

¹ Levels of Participation in Decision Making as Correlates of Job
² Satisfaction and Morale of Teachers in Public Senior Secondary
³ Schools in Delta State By

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7 Abstract

8 The study investigated levels of teachers? participation in decision-making as correlates of job
9 satisfaction and morale in public senior secondary schools in Delta State. The target
10 population of the study consisted of all public senior secondary schools in Delta State. A
11 sample size of 976 teachers in 36 public senior secondary schools in Delta State were drawn
12 using stratified random sampling technique. The study was a correlational research aimed at
13 determining the relationship among levels of participation in decision-making, job satisfaction
14 and morale of teachers. The researcher therefore, formulated three research questions and
15 three null hypotheses to guide the study. A research instrument titled ?Questionnaire on
16 Levels of Participation in Decision-Making, Job Satisfaction and Morale of Teachers?
17 (QLPDMJSMT) was designed by the researcher. The instrument was validated in its face and
18 content value and found reliable at a reliable index of 0.87 using Cronbach Alpha technique.

Index terms— PDM-participation in decision making, job satisfaction, nigeria.

21 1.1. Introduction

he retention of quality labour has become a central point of interest for organizations. Research suggests that employees with higher levels of job satisfaction are less likely to quit and that organizations can reap significant benefits from more satisfied employees. These two important considerations have made employee job satisfaction policies essential for effective management strategy. Although such research and strategy are of undoubted value, the effects of external phenomena, such as globalization on job satisfaction have been overlooked. An important component of globalization is the international movement of labour and many countries are facing a labour force with diverse cultural identities. A better understanding of how differences in cultural values can affect the behaviour of employees has become an important concern for organizations.

In order to facilitate the understanding of how employees respond to certain organizational changes, several theoretical models of job satisfaction have been developed. Arguably, the most comprehensive model of job satisfaction was developed by ??Ocke (1969), where the concept of job values was used as a foundation in predicting employees' job satisfaction. With job satisfaction being such a subjective concept, empirical researchers have worked towards identifying the determinants of job satisfaction and the evidence suggests that contributory factors include sociodemographic (e.g., gender, age, marital status, education), disposition (e.g., personality traits) (Judge and Bono, 2001) and work situation influences (e.g., job challenge, acknowledgment, job security). Such research provides insights from which organizations can develop strategic programmes to foster greater levels of employee job satisfaction. One such organizational programme entails providing employees with the freedom to participate in decision making (PDM). Theoretical literature has argued that allowing for PDM can satisfy employees' higher-order needs ??Maslow, 1943) such as self-expression ??Miller and Monge, 1986) and independence ??French et al., 1960), which ultimately promotes job satisfaction ??Vroom, 1964).

43 In fact, decision-making is one of the most important duties of the school administrator because there are
44 elements of decision-making in every Year () A administrative act, whether it concerns students, programmes,

3 STATEMENT OF THE PROBLEM

45 staff, services or resources. It is therefore seen as the heart of school administrative process and a deliberate
46 act that generates commitment on the part of the decision maker towards an envisaged course of action of some
47 specification, since it involves an individual action or group action. Peretomode {1995} observed that decision-
48 making is a key responsibility of all school administrators. While some single handedly take decision, some others
49 involve subordinates and they both take decisions collectively. This later phenomenon has been aptly described
50 as participative or collective decision-making. The benefits of participative decision-making for example, include
51 the accumulation of a wider variety of facts and knowledge than individual decision-making. Individuals working
52 together as a team tend to supplement and compliment each other's knowledge as they consider issues. Group
53 interaction tends to result in the consideration of a greater number of alternatives before they make decision.
54 Individuals who participate in-group decisionmaking are likely to accept a decision and feel more responsibility
55 towards a successful implementation.

56 People support what they help create. If group members report group decision favorably to others, the
57 non participants tend to adopt favourable attitude towards the decision. In participating decision-making,
58 participants in group interactions develop rapport towards each other and they reveal goals, ambitions and
59 interest. ??D'Souza, 2005).

60 In the school system, advocates (Nnabuo, Okorie, Agabi and ??gwe (2004) and Okorie (2009) of participating
61 decision-making argue that if decisions are to be implemented by subordinates, they will be highly motivated
62 and satisfied with the job if they have a voice in making the decision and their enthusiasm for the organization.
63 Teachers prefer principals who involve them in decision-making and participation increases teacher's satisfaction
64 with teaching as a profession. It has also been pointed out that too much involvement can be detrimental as
65 too little (Bridges 1976). From the forgoing analysis, it could be inferred that participative decision-making has
66 positive relations with teacher's effectiveness and productivity.

67 The absence of teachers' participation in education decision-making process has been observed in Nigeria
68 ??Ogundele, 1995). The desire for teacher's involvement in our contemporary educational practices has been
69 clearly demonstrated by an increase in the number of teacher's complaints about their job. Ogundele commented
70 that many teachers feel that they have been limited or in many instances passed in the decision-making process
71 in their schools. Teachers are assumed to be held accountable for inefficiencies in school. Therefore the teacher
72 should be involved in decision-making process. ??gbule (2004) and Obanikoro (2008) warned that if somebody
73 sits in either the house or office and come up with any policy without taking into consideration the inputs of the
74 people then the policy implementation will start on a shaky ground and the policy is likely to fail. Ideally, actors
75 are encouraged to have a say in decision that directly affects them.

