problems by raising the following research questions and hypotheses.

### **Research Questions**

- i. What is the level of teachers' participation in school management in secondary schools in Ondo State?
- ii. What is the level of teachers' productivity in secondary schools in Ondo State?

### **Research Hypotheses**

1. There is no significant relationship between teachers' participation in planning and maintenance of school plant and teachers' productivity in secondary schools in Ondo State.
2. There is no significant relationship between teachers' participation in policy formulation/implementation and their productivity in secondary schools in Ondo State.
3. There is no significant relationship between teachers' participation in examination matters and teachers' productivity in secondary schools in Ondo State.
4. There is no significant relationship between teachers' participation in formulation of scheme of work/school time-table and their productivity in secondary schools in Ondo State.

### **Objectives of the Study**

The objective of the study was to investigate teachers' participation in planning and maintenance of school plant, policy formulation and implementation, examination matters, formulation of scheme of work cum time-table as determinants of teachers' productivity in secondary schools in Ondo State. The specific objectives were to:

- i. examine the level of teachers' participation in school management in secondary schools in Ondo State;
- ii. investigate the level of teachers' productivity in secondary schools in Ondo State;
- iii. examine the relationship between teachers' participation in planning and maintenance of school plant and teachers' productivity in secondary schools in Ondo State.
- iv. investigate the relationship between teachers' participation in policy formulation/implementation and their productivity in secondary schools in Ondo State.
- v. examine the relationship between teachers' participation in examination matters and teachers' productivity in secondary schools in Ondo State.
- vi. investigate the relationship between teachers' participation in formulation of scheme of work/school time-table and their productivity in secondary schools in Ondo State.

### **Significance of the Study**

The study could provide all education stakeholders in state and federal governments with necessary information on the level of teachers' participation in school management and productivity on the job in secondary schools. The study could also enable the principals to be aware of the influence of teachers' participation in school management on their productivity. This could guide school principals on how to improve on creating conducive school environment where teachers would be allowed to participate more in school management. The study could enable schools, principals, parents, students and government to be aware of means of encouraging teachers towards high productivity in schools. The study could enable the principals to discover areas where more efforts should be directed and more emphasis focused in order to enhance teachers' participation in school management and their higher job productivity in secondary schools.

### **III. Methodology**

The descriptive research of the survey type was adopted in the study. It was descriptive because it involved collection of data to describe phenomena as they existed on the field and there was no manipulation of the variables. It was a survey design because it studied selected respondents to discover the relative incidents, distribution and interrelationships of variables. The respondents were chosen from a large population from where inferences were drawn about the characteristics of the defined and selected respondents.

#### **Population**

The study population consisted of all the principals and teachers in public secondary schools in Ondo State, Nigeria. These respondents were used because they could appropriately provide the required information on the study instruments.

#### **Sample and Sampling Procedure**

A total of 600 respondents comprising 500 teachers and 100 principals were used for the study. The multistage random sampling technique was used in the selection of the sample for the study. Multi-stage sampling technique involves selecting respondents from the population in stages. The first stage involved selection of 10 local government areas from Ondo State for the study. From these 10 local government areas, 100 schools were randomly selected. The second stage involved the use of purposive sampling to select 500 teachers who had spent six (6) years and above in the schools used for the study to complete the Participatory Management and Students' Comportment Questionnaire. This was to ensure that only teachers who had contributed to the academic attainment of the students for at least six years were used for the study. The third stage involved purposive selection of 100 principals of the schools used for the study for completion of the Teacher Productivity Questionnaire.

#### **Research Instrument**

The data for this study was collected through the use of two sets of questionnaire. The first one was designed Participatory Management and Students' Comportment Questionnaire (PMSCO) which was administered on the teachers. The second one, designated Teachers' Productivity Questionnaire (TPQ) was administered on school principals.

The Participatory Management and Students' Comportment Questionnaire (PMSCO) comprised of three sections, A, B and C. Section, A contained items which elicited background information on the teachers. Section B consisted of items which elicited information on teachers' participation in management of their schools such as planning and maintenance of school plant; policy formulation and implementation in secondary school; participation in examination in examination matters in schools and formulation of scheme of work and school time-table. Section C elicited information on the comportment of their students.

