CLASSROOM TEACHERS’ PARTICIPATION IN DECISION-MAKING IN SECONDARY SCHOOL ADMINISTRATION IN OBOLO-AFOR EDUCATION ZONE OF ENUGU STATE

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A PROJECT PRESENTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE IN MASTERS IN EDUCATION (ADMINISTRATION AND PLANNING) IN THE DEPARTMENT OF EDUCATIONAL FOUNDATIONS, FACULTY OF EDUCATION UNIVERSITY OF NIGERIA, NSUKKA

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TITLE PAGE

CLASSROOM TEACHERS’ PARTICIPATION IN DECISION-MAKING IN SECONDARY SCHOOL ADMINISTRATION IN OBOLOLLO-AFOR EDUCATION ZONE OF ENUGU STATE
**APPROVAL PAGE**

This research report has been approved for the Department of Educational Foundations, (Administration and Planning) University of Nigeria, Nsukka.

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This is to certify that Mr. Ugwoke John O. a Postgraduate Student of the Department of Educational Foundations, with Registration Number PG/M.ED/07/43125 for the course and research has satisfactorily completed the requirements for the award of Masters Degree in Educational Foundations (Administration Planning).

The work embodied in this project is original and has not been submitted in part or full for any other degree of this or any other University.

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DEDICATION

This work is dedicated to the Almighty God and my beloved wife Ugwoke Sylvia Chika.
ACKNOWLEDGEMENTS

The researcher thanks God for keeping him alive to tackle this program to a successful end.

The researcher wishes to express his gratitude to Dr. (Mrs.) G.T. U. Chiaha who supervised this project for her help and cooperation given to me throughout the duration of the programme. The researcher is also indebted to my content reader and design reader Dr. S. C. Ugwoke and Dr. P. N. Onwusauoanya respectively for their prompt attendance to my problems in course of this programme.

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Ugwoke, John Ominyi
ABSTRACT

The topic researched on was “Classroom Teachers’ Participation in Decision-making in Secondary School Administration in Obollo-Afor Education Zone of Enugu State”. A - 42 item statements were developed by researcher and administered to 264 respondents in Obollo-Afor Education Zone of Enugu State. Mean and standard deviation were used to answer the four research questions whereas the t-test statistic was used to test the two hypotheses formulated for the study at 0.05 level of probability. It was the opinions of the respondents that the classroom teacher possesses skills that enable them to participate in decision-making in schools. Such skills as differentiating types of decisions, possession of innate qualities to make decisions, the ability to figure out the consequences of decisions taken in school etc were all found to be in them. The findings also shows that the classroom teachers should participate in the areas of selection of the content taught, election/selection of school prefects, disciplinary problems, and social problems in the school. All these measures will enhance the administration of the school especially if the classroom teachers are involved in decision-making a democratic approach of leadership. But the reverse will be the case where the teachers are alienated by the school administration while taking decisions. The researcher made useful recommendations, useful suggestions for further study and the limitations of the study. The recommendations suggested by the researcher will enhance the administrative network of the secondary school in Obollo-Afor Education in areas of classroom teachers’ participation in decision-making especially if it is democratized.
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CHAPTER ONE

INTRODUCTION

Background of the Study

Decision-making is fundamental to the existence of any individual, group or organization. This is because the success of such individual, group or organization is dependent on the rationality of decisions made by the individual, group or organization in the process of undertaking daily activities. It is the pivot of every administrative process. It includes all the processes of identifying and selecting a course of action to be undertaken in solving a given problem.

Decision-making is the pivot of every administrative process. By implication, the school administration is seen as a collection of processes dealing with the various ways in which human and material resources are utilized to achieve set goals in an organization. These processes include such elements as planning, decision-making, organizing, co-coordinating, motivating, directing, evaluating, staffing, and building. This means that these elements are integral part of the administrative process which are usually taken care of by the school administrator. The school administration here refers to the school principal and his team of
internal supervisors. The classroom teachers who are employed by the government are expected to impart knowledge to the students in the classroom situation. The problem is that the classroom teachers impact are not fact in terms of the decision-making process undertaken by the school administrators. Decision-making in the school are expected to take cognizance of all the elements involved so as to improve teaching and learning in the school.

It involves the process of identifying and selecting a course of action to be taken to solve a problem. Decision-making may be seen as choosing among alternatives. In the school system, the principal may choose to organize workshops for teachers for instructional improvement or organize an inter-house sports within a specific time-frame with the co-operation of his staff to achieve better results. It is in this line that Peretomode (2001), asserts that decision-making is the very heart of the administrative process and leadership. It is process of choosing from among alternative ways of achieving an objective or providing a solution to a problem.

It can be seen as a process through which human and material resources of an organization are allocated or committed towards the achievement of intended goals and objectives. According to Harrison (2003), “decision-making is synonymous with
managerial process, because it comprises three principal phases: finding occasion for making a decision, finding possible course of action, and choosing among courses of action.” Fern (2002), emphasized that decision-making is a principal activity for managers/people occupying leadership position. Making decisions is a core activity in a managerial administrative process. It is because of the importance of decision-making in organizational management that made Simon (2000), to conclude that decision-making is synonymous with managing. It pervades the whole administrative process. Decision-making is the quality or ability of one person or a group of persons attempting or making efforts to bring something into existence by solving a problem with a view to bringing peace, progress and success in an organization or school environment. Operationally, decision-making either within or out of an organization is the process of making choice on best alternative to solve a given problem.

According to Ubong (2001) opined, “decision-making is a process of administration. Its results are policies, rules and regulations that guide the orderly behaviour of members of the organization”. Therefore, an effective administration of any organization depends on its ability to make rational decision.
Decision-making can therefore be defined as the process through which information, ideas, objectives and knowledge are brought together through a sequential process of choice among various alternative information and ideas.

This is usually prevalent in organization like the school. The school administration undertakes the decision-making process to ensure the attainment of the stipulated goals. The school administration refers to the highest rank in the administrative cadre which takes control of the day to day activity of the school (Adeleke, 2006). Here the school administration comprises the principal, vice-principal, subject heads, and heads of department whose decisions are vital to the realization of the school objectives.

The school administrator is required to have skills in decision-making so as to make use of man and material resources available in the school in order to attain the schools’ stipulated objectives. Decision-making skills required of school principals refer to his/her ability to make decision to attain certain organizational objectives. Sometimes the decision-making skills may be inborn or learnt by an individual within their environment. The skills required in taking decision are organizational skill, supervisory skills, managerial skill, and administrative skills among others (Ibrahim, 2006). Therefore,
for one to make an effective and efficient decision, certain skills are required of the individual concerned. In the school system, the principal is expected to possess certain administrative skills needed to make rational decisions.

Traditionally, the teachers are mainly produced to impart-knowledge, skills undertakings, facts to the learner/students not to make decisions. The issue at stake is do they have the skills to make decisions.

The importance of teacher participation in decision-making cannot be over emphasized. As Uzoude (2004), rightly pointed out, there is general consensus that involving teachers in the school decision-making process enhance their commitment to the goals of the organization (school). She further stressed that if a teacher is involved in arriving at a decision or decision is made by seeking his ideas, he will be more committed and more co-operative in the implementation of the decision. His sense of belonging to the organization and consequent level of job satisfaction will be greatly enhanced. The teacher will not experience any emotional strain or subjective feelings as he carries out the decisions. But lack of adequate participation in the decision-making process particularly on issues that pertains to the teacher will create feelings of worry,
tension and anxiety in the teacher as he strives to implement the decision grudgingly, therefore, the need to involve teachers in decisions –making as observed by Musaazi (2003) who pointed out that:

*In Nigeria today as elsewhere in Africa, the goals of schools are becoming more numerous and more complex. The traditional role of the school head as the master teacher, competent enough to supervise all areas of instructions and curriculum, seems untenable. A new role is emerging. Teachings nowadays are increasingly demanding greater professional autonomy. (Musaazi, 2003).*

Musaazi’s argument is that the goals of education, have widened and no one (person) can claim the monopoly knowledge in relation to tackling the problems emanating or improving it. In that case, ideas should be shared. Participation in decision-making has won the support of many, and a successful and effective school administration requires meaningful participation of staff in decision-making process. Edem (2002) opined, the emphasis is on the ability of the leader to motivate the teacher to perform his functions well through making him share in policy decision-making. Workers have the opinion that when their inputs are recognized, organizational goals will be achieved. Therefore school
principals/heads should encourage teachers’ participation in decision-making in schools.

Gender has been pointed out as a variable that influence the participation of teachers in the decision-making process in the secondary school administration. UNICEF (2008) asserts that gender refers to the varied socially and culturally constructed roles, qualities behaviour and so on that are ascribed to women and men of different societies. This implies that the roles and expectations of the male and female are defined by societies and cultures. Okeke (2009) notes that gender comes into play in the areas of decision-making in schools. Studies conducted by Hicks (2007), shows that female school administrators are more accumulative to teachers’ participation in decision-making process than their male counterpart. This instance will however be subjected to further investigation by the exerciser to vary its audacity or others.

In a study carried out by Abdsalami (2006) show that 60% of male school heads allow the teachers to participate in decision-making unlike their female counterpart. According to the above researcher, the male are more “open-minded” than female school administrators and this accounts for high level involvement of teachers in the decision-making process. By implication, male
school administrators according to him succeed more than the female school administrators especially in the urban areas than in rural areas. This stand however, is later to be proved right or wrong in course of this study.

Decision-making in school may be on individual or group level. Individual levels entail the principal as the school head using his initiative in decision-making. Here there is little or no participation of the teachers. Usually, decision-making in organizations is the responsibility of organizational members who are vested with some authority within the hierarchy. (Ubong 2003). They may be leaders, small group committees and advisory boards like the parents-teachers association or teaching staff in the school system. Adeniran (2004) asserts that participatory decision-making usually improves the quality of decisions, increases the understanding of the group and also their commitment to the decision.

The school system in made up of the staff, students and equipment used to attain the set objectives. It is the human element in the system that makes objectives to be realized. Group decision-making entails where groups are asked to decide on what and how the objectives of the organization can be attained. According to Chiaha (2008), there are certain advantages to have a group of
people rather than individual in making decision. She opined that groups come up with more and better decision alternatives than individual because a group can draw on collective, diverse opinions than the limited experiences of one person to draw on.

According to Udoka (2005) show that for one to be entrepreneurial in school administration, the school head must be creative, especially when it comes to decision-making. He also believed that he must approach problems from various perspectives and seek innovative ways to solve them. Given a partial situation, they must use insight to visualize the potential outcomes and consequences of alternative solutions.

Edna (2001), further emphasized that involving teachers in decision-making process taps and utilizes the knowledge and experience of teachers, which are usually valuable and often better alternatives are given by the teachers who are not school heads. Decision-making process refers to sequences of several phases or stages of activity. There stages includes setting of objectives, recognizing or identifying the problem, graduating the problem, searching for alternatives, awaiting the alternatives, choosing among alternatives. From the above, school heads are likely to
make rationale decision along side with the staff following the steps/processes mentioned above.

The education industry is large and the activities are enormous, there is the need for a milder involvement of the subordinates (Staff in the process of problem solving. It is expected that a leader structures decision-making process through several steps by taking cognizance of situation analysis (co-operative analysis), which entails identification of the problem, determining of the course of the problem, determine potential situation, evaluation of the potential situation, select the best situation and lastly, implement and verify if the situation is correct.

In one of the steps which involve establishing of a cooperative context, it is argued that it is only within cooperative situations that individuals make a joint effort to solve a problem. They further explained that once the cooperative relationship among faculty members is clearly established, teams are ready to engage in the problem solving process. Decision making process is generally seen as an action cycle and sequential steps to problem solving which included the identification and diagnosis of a difficulty, the reflective development of a plan to alleviate the difficulty, the initiation of the plan and appraisal process Ibrahim (2005).
Ude (2008) based his decision-making process/stages into four basic types. A process whereby the organization moves through a series of simple steps to give order to its method are:

- Classification of problem
- Analysis of difficulties
- Choice of alternatives
- Execution or implementation of alternatives

Okoye (2006) identified five steps in decision-making process as:

- Recognize and identify the problem
- Analyze the difficulties or situation
- Establishment of criteria for resolving the difficulties
- Development of plan or strategy for action.
- Putting a plan to action highlighting the problem or stages involved in decision-making.

