

Revitalizing Teachers' Involvement in Decision Making in Public Senior Secondary Schools in Birnin Kebbi Education Zone of Kebbi State, Nigeria

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Abstract

This study investigated the extent at which teachers involves in decision making process in public Senior Secondary Schools in Birnin Kebbi Education Zone of Kebbi State, Nigeria. The study adopted descriptive survey research method. 291 teachers were randomly selected from 35 public Senior Secondary Schools within the zone as participants for the study. The instrument for data collection was questionnaire titled "Teachers' Involvement in School Decision-Making Process Questionnaire" (TISDMPQ) adapted from Hussein, (2015), closed structured, a five point likert scale ranges from VH to VL. The instrument was validated by the experts in the field of Educational Administration and planning of the Faculty of Education and Extension Services, Usmanu Danfodiyo University, Sokoto. 0.73 was obtained as the reliability co-efficient by using Cronbach Alpha. Three research questions were formulated to guide the conduct of the study. Descriptive statistical tools, such as tables, Frequency and Percentage was used for analyzing the data. The result revealed that the extent at which teachers involves in decision making was varied from one area of decision to another. For example Teachers' Involvement in School rules and regulations decision making process in public Senior Secondary Schools in Birnin Kebbi Education Zone of Kebbi State was high, the level of teachers' involvement in School financial matters decision making in public Senior Secondary Schools in Birnin Kebbi Education Zone of Kebbi State was very low and the degree of Teachers' Involvement in students' affairs and discipline decision making was medium as the result indicated. The study therefore, recommended among other; that the School leaders i.e. Principals and PTAs chairmen also need to communicate

and give clear information to teachers and parents on the issues related to school finance so as to develop the sense of transparency between teachers and school leaders and provide proper orientation on the right, duties and responsibilities of individual teachers in each area s of decision making and involve them to bring a change in teaching learning process.

Keywords: Teacher, Involvement, Decision Making, public Senior Secondary Schools.

Introduction

All school administrators engage in decision-making as it aids the administration of school leaders and the way and manner in which they carry out this responsibility has a considerable influence on many facets of the school. To effectively attain an enabling environment for teaching/learning in secondary schools, principals as school administrators must possess a high level of imagination, vision, initiative, as well as be cautious to demonstrate a collective concern for fairness, boldness and love as they exercise their authority in making decisions. This would demand that subordinates are involved in decision-making as much as the situation allows. If the administrator understands the need dispositions of his subordinates as well as their values, aesthetics, and the general working environment, he will do well to determine the favorable limits of involvement (Chinelo, 2011).

Effective involvement of teachers in school decision making poses many questions such as when, to what extent and what issues teachers should be involved in and what roles principals should play in schools that promote participatory decision – making (Barcharach, Bamburger, Conley & Bauer, 1990). Akpa (2007) asserted that where teachers are adequately involved in decision making process, there would be commitment and adequate support to the principal and the realization of school goal will be easy, apathy and opposition within the school will be minimized. Short, cited in Olorunsola & Olayemi (2011) said that the kind of school climate that encourages involvement in decision making is characterized by openness and risk taking. This environment encourages teachers to try new ideas and approaches.

In many occasions, when teachers claim to want participate in some areas of decision more especially (financial matters), their leaders never let them become intellectually and emotionally involved and never use their suggestions, but sometimes teachers are not desired to be involved. Whatever may be the case, their involvement is important. Therefore, because of the significance of teacher involvement in decision making, the researcher felt the need to conduct a study to assess the extent of teachers' involvement in decision making process in public

senior secondary schools in Birnin Kebbi Education Zone of Kebbi state, with a view to find out whether teachers are involved in decision making processes or not and to come up with possible ways of effectively involving teachers in decision making process for successful attainment of aims and objectives of education in secondary schools in Birnin Kebbi education Zone of Kebbi state.