Teachers' Productivity Questionnaire (TPQ) comprised of two sections, A and B. Section, A contained items which provided background information on teachers assessed by the principals. Section B consisted of items which elicited information on teachers' productivity in their schools.

#### **Validity of instrument**

The two instruments (PMSCQ and TPO) were scrutinized by specialists in Departments of Test and Measurement, Economics of Education and Educational Planning within the University. The face and content validity and the appropriateness of the instrument in measuring what they purported to measure were also verified by these experts. They also testified to the fact that the instruments contained the items that could really elicit the intended answers on teachers' participation in school management and their productivity. Moreover, the experts also ensured that the items and words on the two instruments were clear. They removed all the words that could confuse the research respondents from the instruments. Furthermore, the general questions,

hypotheses and instruments were also made available to these expects who confirmed that the instruments were valid.

### **Reliability of Instrument**

The reliability of the instruments was carried out using test-retest method. This involved the administration of the instruments in secondary schools in Ondo State. The two sets of the instruments were administered twice within an interval of four weeks on 50 teachers and school principals in a pilot study in 10 public senior secondary schools that were not part of the sample schools for the study. The scores from the two sets of responses were correlated using Pearson Product Moment Correlation Analysis in order to obtain the reliability co-efficient of the instruments. The reliability coefficient of 0.79 was obtained for PMSCQ and 0.77 was obtained for TPQ. The coefficients were considered high enough for reliability of the instruments.

### **Administration of Instrument**

The two instruments were administered to the respondents by the researcher and 5 research assistants. The researcher also did follow-up to ensure completion of the instruments as appropriate. All the copies of the questionnaire were properly administered, completed and retrieved within two months.

### **Ethical Consideration**

The study was carried out in-line with the recommendation and approval of the Office for Research and Development (ORD) of Ekiti State University, Ado Ekiti. The respondents used for the study gave written informed consent. The study methodology was also approved by the Office for Research and Development (ORD)s. In the same vein, an approval was given for the study by the researcher's office, the Centre for Gender and Development Studies (CGDS) of the same University.

### **Data Analysis**

The data collected were analysed using both descriptive and inferential statistics. The descriptive statistics that were used were percentages, frequency counts, means, standard deviation and bar charts. Inferential statistics utilized was Pearson Product Moment Correlation Analysis. Multiple Regression Analysis. All the formulated hypotheses were tested at 0.05 level of significance.

## **IV. Results**

### **Research Question 1**

What is the level of teachers' participation in school management in secondary schools in Ondo State?

**Table 1:** Level of teachers' participation in school management in secondary schools in Ondo State

<b>Level of teachers' participation in school management</b>	<b>Number of teachers</b>	<b>Percentage (%)</b>
Low (30.00 – 49.96)	105	21.0
Moderate (49.97 – 71.06)	322	64.5
High (71.07 – 90.0)	73	14.5
Total	500	100

Table 1 presents the level of teachers' participation in school management in secondary schools in Ondo State. The result shows that 105 respondents representing 21% of the total sample had low level of teachers' participation in school management in secondary schools. Those who had moderate were 322 representing 64.5% while those with high level were 73 representing 14.5%. This shows that the level of teachers' participation in school management in secondary schools in Ondo State was moderate. Figure 1 below further reveals the level of teachers' participation in school management in secondary schools in Ondo State.