Furthermore, Suleiman (2007) identified four major steps involved in decision-making thus:

- Define the problem
- Specify alternatives
- Predict consequences for each alternative
- Select from among the alternatives.
From the above discussion, it is imperative to understand firmly that decision-making in an organization is not a straight jacketed action. It involves series of processes or stages for its actualization and Peretomode (2001) summarized thus:

*identity the problem, to be solved or goal to be defined, determine the minimum levels or standard that all acceptable alternatives will have to meet, appraise the feasible alternative that will resolve the issue, appraise the acceptability of this alternatives, determine if it meets the minimum level which have been established, if the alternative is not acceptable, identify another and put it through the evaluation process, if the alternative is acceptable, implement it, and finally after implementation, determine how easy (difficulty it was to discover feasible alternatives and use this information to raise or lower the minimum level of acceptably on future problems of similar nature evaluate and implement the best alternative in solving future problems.*

In spite of all the steps suggested by different authors/authorities in arriving to rational decisions, the basic principles remain the same and can be grouped into three stages Adeleke (2005).

- Identification stage/process
- analysis stage/process
• implementation process/stage

**Step 1:** In this, the problem is defined, classified and well-understood. It is essential that a problem be well recognized and studied in the process of decision-making. This is the only way to ensure that a lasting solution is fashioned out in treating the problem. Here, the co-operative effects of the teachers are needed in diagnosing the situation on ground in order to take a rational decision.

**Step 2:** The problem is analyzed based on the understanding of the problem in question. Establish a criteria and standards by which the situation will be evaluated or judged as acceptable and adequate as needed. According to Ugwu (2002), in analyzing a problem, the decision-maker must have valid, reliable and objective information. The decision maker must collect enough data on the problem, and solution must reflect relevant facts formulated and selected as the preferred solutions.

**Step 3:** At this stage, the decision maker studies the solution made at the analysis stage in decision-making which involves the following

• Identification and analysis of the problem

• search for a solution
• Working out the consequences of the alternative solutions.
• the active decision in the light of stages 1-3 above

On the whole, it is implied tat the secondary school administrator assumes the total responsibility to ensure that decisions are properly made and implemented by making the teachers to participate in the decisions or stages it is involved.

The administrator does this by being democratic in author/authorities approach to decision-making in the school-the use of committee system in making decisions on vital issues that concerns the school which may revolve around academic or disciplinary problems in the school.

The situation is worsened as the zonal superiors do not have an explicit statement on the position of teachers in decision making process in the school. All these contribute negatively to the attainment of the educational objectives in schools.

It is against this background that the researcher is interested to carry out investigation on teachers’ participation in decision-making in Obollo Afor Education Zone of Enugu State.

**Statement of the Problem**

The issue of some principals not involving teachers in decision-making on matters affecting the school is of great concern
not only to the education ministry but also to the general public. A close observation of decision-making in Obollo-Afor education zone of Enugu state shows that teachers are not adequately involved in the decision-making on issues that concerns them and the students. This has a long standing effect that school administration suffers a lot. Problems of discipline among staff, students, poor academic performance in the schools within the zone, truancy among students and other related problems call for a frantic effort of the teachers and the school heads in the zone under study. The present trend shows that the objectives of the secondary school education system as contained in the National Policy on Education (2004) may not be realized following the conflict between the teachers and school heads in terms of decision making. Also, decisions on who is promoted into the next class causes conflict in the school. The teachers and schools heads as observed by the researcher are always at conflict on the standards for promoting students which is mostly handled by the school heads alone. The gap between the role expectation of the classroom teachers and the principals makes this study very imperative. It is therefore, the problem of this study put in question form, what are the classroom
participation the roles of teachers in decisions-making in secondary schools in Obollo-Afor Education Zone of Enugu State.

**Purpose of Study**

The purpose of this study is to identify the perceived rate of teachers’ participation in decision-making in secondary school administration in Obollo-Afor Education Zone of Enugu State. The study specifically seeks to:

1. determine the decision-making skills of secondary school teachers.
2. identify the areas which classroom teachers can participate in decision-making.
3. identify the perceived merit of teachers’ participation in decision-making in secondary schools.
4. identify the perceived demerits of teachers’ participation in decision-making in secondary schools.

**Significance of the Study**

The beneficiaries are the principals, policymakers, the teachers and stakeholders for education system. This study will enable the principals to understand the indispensable role of classroom teachers in taking part in decisions in secondary schools. The principals will benefit through conferences, workshops or
seminars organized on the need to involve teachers in making-decisions in the school system so as to create a conducive administrative atmosphere in the school.

The findings of this research study will immensely help the policy makers via conferences and workshops to explain to the teachers, and principals the government guidelines towards policy making as it involves taking decisions while carrying out the school functions. The workshops organized will help them to intimate the principals on the need to involve the teachers’ in decision-making process.

The findings of this research study will be beneficial to all the stake-holders of our school system on the government stand on how certain decisions will be taken in schools and the level of teachers’ involvement. They will benefit through seminars organized based on the decision-making process in the school. Both the teachers and principals will learn to appreciate the fact that the roles of both parties are complementary. They research study is therefore based on human relations theory.

The theoretical significance of this research study is on human relation theory of Elton Mayor. The principals under this theory should involve all members of the school community to have higher
productivity while taking decision. Here there is need to involve the teachers in the decision making process in the school.

**Scope of the Study**

The content scope of this study will focus on the classroom teachers’ participation in decision-making in secondary schools in Obollo-Afor Education Zone of Enugu State operationalized in the decision making skills of teachers in the school, possible areas of teachers’ participation in decision-making, perceived merits of teachers’ participation, and perceived demerits of teachers’ participation in decision-making in school administration.

The geographical scope includes all public secondary schools in Igbo-Eze North & South and Udenu Local Government Areas. It will also include all junior and senior secondary schools in the areas mentioned above; schools below three years of existence will not be included.
**Research Questions**

The following research questions were formulated to guide the study.

1. What decision-making skills do classroom teachers have?
2. What are the areas in which teachers can participate in decision-making in the school administration?
3. What are the merits of classroom teachers’ participation in decision-making in the school administration?
4. What are the demerits in classroom teachers’ participation in decision-making in the school administration?

**Research Hypothesis:**

The following null hypothesis that will guide the study will be tested at 0. 5 level of significance.

**Ho$_1$:** There is no significant difference in the mean ratings of the male and female secondary school teachers on the decision-making skills of teachers in Obollo-Afor Education Zone of Enugu State.

**Ho$_2$:** There is no significant difference between the mean ratings of urban and rural teachers with regards to the areas of teachers’ participation in decision making in secondary school administration.
CHAPTER TWO

Review of Related Literature

This chapter presents a review of literature that relate closely to the study. It will equally enable the researcher to find out some works that have been carried out in areas related to the study. The related literature is organized and presented under the following sub-headings:

Conceptual Framework

- Concept of Decision-making
- Decision-Making and Policy Making
- Decision-Making in Secondary Schools
- Decision-making skills
- Classroom teachers’ participation in decision-making

Theoretical Framework

Scientific/Classical Management Theory

Human Relations Theory

Decision-Making Models

Review of Empirical Studies

Summary of the Review of Literature


**Concept of Decision-Making**

The concept of decision has been variously defined by scholars. Decision means having some agreement in selecting from several courses. For Mbiom (2000) “a decision is the act of setting or determining”, while Igbo (2002) affirmed that “decision-making is an attempt to solve organizational problems.” The organization or schools have problems and such problems can only be solved by making decision on which problem to solve, how, when and who will solve them. Such decisions are always carried out at the administrative level hence they are called administrative decision.

Peretomode (2001) holds the view that “decision making is a central responsibility of the educational administrators. It is a fundamental process in organization. Gregg (2002) put it:

> Decision-making is the very heart of the administrative process and leadership. It is the process of choosing from among alternative ways of achieving an objective or providing a solution to a problem. Decision-making usually involve choice and entails cost.

In the view of Gregg, decision-making is the work of educational administrators, while Gregg saw it as a process of
choice and which equally involves cash. Simon (2000) described decision-making as comprising three principal phases; finding occasions for making a decision, finding possible courses of action and choosing among courses of action”. This means that decision-making go through three stages.

Decision-making is not done without going through logical stages and consciousness. It is crucial that they are made relevant to and appropriate for on-going activities within the organization. They reflect the organization’s objectives, policies and plans and all the decisions giving directions to the organization. The administrative decision is carried out systematically. Mccammy (1980) in Ukeje (2002) stated concisely that “the making of decision is at the very centre of the administrative process and the discussion of administration will be more systematic if we accept the framework for the analysis of decision-making”.


i. **Intermediary Decision**: It is decision made by the superordinate and handed down to the subordinate for implementation. It is otherwise referred to as the flow of
order from higher to lower by the researcher. Griffiths held that such decisions do not originate from the school administrator. It could be from the school board to the principal. The board in charge of secondary schools will have a policy (education) which the school administrators are expected to be implementing. Such decisions are routine decisions. They are the day to day programme of the school. The officer acting on this directive makes such expression as, “I am directed to”.

ii. **Appellate Decisions.** This termed low to high. Its other name is appeal. It is an appeal made by the lower person to the higher person in authority asking for permission to do a thing, for instance a teacher, appealing to the principal or the principal appealing to the school board to enable him punish an erring student or teacher.

iii. **Creative Decision.** This is a decision made by the school administrator for the smooth running of the business of the school. According to Griffiths’ categorization, “creative decisions are those concerned with significantly improving some aspects of education, such as curricular programmes and admission policies”.
Ukeje (2002) divided decision into two, personal and organizational. Personal decision is that which are personal to the maker. It is made for the achievement of the aims or needs of the individual maker. The decision to marry or go for more honours in school is personal. On the other hand, organizational decisions he pointed out relate to organizational goals and purposes and are usually delegated.

Decisions are not just made like that. There are some conditions which prompt them. Peretomode (2001) stated the conditions under which administrators can make decisions. They are certainty, risk and uncertainty.

- **Conditions of Certainty**: Under these conditions, the educational administrator has sufficient information to make decisions and he knows the expected outcome or result.

- **Conditions of Risk**: Although he (the administrator) does not know the result but he is sure that it will fall within a certain range of outcomes. This situation or condition is more problematic to the administrator than the first.

- **Conditions of Uncertainty**: These are situations of unknown. Peretomode held that “it is the circumstance under which educational administrators or managers do not know the exact
possibilities attached to the alternatives available to him and therefore have difficulty assigning probabilities to outcomes”.

Administrative decisions cannot be made except something prompting it. There must be a problem, such problem may be long lasting and routine decision will be made. It may be short lived or a one-short problem which may require an appellate or a creative decision. Decisions are made in such situations as are itemized by Peretomode and stated in this study. Decisions are carefully and consciously made and not in a haphazard manner. Decisions that are not well made can impede the progress of the organization and based on this background, Johnson (2001) asserts that:

“a common error in decision making situation is to prematurely decide on the first reasonable alternative that is suggested (that is called satisfying). What decision-making groups are supposed to do is choose the alternative course of action that maximizes their success. (Johnson, 2001)”.

In decision-making, the different faculties involved must ensure that each alternative gets full consideration and a fair complete hearing. The only way to ensure that all alternatives are assigned to a committee charged with the responsibility of
preparing and presenting to the faculty the best case possible for the alternative. The sub-group or committee will utilize the procedure for making decisions.

**Decision-making and Policy making**

Decision is a choice made between two or more available alternatives. Decision-making is the process of choosing the best alternative for reaching goals. Here, goals are reached after long deliberation. Terry (2001) in Chiaha (2007) described decision making as the selection of the behavioural alternative from two or more possible alternatives. All these decisions reached at various segments of educational systems refer to as policies. For instance, the National Policy on Education was formulated by the Federal Government of Nigeria which is a composite of decisions of various levels of the government.

