

## TEACHERS' PARTICIPATION IN SCHOOL MANAGEMENT AND JOB SATISFACTION AMONG SENIOR SECONDARY SCHOOLS IN ILORIN METROPOLIS, KWARA STATE

<sup>1</sup>R. M. Oladimeji, Ph.D.; <sup>2</sup>O. P. Akinnubi, Ph.D. & <sup>3</sup>O. C. Paramole, Ph.D.

<sup>1</sup> & <sup>2</sup>Department of Educational Management and Guidance and Counselling  
Al-hikmah University Ilorin, Kwara State.

E-mail: <sup>1</sup>[rashdupe@yahoo.com](mailto:rashdupe@yahoo.com) & <sup>2</sup>[akinnubiopaul@gmail.com](mailto:akinnubiopaul@gmail.com)

<sup>3</sup>Department of Arts and Social Sciences Education,  
Faculty of Education, Al-Hikmah University, Ilorin, Kwara State

E-mail: [olaronkus27@gmail.com](mailto:olaronkus27@gmail.com)

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### Abstract

*One major goal of educational management today is effective utilization of teachers in achieving the goals of education. This study investigated teachers' participation in school management and job satisfaction among senior secondary schools in Ilorin Metropolis, Kwara State. Descriptive survey research design was used in the study. Two hundred principals and teachers were randomly selected from sampled schools. A researcher-designed instrument titled: "Teachers' Participation in School Management and Job Satisfaction Questionnaire" (TPSMJSQ) was used to obtain relevant data. The reliability and validity of the instrument was conducted. Two research questions and one hypothesis guided the study. Descriptive statistic of mean rating was used to answer the research questions, while inferential statistic Pearson product-moment correlation was used to test the research hypothesis at 0.05 level of significance. Finding indicated that a positive significant relationship existed between teachers' participation in school management and job satisfaction among senior secondary schools in Ilorin Metropolis of Kwara State. Part of the recommendations stated that teachers should be given more opportunities by their principals to be involved in school management in order to maximally contribute their quotas towards attainment of school goals and objectives.*

**Keywords:** Teachers' participation, School management, Job satisfaction

### Introduction

The responsibility of managing the school cannot be left in the hand of the principal alone without involving other personnel such as the teachers. The worth of any educational sector depends on the quality of its human resources. The teachers in senior secondary schools in Ilorin Metropolis are agents of change upon which attainment of educational goals and objectives rests upon. The involvement of teachers in school management is important because this will assist the school principals in planning, leading, directing and a number of other activities in order to achieve efficient and effective utilization of human and non-human resources (Akinnubi, 2021). Teachers' role in school administration is vital component, their general duty is the classroom instruction but aside their main teaching schedule teachers have to perform many other duties to support the administrative process of school. The duties of teachers change based on time, place and management. The successful working of school depends upon the administration for which there should be suitable environment for teachers' participation in it. This participation can influence the administrative functions of school.

The principal performs series of professional duties that include inspection of school records, curriculum planning and development, programme planning for the session, examination function, recruitment and development of teachers, provision of facilities, budgeting function to perform the virtue of his position in the school system. The principals are saddled with the administrative duties that include students' welfare, staff's welfare, regular meeting with staff and other bodies, public relations function, clerical functions, maintenance of school facilities, staff and students' discipline. It is apparent that, the principal alone cannot successfully carry out all the aforementioned duties without embracing the idea of teachers' decisional participation and delegation of duties within the staff that surround him. The principals are the chief accounting officer of the schools. They are accountable for everything that happens to the live and properties on ground in the school environment (Ayegbusi, & Ogunlade, 2020).

According to Olaleye (2013), the qualities of school personnel are vital to the operative of good schools thereby leading to their job satisfaction. Teachers not being satisfaction on their job could be traced to their non-involvement in school administration and planning which often lower their morale on the job. Migration of teachers from the teaching profession in the recent past could be as a result of their not being satisfied on the job. Job satisfaction goes in line with evaluation of people's job against issues that matters to them since emotions and feelings are involved in such assessments, employees' levels of job satisfaction may impact significantly on their personal, social and work lives, and as such, also influence their behaviour at work (Rieger & Roodt, 2012).

Rynes (2014) affirmed that one of the main elements in human resources management is measuring employee satisfaction, whereby organizations must ensure that employees are highly satisfied because it is a requirement for increasing productivity, responsiveness, quality, and attitudes towards parties. The success of each organization is indissolubly linked to employee satisfaction, which is equated with the organization and the preservation of those gifted employees. Satisfied employees can launch a chain of positive steps, which can have a great impact on improving the organizational work (Heskett, Jones, Loveman, Sasser & Schlesinger, 2014).

Teachers satisfaction is positively related to motivation, dedication, organizational behaviour, belonging, productivity and has a positive impact on satisfaction with life and social health (Judge, 2013). Employee satisfaction is usually described as satisfaction or well-being, which the employee receives based on his or her work. Employee satisfaction is recognized as one of the most important factors affecting the quality of services rendered, productivity and loyalty of employees. Satisfied workers work better, they are better motivated and have higher moral (Sekaran & Bougie, 2016). Employee satisfaction is not just a goal for itself but it is also happy worker is a productive worker. Job satisfaction can affect the level of commitment, fluctuation and financial earnings of the organization, as well as it can affect the level of performance, the readiness of employees to engage in problem-solving activities, and the intensity of effort that worker makes (Heskett, *et al.*, 2014).

