

## **Participatory Management, Professional Development, and Teachers' Job Performance in Public Secondary Schools in Ogun State, Nigeria**

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**Abstract:** This correlational survey study examined professional development, participatory management, and teachers' job performance in public secondary schools in Ogun State, Nigeria. The sample size comprised 504 participants selected through a multi-stage sampling technique from 12,745 teachers in 217 public secondary schools. The study was guided by two null hypotheses, tested at 0.05 level of significance. Two researcher-designed instruments namely. Participatory Management and Professional Development Questionnaire (PM/PDQ) and Teachers' Job Performance Scale (TJPS), were used to collect data. The Pearson Product-Moment Correlation statistical tool was used for data analysis. Results showed that teachers' job performance was significantly and positively related to both professional development and participatory management respectively. The study concluded that teachers' job performance could be enhanced through these two management intervention strategies. It was therefore, recommended among other things, that concerned authorities should improve on existing teachers' professional development programmes and encourage participatory management among the teachers.

**Keywords:** management intervention strategies, professional development, participatory management, teachers' job performance.

### **Background to the Study**

Teachers are considered as the eventual, on-the-spot operatives of the policies in education of any nation, including Nigeria. Whatever happens to the operators may eventually be reflected in the quality produced by the system. The Federal Republic of Nigeria (2013, p. 2) specifically stated that "no education can rise above the level of her teachers". This implies that teachers' job performance will have a significant influence on the students and society at large.

Teachers are trained to deliver the content of the subject matter in their respective fields, set a high standard that will challenge the students, discipline the students when necessary, overcome blind-spots and evaluate the students' progress based on outlined goals and objectives in the school, among other things (Chamundeswari, 2013). Teachers are also involved in the training and molding of the students, thereby, making them useful to themselves and society (Usman, 2016). Hence, teachers' failure in the delivery of expected services to the scholars in the teaching-learning process might culminate in the breakdown of the educational system.

Robbins and Coulter (2007) asserted that the teaching profession is such that it requires the teacher's ability and commitment to performing assigned tasks effectively. Thus, the job performance of a teacher in the school system should not be hidden; rather it should be seen and measured as a factor that preserves the quality of the school. Kagoda (2011), therefore, emphasised that a teacher can only be considered successful in the teaching and learning process when such an individual knows



thoroughly what is to be taught, and has the necessary ability needed to link the understanding of the subject matter and the students through appropriate communication skills.

A teacher's job performance entails the achievement of educational goals through the process of teaching-learning. This is buttressed by the assertion made by Ige (2013), that teachers' job performance includes prompt attendance to lesson delivery and coverage of the syllabus among other issues. Teachers' job performance, therefore, refers to the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes, and the level of the teachers' participation in the day-to-day running of the school (Amos & Loko, 2015). Based on the significant responsibility of a teacher in the school it is, therefore, necessary for concerned authorities to keep investigating and working towards factors that can enhance the job performance of the teachers.

The direct involvement of secondary school teachers in school governance, otherwise known as participatory management, has been found to be one of the management intervention strategies that may enhance the job performance of teachers. Mohamed (2011) defines participatory management as an inclusive governance system that empowers teachers to participate in the daily functions and policy-making processes in the school. According to Olorunsola and Olayemi (2011), participatory management by secondary school teachers allows the teaching staff to cooperate with the school administrators, thereby, assisting with the resolution of intensifying problems confronting the school. This involvement serves as an indisputable asset to the school and the management.

The quality of education available to any citizen of a country cannot be disconnected from the level of teachers' professional development. According to Wood and Bennett (2000), professional development is an on-going process of education, training, learning, and support activities engaged in by qualified teachers, which often takes place in either a work-based setting or otherwise, in order to promote learning and the development of professional knowledge, skills and values. Oguntimehin (2001) specifically noted that staff development in an organisation, teachers included, might bring about reduction of wastage; improvement of quality of work; increase in job performance; improved skills, knowledge and attitude of staff; enhancement of the implementation of new policies and regulations; and should enhance the growth of the organisation. This study, therefore, investigated some management intervention strategies namely participatory management and professional development in relation to teachers' job performance in public secondary schools in Ogun State, Nigeria.

