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EXTENT OF TEACHERS INVOLVEMENT IN SECONDARY SCHOOL ADMINISTRATION IN ENUGU STATE

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Abstract
The study centered on the extent to which teacher's are involved in decision making in secondary school administration in Enugu State. Two research questions were raised and two null hypotheses were formulated to guide the study. The population consists of 4520 female teachers and 2410 male teachers, giving a total of 6930 secondary school teachers. The sample consist of 692 teachers, which was selected through a stratified random sampling procedure. A structure questionnaire was designed to elicit appropriate information from the respondents. The instrument was faced validated by three experts, two from educational management department and one in measurement and evaluation department all from faculty of education in Enugu State University of Science and Technology. The reliability co-efficient of the instrument was calculated using Cronbach alpha method. Alpha value was found to be 0.86 indicating high reliability of the instrument. Mean rating were used to answers the research questions, and t- test statistics was used to test the hypotheses at 0.5 level of significance. The Findings of this study indicates that teachers are involved to a great extent in decision-making in secondary schools administration in Enugu state. The authors recommended among others that School administrators should endeavour to always involve teachers in any decision-making that will affect them and make them to be part of any decision-making in the school system.
Key Words. Business administration, decision-making, Involvement, secondary schools

Introduction

Organizations in the world over, be they industry or education depend on the use of resources available to them for their effective and efficient management delivery. In fact, management involves the arrangement and utilization of human and material resources for the achievement of the objectives of any organization. Resource, be it human or material, involves the combination of those things that make up the resource in the right proportion to achieve the pre-determined output which is the goals of the organization. In other words, no educational organization can thrive above the quality of its teachers.

Involvement of teachers in secondary school administration is germane in order to achieve the broad and specific goals of secondary education as outlined in the Federal Republic of Nigeria (FRN) (2013) education policy document. According to this policy document, the broad goals of secondary education shall be to prepare the individual for:

a. Useful living within the society; and
b. Higher education

In specific term, secondary education shall:

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(a) Provided all primary leavers with the opportunity for education of a higher level, irrespective of sex, social status, religious or ethnic background;
(b) Offer diversified curriculum to cater for the differences in talents, opportunities and future roles;
(c) Provide trained manpower in the applied science, technology and commerce at sub-professional grades;
(d) Develop and promote Nigerian language, art and culture in the context of world's cultural heritage;
(e) Inspire students with a desire for self-improvement and achievement of excellence;
(f) Foster National Unity with an emphasis on the common ties that unites us in our diversity;
(g) Raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens;
(h) Provide technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development.

The above broad and specific goals of secondary education cannot be fully realized without the involvement of teachers. To ensure uniformity, government formulated some policies and guidelines to be used and followed by the principals to ensure that teachers are involved in school administration.

School administration is a specialized activity which requires the smooth running of the whole educational enterprise composed of human and material resources in an organized manner to constructive and fruitful direction. Sidhu (2014) described school administration as the process that involves comprehensive effort to achieve some specific educational objectives and it deals with policies and practice. The principal is at the head of the school. He uses teachers to achieve the school objectives. It is the extent to which he uses teachers who constitute the human resource that will determine the extent of success in educational and instructional delivery.

Whawo (2015) defined school administration as the process of mobilizing the human and material resources within a school for effective teaching and learning so that the goals of establishing the school may be efficiently realized. School administration involves prudent management of scarce and available resources as well as high degree of accountability on all organizational members.
Yusuf (2013: 43), observed that:

> *Teachers should be involved in the running of the school, it is important that teachers know what is happening in the school, teachers should be able to identify with the policy and programmes of the school. When policies and plans are made, teachers should be involved because they are the people that implement those policies and plans.*

Thus, this study was motivated by one of the above statements which stated that: when policies and plan are made, teachers should be involved because they are the people that implement those policies and plans. The implication is that teachers should be involved in major school administrative activities such as instructional planning, students' personnel administration, school business administration and decision-making which is the main focus of this study.