According to Ogbonnaya (2003), policy directs the actions or activities of organizations. It could be viewed as a government programme of action, which stands for various degrees of goal articulation and normative regulation of government intents.

Anderson (2007) asserts that policy is purpose course of action followed by an actor or set of actors in dealing with a problem or matter of concern. Adesa (2003) defines policy as “a major guideline
for action”, as general directives for action. By implication, policy concerns general laid down directives rather than detailed instructions on the method of actions to be followed. From the above, there is a technical difference between policy and decision-making. Policy refers to aggregative decision-making as against single discrete decision (Jackson, 2005).

Generally, decision can be made by superior and subordinate officers in an organization while policies are made by few people entrusted with the responsibility of recommending actions affecting it after considering economic and technical feasibilities of various options or solutions. The problem as it concerns this research study is that classroom teachers are not adequately involved in policy formation, implementation and the taking of major decisions in the education sector especially the secondary school classroom teachers. According to Ogbonnaya, (2003) the dictation of policies/government decision to teachers does not change good classroom climate for teachers to put in their best in teaching and learning. For instance classroom teachers of secondary schools are not involved in the planning of the students curricular. Such policy decision on what constitute the curriculum of secondary school students is not considered pertinent to consult classroom teachers
in its planning process and teachers are not happy on the situation, hence their morale is low towards the performance of their duties.

**Decision-Making in Secondary Schools**

Decision-making is vital to the survival of any organization. In the school system, is a major responsibility of school administrator. An understanding of the decision-making process, therefore is a sine qua non for all school administrators as it enables them to use all the material and human resources available to arrive at a rational decision. The decisions so made will help to solve the day to day organizational problems.

Peretomode (2001) held the view that, “decision-making represents a process where ideas, individuals, events, and political considerations are analyzed to meet a problem situation”.

In spite of all the steps suggested by different authors/authorities in arriving at rational decisions, the basic principles remain the same and can be grouped into three stages Adeleke (2005).

- Identification stage/process
- analysis stage/process
- implementation process/stage
On the whole, it is implied that the secondary school administrator assumes the total responsibility to ensure that decisions are properly made and implemented by making the teachers to participate in the decisions or stages it is involved.

The administrator does this by being democratic in approach to decision-making in the school—the use of committee system in making decisions on vital issues that concerns the school which may revolve around academic or disciplinary problems in the school.

It is important to note that decision-making becomes counter-productive if it is not implemented with teachers support to attain the stipulated objectives. Here, this calls for the importance attached to teachers’ participation in decision-making process in schools. (Usufu, 2003). According to Hicks (2003), teachers are motivated in their work because they participate in discussing issues affecting their work. A good administrator should carry along his/her staff while making decisions. Nduka (2002) in his contribution on the need for participation of teachers in decisions-making observed that the essential process of adaptation in organizations (schools) is decision whereby the physical, biological, personal, and social factors, of the situation are selected by specific
combination by volitional action. The people who would sometimes be affected by a decision must have input in the process of making the decisions. This is to ensure that they are carried along in the business of the school to ensure the attainment of the objectives. It is pertinent to write that the stakeholders in the educational sector are the students, parents and staff which includes the teachers and it is imperative that they participate in school decision-making process to attain the stipulated/set objectives of the school.

A number of factors can be identified as constituting barriers to decision-making in organizations. Etuk (2005) identified the following factors as;

- The nature of the problem to be solved
- Personal factors
- Generating alternatives
- Process of evaluating
- The steps of implementing decisions
- The setting of managerial decision-making and

The absence of special structures for organizing the problem solving activity. All these make or mar the decision-making process in the school administration if all the necessary stakeholders are involved.
Decision-making is not done in a haphazard manner. It follows a logical laid down procedure. Therefore given the same event, idea, political consideration and individual, two different people can arrive at the same decision. Decision-making process in the idea of Bross (2000) refers to the process of selecting one action from a number of alternative courses as it must undergo a process of scrutiny and analysis of numerous alternatives but related issues with a view to finding a better way of solving a particular problem. (Chinwuzie 2000) observed that decision-making is a process of selecting certain problem alternatives and fashioning ways of solving them.

“The decision-making process is a cycle of events that includes the identification and diagnosis of a difficulty, the reflective development of a plan to alleviate the difficulty, the initiation of the plan and the appraisal of its success”. (Ndu, 2001). Further, Udu presented five stages of decision-making process they are:

- Recognize and define the problem or issue
- Analyze the difficulties in the existing situation
- Establish criteria for resolving difficulties.
- Develop a plan for or strategy for action, including the specification of possible alternatives, prediction of probable
consequence for each alternative, deliberation and the selection of an alternative, and

- Initiate a plan of action.

**Decision-Making Skills**

Decision is a choice made between two or more available alternatives. Decision-making is the process of choosing the best alternative for reaching goals. Adeyina (2006) in Ayim and Kanwa described decision-making as the selection of one behavioural alternative from two or more possible alternatives. Decision-making is not haphazardly done. It follows a process or steps/order to ensure that enduring positive decisions are made to solve school or administrative problems.

The decision outcome depends on the way the administrator structures the decision-making process. The administrative skill of the administrator will determine the decision-making structure of the administrator. Abbot (2004) in Peretomode identifies five decision-making skills that contribute to the effectiveness of the school administrator. These are:

- Skill in differentiating among types of decisions.
- Skill in determining the amount and type of information needed to reach a decision.
• Skill in determining the appropriate involvement of other people in reaching decisions.
• Skill in establishing priorities for action, and
• Skill in anticipating both intended and unintended consequences of decision.

Several decision making models have been advocated or adopted by professionals or authors/or administrators to ensure that proper decision are made to attain objectives already set.

According to Udenwa (2007) “scientific method” is one of the processes of taking decision. The scientific “method” of decision-making indicates that there are specific procedures to be followed to solve a problem and make a decision in the school system or an organized set-up. The process usually involves the following.

• Identify major problems of the school. This may be disciplinary or academic problems among the students.
• Determine the major causes of the problem
• Determine potential solutions to the problem
• Evaluate potential solutions
• Selection of the best solution
• Implement the solutions
• And finally verify that the solution is correct.
Going by the above, school administrators are bound to make rationale decisions. The potential consequences are known via analyzing the potential advantages and disadvantages which shall equal the potential net result of implementing a particular solution.

Two decision-making process models were identified by scholars especially Ademiran (2005) as the econological model and the bounded rationality process model. He equally distinguished between two types of decision theory, namely: prescriptive theory and descriptive theory.

Prescriptive theory attempts to explain how decision-making ought to be followed and critical questions to be considered. Descriptive theory according to them is concerned with describing how decision is actually made. The ecological model is a prescriptive one while the bounded rationality processes is of the descriptive theory. Hodgetts and Altman (1979) in Peretomode (2001:213) identified eight stages of decision-making as contained in the bounded rationally model.

- Identify the problem to be solved or goal to be defined.
- Determine the minimum levels or standard that all acceptable alternatives will have to meet
- Choose one feasible alternative that will resolve the issue.
• Appraise the acceptability of this alternative.

• Determine if it meets the minimum level, which have been established.

• If the alternative is not acceptable, identify another and put it through the evaluation process

• If the alternative is acceptable, implement it.

The diagram below shows a decision-making model typified by Altman,


Policy-making involves decision-making. Effective administration also requires rational decision-making which leads to the selection of the best way to reach an anticipated goal. The ability of an individual to make rational decisions may be limited by the extent of his knowledge of his job and by the degree of his organizational loyalty. Edem (2001) identifies various stages in reaching rational
decision. These are: (i) identification and analysis of problem. (ii) Search of a solution (iii) Anticipation of the consequences of alternative solution. (iv) The actual decision in the light of (i)-(iii) above. This entails decision.

**Classroom Teachers’ Participation in Decision-Making**

Participation here means mental and emotional involvement of an individual in group processes which encourages that person to contribute to group goals and share responsibility in them. Teacher participation or inclusion of the teachers in the decision making of a school would imply that the teachers have access to sufficient information on which to base their share in decisions. Ngoka (2000) observed that there has been a lot of concern about employee participation in decision-making especially those affecting them directly. Enyi (2000) noted that as much as possible, all those to be directly affected by a particular decision, should be directly or indirectly involved in the process of making the decision. For many decades, teachers were neither demanding nor were they required to make input in the decisions affecting the management of their schools, presumably because of their low academic and professional qualifications. But according to Musaazi, (2005) in Nigeria today,
the goals of schools are becoming more numerous and complex. Teachers nowadays are demanding greater autonomy and authority in making of decisions regarding teaching curriculum and their welfare. This can be attributed to recent awareness brought about by the high level of academic qualification. Participative approach to decision-making has been advanced by some scholars as a useful and motivational device. For example Enyi (2000), Ngoka (2000) came out with the view that participation in decision-making by subordinates is very important. They are of the view that school heads should encourage and increase the rate of subordinates’ participation in various school activities especially in the decision-making process. In his own contribution on teachers’ participation, Poster (2000) noted that forty (40) years ago school management was unheard of and school structures were hierarchical and complicated. The head teacher was captain of his ship and steered it on what everyone know to be the course. Today there is strong evidence that involvement in decision making and managerial self-control reduces tension, interdepartmental rivalry and friction.

Ibrue (2002) observed that participative decision-making as ideas and experiences of subordinates can be incorporated into the decision. Subordinated commitment to decisions is also assured
with the consequences of increased productivity. Usman (2005) states that participative decision-making will facilitate information flow within and out of the system. This will invariably enhance an increased productivity quality, and emotional orientation of teachers towards their job. Idris (2006) observed that teachers’ participation in decision-making serves social, psychological and emotional purposes.

Nwankwu (2006) asserted that participative decision-making has a significant positive relationship with teachers' effectiveness and productivity. He added that teachers who participate more frequently and more actively are more enthusiastic about the organization than those who participate minimally. Participation in decision-making gives the teacher a sense of belonging which makes for the achievement of organizational goals. And for the goals to be achieved, decision-making must not be selective or discriminatory.

Ogunsanya (2006) in his own contribution suggested that the administrator should work out a scheme for sharing decision-making with this subordinates on those issues for which members have relevant information to ensure positive administrative climate of the organization.
However, Michael (2005) summarizes most of the research and theoretical literature on teacher participation in decision-making, using the following generalizations.

- The opportunity to share in policy formulation is an important factor in teacher’s morale and in their enthusiasm for school organization.
- Teachers prefer principals who involve them in decision-making (regardless of whether the teachers have high or low dependency needs).
- Participation in decision-making is positively related to the individual teacher’s satisfaction with the teaching profession.
- Participation in decision-making has consequences that vary, from solution to solution.
- Teachers neither expect nor want to be involved in every decision; in fact too much involvement can be detrimental as tool little.
- The role and the functions of teachers and administrators in decision-making need to be varied according to the nature of the problem.
- Both internal and external factors affect the degree of participation in decision-making by teachers.
• Typical administrators are likely to prove ineffective due to deficiencies of acceptance by subordinates as well as due to limitations on the quality of decision.

• In order to maximize the positive contributions of shared decision-making and to minimize the negative consequences the administrator need to answer the following questions.

  (a) Under what conditions should teachers be involved?
  (b) To what extent and how should teachers be involved?
  (c) How should the decision-making group be constituted?
  (d) What role is most effective for principals?