76 The study considers three decisional states of deprivation, equilibrium and saturation ??Belasco and Alutto,
77 1975). These states or levels are employed by school principals and or school administrators, which range from
78 involvement of teachers in fewer decisions (deprivation) through involvement of subordinate in as many decisions
79 (equilibrium) to involvement of teachers in almost decisions in the school (saturation). These variables (levels of
80 participation in decision) may either make teachers to be satisfied or dissatisfied with the teaching profession and
81 make their morale to be high or low. For teachers to be satisfied and have high morale, they should be involved
82 in as many decisions as they desired. This is because one of the major concern of educational administrators
83 has been, how to motivate, ensure feeling of job satisfaction and engender high morale in teachers and other
84 subordinates ??Peretomode, 1995).

85 Halliday (1993) observed that raising staff morale and motivation of teachers in most sub-Saharan African
86 countries is a major challenge because many teachers lack self esteem and to their commitment to their profession.
87 He attributed this lack of self-esteem and commitment to inadequate participatory management style, in most
88 African countries. Nigerian teachers are no exception to this situation. They seem to be mostly recipients of
89 decisions and instructions from national or state level governments. At the school level, the head teacher is placed
90 in a position of responsibility and authority where all major decisions, curriculum and instructions, management
91 of student discipline, school organization and staff personnel matters, financial matters, school and community
92 relations among others are centered on his/her office. This makes him/her wield a lot of power in line with
93 the view that their responsibilities have the power. This kind of structure leaves out the inputs of most of the
94 implementers of school policies on the teachers, in decision-making.

95 2 II.

96 3 Statement of the Problem

97 The success or failure of an organization such as the school lies considerably on effective decisionmaking. It is
98 assumed that participative decision-making stands as the best way to achieve effectiveness and compliance in
99 school administration (Nwachukwu, 2004). Thus, application of participative decision-making is necessary in school
100 administration. An organization is not better than the people that make it up. Efficient and effective utilization
101 of the staff and their intellectual abilities is a sine qua non in the achievements of school goals. Secondary
102 education remains an important stage in the educational process. The success or failure of any meaningful higher
103 education is dependent on the products of secondary education. Therefore, the general public is concerned about
104 the deplorable quality of the products of our secondary education as exemplified by massive failure recorded in
105 December 2009 West African School Certificate and National Examination Council (NECO) examinations. In

106 some schools, there is lack of co-operation between principals and teachers, among teachers, between teachers
107 and students (Taagbara, 2003) and this has often been attributed to the non-involvement of teachers in decision-
108 making process in schools.

109 Participative decision-making process provides for the involvement of everybody in the day-to-day adminis-
110 tration of the school and it makes it easy for staff to be satisfied with their job and increases their morale. And
111 there is a general belief that if teachers are satisfied with their jobs and have high morale, it is an indication
112 that teachers are happy about their work and are more likely to put in their best, be more productive and
113 efficient. But when there is no job satisfaction and morale is low, both the quality and quantity of production
114 suffer accordingly. To this end, job satisfaction and morale are determinants of effectiveness because no school,
115 no matter the resources available to them, can attain high academic excellence if teachers in that school lack job
116 satisfaction, discipline, loyalty, commitment and dedication to duty.

117 In the school setting, some school principals allow their teachers to participate in few decisions than they
118 preferred which is referred to as deprivation level of participation in decision-making. Even when the principal
119 allows them to give suggestions, he will end up not using them because he feels to know them all. Teachers are
120 suppressed and there is little co-operation between principal and teachers in the school. Some principals encourage
121 their subordinates to collectively make decisions as they wanted to participate in the school (which is equilibrium
122 level of participation in decision-making). Here everybody worked willingly and contribute to the affairs of the
123 school. Still, there are some principals who allow their teachers to participate in whatever decision taken in the
124 school whether they like to participate or not {saturation level of participation in decision-making}. The school
125 is run by consensus. Everybody is made to understand that he or she is a part of the leadership. In the light of
126 the above, one may ask, how are these various levels of participation in decision-making relate to teachers' job
127 satisfaction and morale in senior secondary schools in Bayelsa and Delta States of Nigeria.

128 **4 Research Questions**

129 The following questions were raised in the study.

130 **5 b) Review**

131 This study is based on the Likert model of management effectiveness which deals with basic categories of
132 task orientation and employee orientation. From a human resource perspective, the primary motivation for
133 implementing PDM programmes is the potential for job enrichment. Some theorists ??Likert, 1967; ??cGregor,
134 1960) suggest that this is achieved by the effects resulting from the link between PDM, job satisfaction and
135 employees morale. Under affective models of participation in decision making, the primary role of the organisation
136 is to provide a working environment within which employees have PDM responsibilities. Such responsibility is
137 said to be conducive to the healthy development of employees as it leads to the attainment of higher-order needs
138 ??Maslow, 1943), such as self-expression (Miller and Monge, 1986) and independence ??French et al., 1960),
139 which ultimately promotes their job satisfaction ??Vroom, 1964).

140 The affective models of participation have come under great scrutiny from those supporting the cognitive effects
141 of participation. Typically they state that managers simply believe in "involvement for the sake of involvement,
142 arguing that as long as subordinates feel they are participating and are being consulted, their ego needs will be
143 satisfied" (Ritchie and Miles, 1970).

144 Nonetheless, affective models of participation have found empirical support. For instance, by assuming that
145 PDM is positively related with job satisfaction, Alutto and Acito (1974) found that employees who were classified
146 as being in decisional equilibrium (i.e., participating in as many decisions as desired) generally displayed higher
147 levels of job satisfaction than those classified as decisionally deprived (i.e., making fewer decisions than desired).