School business administration as defined by Ogbonnaya (2014) is concerned with that phase of school administration that has to do with procuring, expending, accounting and maintaining the financial and material resources of an educational institution efficiently to achieve educational objectives. In other words, school business administration consists of aggregate of school finances. It

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involves making budget for school, securing revenue from the government and the alternative sources of income. It also includes managing of expenses and directing of accounting processes. It is the task of the school administrator to prepare the budget, secure available revenue and see that school funds are prudently managed for accountability purposes.

The human resource in Enugu state secondary school system is made up of male and female teachers, which are appointed based on their qualifications in their various areas of specialization. Observation has shown that the female gender is dominating the teaching profession in the state. Both male and female teachers are appointed principals of schools. They are appointed based on their qualifications, experience and competence.

Decision-making in a simple term is a process of choosing among alternatives. According to Ogbonnaya (2014), decision making is simply the process of choosing from among alternative ways of providing a solution to a problem. It is a process of arriving to a conclusion towards a given problem or situation. Simon (2017), describes it as a process of identifying and selecting a course of action for available alternatives to solve a specific problem or to take advantage of an opportunity. Tarpael (2018) defined decision-making as the possession of requisite skills by administrators that can facilitate choice among several alternatives. From the stand point of this work, the term decision-making is all encompassing in that no manager or administrator can effectively progress in the modern world without options of choice in the process of production. Therefore, administrators must be versed in the art of decision-taking which implies choosing the right course of action among alternatives.

However, it is the intention of this study to examine the extent to which teachers are involved in the administration of secondary schools in Enugu State. The gap that this study intends to fill is to identify the extent to which teacher's involvement in secondary school administration in Enugu State.

Statement of the Problem

Human resource utilization in secondary schools is a key component in school administration. The extent to which human resource is utilized in school determines to a large extent the extent of success of the school. Teachers are major human resource in secondary schools. They are, therefore, indispensable in educational growth and development. There is an allegation that many school principals do not involve teachers effectively in their school administration. Some have argued that some of the current problems facing secondary schools are traced to the inability of the principals to utilize effectively the human resource in the school. According to Sidhu (2014), teachers are not involved in such sensitive areas as instructional planning, students' personnel services, school business administration and decision-making. The exclusion of teachers in these areas can adversely affect both teaching and learning. This is because these are the core areas of school administration. Instructional planning cannot be effectively implemented if teachers are not effectively involved, because they are the implementers of curriculum in schools, neither will student personnel be effectively handled if teachers are relegated to the background because they are closer to the students than any other persons or groups. The thrust of this study is to examine the extent of teacher's involvement in secondary school administration in Enugu State. The question emanating from this precarious issue at this juncture is that: "What is the extent of teacher's involvement in secondary school administration in Enugu state?"

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Purpose of the Study

The purpose of this study is to examine the extent to which teachers are involved in secondary school administration in Enugu State. Specifically, the study sought to examine;

1. the extent to which teachers are involved in the school business administration in secondary school administration in Enugu State.
2. the extent to which teachers are involved in decision-making in secondary school administration in Enugu State.

Research Questions

The following research questions guided the study:

1. To what extent do teachers are involved in school business administration in secondary schools in Enugu State?
2. To what extent do teachers are involved in decision-making in secondary school administration in Enugu state?

Hypotheses

The following null hypotheses were tested at a 0.05 level of significance.

1. There is no significant difference between the mean ratings of male and female teachers on their involvement in school business administration in secondary school in Enugu state.
2. There is no significant difference between the mean ratings of male and female teachers on their involvement in decision making in secondary school administration in Enugu state.

Research Method

The design of this study was descriptive survey design. Descriptive survey design, according to Ali (2016), is a study in which a group of people or items are studied by collecting and analyzing data from few people or items considered to be representative of the entire group. Hence, the researcher deems it necessary to use this design because a representative sample of the entire population was used for the study. The study was carried out in Enugu State, Nigeria. It covers all the 17 Local Government Areas (LGAs) in the state. The population comprised of all the teachers in the 314 public secondary schools in Enugu State. Available statistics showed that there are 4,520 female and 2410 male secondary school teachers in Enugu State totaling 6930 secondary school teachers from the six education zones.

