

**TEACHERS INVOLVEMENT IN DECISION—MAKING IN THE
MANAGEMENT OF SECONDARY SCHOOLS AS PREDICTORS ON THEIR
JOB PERFRMANCE IN BAYELSA STATE, NIGERIA.**

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Abstract

This study sought to investigate the influence of teachers' participation in decision-making on their job performance. To achieve the purpose of the study, 6 research questions and 6 hypotheses were formulated to guide the study. The study adopted a descriptive survey design. The population of the study was three thousand, seven hundred and sixty-five teachers. Three hundred and twenty teachers randomly drawn from eight secondary schools in Bayelsa State constituted the sample. A self-developed questionnaire titled "Teachers' Participation in Decision-Making and Teachers' Job Performance Questionnaire" were used for data collection. The Questionnaire comprised Section A with 2 items on demographic characteristics of the respondents and Section B comprised 75 items that were divided into 6 clusters each on the research purpose. The instrument was validated by experts and corrections made were effected appropriately. The reliability of the instrument was established using Cronbach Alpha technique. An overall coefficient value of .87 was obtained. Mean and standard deviation were used to answer research questions and independent t-test was used for testing the hypotheses at .05 level of significance. The results obtained indicated that teachers' participation in decision-making influence their job performance. Among the six variables investigated, the results revealed that curriculum and instruction, school planning, promotion of school-community relations and making school policies have high influence on teachers' job performance. Teachers' participation in budgeting in school indicated low influence on their job performance. It was therefore, recommended that school principals should create conducive environment by adopting leadership style that

would encourage teachers' participation on decision-making. This would enhance teachers' job performance consequently leading to students' high academic achievement.

Keywords: Decision-making, Management, Job Performance.

Introduction

Education is the key instrument for human capital development as well as the basic tool for national development. It is the key upon which all aspects of national life rest. No nation can develop more than the quality of education it can provide (FGN2013). It is the most powerful weapon that can be used to change the world. In view of the great importance attached to education with regard to human and national development, it is imperative that all hands should be on deck to ensure effective management of schools to achieve the expected goals of education. Every organizational activity therefore is directed towards achieving its aims and objectives and it necessitates members' active participation in various aspects to achieve the set objectives. This is applicable to the secondary school system.

Secondary education in Nigeria is that level of education which children receive after primary education. It is a link between the primary and tertiary levels of education. The main objective of secondary education is to prepare the recipients for useful living within the society and for entrance to tertiary education (FGN,2013) Attending these noble objectives demands concerted efforts by all stakeholders. At the secondary level, the Principals who are the managers and Chief Executives should promote cordial relationships with their staff and encourage active participation of the teachers in the management of the school especially in the area of decision making which is the key to other administrative functions.

Teachers in the secondary schools are instrumental to the acquiring of skills and knowledge by the students. Teachers are very important in every level of education. None of these levels can be possibly achieved without teachers. Therefore, teachers are key players in any educational system. They occupy strategic position in the school system irrespective of sex.

Akani (as cited in Obiadazie & Obi,2015) explained that in most societies, gender roles and relationships are unequal or unbalanced on the extent of power and roles assigned to men and women. This imbalance in roles and power creates inequality with the powerful dominating and domineering the powerless. In education it is assumed that both male and female teachers have equal right, one is not inferior or superior to the other. They are graded equally and given the same job description according to area of specialty and the same result is expected of both the male and female teachers with respect to achieving the goals and objectives of the school. This is applicable irrespective of the location of a teacher, urban or rural. Therefore, both male and female teachers' participation in

decision-making in the school system is vital. However, Robbins, Judge and Sanghi (2009) asserted that recent research on rumination revealed gender differences in decision-making. It was revealed that women analyze decisions more than men. Women in general are more likely than men to engage in rumination. They are more likely to overanalyze problems before making a decision and to rehash a decision once it has been made, it is therefore, more likely that this would lead to more careful consideration of problems and choices.

Decision is a choice made from available alternatives. Rao (2012) defined decision as a choice made from available alternatives. He further explained that decision-making is the process by which individuals select a course of action among several alternatives to produce a desired result. In line with Rao (2012), Nwachukwu (2007) asserted that a decision is the selection of an alternative course of action from available alternatives in order to achieve a given objective. The decision process is influenced by the unique environment of the decision maker, his organizational position, available knowledge and experience in decision-making. An intelligent decision is one which yields the best intelligent response to any challenging situation.

