

## Participation in decision-making as correlates of teachers' effectiveness in secondary school in Oyo State, Nigeria

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### ABSTRACT

*The study examined the level of teachers' participation in decision-making in Oyo State secondary schools. It assessed the level of teachers' effectiveness and areas of teachers' participation in decision-making in the schools. It also determined the relationship between the teachers' participation in decision-making and teachers' effectiveness in Oyo State secondary schools. The study adopted quantitative research design, using descriptive survey method. The population for this study comprised all the 642 public secondary schools and 12,985 teachers in Oyo State secondary schools during the period under investigation. The instruments titled "Teachers Effectiveness Questionnaire (TEQ) and Participation in Decision-making Questionnaire (PDMQ)" were used to collect data for the study. Descriptive and inferential statistics were used to answer the research questions raised while Linear Regression analysis was used to test the hypothesis. The results of the study showed that the level of participation of the teachers in decision-making and level of teacher's effectiveness in Oyo State secondary schools was moderate. The results further showed that there was a significant relationship between teachers' participation in decision-making and teachers' effectiveness in Oyo state schools. The study concluded that participation in decision-making by the teachers were effective in Oyo State secondary schools.*

### KEY WORDS

*Participation, decision-making, effectiveness, teachers, Oyo State*

### RÉSUMÉ

*L'étude a examiné le niveau de participation des enseignants à la prise de décision dans les écoles secondaires de l'État d'Oyo. Il a évalué le niveau d'efficacité des enseignants et les domaines de participation des enseignants à la prise de décision dans les écoles. Elle a également déterminé la relation entre la participation des enseignants à la prise de décision et l'efficacité des enseignants dans les écoles secondaires de l'État d'Oyo. L'étude a adopté un modèle de recherche quantitatif, en utilisant une méthode d'enquête descriptive. La population de cette étude comprenait les 642 écoles secondaires publiques et les 12 985 enseignants des écoles secondaires de l'État d'Oyo au cours de la période étudiée. Les instruments intitulés "Teachers Effectiveness Questionnaire (TEQ) et Participation in Decision-making Questionnaire (PDMQ)" ont été utilisés pour collecter les données nécessaires à l'étude. Des statistiques descriptives et inférentielles ont été utilisées pour répondre aux questions de recherche soulevées, tandis que l'analyse de régression linéaire a été utilisée pour tester l'hypothèse. Les résultats de l'étude ont montré que le niveau de participation des enseignants*

*à la prise de décision et le niveau d'efficacité des enseignants dans les écoles secondaires de l'État d'Oyo étaient modérés. Les résultats ont également montré qu'il existait une relation significative entre la participation des enseignants à la prise de décision et l'efficacité des enseignants dans les écoles publiques d'Oyo. L'étude a conclu que la participation des enseignants à la prise de décision était efficace dans les écoles secondaires de l'État d'Oyo.*

## **MOTS-CLÉS**

*Participation, prise de décision, efficacité, enseignants, État d'Oyo*

## **INTRODUCTION**

The purpose of schooling does not transcend the development of learners' cognitive, affective and psychomotor domain. This is an avenue to prepare them for quality lives through skills and technical know-how for productivity and employability in the global labour organisations. However, effectiveness refers to the capability of the management to achieve the desired goals within the specified period of time and it is concerned with doing what is right or what should be done on time. On the other hand, efficiency refers to the performance of task correctly, timely and at a minimum possible cost. However, the concept of effectiveness and efficiency are commonly used when evaluating the teachers' job, performance, participation as well as their contributions towards the school's development.

The first construct of this study is teachers' effectiveness. It is simply defined as ability to utilize good approaches, strategies and method to teach students and a particular set of attitudes that leads to improved student's learning and achievement while teachers' efficiency is said to be how teacher gets things done and how he manages his class as well as his time in getting things done in appropriate manner. A teacher is effective when his punctual without being late to school and class with well-prepared lesson note, instructional materials, and maintaining good teachers-students' relationship. At a glance, effectiveness and efficiency in teaching are quite confusing but they are two different things. A teacher is effective when he gives his best in teaching and able to make his students learn or master the skills and turned them meaningful, relevant and applicable in real life situations. Generally, efficiency means doing things right while effectiveness is doing the right things (Drucker, 2002). Teachers effectiveness can also occur when outputs from education such as Examination result, Test result or Value added are achieved at the lowest level of resources either financial or innate ability of students. To this end, teachers' effectiveness is therefore the extent to which a school achieves its goals both in terms of input and output. Thus, effective teachers are those who achieves higher than expected in academic subjects, in personal and social development of the students.