148 According to Nnabuo, Okorie, Agabi and Igwe (2005) Likert identified four leadership styles called four systems.
149 System 1 leadership style is referred to as exploitative-a situation where the leader takes decision alone without
150 involving the subordinates. He sets rigid rules and method of performance and orders subordinates to implement
151 them. The subordinates feel alienated hence productivity will be low. System 2 leadership style is called
152 "benevolent authoritative" here the leader issues orders but the subordinates are made to feel that their inputs
153 are being sought before decisions are taken in matters concerning the organization where they work. The
154 subordinates are conscious when dealing with the leader. Style 3 leadership style is known as consultative. Here
155 the leader sets the goals and issues orders after consulting with subordinates. Subordinates freely discuss matters
156 with the leader. Subordinates are happy that they are being consulted in decision-making.

157 System 4 leadership style is called participative. Here the leaders set the goal while allowing the subordinates
158 make decisions on work-related matters. Reward and personal growth are used to motivate subordinates.
159 According to ??eretomode (2001) participative decision-making use (a) the principle of supportive relationships,
160 (b) group methods for decision-making and supervision and (c) have high performance goals. It is equally
161 referred to as democratic style. The leader is more effective in achieving organizational goals when he adopts
162 system 4 leadership style. Thus leadership effectiveness is largely contingent on the extent the leader involves the
163 subordinates in decision making, not only on his personality traits. Because he involves the subordinates they
164 feel completely free to discuss things about the job even without their superior and they feel satisfied that they
165 did. ??eretomode (2001) summarizes in greater detail the Likert's four systems leadership styles.

166 **6 c) Relevance of Likerts' Model of Management Effectiveness**
167 **to Participation in Decision-Making**

168 Similarly, the relevance of the model was further highlighted by that the findings of the Likert studies at the
169 University of Michigan revealed that organizational departments with low productivity tended to have leaders
170 who used system 1 and 2 styles. On the other hand, high producing departments in the organization tended to
171 be managed in consultative or participative leadership style. He therefore concluded that system 4 is the most
172 desirable and effective in a wide variety of work situations. From the foregoing, the researcher is interested in
173 the system 4 and wishes to adopt Likert's model of leadership styles as the theoretical framework for this study.

174 The word, decision, is derived from the Latin word "decision" which means cutting away or a cutting off or
175 to come to conclusion . Authors in different perspective have variously defined decision-making. ??eretomode
176 (2001) sees it as the process of choosing among alternative ways of achieving objectives or providing a solution
177 to problem. Decision is a course of action consciously chosen from among available alternatives for achieving a
178 desirable result (Igwe 2000).

179 The underlying factor of decision-making is that it is a process of choosing from among alternatives. It's
180 closely related to all the management functions (Chike-Okoli, 2004). For example, a manager plans, organizes
181 and controls. In schools, whatever the head of the institution does is through decision-making. Similarly Nakpodia
182 (2006) asserted that an understanding of the decision making process is a sine qua non for all school administrators
183 because the school like all formal organization is basically a decision-making structure. Infact, decision-making
184 is a key to planning, organizing, directing, coordinating, controlling, staffing, reporting and budgeting in an
185 organization, and makes the organization what it is.

186 **7 d) Participative Decision Making and Job Satisfaction**

187 Participative decision making (PDM) is most effective where a large number of stakeholders are involved and all
188 from different walks of life, coming together to making a decision which benefits everyone. Some such examples are
189 as in the school system, decision for execution of new projects, expansion of school compound, health programme
190 and organization of annual sports meet. In this case, everyone can be involved from experts, NGOs, Government
191 agencies, to volunteers and members of public. Organizations also benefit from participative decision-making
192 when all stakeholders are involved. When employees participate in the decision making process, they improve
193 Igwe (2000) sees system 4 (participative) as a system that goals are set and work related decisions are made by
194 the group members. If managers formally reach a decision do so after incorporating the suggestions and opinions
195 of other group members.

196 Likert developed the model of management effectiveness otherwise known as four systems of leadership styles.
197 The four systems, Exploitative authoritative, Benevolent-authoritative, consultation and participation are akin
198 to the three decision states of decision-making (deprivation, saturation and equilibrium) identified by Belasco
199 and Alluto (1975).

200 understanding and perceptions among colleagues and superiors, and enhance personnel value in the organization ??Probst, 2005). Participative decisionmaking by the Top management Team (TMT)" ensure the
201 completeness of decision making and increases team members' commitment to final decision ??Carmelli, Sheaffer,
202 & Halevi, 2009:). In a participative decision making process, each team members has an opportunity to share their
203 perspectives, voice their ideas and tap their skills to improve team decision, and there is a better chance of their
204 achieving the results. As each member can relate to the team decision, there is a positive relationship between
205 decision effectiveness and organizational performance. The better the effectiveness, the better the performance.
206 (Brenda, 2001) On the other hand, disadvantages of participative decision-making process have been identified
207 by several writers such as Amstein (1969), Debrum (2007) and Helm ??2007). One of the primary risks in any
208 participative decision-making or power sharing process is that the desire on the part of the management for more
209 inclusive participations may not be genuine. When participative decision-making takes place in a team setting,
210 it can cause many disadvantages. These can be anything from social pressures to conform to group domination,
211 where one person takes control of the group and urges everyone to follow his standpoints. With ideas coming
212 from many people, time can be an issue.