### **Statement of the Problem**

Teachers are central to the smooth operations of the school system. Their performance on the job is therefore, essential to the attainment of educational aims and objectives. For this to happen, the teachers should be professionally trained and qualified, and given opportunity to contribute to policies and decisions affecting their job and individual well-being.

One of the major problems facing secondary education today is the poor job performance of teachers. In fact, Sonnentag and Spsychala (2010) observed that job performance as a concept has received considerable scholarly research attention for the past 15 to 20 years.

Teachers' job performance seems to be a problem in public secondary schools in Ogun State, Nigeria. Observation shows that teachers in public secondary schools in Ogun State, Nigeria suffer from

stunted career growth, inadequate facilities to teach effectively, non-involvement in formulating policies that affect their job, and lack of regular professional training to keep up with developments in the profession. These issues have caused the job performance of teachers to leave much to be desired.

Failure to address this problem could lead to further production of sub-standard school graduates and poor intake into tertiary institutions, or workplaces. Could the perceived poor job performance among teachers in public secondary schools be due to their non-involvement in decision-making or non-exposure to regular professional development? This study, therefore, investigated this relationship among participatory management, professional development, and teachers' job performance in public secondary schools in Ogun State, Nigeria.

### **Purpose of the Study**

This study examined the relationship among participatory management, professional development, and teachers' job performance in public secondary schools in Ogun State, Nigeria. Specifically, the study set out to:

1. investigate the relationship between participatory management and teachers' job performance; and
2. ascertain the correlation between professional development and teachers' job performance.

### **Research Hypotheses**

The following null hypotheses were formulated and tested at 0.05 level of significance to guide the study:

1. There is no significant relationship between participatory management and teachers' job performance.
2. Professional development does not relate significantly to teachers' job performance.

### **Literature Review**

A brief review of the relevant literature on the selected study variables was carried out. This was done under the following sub-headings:

#### **Concept of Teachers' Job Performance**

The term "performance" describes how an employee carries out the task that makes up the job. It may also be defined as the capability of a worker to combine appropriate behaviour towards the realisation of organisational goals and objectives. The educational system of any nation cannot be better than the quality of services rendered by the teachers in the teaching-learning process (Oyeleke, 2012). Epie (as cited in Fasan, 2005) observed that performance can be taken as the set of behaviours focused on the achievement of organisational goals. It includes not only direct task-oriented behaviour, but also on-the-job task behaviours, such as inter-personal relations at work. Performance, therefore, could be expressed in terms of quantity and quality of output, levels of absenteeism and turnover, profitability and the quality of industrial relations.

According to Fasan (2005), teachers' job performance refers to a process whereby teachers accomplish or carry out the given work within or outside the school system satisfactorily to the extent that the output, when measured or seen, will show the expected behaviours from the teachers. Fasan also

noted that teachers' job performance could be analysed in terms of be seen as Leadership function;, Executive function; and Interactive functions.

### **Participatory Management and Teachers' Job Performance**

According to Olorunsola and Olayemi (2011), participation of teachers in the decision-making process in a school system serves as one of the paramount platforms for the realisation of set goals and objectives in a school. This is because teachers have direct contact with the students, and are daily observers of issues happening in the classroom and the entire school, unlike the Principal or other school administrators. This statement corroborates the view of Nadeem (2012), who asserted that consulting teachers on issues that affect the students, teachers, and the entire system, often enhances the mental health of the teachers. Nadeem, therefore, outlined the importance of participatory management to include the commitment of the teachers to the achievement of jointly set goals in the school system, the discouragement of competition and rivalry among the teachers, and the achievement of robust conclusions on any subject matter. Ejiogu (2010), therefore, opined that involving teachers in school governance and decision-making is appropriate and needed, because support can be generated for the achievement of the decision made. Giving teachers a participatory management platform in the school, thus encourages the creation of unique ideas through shared knowledge, expertise and experience.