Decision-making entails identifying and selecting a course of action to deal with a specific problem or take advantage of an opportunity. There are numerous challenges in the school organization that require decision-making such as curriculum and instruction, maintenance of discipline, school planning, budgeting in the school, promotion of schools-community relations, and school policies, organization of the school plant, purchase of instructional material etc. This study is focused on curriculum and instruction, maintenance of discipline, school planning, budgeting in the school, promotion of schools'-community relations, and school policies.

Teachers' active participation in decision-making will engender personal growth and development that will affect general development of the school. Smylie (as cited in Gemechu, 2014) asserted that participation improves teachers' opportunities in acquiring new knowledge and insights. These opportunities respectively enhance instructional implementation and students' outcomes. Thus, if teachers participate in school decision-making, better decisions would be made and, hence, students' achievement would improve. Involving teachers in decision-making is a way to increase the productivity and efficiency of an educational organization. Also Imber and Nedit (as cited in Gemechu, 2014) asserted that greater participation in school was in tune with democratic society and led to enhanced commitment, improved performance and better productivity in the school.

Job performance has been defined as the overall expected value from employees' behaviours carried out over the course of a set period of time, (Motowidlo, Borman and Schmidt as cited in Bullock, 2013). He further classified performance into two distinct types, task performance and contextual performance:

Task performance are the actions that directly transform raw materials to goods and services. For example, teaching a class in a school – they are the things that are typically included in job descriptions.

Contextual performance are the behaviours that contribute to overall effectiveness through supporting the social and psychological climate where work is done. For example, cooperating with teammates. Scholars and researchers in various studies have identified factors that influence teachers' performance such as motivation through decision-making.

The principal is the manager of a secondary school who assumes the responsibility of the day to day management of the school. The principal needs to co-opt teachers in some of his responsibilities to ensure their involvement in decision-making, he needs their co-operation, intellectual and active participation. This would not only ensure achieving set goals but a means of motivating teachers which would go a long way to enhance their job performance. Okumbe (as cited in Kiumi, Chemnjor & Macharia, 2014) also pointed out that a working environment where teachers' opinions are valued and adequately complimented by the leader raises teachers' job satisfaction, and motivation whose by products increase learning achievement. Bush (as cited in Kiumi, Chemnjor & Macharia, 2014) asserted that most successful school managers in Britain involve their staff in all major policy decision matters.

In this 21st century due to rapid technological, political, economic, social, environmental changes, increase in student enrollment, exposure to global practices and the awareness of the benefits of involving teachers in decision-making, some principals seem to be shifting from the autocratic practice to democratic style of leadership which encourage the participation of teachers irrespective of the sex, both male and female in decision-making while some principals still hold on to the ancient practice of deciding on issues alone and pass it on to teachers for implementation. The principal as the manager determines the success and the failure of the school. His/her leadership style has so much effect on teachers' willingness to participate in the school activities. In secondary schools where the enabling environment is not created for teachers' participation in decision-making in the school, they would likely conduct themselves as strangers within the school environment and this would culminate to poor job performance. It is against this background, that this study was carried out to investigate "Influence of teachers' participation in decision-making on their job performance in public secondary schools in Bayelsa State, Nigeria.

Purpose of the Study

The main purpose of this study was to investigate the influence of teachers' participation in decision-making on their job performance in public secondary schools in Bayelsa State, Nigeria

Specifically, the study sought to:

1. Determine the influence of male and female teachers' participation in curriculum and instruction on their job performance.

2. Find out the influence of male and female teachers' participation in school planning on their job performance.
3. Examine the influence of male and female teachers' participation in budgeting in school on their job performance.
4. Find out the influence of male and female teachers' participation in making school policies on their job performance.
5. Ascertain the influence of male and female teachers' participation in maintenance of discipline on their job performance
6. Determine the influence of male and female teachers' participation in promoting school-community relations on their job performance.

Research Questions

The following research questions were raised to guide the study:

1. To what extent do male and female teachers' participation in curriculum and instruction influence their job performance in public secondary schools in Bayelsa State?
2. To what extent do male and female teachers' participation in school planning influence their job performance in public secondary schools in Bayelsa State?
3. To what extent do male and female teachers' participation in budgeting in school influence their job performance in public secondary schools in Bayelsa State?
4. To what extent do male and female teachers' participation in making school policies influence their job performance in public secondary schools in Bayelsa State?
5. Ascertain the influence of male and female teachers' participation in maintenance of discipline on their job performance
6. To what extent do female and female teachers' participation in promotion of school community relations influence their job performance in public secondary schools in Bayelsa State?

Hypotheses:

The following null hypotheses were formulated to guide the study.

