

# THE INFLUENCE OF TEACHERS' PARTICIPATION IN SCHOOL-BASED DECISION-MAKING ON THE ADMINISTRATION OF PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE: EVIDENCE FROM PRIVATE LESSONS AND DEVELOPMENT LEVIES

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## ABSTRACT

This study examined the influence of teachers' participation in school-based decision-making on the effective administration of public senior secondary schools in Rivers State, with particular focus on private lessons and development levies. The study was guided by two objectives, two research questions and two hypotheses. A descriptive survey research design was adopted. The population consisted of 335 principals and 5,912 teachers in 335 public senior secondary schools in Rivers State, giving a total of 6,247 respondents. A sample of 760 respondents comprising 168 principals and 592 teachers was selected using stratified and simple random sampling techniques. Data were collected using a structured questionnaire titled 'Teachers' Participation in School-Based Decision-Making Development Levies Questionnaire (TPSBDMDLQ)', which was validated by experts in Educational Management. The reliability coefficient of .874 was obtained using the Cronbach Alpha method, indicating high internal consistency. Data collected were analyzed using mean and standard deviation to answer the research questions, while the independent t-test was used to test the hypotheses at .05 level of significance with the aid of SPSS version 29. The findings of the study revealed that teachers' participation in decision-making in the areas of private lessons and development levies significantly enhances effective school administration. Specifically, teacher involvement promotes transparency, accountability, improved workload distribution, better policy implementation, and stronger trust between school administrators and staff. The study concluded that participatory decision-making is essential for improving the effectiveness of school administration in public senior secondary schools in Rivers State. Based on the findings, it was recommended that school administrators should ensure active involvement of teachers in key administrative decisions, and that structured participatory platforms should be strengthened to enhance collaboration and accountability in school governance.

**Keywords:** Teachers' Participation, School-Based, Decision-Making, School Administration, Private Lessons, Development Levies, Public Senior Secondary Schools, Rivers State, Participatory Management.

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## INTRODUCTION

Education is widely regarded as a critical tool towards socio-economic development and the effectiveness of school administration plays central roles in accomplishing educational objectives. In public senior secondary schools, particularly in Rivers State, Nigeria, administrative effectiveness is not solely dependent on the principal's leadership but also on the active participation of teachers in decision-making processes (Ololube, 2024). School-based decision-making emphasizes decentralization and shared governance, and has emerged as a key approach towards improving school management and performance (Dondero, 1993). The participatory approach in decision-making recognizes teachers as professionals whose insights and experiences are essential for informed and effective administrative decisions.

Teachers' participation in decision-making refers to their involvement in shaping policies, programs, and operational activities within the school system (Ololube, 2017). Traditionally, school administration has been characterized by a top-down approach, where principals and education authorities dominate decision-making. However, contemporary educational management have long been advocating for inclusive practices that allow teachers to contribute to decisions that affect their work and students' outcomes (Jideofor & Nonye, 2018). Such involvement fosters a sense of ownership, responsibility, and commitment among teachers, which ultimately enhances school effectiveness.

Empirical evidences suggest that teachers' participation in school-based decision-making have positive influences on administrative outcomes. Baydar (2022) found that there is a significant relationship between teachers' involvement in administrative decisions and school effectiveness, as participatory practices lead to improved organizational performance. Similarly, Kerich et al. (2024) reported that teachers' engagement in decision-making processes contributes to improved students' academic performance and overall school success. When teachers are actively involved, they are more likely to support and implement school policies effectively, thereby promoting efficiency in school administration.

Furthermore, teachers' participation in decision-making enhances job satisfaction and organizational commitment. Abonyi (2024) observed that teachers who are involved in decision-making processes demonstrate higher levels of commitment and motivation, which has shown to positively impact the functioning of the school. Participatory decision-making also promotes collaboration, mutual respect and trust between teachers and school administrators because it creates conducive working environment, which aligns with the principles of school-based management, emphasizes autonomy, accountability and shared responsibility among stakeholders (Dondero, 1993).

In the context of public senior secondary schools in Rivers State, teachers' participation in decision-making is particularly crucial in specific administrative areas such as private lessons and development levies (Ololube, 2017). The private lessons that are often organized within or outside school premises require effective regulation to ensure they align with educational standards and ethical practices. Teachers' involvement in decisions regarding private lessons can help address issues such as fairness, workload distribution, and the prevention of exploitation. This is so because, teachers' insights are valuable in ensuring that such programs support rather than undermine the formal classroom instruction.

Similarly, development levies like financial contributions made by students or parents for school improvement and effectiveness require transparency and accountability in administration. Therefore, teachers' participation in decisions concerning development levies enhance financial

accountability and ensure that funds are utilized effectively for infrastructural and instructional development (Ololube, 2017). Thus, when teachers are involved, there exist greater trust among stakeholders and decisions are more likely to reflect the actual needs of the school.