Participatory management can be considered as a shift from a traditional management style to a more innovative management style that permits the lower-level staff to lend their voice in organisational matters for the purpose of enhancing job performance and the achievement of organisational set goals (Glew, O'Leary-Kelly, Griffin & Van-Fleet, (as cited in Olorunsola & Olayemi, 2011). The involvement of teachers, therefore, has the potential to increase teachers' job performance, giving the teachers a sense of ownership of the school, and creating a democratic atmosphere in the school.

According to Hashim and Wok (2015), involvement of workers, teachers included in the organisational decision-making processes, will enrich the understanding and acquaintance of the workers with the outlined everyday jobs. Consequently, the understanding of teachers could be broadened when they are involved in the decision-making process on issues surrounding their service delivery in the school system thereby giving room for greater cooperation of teachers with the school administrators. Udoh and Akpa (as cited in Olorunsola & Olayemi, 2011) also commented that involvement of teachers in the decision-making process (participatory management) in the school tends to encourage the teachers to be more committed to the school (the teaching and learning process), more supportive of the principal, to reduce conflict within the school, and to ensure realisation of set goals and objectives in the school.

Mullins (2005) opined that the survival of any organisation in a competitive world depends on the participation of staff in decision making for the organisation for a robust job performance. School managers and administrators, therefore, should see the need to consider the ideas of teachers as important and relevant to the successful management of the school. In addition, Khoza (as cited in Mohamed, 2011) further indicated that a participatory style of management in any work organisation can bring about increase in employee commitment and sense of belonging, increase in employee productivity, enhanced job satisfaction, high job performance, etc.

Omobude and Igbudu (2012) conducted a study on the influence of teachers' participation in decision making on their job performance in secondary schools in Oredo Local Government Area of Edo State, Nigeria, using the Fisher's Z test statistical tool for the hypotheses raised in the study. The study reported that participation in decision making by teachers can influence performance as teachers who participate in decision making tend to perform better than those who did not have a say in the school governance or issues that affect the school. Omobude and Igbudu also found out that teachers in privately-owned secondary schools often enjoy more participatory management opportunities compared to teachers in public secondary schools, where the Ministry of Education's influence on decision making is quite pronounced. Omobude and Igbudu, therefore, felt that teachers, who are participatory managers in their schools, tended to perform better than those who did not have participatory management platforms in the schools.

Uchendu, Anijaobi-Idem, and Nkama (2013) opined that teachers, who are the cornerstone of good education in any secondary school, often have the required wealth of skills, experience, knowledge and ability needed as inputs for the achievement of set goals and objectives in the school, particularly in the aspects of students' academic excellence and character moulding. Involvement of teachers in the decision-making process is, therefore, considered a likely factor for the enhancement of teachers' job performance in secondary schools in Nigeria. Conversely, the job performance of some teachers, whose service delivery and contribution to the progress of a school might be enhanced by participatory management opportunities, could become low due to the discouragement of such participation (Omobude & Igbudu). In fact, Olorunsola and Olayemi (2011) noted that when the views and suggestions of teachers on issues in a school are ignored or considered irrelevant, the following can be the outcome: conflict, frustration on the job, teachers alienated from management, etc.

### **Professional Development and Teachers' Job Performance**

The quality of education available to any citizen of a country cannot be disconnected from the level of teachers' professional development and the extent to which the outlined jobs in a school are performed by the teachers (Kamoh, Ughili & Abada, 2013; Ofojebe & Chukwuma, 2015). The essence of professional development of teachers via different training platforms is to sharpen their existing skills or help the teachers to develop specialised skills that could enhance their level of creativity and innovation (Dangara, 2016). Staff (teachers') training and development are therefore imperative for a robust job performance by the teachers (Sarheng, 2013). This implies that the job performance of the teachers may not be disconnected from the job professional development packages made available to them.

Ganser (2000) also defined professional development as the development of individuals in their professional roles through formal or informal experiences such as seminars, workshops, conferences, reading professional publications. etc. Professional development programmes are therefore, organised to keep teachers current, vibrant and versatile, particularly in this age of socio-economic, political, scientific and technological changes, thereby, enhancing the job performance of the teachers.