- 1 There is no significant difference between mean responses on male and female teachers on participation in curriculum and instruction and job performance in public secondary schools in Bayelsa State.
- 2 There is no significant difference between mean responses on male and female teachers on participation in school planning and job performance in public secondary schools in Bayelsa State.

3 There is no significant difference between mean responses of male and female teachers on participation in budgeting in the schools and job performance in public secondary schools in Bayelsa State.

4 There is no significant difference between mean responses of male and female teachers on participation in making school policies on job performance in public secondary schools in Bayelsa state

5 There is no significant difference between mean responses on male and female teachers on participation in maintenance of discipline and job performance in public secondary schools in Bayelsa State.

6 There is no significant difference between mean responses of male and female teachers' participation in promotion of school-community relations and job performance in public secondary schools in Bayelsa State. schools in Bayelsa State.

Method

The research design adopted for the conduct of this study was descriptive survey design. It is the research that is directed towards determining the nature of a situation, as it exists at the time of investigation. It is a type of research that studies large and small populations by selecting and studying samples chosen from the populations to discover the relative incidence, distribution, inter relations of sociological and psychological variables (Nworgbo 2015)

The population of the study consisted of 3,765 teachers in public secondary schools in Bayelsa State, Nigeria. There are 188 public secondary schools in the State spread across rural and urban settings. Statistics on teachers was collected from the Bayelsa State Post Primary School Board (2019)

The sample for this study comprised 320 teachers drawn from the population of the study. The researcher arrived at this number by applying multi-stage sampling procedure. The entire population was divided into nine education zones. Simple random sampling was used to select four education zones. Two schools were randomly selected from each of the education zones. Proportionate stratified random sampling technique based on gender was used to select a total of 142 male and 178 female teachers.

The instrument used for the collection of data was the questionnaire developed by the researcher titled "Teachers' Participation in Decision-Making (TPD)" and "Teachers' Job Performance questionnaire. The questionnaire consisted of two sections; Section A was designed to obtain information on the demographic characteristics of respondents such as sex and location of respondents. Section B sought responses to the variables for the study and it comprised 43 items that were divided into 4 Clusters. The items in the questionnaire were structured on a 4 point scale that ranged from very high extent, high extent, low extent and very low extent. The instrument was validated by two experts in Educational

Management from the Niger Delta University, Bayelsa State and one expert in Test-Measurement from Chukwuemeka Odumegwu Ojukwu University, Anambra State, Nigeria.

Reliability of the instrument was determined through a pilot study conducted on 20 respondents in two secondary schools in Port Harcourt, Rivers State. Ten questionnaires were administered to ten teachers in each of the secondary schools. The reliability of the instrument was established using Cronbach Alpha statistic. The results gave co-efficient values of 0.75, 0.87, 0.88, 0.95, 0.95, 0.87, and .92 for clusters one, two, three, four, five, six and seven respectively. An overall co-efficient value of 0.87 was obtained for the instrument. The high overall co-efficient value of 0.87 indicated that the instrument was reliable.

The instrument was administered to respondents in their various schools by the researcher with the help of four research assistants. A period of one week was given to respondents to complete the questionnaire after which the researcher went back and retrieved the completed questionnaires. A total of 142 questionnaires were received from male respondents and 178 were received from female respondents.

Mean and standard deviation scores were used in answering the research questions. The decision rule was that, any mean from 1.00 – 1.49 is very low extent (VLE), 1.50 – 2.49 Low extent (LE), 2.50 – 3.49 High extent (HE) and 3.50-4.00 is very high extent. Independent t-test was used to test the null hypotheses at .05 level of significance.

Results

Research Question one: To what extent do male and female teachers' participation in curriculum and instruction influence their job performance positively in public secondary schools in Bayelsa State?

Table 1: Mean and Standard Deviation (SD) of male and female teachers on participation in curriculum and instruction and the influence on their job performance.

S/N	Cluster I Item Statement	Male 142			Female = 178		
		Mean	SD	Decision	Mean	SD	Decision
1	Teachers' participation in planning school curriculum influences their job performance	2.36	0.50	LE	2.42	0.49	LE
2	Teachers' participation in setting the learning objectives influences them to carry out their tasks well.	2.28	1.04	LE	2.34	0.73	LE
3	Teachers' participation in curriculum implementation influences their job performance positively	3.34	0.72	HE	3.23	0.96	HE
4	Teachers' participation in curriculum implementation does not influence their job performance.	2.41	0.68	LE	2.38	0.68	LE
5	Appointment of teachers' into committee on curriculum planning influences their job performance.	1.88	1.04	VLE	2.18	1.00	LE
6	Teachers' participation in evaluating how well the department is operating influence their job performance.	3.07	0.89	HE	3.21	0.68	HE
7	Teachers involvement in determining when and how instructional supervision can be delivered influences their job performance	2.24	0.64	LE	2.91	0.79	HE
8	Teachers' participation in developing procedures for assessing student achievement influence their job performance	3.10	0.90	HE	3.02	0.92	HE
9	Teachers' participation in developing procedures for assessing student achievement does not influence their job performance.	3.01	0.88	HE	3.16	0.83	HE
10	Teachers' participation in planning scheme of work for the school influences their job performance.	2.15	1.25	HE	1.62	0.84	VLE
11	Teachers' participation in preparing school time table influences their job performance.	3.10	1.02	HE	2.88	0.98	HE
12	Teachers' participation in conducting external examination influences their job performance.	3.32	0.53	HE	3.44	0.68	HE