  According to Richardson (2002) participation is “the inclusion of persons and groups involved and concerned with the diverse outcomes of managerial process. Sule (2005) asserted that “personnel participation means involvement and participation by a company’s employees in decision-making process of that organization”. But according to Anderson (2003), “an individual participates in something when he takes a particular share in that thing”. The education sector is large and their activities highly encompassing, there in a need for under involvement of the subordinates in the process of problem-solving which is largely, based on a scientific co-operative attitude of the people involved.
The authors found that teachers prefer involvement in technical decisions. In recognition of the above, Femi (2006) opined that education reform cannot be unilaterally imposed on teachers and schools as teachers are expected to endorse new roles and responsibilities, in tune with the available resources to implement the reforms. Schools depend on co-operation and interdependence among staff members, thereby planning for comprehensive change to be consistent with existing norms. There must also be supportive, conditions such as leadership among teachers and administrators, labour-management co-operation, and willingness on the part of administrators to secede some of their authority to teachers. In line with the above Uwazurike (2007) asserts that:

*Group decision-making predicates that decisions are not only made but clearly understood by all members of the group. When all group members participate in decision-making, members tend to be committed to the implementation of such decision. But the possibility exists that sometimes not all members of the group are involved in decision-making even though they are expected to compliment such decision. (Uwazurike, 2007).*
Edgar (2001) describing ways by which groups can be involved in decision-making include, decision by lack of response, decision by authority, decision by minority, decision by majority rule-voting and or polling, decision by courthouse, and decision by unanimous consent. Even though the method that allows for a wider participation of members of staff is majority decision, but the most effective method of group decision is decision by consensus because not only that everybody’s opinion is gathered by, also that a consensus agreement is reached.

Group decision-making improves the quality of decision making by incorporating the ideas and experiments of subordinates in decision making. Further subordinates commitment to decision is assured with the consequence of increased productivity. Johnson (2008) stated that “participation is predicted/to increase productivity, quality, emotional orientation of subordinates toward, their setting (the job, the decision maker, the organization) and subordinate acceptance of decisions”.

In the view of Uzoka (2005), the proper analysis of problems and the expert knowledge which will make a leader to make a good decision, shared decision is needed. Ukeje (2000) clearly stated that! All types of decisions require collative thinking on the part of
decision-makers. The decision-maker should try and analyze the problem leading to the decision and try to identity the values that bear on the problem. Some of the problems grow out of political, economic, partisan, traditional or sociological issues. Some others arise out of ignorance, prejudice or personal favoritism. The quality of decisions can be improved by involving more people in decision making process either as groups or committees. Moris (2006) emphasized that participating in controversies in just as powerful in schools as in homes, industry, government and other organizational settings). It is essential for school leaders, therefore, to structure decision controversies whenever decision must be made to solve school wide problems”.

**Roles of Teachers in Decision -Making**

The role teachers can play in participating in decision-making is very great considering that they have face to face contact with the students on daily basis. Olyless (2004) noted that “experience shows that the contribution of the teaching staff in the enlargement of programmes and especially in the details essential to their execution is very great”. Some educational programmes is becoming increasingly complex, the teaching staff should be involved in making decision on what concerns them because in Nigeria and else
where in Africa, the goals of schools are becoming more numerous and more complex. The traditional role of the school head as the master teacher, competent enough to supervise all areas of instruction and curriculum seems unattainable. A new role is emerging. Classroom teachers nowadays are increasingly demanding greater professional autonomy, (Clusky, 2000).

The cry for classroom teachers’ role or importance in participating in decision-making in secondary schools did not start recently, Dewey (1903) in Okero (2003) warned that till the school system is organized in such a way that every teacher has some regular and representative way in which he or she can register judgment upon matters of educational importance that the internal standpoint democratic seems to be justified. A major contribution of the concept underlying democratic administration has been its inclusion of teachers in decision-making process through the formal organization including a higher rate of output reduction in absenteeism, reduction of governances, and improvement of managerial decisions. It is important to note that decision-making becomes counter-productive if it is not implemented with teachers support to attain the stipulated objectives. Here, this calls for the importance attached to teachers’ participation in decision-making
process in school (Usufu, 2003). According to Hicks (2003), teachers are motivated in their work because they participate in discussing issues affecting their work. A good administrator should carry along his/her staff while making decisions. Nduka (2002) in his contribution on the need for participation of teachers in decisions-making observed that the essential process of adaptation in organizations (schools) is decision whereby the physical, biological, personal, and social factors, of the situation are selected by specific combination by volitional action. The people sometimes who would be affected by a decision must have input in the process of making the decisions. This is to ensure that they are carried along in the business of the school to ensure the attainment of the objective. It is pertinent to write that the stakeholders in the educational sector are the students, parents and staff which includes the teachers and it is imperative that they participate in school decision-making process to attain the stipulated/set objectives of the school.

A number of factors can be identified as constituting barriers to decision-making in organizations. Etuk (2005) identified the following factors as;

➢ The nature of the problem to be solved
- Personal factors
- Generating alternatives
- Process of evaluating
- The steps of implementing decisions
- The setting of managerial decision-making and

The absence of special structures for organizing the problem solving activity. All these make or mar the decision-making process in the school administration if all the necessary stakeholders are involved.

As a secondary school teacher for years now the researcher has observed that some school heads/principals do not adequately involve teachers in making decisions rather such decision are handled down to them to implement. This “sole administrator” mentality has marred the administrative process in school as it pertains to decision-making as an element of school management.

The essential roles of teachers’ participation in decision making have been discussed extensively and it is indispensable to the smooth administration of schools. It should be noted that decisions on the choice of subjects, question of school functionaries, disciplinary problems, promotion criteria among others falls into areas of decisions that involves the teachers is the
school. For instance, the researcher observed that in Obollo-Afor Education Zone of Enugu State, 60% of school heads take solitary approach to the problem of examination malpractice which needed to be nipped at the bud. The principals do not involve the teachers as some of them have ulterior motives for that to clandestinely make illegal earnings. Here, the teachers are not involved in such decisions and as a result, it breeds discord between the school heads and the teachers. Apart from this decision making involving disciplinary problems, truancy among teachers and students needs urgent attention which the school principals pay lib services.

**Theoretical Framework**

A theory is a proposition that explains what happened or what shall take place in future. It is more of views or opinions of what happens or events that might take place in future.

**Scientific /Classical Management Theories**

The famous proponent of this theory was Fredrik W. Taylor (1856 – 1917) who is generally regarded as the “father of scientific management school.” His main concern was the achievement of efficacy of workers by maximizing their outputs through the application of what he called principles of scientific management.
The six principles according to Abdulahi (2006) includes:- Time study principle, piece-rate principle, the planning of authority by top managers scientific method of work, managerial work principle and functional management principle.

On the whole, the theory neglected the decentralization of administration by concentrating power on the administrators, who were erroneously believed to posses all the administrative know-how. Workers were completely avoided in the decision making process. This theory side-tracked the needs for workers motivation which enhance greater work productivity in organization. The classroom teachers under this dispensation are minimal in the decision taking process in the secondary schools. This will dampen their morale to perform their instructional roles. Another pertinent theory of decision-making related to this study is the human relation theory.

**Human Relations Theory**

The central idea in this message is that the human factors are important in the achievement of organizational goals. The chief proponents include Mary Packer (1868 – 1933), Elton Mayo (1945), and Dickson (1939) among others. Follett is mostly regarded as the foremost proponent of human relations theory. As a social
philosopher, she emphasized the human side of organization via cooperation among the worker. She therefore placed coordination first in the attainment of organizational objectives.

The four organizational principles according to her to which decision-making involves includes:

- Coordination and direct contact.
- Coordination with early stages.
- Coordination as the reciprocal relation of all the factors in a situation i.e. coordination should involves an agreement of all individuals.
- Coordination as a continuing process.

The implication of this theory to school administration is that those affected by the decision should be part of the decision-making process. This means that the school administrator should involve all members of the school community in the decision-process. The classroom teachers under this theory are expected to participate in decision-making process in the school to improve on their institution as it is an aspect of their intrinsic motivation. This is because, the classroom teachers will feel recognized in the administration of the school affairs. This study is therefore based on the human relation theory.
**Decision-Making Models**

A model is a representation of reality. It can be used to explain what happens in formal organization like the school system.

According to (Chiaha, 2007) probability theory is used in risk situations when the manager school (head) is not absolutely certain of the nature of the result of the alternative to be implemented. Here, the school head may not be sure of the best alternative decision to solve a given problem. It is computed with the formula $EV=1XP$, $EV$ means expected value, $1=\text{income is the alternative, outcome and } p = \text{the probability of producing the outcome}$. Based on this theory, the principle’s decision hinge on the highest expected value and such as usually implemented. The probability theory is used to make simple situation decisions.

Another essential decision-making theory relevant to this study is maximizing model. This is a utopian approach which requires that only the best choice is considered a rational choice. The model or theory is based on the following assumptions:

- All concerned have the same interest or values.
- All are aware of the goals, cost, benefits and all about the alternative option.
- Each decision maker can devote only a limited time to decision.
- Each decision maker can mentally weigh information.

From the above, though it remains utopian, if adopted it will enable the principal or school heads to weigh alternative decisions in order to arrive to best solution to a problem.

**Review of Empirical Studies**

Several scholars in Nigeria have delved into this research study which hinges on teachers’ participation in decision-making as it concerns school administration. Some of these studies includes; Ubong (2003), Dan (2005) and Ude (2004), Adeniran (2006), Eze (2007)

Ubong (2003) on “Teachers’ participation in decision-making in Kano State secondary schools: The researcher used questionnaire to collect data and proposed four hypotheses to guide the course study. The result of the study proved that teachers’ participation in decision-making, could contribute immensely to an effective administration. It serves as social, emotional and psychological purposes by giving the staff a sense of belonging.
Dan (2005) conducted another study on decision-making, which the title is “Decision-making in School Administration”. The study was specifically designed to ascertain whether the school administration involve teachers in decision-making particularly where it concerns them in Abia State secondary schools. He used both interview and questionnaire to elicit necessary information from his respondents. Three hypotheses were tested. Data collected for the study were presented and analyzed. The result of the study proved that some principals do not adequately involve the teachers in decision-making in their schools. This has led to lack of commitment to the implementation of decision. He asserted that what is important is that teachers are involved in educational decision-making, in all the areas within their sphere of professional interest and operation for maximum productivity efficiency and effectiveness.

Ude (2004) also worked on the study titled”, “Teachers’ participation in decision-making and the academic performance of secondary school students in Enugu State”. Three hypotheses guided the study and the result was analyzed and proved that.
There is a positive correlation between teachers’ participation in decision-making and teachers’ role effectiveness and the academic performance of students.

b. There is no significant difference among teachers in respect to decision-making with respect to age, marital status qualification, and whether the schools in co-educational or not.

c. Sex and teaching experience were however measures of their participation.

Adeniran (2006) in a survey study on analysis of teachers’ participation in decision-making in Lagos State used proportional random sampling comprising 200 principals, 250 teachers and 10 supervisors were drawn especially and administration to twenty secondary schools in the Zone. A 30-item questionnaire was developed by the researcher and administered; mean and standard deviation were used to answer the three research questions. A t-test table was used to test the two null-hypotheses formulated for the study at 0.05 level of significance. The finding shows that:

(a) Sex as a factor influenced principals’ perception of teachers’ participation in making of decisions.
(b) Female principals allowed teachers more participation than their male counterparts.

(c) Administrative experience of principal affected the way they involved their teachers in decision-making.

(d) Academic qualification of principals is a factor that did not affect their involvement of teachers in decision-making.

Eze (2007) carried out a survey research study, titled, “Organizational Decision making Process and Secondary Schools Administration in Enugu State”. A total of 500 classroom teachers and 50 principals were used as sample from selected secondary school in the State. Mean and standard deviation were used to answer the three research questions. A t-test statistics was used to test the null hypotheses at an alpha level of 0.05. The findings of this research study shows that policy decisions are made at higher levels of administration and management committee level tends to be participatory. He opined that it is vital that teachers should be involved in educational decision-making in the areas that affect their work in school.
The general aim of educational administration is to ensure that school system function properly, that is according to preconceived purpose and plans of action.

Therefore, principals should appreciate that participation in decision-making is a positive move and reduces staff resistance to change.

From the foregoing, there is a significant relationship between teachers’ participation in decision-making and their job performance. At any rate, this study will try to support the scholars that advocate the involvement of teacher in decision-making in the school system to enhance the spirit of belongingness with reference to secondary schools under Obollor-Afor Education Zone of Enugu State, Nigeria.