The teachers' efficiency is closely related to second construct, decision-making and its relationship with teachers' effectiveness. Decision-making means to select a course of action from two or more alternatives. It is done to achieve a specific objective or to solve a specific problem. Though, a decision is the selection of a course of action out of many available alternatives. It takes place in adopting objectives and choosing the means, and again when a change in the situation creates a necessity for adjustments. The school administrator may arrive at a particular decision by analyzing, evaluating and carefully planning. Meanwhile, it should be clearly noted that decision-making is the basic and fundamental key of all the managerial activities. It is the study of identifying and choosing best option based on the values and preference of the school organisation. Understanding the relationship between participation in decision-making and teachers' effectiveness may be essential to help the school administrators

attract and retain teachers who are dedicated to teaching and learning. This is important in Oyo State, Nigeria where we need more than available teachers.

As at August 2019, the data released by the Oyo State Teaching Service Commission shows that there is shortage of teachers in the State and the Commission is looking forward to receive government's directive for announcing to the public about the teaching recruitment exercise. Therefore, a study of teachers' participation in school decision-making is very crucial so as to understand how effective they are in carrying out their various duties.

Decision-making has been the major turbulent facing the school administrators because the effectiveness of the teachers greatly depends on the school head or employer. It was of the opinion of the researcher that when the teacher is being carried along in the school decisions, it will lead to high levels of the teachers output because the greater the efforts they tend to expend in performing the school tasks, the better it is for the organisation. However, there are several reasons why school leaders should be concerned about the teachers' participation in decision-making in secondary schools because commitment of teachers to their organisation is important to both employee and employers (Lai et al., 2016).

Olorunsola and Olayemi (2011) postulated that staff participation was believed to be an indisputable asset to the school principals while involvement in decision-making process by the teachers could ease the principals mounting problems as many heads would be put together to intellectually solve problems that could have remained unsolved by principals. They also quoted that where teachers lack motivation and involvement in decision-making, truancy, excessive excuses, absenteeism and complaints usually emerge leading to general ineffectiveness, inefficiency, low productivity and unachievable goals of an organisation.

However, decision-making can be programmed or non-programmed. Everard et al. (2004) contributed that programmed decisions are those which are well structured, repetitive and generally routine in nature, and there are definite rules and procedures for handling them. Perhaps most of the decisions that the principal make is routine because there are written or unwritten policies that can easily be referred to rather than think afresh as how to handle certain problems. Hence, programmed decision refers to a decision which is taken according to laid down rules and procedures. For example, a student caught for examination malpractices is expected to be arraigned before the disciplinary committee where a decision will be taken accordingly about his or her guilty after due process. On the other hand, Non-programmed decisions are those that are out of the ordinary or are unique, they are new and non-repetitive, unstructured and entail high risk. They cannot be easily assessed in quantitative terms and there are no established procedures for handling the problem because of its novelty (Everard et al., 2004). Decisions may result to greater expenditure of resources. For instances, if new classroom facilities need to be constructed, the school heads need to rely heavily on their problem-solving ability, creativity, tolerance, intuition for ambiguity and judgment when they make non-programmed decisions. It should be clearly noted that when non-programmed decision emerged in the school system, the school principal has to relied heavily on his problem-solving ability, creativity and personal judgment because many subordinates greatly believed in being a democratic in nature than any other leadership styles but it may not work in all situations.

Lai, et al. (2016) identified four styles in decision-making. They are; Autocratic, Persuasive, Consultative and Co-determinate. Autocratic decision is the decision that is taken without consultation, and then others are informed of what is to be done and what is expected of them. While persuasive is the decision taken before consultation and then "sold" to others and it is consultative when the views of others are sought and taken into account before a decision is taken. Also, co-determinate is the decisions that are taken on either a consensus or majority basis. However, the appropriate decision-making style will depend on the people and circumstances.

The aim of this research is to investigate the teachers' effectiveness through some variables such as; teachers' attendance, knowledge and understanding of teaching subject, strategies for facilitating learning, designing learning experiences for students, interpersonal relationship and school development. It should be noted that as education is important at National, local and individual levels so as effectiveness too. Its benefits accrue to both society and to individuals, and such provision of education in many countries is paid for at least in part from the public purse. Therefore, effectiveness is a process whereby the outcome achieved the desired specifications or goals while efficiency increases productivity, saves time and resources. (Effectiveness and efficiency are mutually exclusive).