There is no gain saying the fact that involvement of teachers in school management will lessen the burden of activities of the school principals thereby resulting to teachers job satisfaction. Educational leaders should promote forms of participation in decision making that increase teachers' actual involvement in decisions concerning their duties and opportunities for development and also provide for more sharing on issues

concerning the school management. Teachers' participation in school administration is advantageous to the provision of good education. It is justified not only because of what it does for the staff but also because experience and research justify it to be the most effective means available to accomplish the purposes to which the schools are organized. The successful working of school depends upon the administration for which there should be suitable environment for teachers' participation in it. Hence, the influence of teachers' participation in school management on job satisfaction in senior secondary schools in Ilorin metropolis, Kwara State were succinctly investigated.

Management of secondary schools in Ilorin Metropolis of Kwara State has not been effective as teachers are being neglected in some aspects of the school activities. The teachers are the implementers of the curriculum. Their partial involvement in school administration and planning often leads to their not being satisfied on their job. Some of the principals are not too comfortable delegating authority to the teachers which often debar attainment of school goals and objectives.

Efficient and effective utilisation of both human and material resources in the school system in order to attain predetermined goals cannot be handled alone by the principals without involving the teachers. This aforementioned statement creates conflict between the principals and the teachers in senior secondary schools in Ilorin Metropolis of Kwara State. Akinnubi (2015) submitted that ineffective coordination and involvement of teachers in major school activities could lead to dissatisfaction on their job and this is not too good for the system.

### **Research Questions**

The following research questions guided the study:

- i. What is the level of teachers' participation in school management among senior secondary schools in Ilorin metropolis, Kwara state?
- ii. What is the level of teachers' job satisfaction among senior secondary schools in Ilorin metropolis, Kwara State?

### **Research Hypothesis**

Ho: There is no significant relationship between teachers' participation in school management and job satisfaction among senior secondary schools in Ilorin metropolis of Kwara State.

### **Methodology**

The research design for this study was descriptive survey of correlational type. This research design allowed the researcher to make accurate record of the situation as it existed on the study variables. The population for the study comprised all the senior secondary schools, principals and teachers in Ilorin Metropolis-Ilorin-West, Ilorin-South, Ilorin-East and Asa Local Government Areas. Two hundred participants (Principals-20 and teachers-180) were randomly selected from the sampled schools. A researcher-designed instrument titled: "Teachers' Participation in School Management and Job Satisfaction Questionnaire" (TPSMJSQ) was used to obtain relevant data. The instrument was validated by experts in Educational Management and Educational Test and

Measurement. The reliability of the instrument was determined through test re-test reliability method and a coefficient of 0.89 was obtained. Thus, the instrument was adjudged reliable for the conduct of the study. The instrument was administered on the participants by the researcher and Four trained research assistants who were teachers in the sampled schools. Descriptive statistic of mean rating (Mean: Low=0.00-2.49 and High=2.50-4.00) was used to answer the research questions, while inferential statistic of Pearson product-moment correlation statistic was used to test the research hypothesis formulated in the study at 0.05 level of significance.

## Results

Research Question One: What is the level of teachers' participation in school management among senior secondary schools in Ilorin metropolis, Kwara State?

Data obtained on the level of teachers' participation in school management among senior secondary schools in Ilorin metropolis, Kwara State were analysed and presented in Table 1.

**Table 1: Teachers' participation in school management among senior secondary schools n=200**

N	ITEMS	SA	A	D	S	Mean	Remarks
1	I am involved in Time-Table planning	13	74	96	17	2.42	Low
2	I am assigned as school game master and mistress	24	11	54	12	2.73	High
3	I participate in the conduct of school examination.	65	12	7	2	3.27	High
4	I am involved in registration of students for external examinations.	15	76	98	11	2.48	Low
5	I represent my principals in meetings outside the school.	6	21	150	23	2.05	Low
6	I coordinate the school assembly	32	13	34	3	2.96	High
7	I participate in decision making.	11	76	43	70	2.14	Low
8	I supervise the lesson notes of teachers in my subject.	15	65	109	11	2.42	Low
9	I am involved in procurement of items to the school.	6	32	128	34	2.05	Low
10	I am involved in management of the school funds	20	65	88	27	2.39	Low
<b>Overall Mean</b>						<b>2.49</b>	<b>Low</b>

Table 1 indicates that the level of teachers' participation in school management was low with overall mean of 2.49 points. It further revealed that teachers' participation was high in games, conduct of examinations and coordination of school assembly with mean values of 2.73, 3.27 and 2.96, respectively.

Research Question 2: What is the level of teachers' job satisfaction among senior secondary schools in Ilorin metropolis, Kwara State?

Data obtained on the level of teachers' job satisfaction among senior secondary schools were analysed and presented in Table 2.