**Summary of the Review of Related Literature**

This chapter concentrated on the apt and concise analysis of teachers’ participation in decision-making, especially as it affects their job performance. The concept of decision-making was examined/discussed along side with its types and classifications. It was discovered that decision-making permeates every organization, as it involves the process of identifying and selecting a course of
action to toe in a bid to solve the endless administrative problems which the school is one of.

The process of decision-making was identified and discussed with respect to each of the proponents. Furthermore, it was revealed that there is a positive relationship between teacher effectiveness and the level of involvement in decision-making in schools and hence, should be encouraged. The researcher discussed decision-making theories such as the scientific/classical management and human relations theories. The latter theory is used for the purpose of this study as it takes cognizance of all the data related to the decision for lasting solution of the problem that is in existence.

Finally, a review of empirical literature was examined in relation to teachers’ participation in decision-making. Generally, the review however, acknowledges the paucity of teacher participation in decision-making and stressed the need for teacher involvement in the school decision-making process for smooth administration of the school which is the base line of this research study. The gap in literature therefore make this study very imperative.
CHAPTER THREE

Research Method

The chapter is a presentation of methodological approach adopted for this research study. It is to be treated under the following sub-headings: design of the study, area of the study, population of the study, sample and sampling technique, instrument for data collection, validation of instrument, reliability of instrument, method of data collection, method of data analysis.

Design of the study

The design of this study is descriptive survey research design. This design seeks to collect data on the particular features or characteristics of given population in a systematic manner such that findings are expected to be generalized to the entire population (Nworgu 2006). The researcher seeks to investigate classroom teachers’ participation in decision-making in secondary schools in Obollo-Afor Education Zone, the variables will be studied as they are without manipulation.
**Area of the Study**

The study will be carried out in Obollo-Afor Education zone of Enugu State. The choice is made up of rural schools with diverse socio-cultural background which the present administration found difficult to administer.

Finally, the choice of the zone is necessary as the school population is on the constant increase and it requires the participation of both the principals and teachers to provide administrative efficiency.

**The Population of the Study**

The population of the study is 1,288 teachers which include the principals and teachers of the 49 secondary schools in the zone. See appendix II.

**Sample and Sampling Technique**

The sample for the study is 264 respondents. The researcher used simple random sampling to draw 20% of male and female teachers in Obollo-Afor education zone. The sample of males to females to be used is expressed as a ratio in proportion of 146:188 respondents. The 20% will be drawn from each of the local
government areas as covered by the areas of the study. See appendix III attached.

**Instrument for Data Collection**

The researcher structured the questionnaire titled Decision-Making Questionnaire “(DMQ)”. The instrument is arranged in four clusters A, B, C, and D with each cluster treating one research question. Cluster A contains 11 item statements which deals with the skills of the teachers as it relates to decision-making in secondary schools, clusters B has 12 item statements and it relates to the areas where classroom teachers participates in decision-making process, cluster C has 9 items in the areas of merits of teachers’ participation in decision-making, and cluster D with 10 items deals with the demerits of teachers participation in decision-making in secondary school administration. The respondents’ opinions are elicited through a 4-point rating scale will used in this order:

- Strongly agree (SA) -4 points
- Agree (A) -3 points
- Disagree (D) -2 points
- Strongly disagree (D) 1 point
Validation of the Instrument

The instrument was face validated by two experts in educational administration and planning and another expert in measurement and evaluation, University, of Nigeria, Nsukka. These experts were given the initial draft of the instrument to modify so as to suit this research study.

Reliability of Instrument

The instrument was subjected to trial testing to ascertain its reliability. To achieve this, 20 copies of the instrument titled Decision-Making Questionnaire (DMQ) were administered to 6 principals and 14 teachers in Nsukka Education Zone not used in the study. The data were analyzed using the Chrobach Alpha coefficient for testing of reliability. The results show that the reliability coefficients are 0.90, 0.84, 0.89 and 0.90 for clusters A, B, C and D respectively and 0.89 for the entire instrument. The grand mean is 0.89. These results show that the instrument is reliable

Method of Data Collection

The collection of the data for the study from the respondents shall be by hand and on the spot after the administration of the questionnaire by the researcher with the help of two trained
research assistants. The on-the-spot collection ensures the complete return of the entire questionnaire to be administered.

**Method of Data Analysis**

The data collected shall be analyzed using mean and standard deviation to answer the research question. Any response below 2.50 shall be rejected while responses up to 2.50 or above shall be accepted and taken as positive. t-test-statistic will be used to test the two research hypotheses formulated at 0.05 level of significance.
CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF RESULTS

This chapter presents the analysis and results of the data collected. The data are presented in order of the four research questions and two hypotheses which guided the study. The means and standard deviation were used to answer the four research questions while t-test statistical analysis was used in testing the two hypotheses formulated at 0.05 level of probability.

Research Question I: What decision-making skills do classroom teachers have?

Table 1: Mean responses of male and female teacher on the decision-making skills of classroom teacher.

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<th>Female Teachers</th>
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<td></td>
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<td>SD</td>
<td>N</td>
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</tr>
<tr>
<td>2</td>
<td>Teachers seek, other peoples ideas before taking a decision</td>
<td>3.31</td>
<td>.72</td>
<td>145</td>
<td>3.60</td>
<td>.52</td>
</tr>
<tr>
<td>3</td>
<td>When teachers take decision, they are surprised about the result of the chosen ones.</td>
<td>2.73</td>
<td>.56</td>
<td>145</td>
<td>2.70</td>
<td>.67</td>
</tr>
<tr>
<td>4</td>
<td>It is better to make decisions very fast</td>
<td>1.81</td>
<td>.45</td>
<td>145</td>
<td>1.80</td>
<td>.454</td>
</tr>
<tr>
<td>5</td>
<td>The ability to make decisions effectively is something your are born with, you either have it or do not</td>
<td>2.82</td>
<td>.51</td>
<td>145</td>
<td>2.90</td>
<td>.67</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>-------------------------------------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>6</td>
<td>Teachers have every solution to 3.96problem in the school.</td>
<td>3.80</td>
<td>.46</td>
<td>145</td>
<td>3.90</td>
<td>.33</td>
</tr>
<tr>
<td>7</td>
<td>When making decisions, teachers use first idea.</td>
<td>3.97</td>
<td>.19</td>
<td>145</td>
<td>3.90</td>
<td>.14</td>
</tr>
<tr>
<td>8</td>
<td>Teachers find out solution to a problem first before making a decision.</td>
<td>3.80</td>
<td>.44</td>
<td>145</td>
<td>3.80</td>
<td>.44</td>
</tr>
<tr>
<td>9</td>
<td>Classroom teachers figure out the result of their decisions based on the one chosen.</td>
<td>3.99</td>
<td>.06</td>
<td>145</td>
<td>3.90</td>
<td>.31</td>
</tr>
<tr>
<td>10</td>
<td>Decision-making involves trial and error.</td>
<td>3.80</td>
<td>.59</td>
<td>145</td>
<td>4.90</td>
<td>.32</td>
</tr>
<tr>
<td>11</td>
<td>Teachers participate in making decisions concerning social undesirable behaviour like prostitution, drug abuse etc</td>
<td>3.71</td>
<td>.74</td>
<td>145</td>
<td>3.90</td>
<td>.32</td>
</tr>
</tbody>
</table>

**Grand Mean(X) 3.05, X ≥ 2.50 Agree**

Research questions 1 was intended to identify the decision-making skills possessed by classroom teachers of secondary school in Obollo-Afor Education Zone of Enugu State. Table A indicates that apart form items 1, 2 and 4, every other items on the above subjects rated positive which meets up with the criterion mean of 2.50 level of acceptance. Items 1, 2, 4 had 1.2, and 2.21 mean with .57, and .46 standard deviation respectively. Also, items 2, 3, 5, 6, 7, 8, 9, 10 and 11 had 3.40, 3.77, 2.90, 3.80, 3.96, 3.80, 3.99, 3.80, and 3.72 with .85, .59, .56, .45, .20, .44, .092, .86 and .73 standard deviation respectively for each of the item statements. The
grand mean for all the items is 3.05 which shows that teachers have some skills in making decisions in school especially as it relates to types of decisions and when to take decision.

The negative response shown in items 1, 2 and 4 indicates that not every decision is good for the sustained of the school. This implies that the school administrator has no monophony, of rational decision in the school. The respondents disagreed that is better to make decision fast and this might be when school administrators/principals alone make decisions.

The positive response on item bases shows that teachers seek other peoples ideas before taking decisions, some people have innate qualities in decision-making, teachers have some solution to some problems in the school, teachers finds solution to a problem before taking decisions. Other items addresses the issue of figuring out the result of decisions before they are made the process of decision making which the teachers under takes which concerns the problems of drug abuse, absenteeism and prostration among students within the school environment.

Based an the table and the grand means of 3.05 with standard deviation of 0.53 which is above the criterion mean, it show that the
classroom teachers have skills in decision-making and so should be allowed to participate in decision-making process in the school.

**Research Question II:** What are the perceived areas in which teachers can participate in the decision-making in the school administration?

**Table 2:** Mean responses of urban and rural classroom teacher on the perceived areas where they participate in the decision-making in the school administration?

<table>
<thead>
<tr>
<th>Decision-making</th>
<th>Urban</th>
<th>Rural</th>
<th>Total</th>
<th>Total</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skills of teachers</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S/N O</td>
<td>Item Statements</td>
<td>X</td>
<td>SD</td>
<td>N</td>
<td>X</td>
</tr>
<tr>
<td>12</td>
<td>Teachers should be involved in selecting course contents of study for the students</td>
<td>3.80</td>
<td>.51</td>
<td>145</td>
<td>2.71</td>
</tr>
<tr>
<td>13</td>
<td>Teachers should participate in identifying students promotion criteria in school</td>
<td>3.67</td>
<td>.66</td>
<td>145</td>
<td>3.72</td>
</tr>
<tr>
<td>14</td>
<td>Teachers should decide on evaluation procedures or areas of weakness of students.</td>
<td>3.70</td>
<td>.79</td>
<td>145</td>
<td>3.73</td>
</tr>
<tr>
<td>15</td>
<td>Teachers should be involved in deciding the class a child should be in school.</td>
<td>3.62</td>
<td>.83</td>
<td>145</td>
<td>3.74</td>
</tr>
<tr>
<td>16</td>
<td>Teachers should be involved in supervising students in the classroom.</td>
<td>3.36</td>
<td>.89</td>
<td>145</td>
<td>3.80</td>
</tr>
<tr>
<td>17</td>
<td>Teachers should be involved in the process of admitting new students in schools</td>
<td>3.82</td>
<td>.47</td>
<td>145</td>
<td>3.76</td>
</tr>
</tbody>
</table>
Research question 2 wants to identify that the areas where classroom teachers can make decisions in the school administration in Obollo-Afor Education Zone of Enugu State. Items 12-20 and 23 shows the areas where teachers can participate in decision-making in school administration whereas items 21, and 22 had negative response as the teachers disagreed with the two items. The table 2 above shows that items 12-20 and 23 had to total mean
of 2.85, 3.67, 3.70, 3.63, 3.40, 3.81, 3.62, 3.73, 3.99 and 3.69 with a standard deviation of .51, .66, .78, .82, .88, .42, .76, .67, .12, and .73 respectively for the item standards. All the above response patterns were all above the criterion level of 2.50. This shows that the teachers participates and the selection of the contents taught to the students, helps in the identification of promotion criteria and evaluation process in the school. The teachers also participates in the placement of the students in class, admission of new students, election of the school functionaries, solving disciplinary problems etc. Other areas of teachers’ participation are in the assignment of functions to the students in the school to help smooth administration and the maintenance of school-community relations. The classroom teachers however disagreed with items 21 and 22 which opined that they should not participate in the election of the school functionaries and the principal being the sole deceive factor in the organization of inter-house sports in the school. Both items have 1.76 and 1.99 mean respectively with standard deviation of .61 and 11. Both items are below the criterion mean of 2.50 and, the respondents disagreed with both of them.