In spite of the recognized importance of teachers' participation in decision-making, empirical evidence (e.g., Abonyi, 2024; Baydar, 2022) suggests that many public secondary schools still operate under centralized administrative structures that limit teachers' involvement. The lack of participation of teachers in decision-making can lead to poor implementation of policies, low teacher morale and inefficiencies in school administration (Ololube, 2017).

### **Statement of the Problem**

Effective administration of public senior secondary schools is essential towards the achievement educational goals in Rivers State. However, in spite of the increasing emphasis on participatory management in education, many schools still operate under centralized administrative structures where principals dominate decision-making processes and with limited input from teachers. This situation is problematic because teachers as key implementers of educational policies, and they possess firsthand knowledge and experience that are critical for making informed and practical decisions. The evidence from observations has remained that teachers' exclusion from decision-making has resulted in poor policy implementation, low staff morale and inefficiencies in school administration.

In particular, administrative areas such as private lessons and development levies present significant challenges in many public secondary schools. Decisions regarding private lessons often lack adequate teacher input, leading to issues such as unequal participation, ethical concerns and potential conflict between formal teaching and extra coaching. Similarly, decisions on development levies, which involves financial contributions from parents and students, may suffer from a lack of transparency and accountability when teachers are not adequately involved. Therefore, in spite of these outlined concerns, there is limited empirical evidence on how teachers' participation in decision-making specifically in private lessons and development levies influences the administration of public senior secondary schools in Rivers State. This gap necessitates a focused examination into the extent and impact of teachers' involvement in these critical administrative areas of school administration.

### **Aim and Objectives of the Study**

The aim of this study was to examined the influence of teachers' participation in school-based decision-making on the administration of public senior secondary schools using evidence from private lessons and development levies in Rivers State, Nigeria. Specifically, the study tends to achieve the following objectives:

- To explore the extent teachers' participation in school-based decision-making in the area of private lessons organized in the school enhances effective administration of public senior secondary schools in Rivers State.
- To ascertain the extent teachers' participation in school-based decision-making in the area of development levies enhances effective administration of public senior secondary schools in Rivers State.

## Research Questions

The following research questions guided the study:

- To what extent does teachers' participation in school-based decision-making in the area of private lessons organized in the school enhance effective administration of public senior secondary schools in Rivers State?
- To what extent does teachers' participation in school-based decision-making in the area of development levies enhance effective administration of public senior secondary schools in Rivers State?

## Hypotheses

The following null hypotheses were formulated for the study in line with the objectives and tested at .05 level of significance:

- There is no significant difference in the mean rating of principals and teachers on the extent teachers' participation in school-based decision-making in the area of private lessons organized in the school enhance effective administration of public senior secondary schools in Rivers State.
- There is no significant difference in the mean rating of principals and teachers on the extent teachers' participation in school-based decision-making in the area of development levies enhance effective administration of public senior secondary schools in Rivers State.

## THEORETICAL FRAMEWORK

### Participative Decision-Making (PDM) Theory

Participative Decision-Making (PDM) Theory is an organizational and management theory that emphasizes the involvement of employees in decisions that affect their work and institutional outcomes (Likert, 1967, in Ololube 2024). The central assumption of the theory is that individuals who are directly involved in executing tasks should also contribute to decisions guiding those tasks. In educational administration, this means that teachers should be actively involved in school decision-making processes because they are directly responsible for implementing instructional and administrative policies. The theory is grounded in the belief that participation improves commitment, enhances motivation, and increases organizational effectiveness (Likert, 1967).

A major foundation of this theory is found in Likert System 4 Management Theory, which classifies management systems into four categories. System 4, known as the participative group system, is considered the most effective because it promotes shared decision-making, trust, teamwork and open communication. According to Likert (1967), institutions that adopt participative approach experience higher productivity and stronger employee commitment because workers feel valued and involved in organizational goals. In school settings, this implies that teachers should not be passive implementers but active participants in administrative decisions.

Similarly, the Democratic Leadership Theory supports the idea that leadership should be inclusive rather than authoritarian (Ololube, 2024). This theory argued that leaders achieve better outcomes when they involve subordinates in decision-making processes, encourage collaboration, and promote shared responsibility. In education, democratic leadership allows principals to engage teachers in decisions affecting teaching, discipline, resource allocation and school development projects (Owens & Valesky, 2015).

The relevance of Participative Decision-Making Theory to this study is very significant because the study focuses on teachers' participation in school-based decision-making and its influence on the administration of public senior secondary schools in Rivers State. The theory provides a clear explanation of how involving teachers in decision-making processes can improve administrative effectiveness, particularly in sensitive areas such as private lessons and development levies.