Statement of the Problem

Decision-making need to be revitalized, since it has been considered to be the heart of administrative process and leadership in school. The school leaders and teachers in Kebbi State Secondary Schools faces serious challenges in both teaching and administrative activities which seem to have consistently hampered the realization of the objectives of schools. These problems required unified effort from the school leaders and teachers for quality and effective administration. Teachers could be regarded as the central in the management of school, their participation in school decision-making process is something very crucial, to neglect it by the school principal could cause a lot of confusion, misgiving and also hinder the realization of goals and objectives of school. It is also commonly alleged that school administrators have continued to monopolize and privatize to themselves the decision-making process in Nigerian schools thereby making teachers unaware and uncommitted to effecting the decisions taken, and students angry and unhappy about the changes they do not buy.

In most cases the issue of decision-making in schools rest mainly with head masters/principals, Board of Governors and parent teachers association (PTA), they make important decision such as choice of curriculum material, type of test used to evaluate instruction, mode of teacher motivation and disciplinary decisions without teachers' involvement, yet they are implementers on the ground. It is commonly known that the school administrators monopolized and privatized to themselves the decision making process in Nigerian secondary schools thereby making teachers unconcerned and uncommitted to effecting the decision taken and teachers might be angry or happy about the changes they do not buy. This geared the researcher to investigate on the situation of teachers' involvement or lack of it in Birnin Kebbi Education Zone of Kebbi state. The problem of this study, therefore is to assess teachers' involvement in decision making process in public senior secondary schools in Birnin kebbi Education zone of kebbi state with a view to find out issues that relate to teachers' involvement in decision making processes and to offer useful recommendations where they are not for the purpose of successful secondary school administration.

Purpose of the Study

The purpose of this study include to:

Investigate the extent at which teachers are involved in school rules and regulations decision making in public Senior Secondary Schools in Birnin Kebbi Education Zone of Kebbi State.

Examine the extent at which teachers are involved in school financial matters decision making in public Senior Secondary Schools in Birnin Kebbi Education Zone of Kebbi State.

Ascertain the extent at which teachers are involved in students' affairs and discipline decision making in public Senior Secondary Schools in Birnin Kebbi Education Zone of Kebbi State.

Research Questions

In order to assess the teachers' involvement in decision making process in public senior secondary schools in Birnin Kebbi Education Zone of Kebbi state, the study will be guided by the following questions for the conduct of the study:

To what extent are teachers involve in School rules and regulations decision making in public Senior Secondary Schools in Birnin Kebbi Education Zone of Kebbi State?

To what extent are teachers involve in school financial matters decision making in public Senior Secondary Schools in Birnin Kebbi Education Zone of Kebbi State?

To what extent are teachers involve in students' affairs and discipline decision making in public Senior Secondary Schools in Birnin Kebbi Education Zone of Kebbi State?

Overview of Related Literature

This section of the study reviewed related literature on teachers' involvement in school decision-making in areas like; School Rules and Regulations, Financial Matters and Students Affairs and Discipline.

Teachers' Involvement in School Decision Making and School Rules and Regulations.

In school organization policy rules, and regulations are usually set by school members, because they are the one who carried out the designed policy, rules and regulations. Therefore, the school principal should take in to account while designing all these (Gemechu, 2014). However, Olorunsola & Olayemi, (2011) in his study which is highly related to present study, contended that teachers in secondary schools in Ekiti state are actively involved in making rules and

regulations and contributed to school development in no small measure and teachers take active part in the supervision of students.

Teachers' Involvement in School Decision Making and School Financial Matters

Teachers are expected to be involved in all aspects of school decisions, especially finance/budget and income generation, this is because they are well placed in identifying what is lost or fulfilled regarding school resources. In this regard, Newcombe & McCornic, (2001) Contended that in some schools teachers are required to attend many meetings such as budget and financial planning group committees, they are encouraged to be involved in a wide variety of financial issues. According to them, there are two areas of financial decision (Technical and operational decisions) in which teachers can directly be involved. Financial management in education is concerned with cost of education and source of income to the educational cost and the spending of income in order to achieve the educational objectives (Kumbi, 2015). It is apparent that the internal income was one of the important source of financing education. In Nigerian secondary schools the internal income include the Parent Teachers Association fees, contribution from parents, school club activities, evening classes, rent of classrooms or halls for different activities such as ceremony. Therefore, teachers need to participate in school income generation, this is because their genuine participation facilitate source of income for the school. The level of participation in school financial decision-making need to be extended to the classroom teacher; otherwise school site financial management could be just another form of centralized control with the principal at the center.