According to Onyene (2000), the rapid and continuous advancement in information and technology also demands teachers' continuous professional development. Considering the level of global advancement in information technology and science, it is expedient that teachers' capacity to teach 21st-Century students should be enhanced through up-to-date professional development programmes

but it is necessary to determine how timely and updated are such trainings, considering the level of exposure of the present generation of students, whose handset is connected to the World Wide Web (Internet) (Anam, Rashid, Rab, Mizna, Simra, Igbal & Rida, 2013),

In Nigeria, the present social and economic state of the nation has necessitated the need for regular professional development for teachers at all levels of education. Consequently, for sustainable systemic change in secondary education, professional development of teachers should be based on the individual training needs of teachers (Kamoh et al, 2013).

Research has also shown that nothing can be done in a school without the service delivery of teachers, whose professional development on the job could bring about an enhanced job performance. Amos and Loko (2015) for example, submitted that teachers are interested in the teaching and non-teaching activities in school, however, the performance of the teachers on the job therefore may not be disconnected from how well they are professionally developed. Furthermore, Hervie and Winful (2018), asserted that teachers who have benefitted from different professional development platforms can handle the changing demands of the profession and also serve as better teachers in terms of knowledge development and lesson content delivery.

Several studies have also established the fact that secondary school teachers are the key drivers of the teaching and learning process in school, with the enormous task of ensuring necessary changes in the life of their students. In Lagos State, for example, Alade and Odebode (2014) conducted a study that showed how much the Lagos "Eko" secondary education project for teachers in public secondary schools equipped the teachers with needed knowledge, skills, strategies and methodologies for robust job performance. They found that professional development of teachers has a significant impact on their job performance.

The development of the knowledge, skills and attitudes of teachers can thus facilitate the development of individual teachers and the entire school system. Adenaike and Olaniyi (2010), also found that the performance of some senior secondary school students in Ogun State, Nigeria, was grossly affected by the use of out-dated methods of teaching by their teachers, due to the lack of relevant and up-to-date professional development in their subject areas. Furthermore, Okeleke, Uzoka and Oladejo (2017), using Chi-Square and Analysis of Variance statistical tools on data collected in order to ascertain the influence of training on academic staff performance in Colleges of Education, in south-west Nigeria, established a significant correlation between professional development and performance. This implies that professional development of employees via an appropriate training platform is crucial for good job performance.

Oguntimehin (2001); Falemu (2012); Oladejo and Oladejo (2016), specifically noted that the development of the staff (teachers included) in an organisation (the school system) can bring about the following: reduction of wastage; improvement of quality of work; increase in job performance; improvement of skills, knowledge and attitude of the staff; enhancement of the implementation of new policies and regulations; and improved survival and growth of the organisation.

According to Ogunlade, Kamongers, and Abdulkadir, (2015), teachers are role models to the students and, as managers of the instructional process in the school, on-the-job training will be necessary to keep the teachers abreast of the ever-evolving advancement in Information Technology and current trends in the educational enterprise. Ogunlade, et al, also noted that teachers kept up to date with

changes in their profession, through constant training or seminars, often developed cooperation and synergy attributes, thereby, serving the school as indebted personnel, due to the huge investment made by the school in their career.

Conversely, Adenaike and Olaniyi (2010), argued that outdated methods of teaching used by some teachers in Nigerian public secondary schools has resulted in the output of low-performance graduates, both at the higher education level and those in the labour market, thereby, impacting the economy negatively. This may be rectified with the appropriate use of professional development programmes targeted at the specific training needs of teachers.

## **Method**

This section of the paper includes the description of the procedures and methods used in the study which include research design, population of the study, sample and sampling techniques, research instruments and instrumentation, validity of instruments, reliability of instruments, procedure for data collection, and method of data analysis.

### **Research Design**

The correlational survey research method was used for the study. The research design employed in the study, therefore, enables the researcher to describe the relationship between participatory management, professional development and teachers' job performance using public secondary schools in Ogun State, Nigeria.

### **Population**

The population for the study consisted of all the teachers in public secondary schools in Ogun State, Nigeria. The total number of public secondary schools and the teaching staff respectively in Ogun State were 474 and 12,745, respectively.