Table 1 revealed the extent of male and female teachers' participation in curriculum and instruction influenced their job performance. The grand mean scores of male teachers 2.69 and female teachers 2.73. This implied that male and female teachers' participation in curriculum and instruction influenced their job performance to high extent.

Research Question Two: To what extent do male and female teachers’ participation in school planning influence their job performance positively in Bayelsa State?

Table 2: Mean and Standard Deviation of male and female teachers’ participation in school planning and the influence on their job performance.

S/N	Cluster 2 Item Statements	Male = 142			Female = 178		
		Mean	SD	Decision	Mean	SD	Decision
13	Teachers’ participation in planning the schools’ activities influences their job performance.	2.93	0.04	HE	3.65	0.84	VHE
14	Teachers’ participation in setting the values of the school influences teachers’ job performance.	3.33	0.76	HE	3.11	0.88	HE
15	Teachers’ participation in setting values of the school does not influence teachers’ job performance.	2.16	0.04	LE	2.23	1.18	LE
16	Teachers participation in determine the mechanism for controlling plan implementation influences their job performance.	2.23	0.64	LE	2.91	0.54	HE
17	Teachers’ participation in planning for staff development need influence their job performance.	3.01	0.72	HE	2.84	0.63	HE
18	Teachers’ participation in planning for the welfare of staff and student influence their job performance.	1.99	0.93	VLE	1.01	0.88	VLE
19	Teachers’ Involvement in planning school projects influences their job performance.	3.15	0.83	HE	2.12	1.96	LE
20	Teachers’ participation in planning for PTA meetings influence their job performance.	2.46	0.92	LE	3.08	0.73	HE
21	Teachers’ participation in planning for PTA meetings does not influence their job performance.	2.73	1.17	HE	2.00	1.14	LE
22	Teachers’ participation in assigning school building for teaching room influences their job performance.	2.98	0.80	HE	3.26	0.56	HE

Table 2 showed the extent of male and female teachers’ participation in school planning and influenced their job performance. The grand mean scores of male teachers’ 2.69 and female teachers’ 2.62 indicated high extent. This implied that male and female teachers’ participation in school planning influenced their job performance to a high extent.

Research Question Three: To what extent do male and female teachers’ participation in budgeting in school influence their job performance positively in public secondary schools in Bayelsa State?

Table 3: Mean and Standard Deviation of male and female teachers’ participation in school budgeting and the influence on their job performance.

S/N	Cluster 3 Item Statement	Male=142			Female = 178		
		Mean	SD	Decision	Mean	SD	Decision
23	Teachers’ participation in determining school expenditure priorities influences their job performance.	2.78	0.90	HE	2.87	0.98	HE
24	Teachers’ involvement in allocating funds to various department influences their job performance.	2.36	0.94	LE	2.45	0.83	LE
25	Teachers’ participation in determining means of income generation influence their job performance.	2.29	0.93	LE	2.07	0.70	LE
26	Teachers’ participation in determining means of income generation does not influence teachers’ job performance.	2.51	1.12	HE	1.85	1.02	VLE
27	Teachers’ participation in estimating the current and capital expenditure of the school influence their job performance.	2.21	1.08	LE	2.12	0.88	LE
28	Teachers’ participation in deciding the purchase of food for the school influences their job performance.	2.38	0.91	LE	3.03	0.72	LE
29	Teachers’ participation in deciding purchase of food for the school does not influence their job performance	2.49	1.05	LE	1.75	0.83	VLE
30	Teachers’ participation in purchase of equipment in the school influences their job performance.	2.82	1.01	HE	2.58	0.86	HE
31	Teachers’ participation in budget planning group committees influences their job performance.	2.71	1.11	HE	2.39	0.75	LE
32	Teachers participation in allocation of fund for other school activities e.g. inter-house sport, anniversary influence their job performance	2.15	0.72	LE	3.11	0.81	HE

Table 3 revealed the extent of male and female teachers’ participation in school budgeting influenced their job performance. The grand mean scores of male teachers’ 2.24 and female teachers’ 2.42 indicated low extent. This implied that male and female teachers’ participation in school budgeting influenced their job performance to low extent. This could be attributed to the level of teachers’ involvement in decision-making on issues related to budgeting in the school.