Furthermore, Kiprop & Kandie, (2012) in one part of their study on teachers' participation in school decision-making on financial matters, reported that teachers' involvement in financial decision was very low with 67% of respondents that indicated very low. He further stated that it could be noted that teachers are not effectively involved in decision dealing with finance.

Teachers' Involvement in School Decision Making and Students Affairs and Discipline

According to Thomas, (2002) Most of the students at secondary school were at the adolescent stage, because they are easily malleable, they can be affected by peers and real situation in and out of school environment. As a result, they can show some disciplinary problem. Students that exhibit problems not only hinder themselves but negatively affect learning of other students as well. It is among the function of teachers to establish and good discipline in the school. Therefore, the

school principal should take in to account of the involvement of teachers and other staff in any decision-making in school related to students' affairs and discipline. Various research and investigation have been conducted to demonstrate the level of teachers' involvement in school decision-making on students' affairs and discipline. To prove this fact, in a study by Kipro et al, (2012) the result of the study revealed that involvement of teachers in school disciplinary decisions is average which shows that teachers are not fully involved in disciplinary decisions. In another related study by Gemechu, (2014) the finding of the study shows that teachers can used several mechanism to establish and maintain good discipline in the school. He further said; on the first place teacher can establish good student's behavior in the school by incorporating and providing support through guidance and counseling service and involving students in various curricular activities.

Methodology

The research design of this study is descriptive survey method. The population of this study comprises of all the teachers in the public senior secondary schools in Birnin Kebbi Education Zone of Kebbi State. There are 3 local governments under the zone with a total of 35 senior secondary schools. The total number of teachers in all the 35 public senior secondary schools within the Zone which constitute the population for the study stood at 1201 (684 males and 517 females) teachers. To determine the sample size, Krejcie and Morgan (1971), (Table for determining sample size from a given population) was used and 291 teachers were randomly selected as the participants for this study.

The instrument for data collection in this study is questionnaire titled "Teachers' Involvement in School Decision-Making Process Questionnaire" (TISDMPQ) adapted from Hussein, (2015). The researcher adapted the instrument to the present study in order to gather required data from the respondents i.e. Teachers of public Senior Secondary Schools of the sampled schools in Birnin Kebbi Education Zone of Kebbi State. The adaption of this instrument was after modification and simplification of the wordings of items of the original instrument in order to suit the present study. However, the questionnaire is closed structured and is based on a five point likert scale where the scores of the scale ranges from VH to VL as follows: VL-Very = 1, L- Low = 2, M-Medium = 3, H-High = 4 and VH-Very high = 5. The respondents was required to indicate their level of opinion by putting a mark (√) against the rating scale that best suits them. The questionnaire consist of two parts. Part one focused on demographic information of the respondents, Part two elicited information on the extent of teachers' involvement in school decision making process which focused school rules and regulations, school financial matters and students' affairs and discipline. The questionnaire has a total of 12 items.

Hussein, (2015) reported that the instrument has construct validity. It was also pre tested in three secondary schools (Ketar Fuafuate, Areta, and Café Jila secondary schools) which were not included in the study. SPSS-V16 was used for identification of Cronbach’s alpha for the questionnaires’ reliability and reliability coefficient of 0.7 was obtained. However, the adapted instrument for the present study was validated by experts in the field of Educational Administration and planning of the Faculty of Education and Extension Services, Usmanu Danfodiyo University, Sokoto. The instrument underwent modification, restructuring and criticisms before it was finally Okayed by the experts. The reliability of the instrument for the study was obtained through administering a pilot test to samples other than samples for the study (G.DS.S Dakingari and G.D.S.S Zogirma). The two set of scores were organized and analyzed using SPSS-V16 for identification of Cronbach’s alpha for the questionnaires’ reliability, where an index of 0.83 was obtained as the reliability co-efficient.

Result of the Findings

However, 291 questionnaires were distributed to all sample teachers whereas 282 (97%) were duly filled and returned. The result of the findings was based on three research questions that guided the study. The results are presented as follows:

Research Question One

RQ1: To what extent are teachers involve in School rules and regulations decision making in public Senior Secondary Schools in Birnin Kebbi Education Zone of Kebbi State?