### **Sample and Sampling Technique**

The sample size used in this study was 504 public secondary school teachers in Ogun State, Nigeria. A multi-stage sampling approach was used to select the participants for the study. The schools were stratified based on the existing 20 Educational Zones in Ogun State. A proportionate stratified random sampling technique was used to further select participants in each school, based on the total number of teachers in the schools.

### **Research Instruments**

Two sets of self-designed instruments were used to collect data for the study. These are the Participatory Management and Professional Development Questionnaire (PMPDQ) and Teachers' Job Performance Scale (TJPS).

The Participatory Management and Professional Development Questionnaire (PMPDQ) contained two sections; Section A, which sought demographic information of the participants (teachers), such as gender, marital status, highest academic qualification, years of teaching experience, and age range, while Section B contained two subscales (professional development with five items, and participatory management with nine items) making 14 items in all for the section B, on which the perceptions of public secondary school teachers in Ogun were sought.

The questionnaire items were structured on a 4-point Likert-type scale of Always, Sometimes, Rarely and Never used for items on professional development and participatory management. The response categories range from 4 = Always, 3 = Sometimes, 2 = Rarely and 1 = Never for positive items, while the negative items were scored in reversed order.

The Teachers’ Job Performance Scale (TJPS) contained two sections. Section A sought information on the gender of the teachers, while section B contained 22 items rated on a 4-point Likert scale of Always, Sometimes, Rarely and Never used to measure the job performance of public secondary school teachers in Ogun State. For Always, Sometimes, Rarely and Never, the response categories were 4, 3, 2, 1, respectively, for positive statements, while the negative items were scored in reverse order also.

**Validity of the Instruments**

The questionnaires were validated by experts in area of Measurement and Evaluation, who vetted them in items terms of their relevance to the subject matter, their coverage of the content areas, the appropriateness of language usage and clarity of purpose, thereby, giving the questionnaires content validity. Corrections of errors identified by the experts were effected, which further enhanced the suitability of the instrument for the study.

**Reliability of the Instruments**

To estimate the reliability of the instruments, the instruments were pilot tested on 100 teachers from selected secondary schools in Ikenne L.G.A in Ogun State, Nigeria, which did not form part of the studied sample. The data obtained was subjected to Cronbach Alpha reliability testing to estimate the internal consistency of the instrument. The reliability coefficients of the sub-scales are summarised in Table 1, which shows that the instruments were reliable.

**Table 1. Reliability Coefficient of Research Instruments**

Items	No. of Items	Alpha Coefficient
Professional Development	5	0.81
Participatory Management	9	0.76
Teachers’ Job Performance	22	0.77

The questionnaire items were reviewed based on the outcome of the pilot test and necessary corrections were made.

**Data Analysis and Results**

This section brings to the fore the analysis of the collected data and the results generated. The two null hypotheses were tested here.

**Hypothesis One**

**H0:** There is no significant relationship between participatory management and teachers’ job performance in public secondary schools in Ogun State.

The hypothesis was tested using the Pearson-Product-Moment Correlation Statistical tool and a summary of the results is presented in Table 2.

**Table 2. Participatory Management and Teachers' Job Performance**

Variable	N	Mean	Std Dev.	df	r <sub>Cal</sub>	P-value	Remark	Decision
Participatory management		25.56	6.10					
	471			469	.201**	.001	Significant	Null Hypothesis Rejected
Teachers' Job Performance		81.15	4.62					

\* Correlation is significant at 0.05 level (2-tailed).

Table 2 presents the summary of the analysis between participatory management and teachers' job performance in public secondary schools in Ogun State. It shows that there was a significant and positive relationship between participatory management and teachers' job performance in public secondary schools in Ogun State ( $r = .201$ ;  $P < .05$ ;  $df = 469$ ). Thus, the researchers failed to accept the null hypothesis which stated there is no significant relationship between participatory management strategy and teachers' job performance in public schools in Ogun State, Nigeria. This means that participatory management had significant relationship with teachers' job performance.

### Hypothesis Two

**H<sub>0</sub>**: There is no significant relationship between professional development and teachers' job performance.

The hypothesis was tested using the Pearson Product-Moment Correlation Statistical tool and the summary of the results is presented in Table 3.