The sample of 692 teachers made of 451 female and 241 male teachers was drawn using simple random sampling technique. The instrument used for data collection was a structured questionnaire. The instrument have two sections, A and B. section A dealt with the bio-data of the respondents and section B dealt with information on extent of teachers involvement in decision making in secondary school administration. The instrument was faced validated and the reliability of the instrument was calculated using Cronbach Alpha method. Which yielded a coefficient value of 0.86, indicating high reliability of and the internal consistency of the items in the instrument. Mean score were used to answer the research questions and t-test statistic was used to test the hypotheses at a 0.05 level of significance.

Results

Research Question 1. To what extent do teachers are involved in school business administration in secondary schools in Enugu state?

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Table 1
Mean rating score of male and female teachers on the extent to which teachers are involved in school business administration in secondary schools in Enugu state.

		Male Teachers			Female Teachers		
S/N	**Teachers' involvement in:**	**$\bar{X}$**	**SD**	**Remarks**	**$\bar{X}$**	**SD**	**Remarks**
1.	Sourcing of school finance	3.07	0.65	GE	2.96	0.70	GE
2.	Expending school finance	2.57	0.89	GE	2.63	0.78	GE
3.	Accounting of school finance	2.64	0.78	GE	2.57	0.89	GE
4.	School budgeting	2.97	0.70	GE	2.83	0.69	GE
5.	Procuring material resources for the school	2.80	0.76	GE	2.97	0.70	GE
6.	Administration of proceeds from school activities	2.73	0.75	GE	3.02	0.65	GE
7.	Maintaining school finance	2.82	0.69	GE	2.58	0.89	GE
	Cluster Mean	2.80	0.75	GE	2.79	0.76	GE

The data on Table 1 above show that while the means for male teachers range from 2.57 to 3.07, that of female teachers range from 2.57 to 3.02. Based on the data on Table 1 above, the two groups of respondents independently rated all the items great extent. The ratings of the items of this cluster imply that the two groups of respondents share the view that teachers are involved in school business administration to a great extent. The cluster means are 2.80, for male teachers and 2.79 for female teachers in a four-point rating scale with corresponding standard deviation of 0.75 and 0.76 for male and female teachers respectively.

Research Question 2. To what extent do teachers are involved in decision making in secondary school administration in Enugu State?

Table 2.
Mean scores of male and female teachers on the extent to which teachers are involved in decision making in secondary school administration

		Male Teachers			Female Teachers		
S/N	**Teachers' involvement in:**	**$\bar{X}$**	**SD**	**Remarks**	**$\bar{X}$**	**SD**	**Remarks**
8.	Staff appraisal	3.21	0.63	G.E	2.97	0.76	GE
9.	Promotion of staff.	2.43	1.11	LE	2.48	1.04	LE
10.	Deciding staff remunerations	2.52	1.06	GE	2.64	0.95	GE
11.	Selecting the principal	3.10	0.67	GE	3.06	0.66	GE
12.	Maintaining and improving services of staff.	2.48	1.12	LE	2.33	1.14	LE
13.	Orientation of new staff.	2.57	1.02	GE	3.01	0.65	GE
14.	Recruitment and selection of new staff	2.39	1.14	LE	2.49	1.04	LE

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15.	Acquiring of items like stationary and equipment	2.62	0.97	GE	2.75	0.93	GE
16.	Recommending text books for various subjects	2.73	0.93	GE	2.94	0.75	GE
17.	Discipline of staff.	2.48	1.12	LE	2.45	1.01	LE
18.	Fund raising.	3.06	0.65	GE	2.92	0.74	GE
19.	Conflict resolution.	2.81	0.82	GE	2.73	0.93	GE
20.	Maintenance of school plant.	2.74	0.93	GE	2.99	0.76	GE
	Cluster Means	2.69	0.94	GE	2.98	0.87	GE

The data on table 2 above show that while the means for male teachers range from 2.39 to 3.21, that of female teachers range from 2.33 to 3.06. In exception of item 9, 12, 14 and 17 with a mean of 2.43, 2.48, 2.39, 2.48 for male teachers and 2.48, 2.2.33, 2.49, 2.45 for female teachers, other items have a mean above the acceptable benchmark of 2.50. In other words they share the view that teachers are involved in decision making in secondary school administration. The cluster means are 2.69, for male teachers and 2.98, for female teachers in a four point rating scale with corresponding standard deviation of 0.94 and 0.87 for male and female teachers respectively.