Based on the analysis on the table with a grand mean of 3.73 with standard deviation of 0.58 it shows that all the items 12-20
and 23 stressed the need for teachers’ participation in decision-making in certain areas of school administration to enhance better administrative climate. The value of the grand standard deviation of 0.59 equally shows that the opinions of the classroom teachers are almost homogeneous in their responses to the items because of the insignificant value of the standard deviation.

**Research Question III:** What are the perceived merits of classroom teachers’ participation in decision-making?

**Table 3:** Mean responses on the perceived merits of classroom teachers’ participation in decision-making in school.

<table>
<thead>
<tr>
<th>S/NO</th>
<th>Item Statements</th>
<th>Male Classroom Teachers</th>
<th>Female Classroom Teachers</th>
<th>Mean (x)</th>
<th>SD</th>
<th>Total N</th>
<th>Total N</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Teaching and learning are improved when classroom teachers are involved in decision making in schools</td>
<td>3.70 .67 145</td>
<td>3.87 .35 117</td>
<td>3.71</td>
<td>.66</td>
<td></td>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td>25</td>
<td>Teachers are motivated to put in their best when they participate in decision-making.</td>
<td>3.81 .51 145</td>
<td>3.85 .34 117</td>
<td>3.81</td>
<td>.51</td>
<td></td>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td>26</td>
<td>Cordial relationship exists when the classroom teachers are involved in decision about the students’ welfare.</td>
<td>3.99 .067 145</td>
<td>3.90 .32 117</td>
<td>3.99</td>
<td>.43</td>
<td></td>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td>27</td>
<td>Conflict arises when teachers are not</td>
<td>3.20 .57 145</td>
<td>3.97 .047 117</td>
<td>3.73</td>
<td>.53</td>
<td></td>
<td></td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>28</td>
<td>School-community relationship is enhanced where the teachers are involved in decision-making.</td>
<td>3.72</td>
<td>.57</td>
<td>145</td>
<td>3.97</td>
<td>.04</td>
<td>117</td>
<td>3.73</td>
</tr>
<tr>
<td>29</td>
<td>Teachers' participation in decision-making makes are them feels a sense of belonging in the school administration.</td>
<td>3.60</td>
<td>.32</td>
<td>145</td>
<td>3.99</td>
<td>.21</td>
<td>117</td>
<td>3.89</td>
</tr>
<tr>
<td>30</td>
<td>The tone of the school is belonging in the school administration.</td>
<td>3.50</td>
<td>.26</td>
<td>145</td>
<td>3.99</td>
<td>.33</td>
<td>117</td>
<td>3.50</td>
</tr>
<tr>
<td>31</td>
<td>Problem identification in the school is quicker with teachers' participation</td>
<td>3.70</td>
<td>.27</td>
<td>145</td>
<td>3.72</td>
<td>.31</td>
<td>117</td>
<td>3.41</td>
</tr>
<tr>
<td>32</td>
<td>Teacher's participation enhances free flow of information in the school which helps to ensure efficiency in schools.</td>
<td>2.67</td>
<td>.21</td>
<td>145</td>
<td>2.57</td>
<td>.11</td>
<td>117</td>
<td>2.59</td>
</tr>
</tbody>
</table>

*Grand Mean(X) 3. X ≥ 2.50 Agree*

Research question 3 sought to find out from items 24-32 on the need for classroom teachers’ participation in decision-making in school administration. All the items ranked positive in responses to the need for classroom teachers’ participation in decision-making in secondary schools in Obollo-Afor Education Zone of Enugu State. All the means are above the criterion level of 2.50. The total grand mean of 3.59 with standard deviation of 0.41 proves that the above
item statements addresses the need for classroom teachers’ participation in decision-making in school administration very imperatively.

The total mean scores of 3.7, 3.8, 3.9, 3.7, 3.9, 3.5, 3.4 and 2.6 with .66, .51, .43, .53, .52, .12, .42, .44, .10 standard deviation respectively as shown in items 23-32 affirms the need for classroom teachers’ participation in decision-making in school administration. By this, teaching and learning are improved, increases teachers’ motivation, school administration and prevent conflicts that arises in the school. Other merits of classroom teachers’ participation in decision-making in school administration includes enhancement of school-community relations quick identification of problems, encouragement of sense of belonging, increase in the time of the school and enhancement of the free flow of information.

Based on the analysis of the above table, the grand mean of 3.81 with standard deviation of 0.41, it is imperative to note that all the items and ensure smooth school administration as it emphasizes the need for teachers’ participation in decision-making in school administration in Obollo-Afor Education Zone of Enugu State. The insignificance value of the standard deviation shows that
the classroom teachers are homogenous in their responses to the item statements as it affects this research study.

**Research Question IV:** What are the perceived demerits of classroom teacher’s non-participation in decision-making in the school administration?

**Table 4:** Mean responses of the classroom teacher on the perceived demerits of teachers’ non-participation in decision-making in the school administration in Obollo-Afor Education Zone of Enugu State.

<table>
<thead>
<tr>
<th>S/NO</th>
<th>Item Statements</th>
<th>Male Classroom Teachers</th>
<th>Female Classroom Teachers</th>
<th>Total</th>
<th>Total</th>
<th>Total</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Skills of teachers</td>
<td>X</td>
<td>SD</td>
<td>N</td>
<td>X</td>
<td>SD</td>
<td>N</td>
</tr>
<tr>
<td>33.</td>
<td>Teachers do not have enough time to participate in decision-making</td>
<td>2.46</td>
<td>.21</td>
<td>145</td>
<td>2.33</td>
<td>.22</td>
<td>117</td>
</tr>
<tr>
<td>34.</td>
<td>Teachers lack the necessary skills for making decisions.</td>
<td>1.32</td>
<td>.023</td>
<td>145</td>
<td>1.21</td>
<td>.20</td>
<td>117</td>
</tr>
<tr>
<td>35.</td>
<td>Teachers do not have the resources for decision-making in schools.</td>
<td>3.14</td>
<td>.51</td>
<td>145</td>
<td>2.71</td>
<td>.71</td>
<td>117</td>
</tr>
<tr>
<td>36.</td>
<td>Administration involves a lot of meetings and the teacher may not meet up with the demands</td>
<td>2.57</td>
<td>.26</td>
<td>145</td>
<td>2.73</td>
<td>.28</td>
<td>117</td>
</tr>
<tr>
<td>37.</td>
<td>Teaching and</td>
<td>1.20</td>
<td>.24</td>
<td>145</td>
<td>1.38</td>
<td></td>
<td>117</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>38.</td>
<td>Even if the teachers participate in decision-making it may lead to halve-baked decision-making.</td>
<td>3.29</td>
<td>.28</td>
<td>145</td>
<td>3.33</td>
<td>117</td>
<td>3.39</td>
</tr>
<tr>
<td>39.</td>
<td>Conflict may ensue between the teachers and the principals if they are allowed to participate in decision-making in schools.</td>
<td>2.76</td>
<td>.24</td>
<td>145</td>
<td>3.21</td>
<td>117</td>
<td>2.93</td>
</tr>
<tr>
<td>40.</td>
<td>Teachers participation in decision-making promotes teaching and learning</td>
<td>3.79</td>
<td>.22</td>
<td>145</td>
<td>2.52</td>
<td>117</td>
<td>3.62</td>
</tr>
<tr>
<td>41.</td>
<td>The attainment of educational objectives is not possible where teachers are alienated while taking decisions</td>
<td>4.92</td>
<td>.26</td>
<td>145</td>
<td>2.52</td>
<td>117</td>
<td>3.82</td>
</tr>
<tr>
<td>42.</td>
<td>Law and order may break in school as some decisions may be regarded as “their decisions” by the classroom teachers</td>
<td>3.67</td>
<td>.27</td>
<td>145</td>
<td>3.30</td>
<td>117</td>
<td>3.32</td>
</tr>
</tbody>
</table>

*Grand Mean(\(X\)) 3.61, \(X \geq 2.50\) Agree*

Research question 4 sought to find out the perceived demerits of classroom teachers’ non-participation in decision-making in
school administration in Obollo-Afor Education Zone of Enugu State.

The respondent disagreed with items 34 and 37 which had 1.38 and 1.27 with .10 and .20 standard deviation respectively. The above items were below the criterion level of acceptance of 2.50. This shows that teacher will not feel happy with the school administration if they do not participate in decision-making process in the school. Also, teaching and learning will not suffer if teacher participates in decision-making process in the school instead, their participation will enhance teaching and learning. Conversely, the respondents agreed with items 33, 35, 36, 38, 39, 40, 41, 42 which had 3.36, 2.73, 2.63, 3.39, 2.53, 3.62, 3.82 and 3.32 and .20, .61, .27, .59, .21, .23, .26 and .36 standard deviation respectively. All these items were all above the criterion mean level of 2.50. This shows that the respondents agreed with each of the above item statements as it concerns the research study. By this, the non-participation of the classroom teachers in decision-making in the school affects negatively teaching and learning. Other areas of agreement are that the school administration will be authocratic without an input from the teachers and it will affect the administration drastically the emergence of half-baked decisions.
and the existence of constant conflicts between the classroom teachers and the school administration. Lastly, the respondents were of the unanimous opinion that the National Education objectives in secondary schools will be attained if teachers’ participates effectively in the decision-making process in the school. The reverse, will be the case if the opportunity is denied the teachers. By this, the decision taken for administrative purposes will be described as their decisions by the teachers. The analysis on the table with grand mean of 3.61 and standard deviation of 0.61 signifies that teachers’ non-participation in decision-making in the school will affect the system drastically. This is marked by the insignificant value of the standard deviation of the opinions of the respondents which were homogeneous in nature.

**Hypotheses I**

There is no significant difference (P < 0.05) between the mean ratings of male and female classroom teachers on the decision-making skills of secondary school teachers in Obollo-Afor Education Zone of Enugu State.

**Table 5:** t-test analysis of the significant difference between the mean responses of the male and female classroom teachers on their skill in decision-making.
<table>
<thead>
<tr>
<th>Gender of Teachers</th>
<th>X</th>
<th>N</th>
<th>SD</th>
<th>DF</th>
<th>t-Cal</th>
<th>t-crit</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>2.51</td>
<td>145</td>
<td>.36</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>260</td>
<td>.024</td>
<td>1.96</td>
<td>Accept</td>
</tr>
<tr>
<td>Female</td>
<td>3.50</td>
<td>117</td>
<td>.31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The result above shows that the means for male and female classroom teachers are 3.51 and 3.50 with standard deviation of .36 and .31 respectively. On testing the hypotheses using t-test statistics at 260 degree of freedom at 0.05 level of significance and considering the values in the table, it can be observed that t-calculated value is less than t-critical.

Based on this, it could be accepted that there is no significant difference in the mean opinions of male and female classroom teachers on the skills required in the participation in decision-making in secondary school administration in Obollo-Afor Education Zone of Enugu State.

**Hypotheses II**

There is no significant difference (P < 0.05) between the mean ratings of urban and rural classroom teachers on the areas classroom teachers should participate in decision-making skills of
secondary school teachers in Obollo-Afor Education Zone of Enugu State.

**Table 6: summary of t-test for hypotheses II**

<table>
<thead>
<tr>
<th>Gender of Teachers</th>
<th>X</th>
<th>N</th>
<th>SD</th>
<th>DF</th>
<th>t-Cal</th>
<th>t-crit</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>3.72</td>
<td>145</td>
<td>.57</td>
<td>260</td>
<td>-0.18</td>
<td></td>
<td>Accept</td>
</tr>
<tr>
<td>Rural</td>
<td>3.97</td>
<td>117</td>
<td>.047</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The result above shows that the means for urban and rural classroom teachers are 3.72 and 3.97 with their respective standard deviations of 0.57 and 0.47 at a degree of freedom of 260. On testing the hypotheses using t-test statistics at 260 degree of freedom at value -0.18 and t-calculated value is less than the t-critical.

Based on this, it could be accepted that there is no significant difference in the mean opinions of both Urban and Rural classroom teachers on the areas they will participate in decision-making in secondary school administration. This implies that location is not a factor to consider in the relationship between both respondents.