Research Question Four: To what extent do male and female teachers’ participation in making School Policies influence their job performance positively in public secondary schools in Bayelsa State?

Table 4: Mean and Standard Deviation of male and female teachers’ participation in making school policies and the influence on their job performance.

S/N	Cluster 4 Item Statement	Male = 142			Female = 178		
		Mean	SD	Decision	Mean	SD	Decision
33	Teachers’ participation in determining the organizational structure of the school influences teachers’ job performance.	2.22	0.88	LE	2.00	0.93	LE
34	Teachers’ participation in determining the organizational structure of the school does not influence teachers’ job performance.	2.11	1.24	LE	2.35	1.18	LE
35	Teachers’ participation in developing disciplinary policies of the school influences their job performance.	2.96	0.86	HE	2.80	1.00	HE
36	Teachers’ participation in establishing relationship between the principal and teachers influences their job performance.	2.79	0.92	HE	3.05	0.81	HE
37	Teachers’ participation in establishing a programme for community service influences their job performance.	3.86	0.91	VHE	2.87	0.92	HE
38	Teachers’ participation in deciding on rules to be followed in evaluating school performance influences their job performance.	3.13	0.91	HE	3.02	0.60	HE
39	Teachers’ participation in formulating rules on classroom behaviour influences their job performance.	3.34	0.95	HE	2.95	0.74	HE
40	Teachers’ participation in formulating rules on classroom behaviour and sanctions does not influence their job performance.	2.20	0.93	LE	2.22	1.14	LE
41	Participation in formulating policies on safety environment influences their job performance.	3.37	0.83	HE	2.98	0.76	HE
42	Teachers’ participation in drafting school code of conduct influences their job performance.	2.25	0.86	LE	2.41	0.60	LE
43	Teachers’ participation in formulating policies on curriculum influences’ their job performance.	2.03	0.71	LE	2.12	0.59	LE

Table 4 revealed the extent of male and female teachers’ participation in making school policies influenced their job performance. The grand mean scores of male teachers’ 2.75 and female teachers’ 2.62 indicated high extent. This implied that male

and female teachers’ participation in making school policies influenced their job performance to a high extent

Research Question Five: To what extent do male and female teachers’ participation in maintenance of discipline influence their job performance positively in public secondary schools in Bayelsa State?

Table 5: Mean and Standard Deviation of male and female teachers’ participation in maintenance of discipline and the influence on their job performance.

Cluster 2		Male 142			Female = 178		
S/N	Item Statement	Mean	SD	Decision	Mean	SD	Decision
44	Teachers’ participate in recommending punishment for major offence e.g. fighting influences their job performance	2.70	0.73	HE	2.49	0.89	LE
45	Teachers’ participate in appointing members of disciplinary committee influences their job performance.	2.08	0.85	LE	3.06	0.76	HE
46	Teachers’ participate in appointing members of disciplinary committee does not influence their job performance.	1.63	0.85	VLE	2.08	0.91	LE
47	Teachers’ participate in ensuring preservation of the school property influences their job performance.	2.73	1.03	HE	2.75	0.90	HE
48	Teachers’ participate in engaging students in co-curricular activities influences their job performance.	2.73	1.04	HE	2.75	1.00	HE
49	Teachers’ participate in guardiance and counseling services influence their job performance.	3.57	0.63	VHE	3.05	0.85	HE
50	Teachers’ participate in guardiance and counseling services does not influence their job performance.	2.56	1.17	HE	2.41	1.15	LE
51	Teachers’ participate in determining students’ welfare influences their job performance.	2.35	0.65	HE	2.49	0.92	LE
52	Teachers’ participate in providing proper guidance counseling influences their job performance.	3.31	0.75	HE	3.33	0.73	HE
53	Teachers’ participate in solving students’ problem with parents influences their job performance.	2.01	0.85	LE	1.85	0.87	VLE

Table 5 showed the mean responses of male and Female teachers’ participation in maintenance of discipline and the influence on their job performance. The grand mean scores of male teachers’ 2.63and female teachers’ 2.57 indicated high extent. This implied that urban and rural teachers’ participation in maintenance of discipline influenced their job performance to a high extent.