**Table 3. Professional Development and Teachers' Job Performance**

Variable	N	Mean	Std Dev.	Df	r <sub>Cal</sub>	P-value	Remark	Decision
Professional development		14.09	3.79					
	471			469	.253**	.001	Significant	Null Hypothesis Rejected
Teachers' Job Performance		81.15	4.62					

\* Correlation is significant at  $p < 0.05$  level (2-tailed).

Table 3 presents the summary of analysis between professional development and teachers' job performance. It shows that there was a significant and positive relationship between professional development and teachers' job performance in public secondary schools in Ogun State ( $r = .253$ ;  $p < .05$ ;  $df = 469$ ). Thus, the researchers failed to accept the null hypothesis which stated that there is no significant relationship between professional development and teachers' job performance in public schools in Ogun State, Nigeria. This implies that professional development of teachers had significant relationship with their job performance.

## **Discussions of Findings**

Discussions of findings generated from the study are presented in this sub-heading. Regarding participatory management and teachers' job performance, the finding from hypothesis one showed a significant and positive relationship between participatory management and teachers' job performance in public secondary schools in Ogun State. The findings from this hypothesis supports the notion that involving teachers in participatory management activities in school administration is important to ensure their commitment to change and the entire teaching-learning process. This result is in line with that of Olorunsola and Olayemi (2011) who reported that daily involvement of secondary school teachers in Ekiti State in the decision-making process enhanced the level of satisfaction and job performance of the teachers.

The finding from hypothesis two also showed a significant and positive relationship between professional development and teachers' job performance in public secondary schools in Ogun State. This finding is an indication that notable improvements in education may never take place if professional development is not provided, hence, professional development is key to meeting today's job performance need of teachers. Alade and Odebode (2014) revealed that, done well, professional development of teachers has the potential to equip the teachers with needed information, expertise, strategies and methodology necessary in the teaching and learning process, thereby, enhancing their job performance. This finding is also consistent with the position of Ofojebe and Chukwuma (2015) as well as Ejiogu (2010) whose studies confirmed a significant and positive relationship between employee professional development and job performance. Another study by Oleforo, Ikpe and Bassey (2015) found out that teachers' job performance had a significant relation to professional development of teachers in the form of seminars, workshops and conferences. This implies that the knowledge acquired from such activities often brings about the desired level of service delivery from the teachers to the pupils, especially in the teaching-learning process. The finding of Adenaike and Olaniyi (2010) also concurred with the outcome of this study as it established a relationship between professional development and the job performance of the teachers.

The findings of this study, therefore, call for a robust effort from concerned authorities to enhance the job performance of teachers through the application of appropriate management intervention strategies in the form of professional development programmes that meet the needs of the teachers, and in the inclusion of participatory management opportunities for the teachers.

## **Conclusion**

Teachers' job performance often sets the tune for the overall achievement of set goals and objectives of a school. Based on the findings of this study, it can be easily inferred that teachers' job performance in public secondary schools in Ogun State was significantly related to participatory management and professional development.

In an attempt to boost teachers' job performance and ensure excellent service delivery that will bring about the achievement of the set goals and objectives in the school system, educational managers and administrators should continually explore areas of professional development needs of the teachers, particularly in subject-need targeted help for non-performing teachers, and the provision of participatory management experiences for all the teachers. Nigerian policy makers and educational stakeholders are, therefore, expected to also give adequate attention to the provision of up-to-date

professional development programmes for the teachers, and to ensure participatory management by teachers in the school.

## Recommendations

Considering the findings from this study and the conclusions drawn therefrom, the study makes the following recommendations:

1. Principals should not handle the affairs of a school in an autocratic manner. Rather, teachers should be given the privilege of enjoying participatory management, which could give them a sense of accomplishment as co-drivers of the negotiated vision of the school.
2. Improving the 21st-Century skills of teachers through continuing professional development opportunities should be the goal of concerned authorities of public secondary schools in Ogun State, such that teachers can be professionally developed with the ability of meeting the demand of the fast-growing technology in the world, thereby, competing favourably with other teachers within and outside the country.

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