**Summary of Findings**

1. The opinions of the respondent’s shows that the classroom teachers have skills which will enable them to participate in
decision making in secondary school administration in Obollo-Afor Education Zone of Enugu State. Both respondents agreed that teachers have skills in differentiating different types of decisions, seek other peoples opinions before taking decision. Other skills includes the ability to figure out the result of any decision before it is taken, expert in decision-making process on certain issues in the school which concerns drug abuse, absentism, prostitution etc. All these skills are possessed by them as school administrators do not have monopoly power of making rational decision in the school.

2. The respondents are of the opinion that the areas in which classroom teachers should participate in decision-making are in the content taught to the student, identification of criteria for promoting students, evaluation process in the school, placement of students in classes etc. Also he classroom teachers are of the opinion that they should participate in the election of school functionaries, investigating disciplinary problems and issues bothering on school-community relations etc. All these areas are where the classroom teachers are expected to participate in decision-making in secondary
school administration in Obollo-Afor Education Zone of Enugu State

3. The respondents were of the unanimous opinion that the merits of classroom teachers’ participation in decision-making in secondary school includes improving teaching and learning, improves teacher motivation, enhancement of the cordial relationship between the school administrators and the teachers. Other merits of classroom teachers’ participation in decision-making in the school administration includes improvement of school-community relations, quick identification of problems in school and encouragement of the free flow of information in the schools. The findings above shows that decision-making in secondary school administration will promote teaching and learning as there is a critical relationship between the teachers and administration in Obollo-Afor Education Zone of Enugu State.

4. The findings shows that the classroom teachers are unanimous in their opinions on the demerits of teachers’ non-participation in decision-making in school administration. The demerits according to the respondents includes its negative effect on the academic performance of the students as the key
issues concerning them may not be addressed by neither the classroom teachers nor the school administration. This will make the later to adopt authocratic style of leadership which may lead to the emergence of half-baked decision. Others are constant conflict between the classroom teachers and the school administration, non-attainment of the National Educational objectives as contained in the National Policy on Education and the break down of law and order in the school as most decision are referred to as “their decisions”. All these situations according to the findings will spell doom for the school administration, hence, the need for teachers’ participation in decision-making in school administration in secondary schools in Obollo-Afor Education Zone of Enugu State.

5. There was no significant difference between the mean opinions of male and female classroom teachers with regards to the skills required of classroom teachers in participating in the decision-making in school administration in secondary schools in Obollo-Afor Education Zone of Enugu State.

6. There was no significant difference between the mean opinions of both the urban and rural classroom teachers on the areas
where they are to participate in decision-making in school administration in secondary schools in Obollo-Afor Education Zone of Enugu State.
CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter concerns the results of the study based on the data analysis made in the precious chapter. The data will be examined interpreted and inferences drawn based on the research questions and hypotheses formulated for the study. The following areas are covered here; discussion of result,s implications of the findings and recommendations, limitation of the study, suggestion for further research and the summary of study.

Discussion of the Findings

The discussion of the findings on the classroom teachers’ participation in decision-making in secondary school administration in Obollo-Afor Education Zone of Enugu State will be examine under the following headings based on the opinions of the respondents as follows:

- The decision-making skills of classroom teachers
- Areas in which classroom teachers can participate in decision-making
- Perceived merits of classroom teachers’ participation in decision-making.
- Perceived demerits of classroom teachers’ non-participation in decision-making.

Research question 1 concerns the decision-making skills possessed by classroom teachers in secondary school in Obollo-Afor Education Zone of Enugu State. The responses to this research question by the respondents are summarized in table 1 in chapter four. The result of the research question shows that the respondents have skills in decision-making which helps to aid school administration. The teachers have skills in differentiating among types of decision, determining the amount and type of information needed to reach a decision, skill in determining the appropriate in what of other people in reaching decisions etc. other skills possessed by classroom teachers in making decision includes the use of inmate questions to take appropriate decisions or to reach a positive or irrational decision and the ability to figure out the result of any decision before it is taken. The above assertion is supported by items 2, 3, 5, 6, 7, 8, 9, 10 and 11 had positive response to show that classroom teachers have skills in decision-making, and the school administration do not have the monopoly power to make decisions. All the items were all above the criterion mean of 2.50. By this, the classroom teachers are expected to
participate in decision-making in secondary school so as to attain the objective of teaching and learning in the school system.

This findings is inline with Abbot (2004) Peter (2001) and Adejina (2006). They observed that decision-making skills of classroom teachers contributes to the effectiveness of school administration. This is because the skills possessed by classroom teachers in areas of differentiating decision, determining the type of information needed to reach a decision, skills involving others in decision-making process among others. All these skills possessed by classroom teacher makes it imperative for them to participate in decision making in school administration so as to improve teaching and learning in secondary schools in Obollo-Afor Education Zone of Enugu State.

The second research question concerns areas in which classroom teachers can participate in decisions-making. Items 12-20 and 23 ranked positive in their responses to this research question as they are all above 2.50 criterions mean of acceptance. Going by this, the findings reveals that the classroom teachers should participate in making decision towards the selection of the contents the students are taught, identification of promotion criteria and evaluation procedure and elections of school
functionaries. Also the findings shows that the classroom teachers should participate in the decisions concerning the assignment of functions to the students, maintenance of school-community relations and the criteria for admitting new students in the school. All these measures helps to improve positive administrative climate in the school as teachers participates in the decision-making in the school. The above findings are in consonance with the research carried out by Bamo (2003) Femi (2006), Johnson (2008) and Moris (2006). They are of the view that participative decision-making will facilitate information flow within and outside the system. Through this, the classroom teachers will be highly involved or interpreted as already, identified by the research findings. The respondents disagreed with items 21 and 22 which addresses the issue of classroom teachers non-involvement in the election of school functionaries and inter-house sports in the school. The findings show that the classroom teachers should be fully involved in the decisions concerning election of school functionaries and the conduct of school sports. This helps to give a sense of belonging to the classroom teachers. This findings is inline with Nwankwo (2003) who emphasized the need to democratise decision making in
schools by involving all the stakeholders in the school system in Obollo-Afor Education Zone of Enugu State.

The respondents also barred their minds on the next research question which centered on the perceived merits of classroom teachers’ participation in decision-making in secondary school administration in Obollo-Afor Education Zone of Enugu State. Table 3 in chapter 4 shows that items 24-32 ranked positive criterion mean level of acceptance is above 2.50. This shows that the respondents were unanimous in their opinions with regards to the merits of classroom teachers’ participation in decision-making in school administration. By implication, the merits, includes the improvement of teaching and learning as the administrative climate will promote cordial decision-making process between the classroom teachers and the school administration. Also, it improves teachers motivation to do the jobs, reduction of conflict in the school administration, enhancement of school-community relations, improves the tone of the school etc. The participation of the teachers in decision-making in schools enhances the quick identification of problems in the school, enhance free flow of information in the school by the administration. All these are the
visible merits of the classroom teachers’ participation in the decision making in school administration.

The findings of this research study is inline with Musaazi (2005) who asserted that the goals of the school have become numerous and complex and therefore, requires collaborative decision-making which will accommodate both the classroom teachers and the school administrators in secondary school administration for optional result. In collaboration with the above, a renounced researcher Ngoka (2000) came with the view that participation in decision-making by subordinates is very important. Ibrue (2002), Usman (2005) argued in line with above when they stated that for effective decision-making in the school to be realized specific task of decision-making should be allocated to subordinate best suited to carry them out for optional result in the school system.

Research question 4 concerns the perceived demerits of classroom teachers’ participation in decision-making in secondary school administration in Obollo-Afor Education Zone of Enugu State.

The data as shown in table 4, i.e items 33 and 35-42 are the opinions of the classroom teachers on the above subject matter. All
the items except item 34 ranked positive as their criterion mean were all above 2.50. This shows that teachers non-participation in decision-making have obvious disadvantages. These include its negative effects on teaching and learning. The teachers will be alienated thereby affecting their teaching quality have, the students performance will be very low. Other demerits of classroom making identified were that the school administrators will be turned to be authocratic leaders who encourages one-way communication, the emergence of half baked decisions in schools, an in--- wave of conflict between the classroom teachers and the school administrator and the non-attainment of the National Policy on Education for secondary Education in Obollo-Afor Education Zone of Enugu State. The findings as stated above by the researcher was asserted by Eze (2007) who opined that principals or school administrator should appreciate the participation of classroom teachers in decision-making as a positive move to reduce staff restrictiveness to the school administration. Also Ude (2004) and Dan (2005) in support of the above stress the need for teachers to participate in decision due to the attendant problems when they are not involved in the decision-making process. This shows that, the researchers above collaborated their views by stressing the need for
a positive correlation between teacher participation in decision-making and teachers role effectiveness and the academic performance of students. All these perceived merits will be eluded in Obollo-Afor Education Zone of Enugu State. If teachers do not participates in decision-making in secondary school administration.

Hypotheses one sought to establish whether there was any significant difference between the mean opinions of male and female classroom teachers on the decision-making in Obollo-Afor Education Zone of Enugu State. Subjecting the two respondents (male and female classroom teachers) to t-test statistics, no significant difference was observed at 0.05 level of significance. This means that there was no significant difference between the mean opinions of the two respondents on the decision-making skills possessed by the classroom teachers in Obollo-Afor Education Zone of Enugu State. Therefore from above, gender is not a factor in the determination of the skills classroom teachers’ possessed in the participation in decision-making in secondary school administration in Obollo-Afor Education Zone of Enugu State.

Hypotheses two sought to establish whether there was any significant difference between the mean opinions of the urban and rural classroom teachers on the areas teacher should participate in
decision-making secondary school administration in Obollo-Afor Education Zone of Enugu State. From the t-test analysis, there was no significant difference between the mean opinions of the urban and rural classroom teachers on the areas teachers can participate in decision-making in secondary school administration in Obollo-Afor Education Zone of Enugu State. Therefore from above, location is not a factor in determining the areas which classroom teacher will participate in decision-making in secondary school administration in this area of study.

**Implications of the Study**

This sub-section deals with the implications of the study based on the findings. Specifically the following implications are identified which can be of immense benefits to the school administrators, policy makers classroom teachers and the government as it relates to the classroom teachers’ participation in decision-making in secondary school administration in Obollo-Afor Education Zone of Enugu State.

The findings shows that the classroom teachers have skills in decision-making process which enables them to participate in the decision patterns in school administration in secondary schools. The implication is that the teachers have skills in decision-making
process and so should be allowed to participate in school administrative decision-making hierarchy to ensure the attainment of the objective of teaching and learning in the school system. The school administrators should be aware of the enviable roles which the classroom teachers have to make so as to enhance the smooth governance of a school as participative decision-making is central to the survival of any organized system. The findings shows that the teachers have skills in differentiating types of decision, the amount of information needed to reach a decision, the use of innate qualities to reach at a positive decisions, and the ability to figure out the outcome of any decision taken in the school. This implies that all these skills possessed by the teachers make it imperative for them to participation decision-making for the attendant benefits.

