



Lecturers' Involvement in Decision Making and their Job Enhancement in Colleges of Education in Cross River State, Nigeria

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ABSTRACT

The study centred on lecturers' involvement in decision making and job enhancement in Colleges of Education in Cross River State, Nigeria. Two research questions and hypotheses were developed to guide the study with ex-post facto research design and the population of the study comprised all lecturers in Colleges of education in Cross River State, Nigeria. Data obtained from the registrar units of these colleges showed that there were one thousand six hundred and forty five (1,645) male and female lecturers in these Zones. Applying Tara-Yamene's formula for a sample size of 503 from a finite population of lecturers'. The study adopted stratified random sampling technique to determine the sample for the study and the instrument for data collection was a questionnaire tagged Lecturers' Involvement in Decision Making and Job Enhancement in Colleges of Education in Cross River State, Nigeria (LIDMJEQ) was constructed by the researcher to elicit data from the respondents. The drafts of the instruments were given to three experts - one from the Department of Educational Foundations and Administration, and two from Measurement and Evaluation, all from the Cross River University of Technology, Calabar. A trial test was carried out using forty (40) lecturers' who were comparable groups outside the study area. The data obtained were analyzed using the Cronbach Alpha reliability method to determine the internal consistency reliability of the instruments. The data was analysed using one way ANOVA. The findings revealed that there is no significant influence of lecturers' involvement in major decision-making and their job enhancement. Also, Lecturers' involvement in minor decision-making does significantly influence their job enhancement. It was recommended among others that School leadership should involving their lecturers' in the school major decision-making processes.

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Introduction

Quality decision making has been observed to be the heart of administrative process and leadership in any tertiary institution that crave for high academic excellence. Most schools authorities are faced with myriads of challenges in both teaching and administrative activities which seem to have consistently hampered the realization of the objectives of the school. These problems require unified effort from the management and academic staff to maintain quality decision making for enhanced and effective administration that will foster job enhancement. It has been observed that lecturers' are central in the management of schools and their involvement in decision making process is such a sensitive issue in schools that neglect of it by the principals could cause a lot of rift, conflict, misgiving and hindrance to the realization of the objectives of the school goals. The success or failure of any school is largely dependent upon the groups that make it up and effective utilization of the intellectual abilities of these group or human resources helps the development of such an organization or school.

Herman (2005) asserted that where lecturers' are adequately involved in decision making process, there would be commitment and adequate support for the principal and the realization of school goal will be easy, apathy and opposition

within the school will be minimized. Participative decision making is referred to as higher level individual's effort to provide those at a lower level with a greater voice in organizational performance. The definition makes it clear that in the intelligence quotient literature, participative decision making represents a deliberate change from traditional management in which minority of upper-level management employees make all of the decisions regarding organizational policies and functioning. He further summed up participative decision making as an effort to avoid the "nobody asked" syndrome. He further explained it to mean soliciting employee's idea for turning the situation in an organization around. He further opined that along with the expectation that asking, will improve the quality of organizational decision making, it is an expectation that people who participate in decisions that affect them will understand the issues better and accept the decisions more readily. They also noted that where lecturers' are not involved in governance, it results in lecturers' behaving as if they are strangers within the school environment. Thus, most lecturers' do not put in their best to have full sense of commitment and dedication to the school.

Mullins (2005) is of the opinion that many people believed that lecturers' participation in decision making leads

to higher performance and which is necessary for survival in an increasingly competitive world. He reiterated that boredom and frustration at work is often the result of an employee's lack of involvement in decision making processes with the organization's goals and a feeling that their ideas are not wanted or listened to. He further expatiated that lecturers' turnover increases as employee's walkout of the door for more interesting jobs. Wilkinson (1999) corroborated this fact and saw involvement of employees in decision making as empowerment while a neglect of employees in decision making was seen as an assumption that workers are untapped resources with knowledge and experience and an interest in becoming involved, employers need to provide opportunities and structures for their involvement. He also assumed that participative decision making is likely to lead to job satisfaction and better quality decisions and that gains are available both to employers (increased efficiency) and workers (job satisfaction), in short an everyone-wins scenario. Lecturers' cooperation is believed to be an indisputable asset to the school principals while involvement in decision making process by the lecturers' could ease the principal's mounting problems as many heads would be put together to intellectually solve problems that could have remained unsolved by the principals alone.