### ***Statement of the problem***

Teachers are the key player to the qualitative and quantitative education of any society. It is therefore expected that teachers should not be left out in school decision-making because the quality of education in any society cannot rise above the quality and opinion of its teachers. However, ineffectiveness of teachers has been identified as a gap in Oyo State secondary schools as a result of inability to participate in school decision-making. The researchers are of the opinion that participation in decision-making is a key factor to teachers' effectiveness because any teacher who has sense of belongingness tends to put all his/her efforts in order to achieve the set goals. Also, the right attitudes and behavioural patterns in the students who are the potential leaders of tomorrow greatly depend on the teachers' effectiveness and efficiency.

It is disheartening to note that teachers' participation in decision-making in most of our government secondary schools in Oyo State, Nigeria are nothing but that of passive participant. Issues concerning their promotion, remuneration, welfare package, job security and so on are all discussed without their contributions. In fact, they are not being involved in the major school decision-making. Thus, the gap of this study is teachers' ineffectiveness which could be traced back to the problem of teachers' participation in decision-making in Oyo State secondary schools.

### ***Literature review***

Tijani (2020) conducted a study, "Teachers' Involvement in Decision-making and Job Performance in Secondary Schools in Kwara State, Nigeria". The study focused on how involving the teachers in decision-making affects their performance and also, the relationship between involving teachers in academic planning and job performance. 6,939 teachers and 334 principals from 334 secondary schools formed the population out of which 540 respondents were selected for the study using survey research design. Two questionnaires developed by the researcher were used as the instrument for the collection of data for the study. The findings of the study showed that the teachers were involved in decision-making in the study area to a high level. The study further revealed that there was high job performance among the teachers in the study area. It was revealed in the study that there was a significant relationship between the involvement of the teachers in decision-making and their job performance. The study therefore, recommended that teachers should be adequately involved in decisions to improve their job performance.

Macha and Mhagama (2022) in one of their research works, teachers' participation in decision-making and work performance in public secondary schools in Meru district council in Arisha, Tanzania emphasized on the extent to which the school administrators carry along the teachers in decision-makings in the school as a means of improving their performance. The findings of the study showed that there was a strong relationship between the participation of the teachers in decision-making and their job performance as it increases their rate of efficiency. The study further revealed that inadequate funds, lack of time to engage in participation in

decision-making, transparency of the administrators, inadequate training for the leaders are some of the factors affecting the participation of teachers in decision-making.

Hazri et al. (2011) carried out a research on the impact of teacher inclusion in decision-making on school performance. The study was to investigate how learning outcomes are being influenced by the teacher's performance, it also investigated teachers involving in decision-making processes in the school improves the quality of teaching in the schools. Mixed methods of qualitative and quantitative approach were adopted as the method of data collection and analysis for the study. The results of the study indicated that the teachers' performance is directly proportional to the school performance. The results further proved that involving teachers in school decision-making processes has a positive and lasting impact on school performance.

Chopra (2020), researched on teachers' participation in school decision-making processes and practices: The Case of an Indian Government Secondary School. The study primarily assessed the extent to which the teachers understand their roles and responsibilities as regards to decision-making in the schools and how the relationship between the teachers and the students influence the learning experiences of the students. The results of the study showed that the teachers understand their roles in terms of decision-making and take managerial and administrative responsibilities as to involvement in decision-making in the schools.

Gemechu (2014) in his research work, practices of teachers' involvement in decision-making in government secondary schools of Jimma Town. The main purpose of this study was to investigate the practices of teachers' involvement in school decision-making of secondary schools of Jimma Town. The study revealed that teachers' involvement in all areas of school decision-making of secondary schools in general was unsatisfactory; and they participated most in issues related to student disciplinary problems and least in school building. The study recommended that sense of transparency between teachers and school leaders should be encouraged to facilitate improvement in the involvement of teachers in decision-making in the schools.

Ayeni (2018) in his research work, principals' decision-making strategies and teachers' productivity in secondary schools in Ondo central senatorial district of Ondo State, Nigeria. The study examined principals' decision-making strategies and level of teachers' involvement in decision-making, and determined the implications on teachers' instructional task performance and students' academic performance. Results showed a significant relationship between principals' decision-making strategies and teachers' instructional task performance, and significant relationship between teachers' instructional task performance and students' academic performance. It was therefore recommended that principals should improve on their involvement of teachers in decision make to improve the teachers' level of decision making in secondary schools.