Research Question Six: To what extent do male and female teachers’ participation in promotion of school community relations influence their job performance positively in public secondary schools in Bayelsa State?

Table 6: Mean and Standard Deviation of male and female teachers’ participation in promotion of school-community relations and the influence on their job performance.

Cluster 5		Male=142			Female = 178		
S/N	Item Statement	Mean	SD	Decision	Mean	SD	Decision
54	Teachers’ participation in conducting school sports day influence teachers’ job performance.	3.11	0.56	HE	3.03	0.73	HE
55	Teachers’ participation in Parents-Teacher Association meetings influences their job performance.	3.03	0.74	HE	2.96	0.77	HE
56	Teachers’ partaking in conduct of school anniversary influences their job performance.	2.68	1.12	HE	3.04	0.84	HE
57	Teachers’ participation in giving report to parents about the academic performance of their children influence their job performance.	3.16	0.95	HE	2.34	1.02	LE
58	Teachers’ participation in resolving problems involving the school and the community influence their job performance.	3.00	0.82	HE	1.67	0.83	VLE
59	Teachers bringing community members into the classroom to illustrate concepts that students are exploring in their course influence their job performance.	2.56	1.16	HE	2.79	1.06	HE
60	Teachers’ participation in taking students to community for excursion for local resource materials for their programmes influence their job performance.	2.75	1.14	HE	2.03	0.83	VLE
61	Teachers’ taking students to community for excursion for local resource materials for their programmes does not influence their job performance.	2.44	0.96	LE	2.70	1.05	LE
62	Teachers’ participation in granting permission to community members to use school facilities e.g. School field, classrooms etc. influence their job performance.	2.66	0.95	HE	3.72	0.94	VHE
63	Teachers’ participation in appointing committees to liaise with host community influences their job performance.	2.34	1.03	LE	2.57	1.07	HE
64	Teachers’ participation in informing community on school policies influences their job performance.	2.33	0.90	LE	3.74	1.11	VHE
65	Teachers’ participation in informing community on school policies does	1.68	0.82	VLE	2.36	0.92	LE

not influence their job performance.

Table 6 showed the mean responses of male and female teachers' participation in promotion of school-community relations and the influence on their job performance. The grand mean scores of male teachers' 2.65 and female teachers' 2.75 indicated high extent. This implied that male and female teachers' participation in promotion of school-community relations influenced their job performance to a high extent.

Hypothesis One

There is no significant difference between mean responses of male and female teachers on participation in curriculum and instruction and influence on job performance in public secondary schools in Bayelsa State.

Table 7: Independent t-test analysis of mean responses of male and female teachers on participation in curriculum and instruction and their job performance.

Source of variable	N	Mean	S D	t-cal	Df	p-value	Decision
Male teachers	142	33.79	2.78	6.38	318	.000	Reject
Female teachers	178	31.52	3.43				H ₀

Table 7, independent t-test of mean responses of male and female teachers' participation in curriculum and instruction on their job performance indicated that t-calculated 6.38 at 318 degrees of freedom and .05 alpha level has a p-value of .000. The p-value (.000) was less than alpha level .05, therefore the null hypothesis was rejected. Based on the result, there is a significant difference between the mean responses of male and female teachers on participation in curriculum and instruction and their job performance.

Hypothesis Two

There is no significant difference between mean response of male and female teachers on participation in school planning and their job performance in public secondary schools in Bayelsa State.

Table 8: Independent t-test of mean responses of male and female teachers on participation in school planning and their job performance.

Source of Variation	N	Mean	S D	t-cal	df	p-value	Decision
Male teachers	142	29.21	4.43	.724	318	.469	Do not reject
Female teachers	178	28.91	3.01				H ₀

On Table 8, t-calculated was .724 at 318 degree of freedom and p-value of .469. Since p-value (.469) was greater than .05 alpha level, it implied that the null hypothesis was not rejected. Therefore, there is no significant difference between the mean responses of male and female teachers on participation in school planning and their job performance.

Hypothesis Three

There is no significant difference between mean responses of male and female teachers on participation in school budgeting and job performance in public secondary schools in Bayelsa State.

Table 9: Independent t-test mean responses of male and female teachers on participation in school budgeting and their job performance.

Source of variation	N	Mean	S D	t-cal	Df	p-value	Decision
Male	142	27.14	6.35	6.30	318	.000	Reject H ₀
Female	178	23.26	4.62				

The result from Table 9 revealed t-calculated (6.30) at 318 degrees of freedom and p-value of .000. The p-value of .000 was less than .05 level of significance, therefore, the null hypothesis was rejected. Based on the result, there is a significant difference between the mean responses of male and female teachers on participation in school budgeting and their job performance.