213 The meeting might end and good ideas go unheard. Possible negative outcomes of participative decision-making
214 are high costs, inefficiency, indecisiveness and incompetence (Debrum, 2007), having discussed the advantages
215 and disadvantages of participative decision -making (PDM), one can conclude that it still stands as the best style
216 of leadership or decision-making process in any organization such as in schools Peretomode (2012) also noted that
217 although there are a number of advantages of participation decision making, there are also some disadvantages.
218 These include group-think, risky shift and escalation of commitment.

220 **8 e) Levels of Participation in Decision Making**

221 There are three decisional states identified by ??elasco and Alutto (1975) namely deprivation, equilibrium and
222 saturation. Decisional deprivation refers to participation in few decisions than preferred on the part of staff.
223 Decisional equilibrium refers to participation in as many decisions as are desired, while decisional saturation
224 refers to participation in more decisions than desired. Igwe (2000) in discussing students and staff participation
225 in decision-making mentioned the three decisional states discussed above and suggested that institutions of

226 education should involve teachers in many decisions as are desired more than the other two, which is, deprivation
227 and saturation. In the light of the above, if equilibrium decisional state is applied in the school staff will have
228 feeling of satisfaction which here refers to their willingness to remain in the institution despite the inducements
229 to leave. To achieve this goal, educational administrators must concern themselves with involving teachers in as
230 many decisions as they are willing and have the expertise to participate meaningfully in.

231 In the same vein, ??eretomode (2006) in his study on Decisional deprivation, Equilibrium and Saturation as
232 Variables in Teacher Motivation, Job Satisfaction and Morale in Nigeria, revealed that most secondary schools
233 in Warri Metropolis do not involve their teachers in decision-making as the teachers have desired. In others, the
234 principals appear to adopt an autocratic approach to decision-making. The findings also showed that teachers
235 who participated in many decision-making processes, as they desired felt more motivated, satisfied, and have a
236 high morale while those who are decisionally deprived felt least motivated; least satisfied and have low morale in
237 the work place.

238 In a related study on the level of teacher's participation in Decision-making process at a higher Education
239 Institution: A case of Adama University-Ethiopia, by Abahumna (2010), it was observed from the finding of the
240 study that teachers favour greater participation in decision making though they are not observed participating
241 at large. In the field of education, without teachers involving in decision-making, institution may lead into
242 directions which do not benefit both teachers and the institution. Secondly, if teachers are not involved in
243 matters concerning the affairs of the university, it may result to a number of problems. That is, it may reduce
244 the readiness to do what is, required to assist the university to achieve its goals, affect sense of identification
245 and affect morale and professional commitment,. It may also impede the implementation of the decisions made
246 by the university, disassociate the teachers from the university, discourage creativity and increase dissatisfaction
247 within the university. What is more important however is that teachers should as much as possible be involved
248 in decision-making in schools in all the areas within their sphere of professional competence and for maximum
249 productivity and efficiency, within the level of decisional equilibrium.

250 **9 f) Teacher Job-Satisfaction in Participation in Decision-**

251 Making A glance at the above definitions suggests that job satisfaction may be defined as the extent to which a
252 worker's need expectation is met, and therefore happy with the job. A person with high level of job satisfaction
253 holds positive feelings about the job. When people speak of employee positive attitudes, more often than not, they
254 mean job satisfaction. Teacher job satisfaction therefore is defined by Suryanarayana (2010) as the favourableness
255 or unfavourableness with which employees (teachers) view their work. It signifies the

256 **10 Global Journal of Management and Business Research**

257 Volume XVII Issue I Version I Year () A amount of agreement between one's expectation of the job and the
258 rewards the job provides. Job satisfaction is concerned with a person or a group in the organization. Satisfaction
259 when applied to work context of teaching seems to refer to the extent to which a teacher can meet individual,
260 personal and professional needs as employees (Suryanarayana (2010)). Teacher satisfaction is also defined as
261 willingness to remain with the current school organization despite inducements to leave (Belasco and Alluto,
262 1975).

263 Teacher satisfaction is seen as important to teacher performance and commitment as the educational
264 organization relied on "a willingness on the part of organizational members to both dependably prosecute their
265 current assignment and adopt to changing future conditions". The perspective of looking at or thinking about
266 teacher job satisfaction has been considered in four ways. Such dimensions are professional, teaching-learning,
267 innovation and interpersonal relations. Suryanarayana (2010) briefly explained dimensions for measuring teacher
268 job satisfactions as: professional relates to job security and social prestige, molding the young minds, getting
269 appreciation from others and reaching problems of the students. Teacher -leaning refers to problems of the
270 leaders, new situations, successfully managing the classes, students' active participation in the classes, innovative
271 technique in teaching and systematic plan of the work. Innovation relates to creativity, innovative technique
272 intending to participate in cultural activities, co-curricular and social welfare activities. Finally interpersonal
273 relations refer to relations with colleague, parents, students, higher authorities or any personnel confined to
274 school.

275 **11 g) Teacher Morale in Participation in Decision-Making**

276 A decline over the past years in the morale of teachers is identified within the literature, along with recognition of
277 teaching having become an increasingly more demanding profession. The drop in morale has been accompanied by
278 a shift in public attitude towards education. The assumption that education is not fulfilling its potential has led
279 to a focus on 'acceptable end products', state-wide testing and performance appraisal techniques aimed at 'value
280 for money. Infact, teaching is a socially responsible occupation which is highly accountable and bureaucratic,
281 demanding intellectually, emotionally and physically, (Sachs 2003), and intensive and unrelenting. Although
282 employed to teach, teachers are engaged in a wide variety of tasks which are additional to face-to-face teaching.
283 Systems appear to be demanding more and more of teachers. These extra duties include: curriculum design
284 and development; school planning; marketing (mostly private school teachers); community relations; information

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285 technology; workplace health and safety; resource management; student welfare; along with playground and
286 sports supervision.