Nwachukwu et al. (2019) in their research work, teachers' participation in students' and staff's discipline in secondary schools as determinants of teachers' morale in Imo State. The results indicated that there was no significant relationship between teachers' participation in staff's discipline and morale of teachers in Imo State Secondary Schools. It was further shown in the study that there was a significant relationship between teachers' participation in students' discipline. It was therefore, recommended that teachers should be allowed to participate in decision -making in order to create a conducive environment for teaching and learning which will boost their morale as well as improving and promoting effective teaching and learning.

Olorunsola and Olayemi (2011) carried out a research which was titled teachers' participation in decision-making process in secondary schools in Ekiti State, Nigeria. The results of the study showed that secondary school teachers in Ekiti State are significantly involved in decision-making processes. It was therefore recommended that inclusion of

continuous seminars, talk and workshops for school principals on management of human resources in schools for effective and quality management of the schools should be encouraged.

Ayegbusi and Ogunlade (2015) carried out a study on Teachers' decisional participation and job satisfaction in secondary schools in Ekiti State, Nigeria. The study examined the level of teachers' participation in decision-making and level of job satisfaction. The results of the study revealed that the level of teachers' participation in decision-making in their respective schools was low. The study also revealed that there was significant relationship between teachers' decisional participation and their job satisfaction. Based on the findings, that the levels of teachers' decisional participation in school management were relatively low, government and stakeholders in education should ensure that teachers actively participate during school decisions making which would somehow influence their profession. Effort to bridge the communication gap and alienation, principals of senior secondary schools should allow their teachers to participate in decision-making process on school financing, conflict resolution, staff welfare, disciplinary matters, academic work, and co – curricular activities. This could boost teachers' level of job satisfaction.

Ayeni (2018) carried out a study on Principals' Decision-making Strategies and Teachers' Productivity in Secondary Schools in Ondo Central Senatorial District of Ondo State, Nigeria. Results showed that there was a significant relationship between principals' decision-making strategies and teachers' instructional task performance, and a significant relationship between teachers' instructional task performance and students' academic performance.

The literature reviewed also made the researcher to understand that there are several conditions that are responsible for the effectiveness of the teachers in the schools. One of these conditions include the leadership style of the head of the schools. However, the style of leadership of the principals determines the extent to which the principal carry the teachers along in the decision-making process of the school.

Moreover, there is still a gap to fill in the extent to which the teachers participate in decision-making in the schools. Also, there are not many studies to verify the extent to which the participation of the teachers in decision-making affects the effectiveness of the teachers in the schools, these have necessitated this study.

### ***Research Questions***

The following research questions were raised according to the objectives of the study. These are;

1. What is the level of participation of teachers in Oyo State secondary schools?
2. What is the level of teachers' effectiveness in Oyo State secondary schools?
3. What are the major areas of teachers' participation in decision-making in Oyo State secondary schools?

### ***Hypothesis***

There is no significant relationship between the teachers' participation in decision-making and teachers' effectiveness in Oyo State public schools.

## **METHODOLOGY**

This study adopted quantitative research design, using survey method (structured questionnaires). This method is considered suitable because it allowed the researcher to elicit the necessary information from the respondents upon which generalisations were made. This study is focused on participation in decision-making and teachers' effectiveness in Oyo State

secondary schools. Thus, it is believed that the research instrument facilitated the intention of the respondents in order to achieve the pre-determined goals.

This study targets the principals and teachers in Oyo State Secondary Schools. The population of this study comprised all the Principals and Teachers of 642 public secondary schools, 642 principals, and 12,985 teachers across Oyo State secondary schools. The sample for the study comprised all Principals and the Teachers from the three senatorial districts in State (Oyo Central, Oyo North and Oyo South). The sample for the study consisted of 18 Local Government Areas, 90 public secondary schools and 450 teaching staff across the Oyo State. Multi stage sampling procedure was used to select 90 public secondary schools and 450 teaching staff in Oyo State. From each senatorial district; six Local Governments areas, from each local government area, five secondary schools were selected using simple random sampling technique while five teachers were selected from each sample school using simple random sampling and the principals of selected schools are inclusive. The instruments titled Teachers' Effectiveness Questionnaire (TEQ) and Teachers' Participation in Decision-making Questionnaire (TPDMQ) were used to collect data for the study. The instruments had two sections. Each Section A contained information on socio-demographic characteristics while Section B of TPDMQ was used to elicit information on the areas of Teachers Participation in Decision-making and Section B of TEQ contained items that were used to receive information from the respondents on the level of Teachers' Effectiveness. Four-point Likert type scale was used for the measurement ranging from Strongly Agree to Strongly Disagree.