Shaw (as cited in Herman (2005) said involving lecturers' in decision making process is like when two men cooperate to roll a stone that neither could have rolled. Many managers express a belief that involvement of workers in decision making will improve the quality of workers decision making in the organization. In contrast, where lecturers' lack motivation and involvement in decision making, truancy, excessive excuses, abstention and complaints usually emerge leading to general ineffectiveness, inefficiency, low productivity and non-achievement of goals of organization. Workers should be involved in decision that concern them like general working conditions, fringe benefits and lecturers' development programs as this adds to the attractiveness of the organization climate. The kind of school climate that encourages involvement in decision making is characterized by openness and risk taking. This environment encourages lecturers' to try new ideas and approaches. However, it should be noted that lecturers' were less willing to participate in decision making if they perceive that their principals sought their opinions but want to make the final decision rather than allowing lecturers' that opportunity. Luthans (2005) supported this view that if managers claim to want participation from their people but never let them become intellectually and emotionally involved and never use their suggestions, the result may be negative.

Still in line with the view, Emeneke (2004) buttressed the fact that when people are part of decision making process, there is greater opportunity of the expression of mind, ideas, existing disputes and more occasions for disagreements and agreements. In some establishments, they are gender biased that women are marginalised in decision making process.

Ashton and Webb (2001) found out that those lecturers' (both male and female) expressed dismay and frustration over their inability to influence the process of decision making. They felt that they were not consulted, irrespective of their ages experience and qualifications and they were made to feel that they could not make good decision. They further reiterated that lecturers' self-esteem grows when they feel they are involved in decision making which is something worthwhile and they doing it in a competent manner and that they are recognized for their accomplishment. Ibukun (1989)

observed that lecturers' in Nigeria expressed a desire for more involvement in decision making process irrespective of age, experience and qualifications. He further said that agitation by the lecturers' could reduce conflict in school administration and cause harmony to reign. Lecturers' feel ownership and commitment of the process when involved in decision making process (Rosenholtz, 1985). The problem of the study therefore is to investigate the extent to which lecturers' are involved in decision making process which could engender effective and quality administration.

Omobude and Igbudu (2012) carried out a study to investigate the influence of lecturers' participation in major decision making on their job performances in secondary schools in Oredo Local Government Area. It also examined lecturers' participation in decision making in both public and private schools. The study identified job performance of both male and female lecturers' in secondary schools. Four hypotheses were formulated and tested at 0.05 level of significance. Data for the study were collected using three instruments. The research adopted the ex-post-facto design which relied on a systematic enquiry on existing data was employed for the study. Data collected were analyzed using the Fisher's Z test. The findings of the study revealed that lecturers' in private secondary schools participate more in decision making than lecturers' in public secondary schools. In public secondary schools, the Ministry of Education influence most of the decisions, this is not the case with private schools where the decision body is part of the school i.e. the proprietor, principal and teaching lecturers'. The study also revealed that participation in decision making can influence performance as lecturers' who participate in decision making tend to perform better, and that the relationship between participation and performance varies on the bases of sex, experience and qualification as long as they are allowed equal participatory opportunities in decision making.

Issifu and Adinan (2014) conducted a research to examine the relationship between participation in major decision making and employee productivity among lecturers' in Naara Rural Bank and Builsa Community Bank. The mixed method research design was used for the study due to its peculiar nature. Thus qualitative and quantitative data collection approaches were employed. The simple and purposive sampling techniques were used to obtain a sample of 80 respondents for the study. Two sets of instruments were used in the study: a questionnaire consisting of 40 items of both open-ended and closed questions on the various employee participation scenarios and an interview guide consisting of ten items. The data analysis was done using The Statistical Product for Service Solutions (SPSS) and the Statistical Analysis System (SAS). The quantitative analysis indicated a significant association between productivity and the various forms of participation, using chi-square test of independence at 95% significance level. Findings from the study indicated that when employees participate in decision making in the various forms, decision implementation becomes easy, creates a good working environment, increases commitment and satisfaction on decisions taken and also increases employees moral since they feel recognized and as part of the team in the organization and the direct consequence of all this improved productivity.

A survey study conducted by Sirings (2010) found out employer/customer satisfaction found that lecturers' wanted among other thing past minor decision making process and review of methods used to reward hard working lecturers'

minor decision making procedures were found to be slow and merit was not adequately considered resulting to stagnation in same job group which negatively affects lecturers' job satisfaction and motivation. Similarly, Mugweru (2013) carried out a study to examine minor decision making process of secondary school lecturers' by gender, experience and school type. The study considered differentiation of teacher along type of school, experience and gender. Descriptive research design was used while the data obtained was generalizable for the lecturers' in the area. Close ended data was made into frequency distribution tables and percentages of these distributions computed according to the variables in the objectives using years of service as the basis of analysis. According to results of the study successful organizations minor decision making process has a significant influence on lecturers' job enrichment.