Hypothesis Four

There is no significant difference between mean responses of male and female teachers on participation in making school policies and their job performance in public secondary schools in Bayelsa State.

Table 10: Independent t-test of mean response of male and female teachers on participation in making school policies and their job performance.

Source of variation	N	Mean	S D	t-cal	Df	p-value	Decision
Male teachers	142	33.71	5.20	4.50	318	.000	Reject H ₀
Female teachers	178	31.52	3.43				

Table 10 showed calculated t-test for male and female teachers' participation in making school policies was 4.50 at 318 degrees of freedom and p-value of .000. The p-value (.000) was less than .05 level of significance, hence the null hypothesis was rejected. Based on the result, there is a significant difference between the mean responses of male and female teachers on participation in making school policies and their job performance.

Hypothesis Five

There is no significant difference between mean responses of male and female teachers on participation in maintenance of discipline and job performance in public secondary schools in Bayelsa State.

Table 11: Independent t-test of mean responses of male and female teachers on participation in maintenance of discipline and their job performance.

Source of variation	N	Mean	S D	t-cal	Df	p-value	Decision
Male teachers	142	34.62	2.99	2.99	318	.003	Reject H ₀
Female teachers	178	33.40	3.70				

The result from Table 11 indicated the independent t-test of male and female teachers on participation in maintenance of discipline and their job performance. The calculated t-value (2.99) at 318 degrees of freedom and .05 alpha level was significant at a p-value of .003 which was less than .05 alpha level. Based on the result, the null hypothesis of no significant difference was rejected. Hence, there is a significant difference between the mean responses of male and female teachers on participation in maintenance of discipline and their job performance.

Hypothesis Six

There is no significant difference between mean responses of male and female teachers on participation in promotion of school-community relations and their job performance in public secondary schools in Bayelsa State.

Table 12: Independent t-test mean responses of male and female teachers on participation in promotion of school-community relations on their job performance.

Variable	N	Mean	S D	t-cal	Df	p-value	Decision
Male teachers	142	25.91	6.54	10.212	318	.000	Reject H ₀
Female teachers	178	33.50	5.94				

As displayed on Table 12, the calculated t-test for male and female teachers on participation in promotion of school-community relations was 10.212 at 318 degrees of freedom and p-value of .000. The p-value (.000) was less than .05 level of significance, hence, the null hypothesis was not rejected. Based on the result, there is a significant difference between the mean responses of male and female teachers' participation in promotion of school-community relations on their job performance.

Summary of Major Findings

Male and female teachers' participation in curriculum and instruction influence their job performance to a high extent (HE).

Male and female teachers' participation in school planning had positive influence on their job performance.

Male and female teachers' participation in school budgeting influenced to low extent on their job performance.

Male and female teachers' participation in making school policies had high influence on their job performance.

There is a significant difference between the mean responses of male and female teachers on participation in curriculum and instruction on their job performance.

There is no significant difference between the mean responses of male and female teachers on participation in school planning on their job performance.

There is a significant difference between the mean responses of male and female teachers on participation in school budgeting on their job performance.

There is a significant difference between the mean responses of male and female teachers on participation in making school policies on their job performance.

Discussion of Findings

The results showed that male and female teachers' were motivated to work harder when they were involved in decision-making on curriculum and instruction planning and implementation processes. This result is not surprising because curriculum serves as a guide, directing the total activities of teaching and learning in school. This is in line with the study of Achuonye and Ajoku (2003) who found that curriculum planning is a process of building a programme of learning experiences calculated to result in the attainment of set goals for a particular people. Ogunlade and Adeoye (2015) study also revealed that teachers' participation in the management of the school influenced teachers' to high level of productivity. Basically curriculum design affects teachers most because they are the implementers. When teachers participate in designing the curriculum it would be easier for instructional planning.

A critical examination of mean score on Table 7 revealed that there was a significant difference in male mean of 33.79 and female mean 31.52. The mean result showed that mean for male was higher than mean for female. This is an indication that male teachers were more influenced by being involved in decision-making on curriculum and instruction than the female teachers. In support of this study is the findings of Akani (as cited in Obiadazie & Obi, 2015) which explained that in most societies, gender roles and relationships are unequal or unbalanced on the extent of power and roles assigned to men and women.

The results generated from research question two indicated that teachers' participation in school planning has a high level of influence on their job performance. This is not surprising because every human being desired to be at the helm of affairs and in the school system teachers are regarded as the hub of all facets of the school system; their participation in planning is very crucial because they have enormous knowledge about the school activities, when tapped can generate desired solution. Therefore, teachers should participate in the planning of various activities because they are the implementers of the solution. This is in line with Adeleke (2012) who explained that workers should participate in decision-making because it makes them to work hard and demonstrate a sense of commitment.