In order to ensure the validity of the instrument that were used, the items of the questionnaire were carefully drawn and submitted to experts in the Department of Educational Management as well as test and measurement unit in the Department of Educational Foundations and Counseling. Based on their comments, and modifications, the instruments were re-structured to meet both face and content validity. The reliability of the instruments was subjected to test-retest method in order to assess the consistency and stability of the items. A reliability index of 0.90 and 0.85 for TEQ and TPDMQ respectively were gotten from the analysis and the instruments were declared reliable for the study. Data collected were analysed using descriptive and inferential statistics. The research question raised were answered using percentages, means, measure of central tendency while linear regression was used to test the hypothesis.

## RESULTS

**Research Question One:** What is the level of participation of teachers in decision-making in Oyo State secondary schools?

**TABLE 1**  
*Participation of Teachers in Decision-making*

| Level<br>(Score Range) | Frequency | Percentage |
|------------------------|-----------|------------|
| Low (17-23)            | 91        | 20.2       |
| Moderate (24-30)       | 295       | 65.6       |
| High (31-38)           | 64        | 14.2       |
| Total                  | 450       | 100.0      |

Table 1 shows the level of teacher's participation in decision-making in the study area. The Table shows that 91 (20.2%) of the respondents showed a low participation of teachers in decision-making, 295 (65.6%) of the respondents showed a moderate participation of teachers in decision-making in the study area while 64 (14.2%) of them showed a high level of teachers' participation in decision-making in the study area.

**Research Question Two:** What is the level of teachers' effectiveness in Oyo State public secondary schools?

**TABLE 2**  
*Level of Teachers Effectiveness*

| Level (Score Range) | Frequency | Percentage |
|---------------------|-----------|------------|
| Low (56-62)         | 21        | 23.4       |
| Moderate (63-69)    | 47        | 52.2       |
| High (70-77)        | 22        | 24.4       |
| Total               | 90        | 100.0      |

Table 2 shows the level of teachers' effectiveness in the study area. The Table shows that 21 (23.4%) of the teachers have low level of effectiveness, 47 (52.2%) of the teachers have moderate level of effectiveness while 22 (24.4%) of them have high level of effectiveness.

**Research Question Three:** What are the predominant areas of teachers' participation in decision making in Oyo State secondary schools?

**TABLE 3**  
*Participation of teachers in Decision-making*

| S/N | Variables   | SA (%)      | A (%)       | D (%)       | SD (%)       | $\bar{x}$ | Decision     |
|-----|---|-------------|-------------|-------------|--------------|-----------|--------------|
| 1   | Curriculum drafting   | 62<br>13.8  | 145<br>32.2 | 121<br>26.9 | 122<br>27.1  | 2.33      | Not Accepted |
| 2   | Choosing and recommendation of textbooks                          | 123<br>27.3 | 166<br>36.9 | 92<br>20.4  | 69<br>15.3   | 2.76      | Accepted     |
| 3   | Drafting, making and enforcement of schools' rules and regulation | 120<br>26.7 | 244<br>54.2 | 80<br>17.8  | 6<br>1.3     | 3.06      | Accepted     |
| 4   | Provision of schools time table for academic activities           | 166<br>36.9 | 204<br>45.3 | 75<br>16.7  | 5<br>1.1     | 3.18      | Accepted     |
| 5   | Sharing and apportioning of subjects among teachers               | 85<br>18.9  | 205<br>45.6 | 103<br>22.9 | 57<br>12.7   | 2.71      | Accepted     |
| 6   | Sharing of duties for teachers                                    | 142<br>31.6 | 131<br>29.1 | 137<br>30.4 | 40<br>8.9    | 2.83      | Accepted     |
| 7   | Organizing and coordinate students for outings                    | 132<br>29.3 | 226<br>50.2 | 70<br>15.6  | 22<br>4.9    | 3.04      | Accepted     |
| 8   | Setting and enforcement examination standards for pass mark       | 130<br>28.9 | 210<br>46.7 | 81<br>18.0  | 29<br>6.4    | 2.98      | Accepted     |
| 9   | Financial management and determination of tuition                 | 6<br>1.3    | 139<br>30.9 | 178<br>39.6 | 127<br>28.2  | 2.05      | Not Accepted |
| 10  | Selection and appointment of school prefect                       | 168<br>37.3 | 231<br>51.3 | 51<br>11.3  | 00<br>(0.00) | 3.26      | Accepted     |