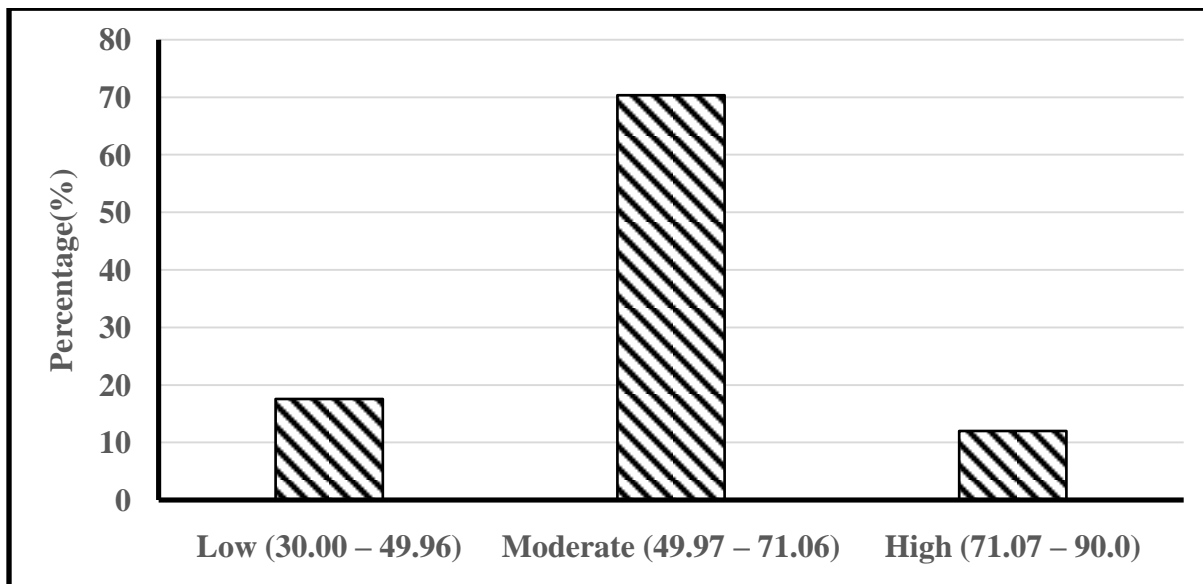


Figure 1: Level of teachers' participation in school management in secondary schools in Ondo State

**Research Question 2**

What is the level of teachers' productivity in secondary schools in Ondo State?

Table 2: Level of teachers' productivity in secondary schools in Ondo State

Level of teachers' productivity in secondary schools	Number of schools	Percentage (%)
Low (42.00 – 59.02)	14	14.0
Moderate (59.03 – 92.88)	63	63.0
High (92.89 – 126.00)	23	23.0
Total	100	100

Table 2 presents the level of teachers' productivity in secondary schools in Ondo State. The result shows that 14 respondents representing 14% of the total sample had low level of teachers' productivity in secondary schools. Those who had moderate were 63 representing 63% while those with high level were 23 representing 23%. This implies that the level of teachers' productivity in secondary schools in Ondo State was moderate. Figure 2 further reveals the level of teachers' productivity in school management in secondary schools in Ondo State.