It is therefore concluded that school principals should develop strategies that would encourage teachers' participation because teachers' participation in planning can

increase the creativity and information available for planning. It engenders efficiency in the teaching - learning process and teachers' commitment and their job performance.

Concerning school planning the mean of male teachers 29.21 was greater than the mean of female teachers 28.91. This result suggested that male teachers participate in school planning more than the female teachers and as a result they are more committed and influenced in performing their responsibilities.

In line with research question three the finding showed that there is a significant difference between male and female teachers' participation in school budgeting on their job performance. The mean score for male teachers 27.14 is higher than the mean score for female teachers 23.26. The revelation of this result is surprising because people seemed to be interested where money related issues are discussed; either they spend it directly or not, they become inquisitive to know how much money is being received and expended. Therefore, when teachers are involved in such decision they are expected to be motivated leading to commitment and hardwork. In this case their level of influence was low. This can be attributed to non-involvement of teacher in decision-making in school budget. Newcombe and McCormick (as cited in Gemechu, 2014) supporting teachers participation in school budget meetings explained that teachers are required to attend many meetings, such as budget and finance planning group committees. Apparently, involving teachers in decision-making in this area would bring about better implementation and increase their job performance. Therefore, principals should create conducive environment for teacher's participation.

In line with research question four the findings showed that male and female teachers' participation in making school policies has high influence on their job performance. The formulation, implementation and maintenance of policies have a great impact in secondary schools. It maintains order in the school consequently leading to students' excellent academic performance and builds students' good morals. Boonme (as cited in Gemechu, 2014) supporting the above findings stated that teachers' participation in formulating policies is vital to ensure smooth implementation.

The study also revealed that male teachers are more influenced than the female teachers this is shown in their mean responses, the mean of male teachers was 33.71 and that of female teachers was 31.52. Male teachers mean response was greater than female teachers' response.

The findings also revealed that teachers' participation in the maintenance of discipline had high influence on their job performance. It is not strange to have such result because discipline is an essential tool in preparing students for good performance. The mean responses of teachers showed that male teachers are more influenced in the issue of involvement in discipline.

The findings of the research indicated that teachers' participation in promoting school community relationship has high influence on their job performance. This is in line with Oboegbulem and Onwurah (2011) who explained that the role of the teacher in a positive school-community relationship is extremely important since it is the teacher who is the backbone of the educational system. The results showed that the mean is higher in female

teachers. This is an indication that female teachers perform in the area of school – community relations.

Conclusion

Based on the findings of the study, the following conclusions were drawn:

It is evidence from the study that teachers' participation in school decision-making in curriculum and instruction, maintenance of discipline, school planning, school-community relations and making school policies would motivate teachers to perform assigned tasks to increase productivity. While teachers' participation in decision-making on curriculum and instruction, maintenance of discipline, school planning, school-community relations and making school policies would influence their job performance to a high extent, teachers' participation in school budget indicated that they are influenced to a low extent. The result of the hypotheses indicated that the extent male teachers would be committed to their job is higher than the female teachers.

Recommendations

This study had revealed that teachers' participation in decision-making can boost their job performance; as a result the following recommendations were made:

1. Both male and female teachers should be encouraged to participate in decision-making on curriculum and instruction as this would increase their output to a high extent. Equal participatory opportunities should be made available to both male and female teachers.
2. Principals should directly or indirectly involve teachers' in decision-making on school planning. Most of the problems in the school are some things first identified by the teachers and in most cases they may have discussed the problem among themselves and know the right thing to be done. So if the principal should involve teachers in decision-making he/she would have easy solutions to the existing problems.
3. Principals should involve teachers in decision-making on school budgeting. Teachers' are in a better position to indicate facilities and teaching materials needed in their subject area and the quantities. Accurate budget can only be achieved when various departments and units are contacted. This will lead to teachers' efficiency and high level of job performance. Where teachers' are not made part of the decisions, materials needed may not be provided and this would lead to inadequate delivery of lessons.
4. It is evident that teachers' has roles to play in promoting school-community relation therefore; teachers' participation in this area should not be ignored. Teachers should be made to express their views in decisions related to the host community. This will bring about better decisions and increase their output.
5. Policies in the school guide the conduct of students in the school environment. Teachers' should be part of these decisions for effective implementation, consequently, increase their moral and job performance as they appear to be in control of the affairs of the students.

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