Table 3 shows the predominant areas of participation in decision-making by the teachers in the study area. The Table shows that choosing and recommendation of text books ( $\bar{x} = 2.76$ ); drafting, making and enforcement of schools' rules and regulation ( $\bar{x} = 3.06$ ); provision of school's time table for academic activities ( $\bar{x} = 3.06$ ); sharing and apportioning of subjects among teachers ( $\bar{x} = 2.71$ ); sharing of duties for teachers ( $\bar{x} = 2.83$ ); organizing and coordinate students for outings ( $\bar{x} = 3.04$ ); setting and enforcement examination standards for pass mark ( $\bar{x} = 2.98$ ) and selection and appointment of school prefect ( $\bar{x} = 3.26$ ) were accepted as the areas of participation in decision-making by the teachers.

The Table also shows that curriculum drafting ( $\bar{x} = 2.33$ ) and financial management and determination of tuition were not accepted as areas of participation of the teachers in decision-making in Oyo state secondary schools. The result simply means that the accepted items are the predominant area where the teachers are given the opportunity to participate in Oyo State Secondary Schools while the not accepted items show the area where they are not being participated in decision-making.

**Hypothesis:** There is no significant relationship between the teachers' participation in decision making and teachers' effectiveness in Oyo State secondary schools.

**TABLE 4**  
*Participation in Decision-making and teachers' effectiveness*

| Model      | Sum of Squares | df | Mean Square | F     | Sig.              | Decision    |
|------------|----------------|----|-------------|-------|-------------------|-------------|
| Regression | 59.582         | 1  | 59.582      |       |                   |             |
| Residual   | 1873.318       | 88 | 21.288      | 2.799 | .018 <sup>b</sup> | Significant |

Table 4 presents the result of the linear regression analysis of the relationship between teachers' participation in decision-making and teachers' effectiveness. The table shows that there is a significant relationship between teachers' participation in decision-making and teachers' effectiveness in Oyo state public schools [ $F=2.799$ ,  $p<0.05$ ]. Therefore, the null hypothesis that was earlier stated was rejected. Hence, there was a significant relationship between teachers' participation in decision-making and teachers' effectiveness.

## DISCUSSION

The result of the study shows that the level of participation of the teachers in decision-making in the study area was moderate. That is, there is a relatively moderate level of participation of the teachers in participation in decision-making. The study shows that the teachers participate in the selection of prefects in the school, sharing of periods, reporting and determination of the selection of prefects in the school, sharing of periods to the teachers, reporting and enforcement of punishment any erring teachers, participation in preparation and drafting of schools' rules and regulation, marking of lesson plan, supervision of internal and external examination conducted within the school premises, determination of benchmark scores for the promotion of students to higher class, selection of students for quiz and debate competitions, organising, planning and arranging of sport competition are some of the ways the teachers are participating in decision-making in the schools. The school principals cannot be a lone mover of the school goals. They need to put some responsibilities into the hands of the teachers teaching in their schools. This might be a major reason for which the principals in the study area engage their teachers in the decision-making process of the schools. This finding aligns with the findings of

Olorunsola and Olayemi (2011). They found out that the teachers in Ekiti participated significantly in the decision-making processes of the schools in the area.

This finding also agrees with the findings of Tijani (2020) who found out that there is a high level of engagement of teachers in the taking of instruction in their study area. This finding was however negating the finding of Gemechu (2014) who found out that the involvement of teachers as regarding decision-making in secondary schools is unsatisfactory. He noted from his study that the part where the teachers participated more in decision-making was in the area of the discipline of students. He also stated that one of the factors responsible for the poor participatory of the teachers in decision-making was lack of encouragement from the school principals and PTA. The findings of this study also negate the findings of Ayegbusi and Ogunlade (2015) who found out that the level of participation of the teachers in decision-making in secondary schools in Ekiti state was low.