The question was answered and results were presented in Table 1

Table 1: Teachers Involvement in School Rules and Regulations Decision Making in Public Senior Secondary Schools in Birnin Kebbi Education Zone of Kebbi State.

S/No.	Item Statement	VH		H		M		L		VL	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1.	Involving in decision making in formulating school rules and regulations	86	31	76	27	62	22	41	15	14	5
2.	Involving in decision	67	24	83	29.2	75	26.4	39	14	20	7

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	making in developing disciplinary policies in the school											
3.	Involving in decision making in deciding the penalty for violating the school rules and regulations	54	19	85	30	78	27.4	43	15	24	8.4	
4.	Involving in decision making for reviewing the policies, rules and regulations	42	15	67	24	80	28.2	53	19	41	14.4	

Source: Fieldwork (2016)

In Table one, the respondents were asked to show the extent of teachers' involvement in School rules and regulations decision making in public Senior Secondary Schools in Birnin Kebbi Education Zone of Kebbi State. In this regard, the opinions of the respondents for item 1 to 4 were; Item 1 majority of the respondents indicated Very high 86 (31%), Item 2 high 83 (29.2), Item 3 high 85 (30%) and Item 4 medium 80 (28.2%). Finally, the result shows that the teachers' involvement in school rules and regulations decision making in public Senior Secondary Schools in Birnin Kebbi Education Zone of Kebbi State was high.

Research Question Two

RQ2: To what extent are teachers involve in School financial matters decision making in public Senior Secondary Schools in Birnin Kebbi Education Zone of Kebbi State?

The question was answered and results were presented in Table 2

Table 2: Teachers Involve in School Financial Matters Decision Making in Public Senior Secondary Schools in Birnin Kebbi Education Zone of Kebbi State

S/No.	Item Statement	VH		H		M		L		VL	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1.	Participating in decision making in controlling and managing the P.T.A fund	53	19	44	16	57	20	47	16	81	29
2.	Participating in decision making in determining the means of income generation	34	12	53	19	56	20	61	22	77	27.4
3.	Participating in decision making in deciding budget allocation for instructional materials	27	6	34	12.1	68	24.3	62	22.2	88	36
4.	Participating in decision making in determining the school expenditure priority	29	9.1	39	14	67	23	64	23	87	31

Source: Fieldwork (2016)

As stated earlier that 291 questionnaires were distributed to all sample teachers and 282 (97%) were duly filled and returned. Table 2 illustrated the opinions of the respondents on the extent of teachers' involvement in School financial matters decision making in public Senior Secondary Schools in Birnin Kebbi Education Zone of Kebbi State. In this case, the opinions of the respondents for item 1 to 4 were; Item 1 majority of the respondents in item 1 showed very low 81 (29%), Item 2 very low 77 (27.4%), Item 3 very low 88 (36%) and Item 4 also very low 87 (31%). Finally, the result shows that the teachers' level of involvement in school financial matters decision making in public Senior Secondary Schools in Birnin Kebbi Education Zone of Kebbi State was very low.

Research Question Three

RQ3: To what extent are teachers involve in students' affairs and discipline decision making in public Senior Secondary Schools in Birnin kebbi Education zone of kebbi state?

The question was answered and results were presented in Table 3

Table 3: Teachers Involvement in Students' Affairs and Discipline Decision Making in Public Senior Secondary Schools in Birnin Kebbi Education Zone of Kebbi State

S/No.	Item Statement	VH		H		M		L		VL	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1.	Involving in decision making in providing students' welfare services	43	15.1	64	23	59	21	66	23.2	51	18
2.	Involving in decision making in determining students' right in the school	54	19	75	27	71	25	54	19	29	10.2
3.	Involving in decision making in dealing with students with disciplinary problems	63	22.4	73	26	89	32	39	14	17	6
4.	Involving in decision making in solving students' problem with their parents	59	21	74	26.2	68	24.1	52	18.4	29	10.2

Source: Fieldwork (2016)

It can be seen from Table 3 that teachers were asked to indicate their opinions regarding their level of involvement in students' affairs and discipline decision making in public Senior Secondary Schools in Birnin Kebbi Education Zone of Kebbi State. The opinions of the respondents for item 1 to 4 were; In item 1 majority of the respondents indicated low 66 (23.3%), Item 2 high 75 (27%), Item

3 medium 89 (32%) and Item 4 high 74 (26.2%). Therefore, teachers' involvement in students' affairs and discipline decision making in public Senior Secondary Schools in Birnin Kebbi Education Zone of Kebbi State, was medium as the result indicated.