According to Wong and Wong (2010), decision making process of lecturers' is directly linked to job enrichment. They observed that lecturers' minor decision making process is an important issues particularly because pay levels in education unlike in the business cycle are relatively fixed leaving, promotion as an important reward tool through which lecturers' can strive to meet standards set by their employers. Against this backdrop that the study was conducted to examine lecturers' involvement in decision making influence their job enhancement in Colleges of Education in Cross River State, Nigeria.

Statement of the Problem

The need for quality job enhancement in any organization cannot be undemand. This is because when lecturers' are enhanced, there will be improvement and enhanced productivity in the organization. However, the absence of enhancement on the job can reduce the quest for academic excellence. It has been a common notion that most lecturers of colleges of education lack total skills and competence in their job which has affected the total productivity and output of the organization. The poor job enhancement has further affected the level of decision in the organization. This has further demoralized the total quality of the organization. The problem has also affected the image of the institutions, thereby causing low turnover and poor output. It has been evident that most lecturers has left their jobs for other white collar opportunities due to poor job enhancement. It is on the basis of this problem seeks to answer the problem of: How does lecturers involvement in decision making influence their job enhancement in Colleges of Education in Cross River State, Nigeria.

Purpose of the study

The main purpose of this study was to determine lecturers' involvement in decision making influence their job enhancement in Colleges of Education in Cross River State, Nigeria. Specifically, the study was undertaking to determine

- i. Assess the influence of lecturers' involvement in major decision-making and their job enhancement
- ii. Determine the influence of lecturers' involvement in minor decision-making and their job enhancement

Research questions

The following questions were posed to guide the study:

- i. What is the influence of lecturers' involvement in major decision-making and their job enhancement?
- ii. To what extent does lecturers' involvement in minor decision-making influence their job enhancement?

Research hypotheses

The following hypotheses were formulated to guide the study:

- i. There is no significant influence of lecturers' involvement in major decision-making and their job enhancement.
- ii. Lecturers' involvement in minor decision-making does not significantly influence their job enhancement

Methods

The study sought to determine lecturers' involvement in decision making influence their job enhancement in Colleges of Education in Cross River State, Nigeria. The ex-post facto research design was adopted for the study. The population of the study comprised all lecturers in Colleges of Education in Cross River State, Nigeria. Data obtained from the registrar units of these colleges showed that there were one thousand six hundred and forty five (1,645) male and female lecturers in these zones. The minimum sample size determined by applying Tara-Yamene's formula for a finite population, which states that, for a finite population (N) and given a minimum allowable error (e), the minimum sample size (n) should be estimated by the formula:

$$n = \frac{N}{1 + N(e^2)}$$

This yielded a minimum sample size of 503 from a finite population of lecturers'. The study adopted stratified random sampling technique to determine the sample for the study. One instrument tagged Lecturers' Involvement in Decision Making and Job Enhancement in Colleges of Education in Cross River State, Nigeria (LIDMJEQ) was constructed by the researcher to elicit data from the respondents. Expert validation was used to ascertain the validity of the instruments. The drafts of the instruments were given to three experts - one from the Department of Educational Foundations and Administration, and two from Measurement and Evaluation, all from the Cross River University of Technology, Calabar. The experts reviewed and critiqued the various items on the instruments in terms of relevance, clarity, and appropriateness of language and response patterns as they relate to the study. This ensured the face and content validities of the instrument. To determine the reliability of the instrument LIDMJEQ, a trial test was carried out using forty (40) lecturers' who were comparable groups outside the study area. The data obtained were analyzed using the Cronbach Alpha reliability method to determine the internal consistency reliability of the instruments. The data was analysed using inferential statistical analysis with one way ANOVA.

Results and Discussions

The study present the analysis on the basis of he stated hypotheses as presented below

Hypothesis one

There is no significant influence of lecturers' involvement in major decision-making and their job enhancement. The independent variable in this hypothesis is lecturers' involvement in major decision making (categorical variable); while the dependent variable is lecturers' job performance (continuous variable). The independent variable was measured in terms of the level of lecturers' involvement in major decision making. For the categorization of the independent variable, a score range of 4-8 was considered low level of involvement, 9-14 was considered moderate level, and 15-20 was considered high level. To test the hypothesis, one-way ANOVA statistic was employed; and the results of the analysis presented in Table 1.

The results of the analysis presented in Table 1 show that the calculated F-ratio of 2.838 is less than the critical F-ratio of 3.04 at 0.05 level of significance and 2, 497 degrees of freedom.