The result of the study also shows that the level of teachers' effectiveness in the study area was moderate. The study shows that the teachers' effectiveness was measured through the following parameters; students are always engaged with class assignments and home works; students exercises are always graded and provided with feedback; there have always been room for class participation; the percentage of students who pass exams have always outweighed the number of failure; the attentiveness and familiarisation of students with the teaching subject is due to teachers' effectiveness; students have flair and passion for subject due to effectiveness of the teachers; command of the subject matter determines the effectiveness of teachers; students notebooks are always marked at the end of every class; teachers always arrive to school at resumption time; teachers hardly missed assembly ground; teachers always discharge early morning assigned duty; lesson plan are always submit before the beginning of any week; teachers in this school always close at official time except having assigned duty to discharge; teachers in the school are ready to spend their extra time to discharge any assigned duty; truant level of teachers in this school is very low and insignificant; teachers always meet up deadline for the conduction of continuous assessment; teachers in this school usually submit continuous assessment and examination results on time for computation; students results are always submit on agreed time by the respective class teachers and they are always go on vacation with their results. This finding aligns with the findings of Tijani (2020) who found out that there is a high level of performance on the job by the teachers in the study area.

The finding of the study also showed that Curriculum drafting, choosing and recommendation of text books, drafting, making and enforcement of schools' rules and regulation, provision of schools time table for academic activities; sharing and apportioning of subjects among teachers, sharing of duties for teachers, organising and coordinating students for outings, setting and enforcement examination standards for pass mark and selection and appointment of school prefect were the areas where the teachers participate in decision-making in the study area. The study also revealed that curriculum drafting and financial management, determination of tuition were areas that the teachers were not allowed to participate in decision-making in the study area. This finding agreed with the findings of Ayegbusi and Ogunlade (2015) who found out that the involvement of teachers in decision-making include disciplinary matters, examination matters, resolution of conflicts among the students, school financial matters, the welfare of the students, academic work of the schools and so on. It should be noted that as opposing to the finding of this study, Ayegbusi and Ogunlade (2015) found out that the teachers were allowed to participate in decision-making in their study area.

The finding of the study also showed that there was a significant relationship between teachers' participation in decision-making and teachers' effectiveness in the study area.

That is, as the participation in decision-making increases, the effectiveness of the teachers increases. The implication and benefit of this to the school and education is that when the teachers are being integrated into the decision-making process of the schools, the teachers

will be motivated to work effectively and carries out their duties. This finding supports the findings of Tijani (2020) who found out that there is a significant relationship between the involvement of teachers in decision-making and their performance at their duty post. Gemechu (2014) however asserts from his finding that the involvement of the teachers in the decision-making process of the schools have a significant impact on the overall activities of the schools, which includes the activities carried out by the teachers in the schools. He further made a recommendation that the principals of the schools should be trained on how to assign duties to the teachers, providing reward system that encourages the teachers on an exemplary performance in carrying out their duties in the schools. This finding also aligns with the findings of Ayeni (2018) who found out a significant relationship between the strategies that the principals employ in decision-making and the performance of the teachers in carrying out their tasks in the secondary schools. He further stated that the performance of the teachers in carrying out their tasks have a significant impact on the academic performance of the students.

## CONCLUSION

The result of the study concluded that there is a significant relationship between teachers' participation in decision-making and the effectiveness of the teachers in Oyo State Secondary Schools. Therefore, participation is a strong factor in teachers' effectiveness in the study area.

## RECOMMENDATIONS

Based on the findings of this study, these recommendations were made:

- The school authority should be more open with the financial aspect of the schools. The teachers should be more involved in the management of funds in the schools. The teachers should be carried along on the income and expenditures of the schools. The teachers should try as much as possible to be taking the attendance of the students on a daily basis. This will assist the school to be aware of the attendance and punctuality of the students in the schools. Also, the teachers should prepare, submit and mark their lesson notes before going to the classroom to teach the students (moderate level of effectiveness).
- The teachers should be carried along in the development and drafting of the school curriculum and also scheme of work of all the subjects. Since the teachers are the ones to carry out the teaching process in the classrooms, they should be aware of the content of the curriculum and scheme of work before they are being approved for use in the schools. The amount the students will be paying as regarding tuition and other fees should be determined by the management alongside with the teachers. The school management should endeavour to carry the teachers along when it comes to the amount of money payable by the students in the schools.

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