Discussion of the Findings

Result of research question one indicated that the degree at which teachers are involved in school rules and regulations decision making such as: formulating school rules and regulations, developing disciplinary policies in the school, deciding the penalty for violating the school rules and regulations and reviewing the school policies, rules and regulations in public Senior Secondary Schools in Birnin Kebbi Education Zone of Kebbi State was high. This finding therefore agree with that of Olorunsola & Olayemi, (2011) who both conducted study which is highly related to present study. The major finding of their study indicated that teachers in secondary schools in Ekiti state are actively involved in making rules and regulations and contributed to school development in no small measure and teachers take active part in the supervision of students. In the same vein (Gemechu, 2014) also lamented that in school organization policy rules, and regulations are usually set by school members, because they are the one who carried out the designed policy, rules and regulations. Therefore, the school principal should take in to account while designing all these.

Research question two which asked the respondents to indicate the level of teachers' involvement in school financial matters decision making in public Senior Secondary Schools in Birnin Kebbi Education Zone of Kebbi State, the result revealed that the participatory process of teachers in the area was very low. Despite the significance of teachers' involvement in the area, majority of the respondents in this study opined that in regard to issues like controlling and managing the school P.T.A fund, determining the means of school income generation, deciding budget allocation for instructional materials, determining the school expenditure priority among others, teachers were left behind in the zone. This finding is supported by work of Kiprop & Ksndie, (2012) in their study on teachers' participation in school decision-making on financial matters, the finding of their study highly related to present study, that teachers' involvement in financial decision was very low with 67% of respondents that indicated very low. They further stated that it could be noted that teachers are not effectively involved in decision dealing with finance. In contrary to finding of this study, Newcombe & McCornic, (2001) Contended that in some schools teachers are required to attend many meetings such as budget and financial planning group committees, they are encourage to be involved in a wide variety of financial issues. According

to them, there are two areas of financial decision (Technical and operational decisions) in which teachers can directly be involved.

Moreover, the result of research question three as presented in table 3 above, establish that the capacity at which teachers are involved in students' affairs and discipline decision making in public Senior Secondary Schools in Birnin Kebbi Education Zone of Kebbi State was medium. This is because the majority of the respondents (25.4%) viewed that level of teachers' participation in decision making in the area which include issues like; providing students' welfare services, determining students' right in the school, dealing with students with disciplinary problems and solving students' problem with their parents was at medium level.

Conclusion

Based on the findings of this research work, it is clear indication that the extent of teachers' involvement in decision making process varied from one area of decision to another, this for the fact that regarding the area like School rules and regulations decision making, teachers were highly involved as the result indicated. Unlike area of financial matters, the participatory process of teachers was not encouraged. Whereas the study establish that the capacity at which teachers are involved in students' affairs and discipline decision making in public Senior Secondary Schools within the zone was not at the level it is expected it, it is at medium level.

Recommendations

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

To enhance the teachers' participation at school level, school leaders should provide different incentives like award, recognition and other motivational means to teachers to high up teachers' morale for more participation in decision makings.

School leaders should identify knowledge, skills and attitude gaps of teachers and ought to provide continual training to resolve related problems.

Teachers should be empowered on the participatory process of decision making by school principals and experienced teachers which have to supervise by Education experts from time to time.

The school leaders i.e. principals and PTAs need to communicate, involve and give clear information to teachers on the issues related with school finance to develop the sense of transparency between teachers and school leaders.

Provide proper orientation on the right, duties and responsibilities of individual teachers in each areas of decision-making and involve them to bring a change in teaching learning process.

Teachers should establish a collaborative relationship among themselves in which they can share their ideas and learn from each other concerning their professions so as to bring an attractive environment and promote teaching learning.

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