287 While the demands upon teachers have increased, there has been little change in patterns of employment,
288 compensation and career advancement of teachers. Intensification of the teaching role and deterioration of
289 working conditions are recognised in the literature. However, while it is suggested by some that workload is a
290 major contributor to stress and low morale others disagree, claiming that teachers are able to handle the extra
291 pressures and increased workload. Teachers are generally able to maintain a focus 'upon the best interests of
292 their students, even if the system appears to let them down'. Perhaps this is the reason why systems do not see
293 a need to address the crisis in teacher morale.

294 Morale is a group phenomenon consisting of pattern of attitude of the members of the group. Morale can also
295 be defined as a composite of feelings, attitude and sentiments that contribute to general feelings of satisfaction.
296 In this connection, morale is understood as ones attitude towards accomplishing his work rather than emotions
297 he displays and individual objectives, . According to Johnsud (1996) morale is an attitude of the mind and an
298 emotional force which affects discipline, co-operation, quality, output, enthusiasm, co-operation and interaction
299 between employees and executives for the best interest of the enterprise and ultimately the individuals themselves.
300 Morale is equally important to education and a key to a good school system. Morale makes the difference
301 between viewing teaching as a "job" and viewing it as a "profession" (Kelchear 2004). Kelchear identified two
302 educational implications of teacher morale as, improved school service and public respect and teachers' enthusiasm
303 to communicate their satisfaction and approval not only to pupils, but also to parents and the public. Good
304 teachers are valuable asset to any school system. Poor teachers are a deterrent. The latter are expensive in that
305 they require excessive amounts of frequent supervision, and the work of good teachers, are difficult to eliminate,
306 and often, disrupt the equilibrium and morale of the whole teaching corps.

307 The efficiency of an educational system depends largely on the efficiency of its teachers. The quality of
308 education imparted to children depends to a large extent on the quality of teachers in the schools and colleges.
309 Buildings, equipment, curricula, books and teaching methods are no doubt important. But no other aspect of
310 education is so vital and significant as the men and women who actually teach in the educational institutions. It
311 is they who can make proper use of the buildings and equipment, who can give life and meaning to the curriculum,
312 who can make the books interesting or dull, who can make teaching methods inspiring. Hence boosting their
313 morale is significant. Hoy and Miskel (2008) noted that teacher morale can have a positive effect on pupil attitude
314 and learning. Raising teacher level of morale is not only making teaching more pleasant for teachers, but also
315 learning more pleasant for the students. It creates an environment conducive for learning."

316 When a healthy school environment exists and teacher morale is high, teachers feel good about each other
317 and at the same time, feel a sense of accomplishment from their job (Hoy and Miskel 2008). The reverse will be
318 the case when school environment is unhealthy and morale will be low and stress sets in. ??elehear (2004) states
319 that "when stress occurs among all groups in a school community, morale, performance, and leadership ability
320 can be negatively affected. When school function under high levels of stress, especially unmanaged stress, the
321 school atmosphere becomes unhealthy and dysfunctional. If the stress levels of the leader in a school change,
322 then the school culture and people are more open to criticism.

323 12 h) Ways of Boosting Teachers' Morale in Participation in

324 Decision-Making Probst (2005) recommends that administrators should redouble their efforts in the following
325 areas to enhance the morale of teachers: 1. Open the lines of communication 2. Stay visible 3. Develop and clearly
326 define a sound faculty reward system. 4. Thank everyone for every thing 5. Treat fairly new faculty members,
327 and 6. Develop consistent procedures Nakpodia (2011) gave an explanation of these areas in the following way:
328 Opening the lines of Communication: Each administrator needs to let the rank and file faculty members to know
329 the issues facing the campus. It will be surprising that faculties often have a reasonable solution to many of the
330 problems facing a campus if they are just given the opportunity to comment. Try soliciting inputs or feedbacks
331 to your suggestions from the faculty. Stay Visible: Look for opportunities to be seen on your campus as much as
332 possible. This can enhance morale; especially if you cheerfully greet those faculty members you encounter and
333 pause to chat with them as one human being to another.

334 13 Develop and Cleary define a Sound Faculty Reward

335 System: Look for ways to develop a sound faculty pay schedule that is not overly influenced by market conditions
336 at the expense of equality. Also look for nontraditional faculty rewards such as providing extra clerical support,
337 grating travel or faculty development allowance. Thank Everyone for Every good Work: Let your faculty members
338 and others within the college know you appreciate the work the faculty is doing. Send personal thank you notes.
339 Finally, during times of financial difficulty let the faculty know that you think they are productive and thank them
340 for helping you identify ways to address budget concerns. Treatment of New Faculty Members: Whenever you
341 hire a new faculty member, always remember to pay as much attention to the new faculty members' colleagues
342 as you do to the new faculty members. Development Consistent Producers: Whenever you have a major budget
343 or curriculum decision to be made sure to seek faculty input. Nothing will affect morale more than if the faculty
344 hears that you are considering a change in evaluation processes, reducing faculty heath care benefits, or increasing

345 the teaching load without consulting with them. While most faculty dread serving on committees, most want to
346 provide accurate feedback when the issues hit close to home.