Hypothesis 1. There is no significant difference between the mean ratings of male and female teachers on the extent to which teachers are involved in school business administration in secondary schools in Enugu state.

Table 3.
The t-test of significant difference between the mean rating scores of male and female teachers on the extent to which teachers are involved in school business administration

Gender	N	$\bar{X}$	SD	Df	t-cal	t-critical	Decision
Male teachers	241	2.80	0.75				Not Significant
Female Teachers	451	2.79	0.76	690	0.27	1.03	

Table 3 above shows the independent t-test analysis of the mean difference in the response opinions of male and female teachers on the extent to which teachers are involved in school business administration in secondary schools in Enugu state. The result on Table 3 shows that the calculated t-value (0.27) was less than the critical value (1.03). The null hypothesis was not rejected. Therefore, there is no significant difference in the mean rating of male and female teachers on the extent to which teachers are involved in school business administration in secondary schools in Enugu state.

Hypothesis 2. There is no significant difference between the mean ratings of male and female teachers on the extent to which teachers are involved in decision making in secondary school administration in Enugu state.

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Table 4.
The t-test of significant difference between the mean rating scores of male and female teachers on the extent to which teachers are involved in decision making

Group	N	X	SD	Df	t-cal	t-critical	Decision
Male teachers	241	2.69	0.94				Not Significant
Female Teachers	451	2.98	0.87	690	0.45	1.15	

Table 4 above shows the independent t-test analysis of the mean difference in the response opinions of male and female teachers on the extent to which teachers are involved in decision making in secondary school administration in Enugu state. The result in table 4 shows that the calculated t-value (0.45) was less than the critical value (1.15). The null hypothesis was not rejected. Therefore, there is no significant difference in the mean rating score of male and female teachers on the extent to which teachers are involved in decision-making in secondary schools' administration in Enugu state.

Discussion

The findings of the study have shown that teachers are involved to a great extent in school business administration in secondary schools in Enugu state. In other words, respondents share the view that teachers are involved in school business administration.

In the study, the respondents agreed that teachers are involved in procuring material resources for the school and also participated in school budgeting. The findings agree with Taylor (2011) who noted that teachers are one of the crucial factors in the school system and can not be neglected in school business administration. Therefore, they need to be involved in every aspect of school business administration. He further noted that utilizing teachers in school business administration will help schools to achieve the aims and objectives set out. The findings also revealed that there wasno significant difference between the mean rating scores of male and female teachers on the extent to which teachers are utilized in school business administration in secondary schools in Enugu state.

From the findings of the study, evidence has shown that the respondents share the view that teachers are involved to a great extent in decision-making in secondary schools administration in Enugu state. In other words, the findings show that teachers are involved and participated in decision – making in the school. The findings show that teachers are involved in decision making relating to conflict resolution, discipline of staff and maintenance of school plant, budget review and staff welfare. The findings agree with Ogun (2010) who opined that involving teachers in decision-making of the school will always make them contribute their own quota to the school. The findings also revealed that there was no significant difference between the mean rating scores of male and female teachers on the extent to which teachers are utilized in decision making in secondary school administration in Enugu state.

Conclusion

This research study examined the extent to which teachers are involved in secondary school administration in Enugu State. Based on the findings of the study, the following conclusions were drawn that teachers are involved in procuring material resources for the school and also participated in school budgeting.

The findings also revealed that there is no significant difference in the mean ratings of male and female teachers on the extent to which teachers are involved in school business administration in

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secondary schools in Enugu state. Base on the findings of the study, the researcher recommends that school management should always involve teachers when making school budget as part of school business administration.

Recommendations

Based on the findings, the following recommendations were proffered.

1. School management should also involve teachers when making school budget as part of school business administration.
2. School administers should always involve teachers in any decision-making that will affect them and make them to be part of any decision-making in the school system.
3. School management should encourage students to participate in extra-curricular activities such as debate, football, and cultural group. All these will help to increase students' personnel administration in the school

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