**Table 2: Level of teachers' job satisfaction in senior secondary schools n=200**

N	Items	SA	A	D	SD	Mean	Remarks
1	I like my current job	65	109	19	7	3.16	High
2	I am clear about my career direction and life purpose	34	120	43	3	2.93	High
3	It is easy for me to set goals for myself	85	111	3	1	3.40	High
4	I have no fear about changing job	23	107	65	5	2.74	High
5	I think of myself as a successful person	24	129	23	24	2.77	High
6	I have high self-esteem	87	110	3	0	3.42	High
7	My work environment meets all my needs	8	64	108	20	2.30	High
8	I am passionate about teaching	47	109	34	10	2.97	High
9	I am motivated to teach effectively	45	131	13	11	3.05	High
10	I am fulfilled as a teacher	66	127	4	3	3.28	High
11	I enjoy nearly all the tasks I perform at my work	32	154	11	3	3.08	High
12	My teaching job allows me to satisfy my personal values in life	22	163	10	5	3.01	High
13	My job did not affect my matrimonial home	33	162	3	2	3.13	High
14	I am proud to be a teacher	23	171	4	2	3.08	High
15	Teaching is the best work	10	113	45	32	2.21	Low
<b>Overall Mean</b>						<b>2.97</b>	<b>High</b>

As shown in Table 2, the level of teachers' job satisfaction in senior secondary schools was high with mean value of 2.97 points. However, level of teachers' job satisfaction was low in "teaching is the best work" with mean value of 2.21 points.

### Testing of Research Hypothesis

Ho: There is no significant relationship between teachers' participation in school management and job satisfaction among senior secondary schools in Ilorin metropolis of Kwara State.

**Table 3: Correlational matrices of Teachers' participation in school management and job satisfaction Correlations**

		Teachers' Participation in School Management	Job Satisfaction
Teachers' Participation in School Management	Pearson Correlation	1	.781**
	Sig. (2-tailed)		.000
	N	200	200
Job Satisfaction	Pearson Correlation	.781**	1
	Sig. (2-tailed)	.000	
	N	200	200

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

From Table 3, the calculated p-value (0.000) is less than the set p-value (0.05) at 198 degrees of freedom. Thus, the null hypothesis, which states that there is no significant relationship between teachers' participation in school management and job satisfaction in senior secondary schools in Ilorin metropolis of Kwara State was rejected. This implies that there was a significant relationship between teachers' participation in school management and their job satisfaction in senior secondary schools in Ilorin metropolis of Kwara State.

### **Discussion of Findings**

The level of teachers' participation in school management in senior secondary schools in Ilorin metropolis of Kwara State was low with mean of 2.49 points. The principal alone cannot actualise the school's aims, goals and objectives without involving the teachers in day-to-day activities of the school. Conduct of examination, assembly, decision-making and procurement of items to the school cannot be handled alone by the school principal. Thus, participation of teachers in school management remains a sine quo non. The level of teachers' job satisfaction in senior secondary schools in Ilorin metropolis of Kwara State was high with mean value of 2.97 points. A positive significant relationship existed between teachers' participation in school management and their job satisfaction in senior secondary schools in Ilorin metropolis, Kwara state.

Adeniyi (2000) opined that it benefits the manager to involve staff in decision making on fiancés of the school as this would be more beneficial to the school in all ramifications. Furthermore, the result of the current study supported other researchers in the field, such as (Adeniyi, 2000) who concluded that there was a significant relationship between leadership styles and lecturers' job satisfaction. Hameed, Ramzan, Zubair, Ali and Arslan (2014) conducted a study and found out that transformational leadership has a positive relationship with employees' job satisfaction, which also concurred well with the present study. Akinnubi's (2021) found out that effective utilisation of available human resources within the school system will make them maximally contribute their quotas towards attainment of predetermined goals and objectives. That delegation of authority and responsibility to subordinates will greatly lead to commitment as well as job satisfaction.

### **Conclusion**

The level of teachers' participation in school management was low and their job satisfaction was high in senior secondary schools in Ilorin metropolis, Kwara State. A positive significant relationship existed between teachers' participation in school management and their job satisfaction in senior secondary schools in Ilorin metropolis of Kwara State. Teachers' decisional participation in all variables of school management positively induces their level of job satisfaction. Better participation of teachers in school management variables such as school financial management, conflict resolution examination matters, staff welfare, disciplinary matters, school academic and co-curricular activities would positively enhance the teachers level of commitment because it will no doubt lead to high level of their job satisfaction. It is noteworthy that the variables of working conditions, student- teachers' relationships and teachers – principals' relationship would help to induce the level of teachers' job satisfaction.

## **Recommendations**

Based on the findings of the study, the following recommendations were made:

1. Teachers should be given more opportunities by their principals to be involved in school management in order to maximally contribute their quotas towards attainment of school goals and objectives.
2. Principals should pay more attention to teachers' job satisfaction in their schools. A good environment should be created to ensure that teaching profession does not affect matrimonial homes of teachers. That high self-esteem is maintained among the teachers.

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