Table 1. One-way ANOVA of significant influence of lecturers' involvement in major decision making on lecturers' job performance

| Descriptive statistics | | | | |
|---|-------------|------------|-------|-----------|
| Lecturers' involvement in major decision making | n | \bar{x} | SD | |
| Low | 200 | 12.680 | 4.296 | |
| Moderate | 105 | 14.161 | 4.614 | |
| High | 95 | 13.020 | 3.962 | |
| Source of variance | SS | df | MS | F_{cal} |
| | | | | 2.838 |
| Between group | 102 | 2 | 51.00 | |
| Within group | 8935 | 497 | 17.78 | |
| Total | 9037 | 499 | | |

Not significant; $F_{crit(2, 597)} = 3.04$

It follows that there is no significant influence of lecturers' involvement in major decision making on job enrichment. Hence, the null hypothesis of "no significant influence" was retained.

Hypothesis two

Lecturers' involvement in minor decision-making does not significantly influence their job enhancement. The independent variable in this hypothesis is lecturers' involvement in minor decision making (categorical variable); while the dependent variable is lecturers job enhancement (continuous variable). The independent variable was measured based on how lecturers' are involved in major decision making. For the categorization of the independent variable, a score range of 4-8 was considered low frequency, 9-14 was considered moderate, and 15-20 was considered high. To test the hypothesis, one-way ANOVA statistic was employed; and the results of the analysis presented in Table 2

Table 2. One-way ANOVA of significant influence of lecturers' involvement in minor decision making and job enhancement.

| Descriptive statistics | | | | |
|---|-------------|------------|--------|-----------|
| Lecturers' involvement in major decision making | n | \bar{x} | SD | |
| Low | 179 | 12.547 | 4.237 | |
| Moderate | 121 | 14.231 | 4.607 | |
| High | 200 | 13.951 | 3.951 | |
| Source of variance | SS | df | MS | F_{cal} |
| | | | | 5.811* |
| Between group | 207 | 2 | 103.50 | |
| Within group | 88 | 49 | 17.81 | |
| Total | 9060 | 499 | | |

* $P < 0.05$; $F_{crit(2, 597)} = 3.04$

The results of the analysis presented in Table 2 show that the calculated F-ratio of 5.811 is greater than the critical F-ratio of 3.04 at 0.05 level of significance and 2, 497 degrees of freedom. It follows that lecturers' involvement in minor decision-making does significantly influence their job enhancement. To investigate the exact groups with significance differences a Fisher's Protected t-test analysis was conducted, with results shown in Table 3

Table 3. Fisher's Protected t- test analysis: Lecturers' involvement in minor decision making and job enrichment.

| Group | n_L | n_M | n_H |
|-------|--------|--------|--------|
| | 179 | 121 | 200 |
| L | 12.547 | | |
| M | 1.684* | 14.231 | |
| H | 0.280* | 1.404* | 13.951 |

From the Fisher's Protected t-test analysis in Table 3, the significant difference existed between the moderate and high levels of lecturers' involvement in decision making based on merit.

Discussions of findings

Lecturers' involvement in major decision making and lecturers' job enhancement

The fourth finding of this study has it that there is no significant influence of lecturers' involvement in major decision-making and their job enhancement. This means that the level of lecturers' involvement major decision-making process (high, moderate or low) does not have significant influence on their job effectiveness. This is true because in most cases when lecturers' are involved in decision making, their opinions do not count much. After making their inputs, their Principals may still ahead to do their wishes. Secondly, in public schools, most of their decisions are made government agencies like the Ministry of Education. Therefore, the lecturers' don't stand a better chance to make much input. This finding does not disagree with the work of Esia-Donkoh and Ofose-Dwamena (2014) finding from the study was that generally, majority of the lecturers' perceived educational supervision as having a positive impact on their professional development in terms of developing experience curriculum, teaching methods and materials, classroom management and assessment.

Lecturers' involvement in minor decision making and lecturers' job enhancement

From the analysis of the data collected on hypothesis two, it was found that there is significant influence of lecturers' involvement in minor decision making and lecturers' job enhancement. This is true because decision is a form of growth as it brings joy and satisfaction to those being promoted. Consequently, the extent of decision is sin qua non to the level of job enrichment in the institution.

Conclusion

Lecturers' involvement in major and minor decision making influence their job enhancement in Colleges of Education in Cross River State, Nigeria. However, the poor job enrichment observed among lecturers' in colleges of education in Cross River State, Nigeria is connected with major and minor decision making process. Thus to maintain quality in the academic environment, there is need for quality and standard decision making in the educational environment

Recommendations

The following recommendations were made on the bases of the findings and conclusions drawn from the findings.

- I. School leadership should involving their lecturers' in the school major decision-making processes. This will promote efficiency in the teaching/learning process.
- II. The school authorities should run an inclusive government that will foster participation of lecturers' in major decision process. This will further discourage minor decision making process in the organization.

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