347 In the same vein, there are some other techniques used by organization such as the school to build morale. The
348 following are some techniques suggested by Lawal (??2011 Educational administrators have, of late, been asked
349 to change the way they operate. Noting the lack of follow through that frequently results from state mandates,
350 policy makers have taken a different track. Like managers in the corporate world, educators are now being asked
351 to flatten organizational structures, reduce central office directives and permit employees the opportunity to
352 take ownership for institutional decision-making (Jones 2004). This initiatives, it has been argued, will tap the
353 expertise of those employees most closely associated with the instructional process while making schools more
354 responsive to institutional stockholders. Although intuitively appealing, the effort has thus far had mixed results.
355 Reasons for this situation are as numerous as the number of different decisionmaking models now being used
356 across the country.

357 Organizational theorists such, as Agyris, MCGregory, Herzberg, Likert and Ouchie have all suggested that
358 participatory decision-making (PDM) would lead to more effective organizations and higher staff morale. The
359 Human Relations School of Management of the 1930s -40s promulgated the notion that institutions might be
360 more successful if managers would begin to consider the employee's individual and social needs. Abraham
361 Maslows theory of motivation pointed to the human need for self-actualization. Allowing employees a voice
362 in decision-making is perhaps the most logical method for allowing this to occur. In a similar vein, Chris
363 Argyris saw bureaucracies as imposing restraints on individuals by refusing to treat them as mature actors
364 capable of self-direction. Douglas Mc Gregory's Theory X and Theory Y focused on management's assumptions
365 about employees. Managers who view subordinates as willing cooperative and responsible (Theory Y) treat
366 them differently from managers who take the opposite view point (Theory X). Since Theory Y managers have
367 different expectations, they structure the work environment to provide employees opportunities to take on more
368 responsibilities. Participative decision-making would certainly allow this to happen.

369 Fredrick Hertzberg's motivation-hygiene theory went even further, positing that workers were not motivated by
370 extrinsic factors such as salary, working conditions, and job security but by intrinsic factors such as achievement,
371 recognition, and responsibility. Participative decision-making would contribute to any or all three of these (Hoy
372 and Miskel 2008). According to the theory, gratification of hygiene leads only to minimal job satisfaction. Job
373 satisfaction is more likely to come from autonomy, responsibility, and the challenge of the job itself. In brief,
374 motivators tend to provide job satisfaction. Miner (2004) observed that the factors of motivation are both
375 conceptually and empirically related. When these elements are present in work, the individual's basic needs of
376 personal growth and selfactualization will also result. The hygiene factors, when provided appropriately, can
377 serve to remove dissatisfaction and improve performance up to a point. Still not all theories agree. Decision-
378 making models by Victor Vroom (1973) and Tannnenbaum and Schmidt (1957), Hersey and Blanchard (1972),
379 and Fiedler (1967) all imply a contingent style of management such that some situations call for subordinate
380 participation while some do not. According to these models, managers should consider such factors as employee
381 maturity, skill level, willingness to be involved, leader personality and the type of problem when using participative
382 decisionmaking technique.

383 Since participative decision-making may not be appropriate in all situations, there need to apply contingency
384 approach to participation in decisionmaking process (Okorie 2001). It was said that teachers neither expect nor
385 want to be involved in every decision. Infact, too much involvement can be detrimental as too little (Hoy and
386 Miskel, 2008). On the bases of the above, Bridges concept of "Zone of acceptance" is to be considered which
387 means the extent to which subordinates are willing to comply with and implement directives, the range of actions
388 at request of the leader. In order to determine these issues, Bridges provided two rules of the Thumb (test of
389 relevance and test of expertise) and Owens (1981) suggested a third, test of Jurisdiction (Okorie, 2001).

390 **14 i) Teachers Morale and Job Performance**

391 Most successful organization values the input and involvement of their employees in decision making process
392 because the very people who will be responsible for implementation of these decisions seem not only reasonable
393 but also responsible as participation of this way that can produce positive results. Morale is an attitude of
394 satisfaction, with a desire to continue in, and willingness to strive for the goals of a particular group and
395 organization. As the definition of morale suggest, staff morale is a condition of a group will clear and fixed
396 group goals which are considered to be important and integrated to the individual goal. In an organization like
397 secondary schools which needs high teachers' morale, the group actions are integrated and co-operative (Ifeanyi,
398 2010) Efforts are directed towards a common purpose rather than what an individual desire. It is a feeling of
399 belongingness to the system and identification with group goals.

400 Therefore, morale is the spirit and attitude of employees towards their work and as such it can be low or
401 high. High morale in teachers exists when teachers have favourable attitude towards teaching and their peer
402 group. Low morale also exist when teachers attitude are anti-pathetic to teaching ??Osaigbovo, 2004). Employee
403 engagement and performance has been as critical to the overall health and success of an organization as they
404 are in current health. As companies struggle in a slow economy, the hard work and dedication of employees can
405 make the difference. One of the greatest challenges business and education leaders face today is to maintain a
406 workplace culture where employees are motivated, engaged and performed to their fullest potentials (Bardach,

17 B) THE POPULATION

407 2010). Employees not only want good pay and benefits, they also want to be valued and appreciate for their work,
408 treated fairly, assigned roles and tasks that are important, have advancement opportunities and opportunities to
409 be involved in decisions. Employee recognition may prove to contribute to high morale in work environment and
410 this may in turn lubricate the wheel of productivity/performance.

411 Research carried out by Weaklien and Frenkel (2010) considers relationship between morale and workplace
412 productivity in Australian workplace. It focuses on their questions; the shape of the relationship, whether the
413 effects of morale are contingent on other factors and the paths by which any effect takes place. The results show
414 that morale influences productivity in an approximately linear fashion. The effect of morale and productivity
415 appears to be larger when management regard product quality as important and attempts to develop co-operate
416 ethnic and culture. Morale is associated with greater work effort, but the relationship between work effort and
417 productivity becomes stronger at high level of morale. Thus, part of the influence of morale on productivity is a
418 matter of increasing the effectiveness of worker's efforts.