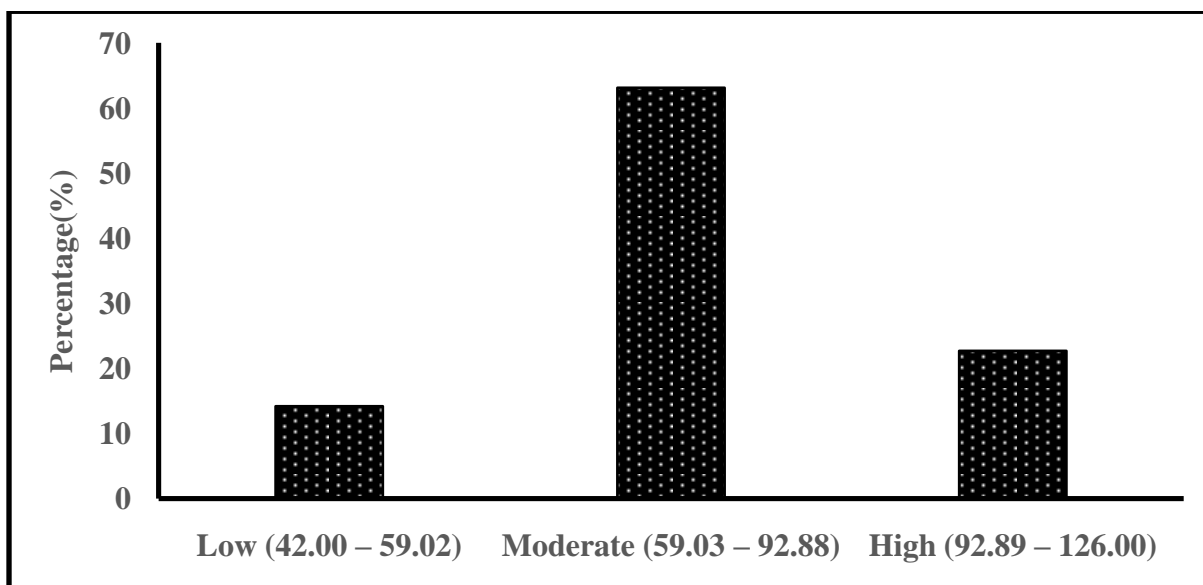


Figure 2: Level of teachers' productivity in school management in secondary schools in Ondo State

**Testing of Hypotheses**

**Hypothesis 1**

There is no significant relationship between teachers' participation in planning and maintenance of school plant and teachers' productivity in secondary schools in Ondo State.

**Table 3:** Pearson Correlation of teachers' participation in planning and maintenance of school plant and their productivity

<i>Variables</i>	<i>No of schools</i>	<i>Mean</i>	<i>SD</i>	<i>R</i>	<i>P</i>
Teachers' participation in planning and maintenance of school plant	100	12.09	1.22	0.644*	<0.05
Teachers' productivity	100	68.45	8.77		

\*p<0.05

Table 3 shows that the computed r-value(0.644) is significant at p<0.05 level of significance. The null hypothesis is rejected. This implies that there was significant relationship between teachers' participation in planning and maintenance of school plant and their productivity in Ondo State. The relationship between teachers' participation in planning and maintenance of school plant and their productivity was moderate and statistically significant at 0.05 level.

**Hypothesis 2**

There is no significant relationship between teachers' participation in policy formulation/implementation in secondary schools and teachers' productivity in Ondo State.

**Table 4:** Pearson Correlation of teachers' participation in policy/formulation/implementation and their productivity

<i>Variables</i>	<i>No of schools</i>	<i>Mean</i>	<i>SD</i>	<i>R</i>	<i>P</i>
Teachers' participation in policy formulation/implementation	100	7.58	0.19	0.491*	<0.05
Teachers' productivity	100	68.45	8.77		

\*p<0.05

Table 4 shows that the computed r-value (0.491) is significant at p<0.05 level of significance. The null hypothesis is rejected. This implies that there was significant relationship between teachers' participation in policy formulation/implementation and their productivity in Ondo State. The relationship between teachers' participation in policy formulation/implementation and their productivity was moderate and statistically significant at 0.05 level.

**Hypothesis 3**

There is no significant relationship between teachers' participation in examination matters in secondary schools and their productivity in Ondo State.

**Table 5:** Pearson Correlation of teachers' participation in examination matters and their productivity

<i>Variables</i>	<i>No of schools</i>	<i>Mean</i>	<i>SD</i>	<i>R</i>	<i>P</i>
Teachers' participation in examination matters	100	10.06	1.84	0.529*	<0.05
Teachers' productivity	100	68.45	8.77		

\*p<0.05

Table 5 shows that the computed r-value (0.529) is significant at p<0.05 level of significance. The null hypothesis is rejected. This implies that there was significant relationship between teachers' participation in examination matters and their productivity in Ondo State. The relationship between teachers' participation in examination matters and their productivity was moderate and statistically significant at 0.05 level.

**Hypothesis 4**

There is no significant relationship between teachers' participation in formulation of scheme of work/school time table and their productivity in secondary schools in Ondo State.



**Table6:** Pearson Correlation of teachers' participation in formulation of scheme of work/school time table and their productivity

<i>Variables</i>	<i>No of schools</i>	<i>Mean</i>	<i>SD</i>	<i>R</i>	<i>P</i>
Teachers' participation in formulation of scheme of work/school time table	100	11.06	0.62	0.608*	<0.05
Teachers' productivity	100	68.45	8.77		

\* p<0.05

Table 6 shows that the computed r-value (0.608) is significant at p<0.05 level of significance. The null hypothesis is rejected. This implies that there was significant relationship between teachers' participation in formulation of scheme of work/school time table and their productivity in Ondo State. The relationship between teachers' participation in formulation of scheme of work/school time table and their productivity was moderate and statistically significant at 0.05 level.