The findings of this researcher study show that teachers are expected to participate in decision-making process in certain areas of the school programme or activities. The classroom teachers are expected to participate in the selection of the content taught to the students, identification of criteria for promotion of students, evaluation procedure, discipline matters, selection/election of school functionaries, and the maintenance of school-community relations. All these areas are expected to be the areas where the
classroom teachers should participate in decision-making in secondary school administration in Obollo-Afor Education Zone. The above findings show that the school administrators should integrate these rare qualities or skills of the classroom teachers in the decision-making process in secondary school administration. All these measures will improved the smooth governance of the school, have, teaching and learning and peaceful co-existence in the school administration will be ensured. Both respondents share the same opinion on the merits of classroom teachers’ participation in decision-making in secondary study. This implies that the result of the findings shows that the participation of the classroom teachers in the decision-making in school will enhance the teaching and learning process in the school as well as ensuring the peaceful co-existence of the school administration and the classroom teachers. Other visible impacts are that it motivates the teachers, reduces conflicts, improve the tone of the school and school-community relations. All the stakeholders in the school should via mutual co-existence in terms of the participation of each party in decision-making process in the school harmonize their notes especially as it concerns secondary school administration in Obollo-Afor Education Zone of Enugu State.
The respondents were also homogenous in their opinions on the effect of the non-participation of classroom teachers in decision-making in secondary school administration in Obollo-Afor Education Zone of Enugu State. The findings show that all the merits attached to the teachers involvement participation in decision-making in schools will be lost. This will make it very difficult for school administration to move forward. The implications of teachers’ non-participation in decision-making is that all decisions could be termed “their decision” and this will create bitterness and rancour in the whole administrative process in the school. This will have a long-run affect on the administrative mechanism of the school. The teachers will feel alienated from all the affairs in the schools thereby under-mining teaching and learning. Studies show that in a situation whereby teachers are not allowed to participate in decision-making in schools it will result in poor motivation, poor teaching and learning. The implication is that the students will perform very poor in the examination. Other demerits of classroom teachers’ non-participation in decision-making schools are that it leads to the emergence of authocratic school administrator, one-way communication, emergence of half-baked decisions, high wave of
conflicts, poor tone of the school ad school-community relations. This, implies that all the advantages associated with classroom teachers’ participation in decision-making in school will disappear. This will invariably derail the objective of teaching and learning in the secondary schools as it affects Obollo-Afor Education Zone of Enugu State.

There was no significance difference between the mean opinions of male and female classroom teachers in relation to the skills required of them to participate in decision-making in secondary schools administration in Obollo-Afor Education Zone of Enugu State. By implication, gender is not a factor to considering in the determination of the skills possessed by the classroom teachers in the participation in decision-making in secondary schools administration in this area of study. There was also no significant difference between the mean opinions of the urban and rural classroom teachers in their participation in decision-making in secondary schools in Obollo-Afor Education Zone of Enugu State. This implies that location is not a factor to consider in determining the areas which classroom teachers will participate in decision-making in this area of study.
Recommendations of the Study

The following recommendations have been made in the light of the findings, the discussions that followed and the various implications which have been highlighted:

1. There is need for the National Policy on Education to spell out areas which teachers can be involved in decision-making process.

2. There is the need for school administrators to involve teachers who help in the realization of school goals in decision-making process, as they are the implementers of the decisions in the school system.

3. There is the need for school administrations to make use of a democratic system of leadership as it will enable there to involve the subordinate in school decision-making processes.

Limitations of the Study

The study was constrained by a number of problems among which are:

i. The study was restricted to Obollo-Afor Education Zone of Enugu State. It may not be feasible therefore to generalise the findings to the entire state. The generalization based on the
findings of this study should be done with caution as the study in other areas may not give the same result.

ii. The respondents might have influences the responses to the item statements based on the sensitive nature by responding in a biased form based on faking of responses.

iii. Another limiting factor that affected the researcher was finance. This made the research study to be limited to Obollo-Afor Education Zone of Enugu State.

**Suggestion for further Study**

Based on the findings as well as the limitations of the present study, it is suggested that further research should address the following:

1. A replication of the study using more teachers in other areas with different socio-cultural background from that of the present study is considered imperative.

2. The variables in the study could be expanded to cover the strategies for effective classroom teachers’ participation in decision-making process.

3. The efficacy of the perceived strategies of improving classroom teachers’ participation in decision-making process.
4. The effect of teachers’ participation in decision-making process on the school administration.

**Summary /Conclusion of the Study**

The study concerns the classroom teachers’ participation in decision-making in secondary school administration in Obollo-Afor Education Zone of Enugu State. The opinions of the respondents affirms that the participation of the teachers plays an enable roles in school administration and so should be encouraged to do so.

The findings of the result shows that the teachers possesses some skills which enables them to participate in decisions made in the school to enhance smooth administration and also innate skills to differentiate types of decision take in the school. All these enable them to be fundamental in any decision making process in the school system.

The findings of the study also shows that the teachers should participate in decision-making concerning selection of the content taught the students, promotion criteria of the students, disciplinary issues, election/selection of school a functionaries et c. All these areas were found necessary for teachers’ participation in decision-making. The obvious advantages are that teachers will be motivated to do their job, improves teaching and learning, peaceful co-
existence between the school administrators and the teachers. All
these are the merits of the participation of teachers in decision-
making in school administration in Obollo-Afor Education Zone of
Enugu State.

The research findings also show that the non-participation of
teachers in decision-making process in the school will reverse the
obvious advantages associated with it. This implies that the
classroom teachers will not be motivated on the job and the
emergence of conflict in the school. Also, the tone of the school will
be poor, poor school-community relations and non-attainment of
the objectives of teaching and learning in the school will manifest
itself in different forms.

The research however, made useful recommendations and
suggestion for further study based on the limitations of the study.
The government should be involved in the effort to integrate the
classroom teachers in decision-making process in schools. Also the
school administrators should be democratic in its approach to
decision-making by involving the classroom teachers to avert
conflict or crisis that may arise as it concerns secondary school
administration in Obollo-Afor Education Zone of Enugu State. All
these were the opinions of the respondents in this area of study as
neither gender nor location influenced their mean opinions, hence,
they were homogenous in their opinions as it affects this study
inline with the findings.
REFERENCES


Adeba D. N. (2003), *The Leader*: Volume XLIV 2\textsuperscript{nd} October, P.20. Ibadan Press Ltd.


Sule, S. V. (2005), *Internet, School Administering Process*.


The Principal,

Dear Sir/Madam,

REQUEST TO CONDUCT RESEARCH IN YOUR SCHOOL

I am a student of the department stated above. I am conducting a research on “classroom teachers’ participation in decision-making in secondary school administration in Obollo-Afor Education Zone of Enugu State”.

Your teachers are required to fill the attached questionnaire by ticking good (✓) in the appropriate columns provided. Be assured that any information given will be treated in strict confidentiality and used only for the purpose of the study.

Yours faithfully,

Ugwoke John O.
Reg. No: PG/MED/07/43125
PART 1

DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

1. Sex  (a) Male  
   (b) Female

2. Place of my present school -------------------------------

3. Educational Qualification --------------------------------
   1. NCE
   2. Bachelor Degree
   3. Master Degree
   4. Doctorate Degree

PART 2

INSTRUCTION

You are expected to tick good (✓) on each of the items of the questionnaire on a four point scale of Strongly Agree (SA)  Agree (A) Disagree (D) and Strongly Disagree (SA) so as to indicate the extent to which you agree or disagree with them.
**CLUSTER A**

**What are the decision-making skills of secondary school teachers?**

<table>
<thead>
<tr>
<th>S/NO</th>
<th>ITEMS</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Skill in differentiating types of decisions</td>
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<td>2.</td>
<td>Teachers seek, other peoples ideas before taking a decision</td>
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<td>3.</td>
<td>When teachers take decision, they are surprised about the result of the chosen ones.</td>
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<td>4.</td>
<td>It is better to make decisions very fast</td>
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<td>5.</td>
<td>The ability to make decisions effectively is something your are born with, you either have it or do not</td>
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<td>6.</td>
<td>Teachers have solutions to some problems in the school.</td>
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<td>7.</td>
<td>When making decisions, teachers use first idea.</td>
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<tr>
<td>8.</td>
<td>Teachers find out solution to a problem first before making a decision.</td>
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<tr>
<td>9.</td>
<td>Classroom teachers figure out the result of their decisions based on the one chosen.</td>
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<tr>
<td>10.</td>
<td>Decision-making involves trial and error.</td>
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<td>11.</td>
<td>Teachers participate in making decisions concerning undesirable behaviour like absentism among students drug abuse etc</td>
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</tbody>
</table>
## SECTION B

### Areas in which classroom teachers can participate in decision-making

<table>
<thead>
<tr>
<th>S/No</th>
<th>ITEMS</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
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<tbody>
<tr>
<td>12.</td>
<td>Teachers should be involved in selecting course contents of study for the students</td>
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<td>13.</td>
<td>Teachers should participate in identifying students promotion criteria in school</td>
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<td>14.</td>
<td>Teachers should decide on evaluation procedures or areas of weakness of students.</td>
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<td>15.</td>
<td>Teachers should be involved in deciding the class a child should be in school.</td>
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<td>16.</td>
<td>Teachers should be involved in supervising students in the classroom.</td>
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<td>17.</td>
<td>Teachers should be involved in the process of admitting new students in schools</td>
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<td>18.</td>
<td>Teachers should take decisions on the election procedures of school functionaries</td>
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<td>19</td>
<td>Teachers should participate in solving disciplinary problems in school.</td>
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<tr>
<td>20</td>
<td>Teachers should participate in the assignment of functions to students</td>
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<tr>
<td>21</td>
<td>Teachers should not be involved in the elections of school functionaries</td>
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<tr>
<td>22</td>
<td>Social activities like the inter-house sports should be decided by the principals only.</td>
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<td>23</td>
<td>Teachers should participate to maintain the school community relations</td>
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</table>
## SECTION C

### Merits of Teachers’ Participation in Decision-making

<table>
<thead>
<tr>
<th>S/NO</th>
<th>ITEMS</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
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</thead>
<tbody>
<tr>
<td>24</td>
<td>Teaching and learning are improved when classroom teachers are involved in decision making in schools</td>
<td></td>
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<tr>
<td>25</td>
<td>Teachers are motivated to put in their best when they participate in decision-making.</td>
<td></td>
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<tr>
<td>26</td>
<td>Cordial relationship exists when the classroom teachers are involved in decision about the students’ welfare.</td>
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<tr>
<td>27</td>
<td>Conflict arises when teachers are not allowed to make decisions on vital areas of school administration.</td>
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<tr>
<td>28</td>
<td>School-community relationship is enhanced where the teachers are involved in decision-making.</td>
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<tr>
<td>29</td>
<td>Teachers’ participation in decision-making makes them feel a sense of belonging in the school administration.</td>
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<tr>
<td>30</td>
<td>The tone of the school is belonging in the school administration.</td>
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<tr>
<td>31</td>
<td>Problem identification in the school is quicker with teachers’ participation</td>
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<tr>
<td>32</td>
<td>Teacher’s participation enhances free flow of information in the school which helps to ensure efficiency in schools.</td>
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</tbody>
</table>
## SECTION D

### Demerits of Teachers’ Participation in Decision-making

<table>
<thead>
<tr>
<th>S/NO</th>
<th>ITEMS</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>33.</td>
<td>All teaching and learning will be affected retentively.</td>
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<tr>
<td>34.</td>
<td>Teachers will feel alienated of they participate in making decisions.</td>
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<tr>
<td>35.</td>
<td>School administrations will turn authocratic in nature decision-making in schools.</td>
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<tr>
<td>36.</td>
<td>The school administration will suffer if teachers do not participate in decision-making in school.</td>
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<tr>
<td>37.</td>
<td>Teaching and learning will suffer if teachers participate in decision –making in schools.</td>
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<tr>
<td>38.</td>
<td>Teachers’ non-participation in decision-making process may lead to halve-baked decision.</td>
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<tr>
<td>39.</td>
<td>Conflict may ensue between the teachers and the principals if they teachers are allowed to participate in decision-making in schools.</td>
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<tr>
<td>40.</td>
<td>Teachers participation in decision-making promotes teaching and learning</td>
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<tr>
<td></td>
<td>The attainment of educational objectives is not possible where teachers are alienated while taking decisions</td>
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<tr>
<td>42.</td>
<td>Law and order may break in school as some decisions may be regarded as “their decisions” by the classroom teachers</td>
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</tbody>
</table>
## APPENDIX II

### Population of the Study

<table>
<thead>
<tr>
<th>S/NO</th>
<th>Local Government Areas</th>
<th>No of Secondary schools</th>
<th>Male teachers</th>
<th>Female teachers</th>
<th>Sub-total</th>
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<tbody>
<tr>
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**Source:** Head planning, Research and Statistics Unit. PPSMB Obollo-Afor Education Zone.
APPENDIX III

Sample size of the study based on 20%

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