419 In a school where consensual culture is practiced, such characteristics as decentralization of power, differentiation
420 of activities exist and has internal focus on system maintenance (Igwe, 2000), transaction here are based
421 on decision, participation and consensus. There are teamwork, high morale, trust, intimacy and egalitarianism.
422 Therefore, in such an environment, morale of teachers may be high which may lead to productivity/ performance
423 and may also raise students on teacher's morale and performance in the school.

424 In a study on teacher's morale and performance in selected secondary schools, in Nigeria, embarked by Oyedele
425 (1995) revealed that the higher the morale of teachers the more they perform better on the job and the lesser
426 their morale the less they perform on the job. Therefore, the author advocated that teacher's needs should be
427 taken care of so that their morale could be high in order for them to perform well on the job. In effect, it was
428 observed that in order to achieve higher productivity, employees (teachers) needs must be provided so as to boost
429 their morale. In essence, high morale can be regarded as one of the factors required by an employee or teacher
430 in order to put his or her maximum best to enhance productivity / performance.

431 15 j) Appraisal

432 In comparison, the literature on the influence of teachers' participatory decision making on job satisfaction and
433 their morale is relatively underdeveloped. Although much debate surrounds the meaning of PDM, one of its
434 most comprehensive definitions was proposed by Heller et al. ??1998), who suggests that it is: "the totality of
435 forms, i.e. direct (personal) or indirect (through representatives or institutions) and of intensities, i.e. ranging
436 from minimal to comprehensive, by which individuals, groups, collectives secure their interests or contribute to
437 the choice process through self-determined choices among possible actions during the decision process". From an
438 organisational perspective, the primary motivation for implementing PDM programmes is to promote gains in
439 productivity and PDM should be centred on issues which employees are knowledgeable about in order to ensure
440 and accrue organisational benefits. Cognitive models of participation suggest that greater employee engagement
441 is a viable organizational strategy as it enhances the flow and use of information. Underlying such rationale is the
442 observation that employees are closer to their own work than are top management, and hence employees could
443 have a relatively greater understanding of work-related problems given their potentially greater or more up-to-date
444 source of information. Moreover, if teachers are involved in designing solutions to work-related problems then
445 they may gain an understanding of the implementation of such solutions.

446 Conversely, if schools discourage teachers from communicating their work-related issues and from suggesting
447 potential solutions to such issues then they stand to lose out on innovative suggestions relating to work processes,
448 programmes, and technologies that could enhance organisational efficiency and productivity. From the review of
449 related literature, it was also revealed that participative decision-making means giving subordinates or teachers
450 an opportunity to participate in various decisions which affect them directly or indirectly. It was based on this
451 premise that several authors advanced it as the best because it boosts teacher's job satisfaction and morale.

452 IV.

453 16 Method and Procedure a) Research Design

454 The study employed correlational study to determine the relationship among levels of participation in decision-
455 making, job satisfaction and morale of teachers in senior secondary school in Delta States of Nigeria. The study
456 therefore, attempted to determine the influence of the independent variable (teachers' involvement in decision
457 making process) on the dependent variables (job satisfaction and morale of teachers) in secondary schools in
458 Delta States.

459 17 b) The Population

460 The population comprised all teachers in the public senior secondary schools in Delta States. There are 362
461 senior secondary schools with 5,300 teaching staff in Bayelsa and Delta States respectively as at April, 2011. The
462 distribution of the secondary schools and teaching staff Delta States.

463 18 c) Sample and Sampling Technique

464 The study employed stratified random sampling technique to get the sample size. This involved subdivision or
465 grouping of the entire population (the total number of public senior secondary schools in the state) into sub-sets.
466 Thus, the researcher first categorized the secondary schools under each of the three senatorial districts (Delta
467 North, Delta Central and Delta South) of Delta State. Secondly from each local government area within each
468 senatorial district, simple random sampling technique was used to select 10% of the senior secondary schools.
469 Finally, for each school selected, all teaching staff automatically became members of the sample for the study.

470 19 d) Research Instrument

471 The study employed a questionnaire method of data collection. The instrument titled Questionnaire on Levels
472 of Participation in Decision making for Teachers of Secondary Schools (QLPDMPTSS) was designed by the
473 researcher to elicit data on teachers' involvement in decision-making as well as the influence of teachers'
474 participation in decision-making on their job satisfaction and morale. The questionnaire was divided into two
475 sections .For each item in section B, the respondent was required to tick (?) the appropriate column that
476 corresponds to his or her actual perceived degree of participation in decision making process.

477 20 Section A

478 This section contains the respondent's background information. It was designed to obtain biodata of the
479 respondents. It was made up of items relating to sex, experience, marital status, location of school etc.

480 21 Section B

481 To gather information on levels of participation of teachers in decision making, job satisfaction and morale,
482 Section B contained 20 Likert type items and respondents were required to tick (?) where applicable from
483 Strongly Agree -strongly Disagree(SD) under the following scoring scale: Strongly Agree (SA) = 4 points Agree
484 (AG) = 3 points Strongly Disagree (SD) = 2 points Disagree (D) = 1 point

485 22 e) Validity of the Instrument

486 The content validity of the instrument was determined by expert opinion. The instrument was given to the
487 thesis supervisors and other experts in the department of educational administration and policy studies, Delta
488 State University, Abraka for the scrutiny of the items and their suggestions were incorporated to make the final
489 instrument.