### V. Discussion of Results

The study showed that the level of teachers' participation in school management in secondary schools in Ondo State is moderate. The study also revealed that the level of teachers' productivity in secondary schools in Ondo State is moderate.

The study indicated that there was significant relationship between teachers' participation in planning and maintenance of school plant and their productivity in Ondo State. The relationship between teachers' participation in planning and maintenance of school plant and their productivity was moderate and statistically significant. This finding agrees with Amie-Organ & Tamunomiebi (2020); Enwezor (2021) that found out a significant relationship between maintenance and improved school plant and high academic performance

The study showed that there was significant relationship between teachers' participation in policy formulation/implementation and their productivity in Ondo State. The relationship between teachers' participation in policy formulation/implementation and their productivity was moderate and statistically significant. The finding corroborates findings by Johnson (1990); Alebiosu (2006); Caston (2010); Obi & Igbaseimokumo (2019); Chopra (2020) who noted that teachers' participation in school management and decision making enhance their more productive work.

The study also revealed that there was significant relationship between teachers' participation in examination matters and their productivity in Ondo State. The relationship between teachers' participation in examination matters and their productivity was moderate and statistically significant. This finding agrees with Richardson (1979) & Morris et al (2020) who discovered that teachers' participation in school culture, school appraisal, school professional growth and decision making improved teachers' moral schools' shared vision.

The indicated that there is significant relationship between teachers' participation in formulation of scheme of work/school time table and their productivity in Ondo State. The relationship between teachers' participation in formulation of scheme of work/school time table and their productivity is moderate and statistically significant at 0.05 level. This finding corroborates Ayeni (2020) who opined that coordination, communication and team-work strategies had the highest values and this positively contributed to teachers' productivity.

### VI. Conclusion and Recommendations

The paper investigated teachers' participation in management and decision making as determinants of teachers' productivity in secondary schools in Ondo State, Nigeria. The level of teachers' participation in school management in secondary schools was found to be moderate. The study also established a significant relationship between teachers' participation in planning and maintenance of school plant and their productivity in schools. A significant relationship was found between teachers' participation in policy formulation/implementation and their productivity. There was also a significant relationship between teachers' participation in examination matters and their productivity. The study established a significant relationship between teachers' participation in formulation of scheme of work/school time table and their productivity.

Based on the findings and conclusion of the study, the following recommendations were made:

1. The level of teachers' participation in school management in secondary schools was moderate. Teachers' level of productivity in secondary schools was also moderate. School heads should make sure that teachers participate more in all aspects of school management. School heads should also do all in their power to adequately involve teachers in school management to enhance improved and higher teachers' on the job productivity.

2. Significant relationship existed between teacher's participation in planning and maintenance of school plant and their productivity. Consequently, teachers should be included in planning and maintenance of their school plant such as selection of site for expansion, design and construction of classrooms, libraries, laboratories, school halls, recreational facilities and general maintenance of these school plants. Teachers should be given higher responsibility in maintenance of school plant and facilities as this could enhance higher teachers' productivity.

3. There was also a significant relationship between teachers' participation in policy formulation/implementation and their productivity. In view of this, teachers should be allowed to take part in decision making on formulation/implementation of school policies, rules, regulations and programmes. This would make teachers happy on the job, work harder to achieve school organizational goals and enhance their higher productivity.

4. Significant relationship also existed between teachers' participation in examination matters and their productivity in schools. School principals should therefore make sure that teachers are more involved in examination matters like procurement of examination materials, printing of question papers, collection of examination fees and other issues relating to the conduct of school examinations which would make teachers to have higher sense of belonging and enhance their productivity in schools.

5. There was significant relationship between teachers' participation in formulation of scheme of work/school time table and their productivity. Teachers should participate more in these aspects of school management for increased teachers' productivity on the job.

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