490 23 f) Reliability of the Instrument

491 To establish the reliability of the instrument, Cronbach Alpha reliability technique was used. It was employed
492 to establish internal consistency of the test items. The instrument was administered on 30 teachers outside the
493 study area. The computation yielded reliability coefficient of 0.87 which implied that 87% of the variance in the
494 respondents' scores are caused by variation in the true scores while 13% of the variance was attributable to error
495 scores. Therefore, the instrument was considered to have a high reliability coefficient for the study.

496 24 g) Administration of the Instrument

497 The administration of the Instrument was done by the researcher with the assistance of trained research assistants
498 in Delta State. The researcher and the assistants personally administered and collected the questionnaire from
499 the sampled schools in the states. This was to ensure high return rate of the instrument administered on the
500 respondents.

501 25 h) Method of Data Analysis

502 Correlation analysis, frequencies and percentages were employed to answer the research questions while the
503 null hypotheses of no significant relationship were analyzed using Pearson Product Moment Coefficient (r) and
504 Multiple Regression statistical techniques at 0.05 significance level on the various hypotheses formulated and
505 tested to guide the study.

506 V.

507 26 Results and Discussion

508 27 Hypothesis I

509 There is no significant relationship between deprivation in decision-making and teacher's job satisfaction in senior
510 secondary schools in Delta State. In table 1 the 'r' calculated value of 0.198 was greater than the critical value
511 of 0.062. Hence, the null hypothesis was rejected. Since the computed correlation coefficient is greater than
512 zero ($r>0$), it is an indication of positive linear relationship between decisional deprivation and teachers' job
513 satisfaction and individuals' scores did not vary on both variables. This implies that there was a significant

33 C) RECOMMENDATIONS

514 relationship between deprivation in decision-making and teacher's job satisfaction in senior secondary schools in
515 Delta State.

516 28 Hypothesis 2

517 There is no significant relationship between deprivation in decision-making and teachers' morale in senior
518 secondary schools in Delta State. 2 shows that the 'r'-calculated value of 0.204 was greater than the 'r'-critical
519 value of 0.062. Therefore, the null hypothesis was rejected. Since the computed correlation coefficient is greater
520 than zero ($r>0$), it shows a positive linear relationship between the two variables and individuals' scores did
521 not vary on both variables. This indicates that there was a significant relationship between the deprivation in
522 decision-making and teacher's morale in secondary schools in Delta State.

523 29 Hypothesis 3

524 There is no significant relationship between equilibrium level of participation in decision-making and teacher's job
525 satisfaction in Secondary Schools in Delta State. Table 3 shows that the 'r'-calculated value of 0.302 was greater
526 than the 'r'-critical value of 0.062. Hence, the null hypothesis was rejected. Since the calculated correlation
527 coefficient is greater than zero ($r>0$), it is an indication of positive linear relationship between decisional
528 equilibrium and teachers' job satisfaction individuals did not vary in their scores on both variables. This shows
529 that there was significant relationship equilibrium in decision-making and teachers' job satisfaction in senior
530 secondary schools in Delta State.

531 30 VI. Conclusion and Recommendations

532 The study investigated levels of participation in decision making as correlates of job satisfaction and morale of
533 teachers in senior secondary schools in Bayelsa and Delta states of Nigeria. Three research questions were raised
534 and three null hypotheses were formulated to guide the study. Research questions were answered using correlation
535 analysis. The study was a correlational research that employed questionnaire in sampling the opinions of the
536 respondents. Subsequently, a questionnaire titled "Questionnaire on levels of participation in Decision -making,
537 Job satisfaction and morale of Teachers" (QLPDMJSMT) was constructed by the researcher. The self-made
538 research instrument of modified Likert four scale type was administered on 976 respondents (teachers) and data
539 collected from respondents (teachers) were analyzed and presented in chapter four.

540 31 a) Findings

541 The following findings were made in the study:

542 32 b) Conclusion

543 Based on the findings, the following conclusions were made. Deprivation in decision-making was significantly
544 related to teachers' job satisfaction. Also deprivation in decision making was positively related to teachers'
545 morale in senior secondary schools in Delta State. Equilibrium in decision -making positively affect teacher's job
546 satisfaction in senior secondary schools in Delta State.

547 33 c) Recommendations

548 The study was tailored towards understanding the relationship among the levels of participation in decision-
549 making, teachers' job satisfaction and morale in senior secondary schools in Delta State. In consideration of
550 the results from the study, the researcher has made the following recommendations in line with the conclusions
551 of the study. That school principals should not apply autocratic style of leadership by involving teachers in
552 fewer decisions than they preferred in their schools. However, principals should have the knowledge that an
553 autocratic administrative decision is appropriate if the quality requirement for the decision is low and the matter
is unimportant to subordinates. ^{1 2}

1

Variables	N	X	SD	DF	r-cal	r-crit	Level of sign.	Decision
Deprivation level of Participation	976	19.52	4.56					Significant
Teacher's job satisfaction	976	15.29	3.23	974	0.198	0.062	0.05	(Rejected)

Figure 1: Table 1 :

2

1 N X SD DF r-cal r-crit Level of sign. Decision
Table

Figure 2: Table 2 :

3

Variables	N	X	SD	DF	r-cal	r-crit	Level of sign.	Decision
Decisional Equilibrium	976	15.03	3.48					Significant
Teacher's job satisfaction	976	15.29	3.23	974	0.302	0.062	0.05	(Rejected)

Figure 3: Table 3 :

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