In the context of private lessons, participative decision-making ensures that teachers contribute to policies governing extra coaching activities. Their involvement helps maintain ethical standards, balance workload, and ensure that private lessons complement rather than undermine regular classroom instruction. According to PDM theory, decisions made with teacher input are more practical and more likely to be effectively implemented because teachers feel a sense of ownership and responsibility (Likert, 1967).

Similarly, in the administration of development levies, teacher participation enhances transparency and accountability. When teachers are involved in decisions regarding financial contributions and their utilization, it reduces suspicion, improves trust among stakeholders, and ensures that funds are directed toward genuine school needs. PDM theory suggests that participation in financial decisions strengthens organizational commitment and reduces resistance to institutional policies.

Furthermore, the theory is relevant in addressing broader administrative challenges in schools, such as poor communication, low teacher morale and ineffective policy implementation (Ololube, 2017). When teachers are excluded from decision-making, they may feel undervalued, which can negatively affect their performance and commitment. However, when they are included, it fosters collaboration, improves job satisfaction, and enhances the overall effectiveness of school administration (Owens & Valesky, 2015).

Participative Decision-Making Theory provides a strong conceptual foundation for this study because it explains the importance of involving teachers in school governance and demonstrates how such involvement can improve the administration of public senior secondary schools in Rivers State. The theory justifies the need for shared decision-making in areas such as private lessons and development levies to achieve more effective and efficient school administration.

## **CONCEPTUAL REVIEW**

### **Teachers' Participation in School-Based Decision-Making in the Area of Private Lessons and Effective Administration**

Teachers' participation in school-based decision-making has become an essential factor in improving the effective administration of public senior secondary schools, particularly in areas such as private lessons organized within schools. Private lessons, also known as extra tutoring or remedial classes, are increasingly used in schools to enhance students' academic performance.

However, their organization raises important administrative concerns such as regulation, fairness, workload distribution, ethical practice, and alignment with school policies. When teachers are actively involved in decisions regarding private lessons, school administration becomes more efficient, transparent, and professionally balanced.

Recent educational researches have often emphasized that teacher participation in decision-making strengthens school leadership and improves institutional effectiveness. According to Ololube (2024), teachers' involvement in school governance enhances their commitment and improves overall school performance because they feel a sense of ownership in school policies, which suggests that when teachers participate in decisions concerning private lessons, they are more likely to support and implement such policies effectively, leading to better coordination and reduced conflict in school administration.

In many education systems, participatory decision-making is now considered a key element of school improvement. Findings from the OECD (2024) show that about 78% of teachers report opportunities to participate in school-level decision-making, indicating a global shift toward shared governance structures. This participation is associated with improved job satisfaction, professional autonomy, and instructional effectiveness. In the context of private lessons, such involvement allows teachers to contribute their classroom experience to decisions about scheduling, student selection, and instructional workload distribution.

According to Ololube (2017), teacher participation in decision-making also enhances transparency and fairness in the management of private lessons. Without teacher input, decisions about extra lessons may be perceived as biased or unfair, leading to dissatisfaction and resistance. However, when teachers are part of the decision-making process, rules governing private lessons become more acceptable and transparent. Studies have shown that shared decision-making in schools promotes trust between teachers and administrators, which strengthens cooperation and reduces workplace conflict (Musengamana et al., 2024). This trust is essential for ensuring smooth implementation of school policies.

Furthermore, teachers' involvement in decisions about private lessons helps ensure balanced workload distribution. In many schools in Rivers State, private lessons place additional pressure on teachers if not properly regulated. Participatory decision-making guarantees that workloads are fairly assigned and that teachers are not overburdened. This leads to improved morale, reduced stress and higher productivity (Ololube, 2017). OECD (2024) further reported that teacher participation in school decisions is strongly associated with improved job satisfaction and well-being.

In addition, teacher participation improves policy implementation in school administration. When teachers are involved in designing rules for private lessons, they develop a stronger sense of responsibility toward those policies. This increases compliance and reduces resistance. Empirical studies in Nigerian secondary schools also confirm that teachers' involvement in decision-making positively influences their attitudes toward school policies and enhances institutional effectiveness (Ayoku & Paramole, 2023). Therefore, participatory governance ensures that private lesson policies are not only well-designed but also effectively implemented.

Moreover, involving teachers in decisions related to private lessons safeguards that such programs remain aligned with educational objectives. Private lessons complement formal classroom instruction rather than replace or distort it (Ololube, 2017). Teachers, being directly involved in classroom teaching, provide valuable insight into how extra lessons can support

curriculum goals. This alignment improves academic quality and strengthens the overall administrative structure of the school.

Thus, teachers' participation in school-based decision-making regarding private lessons significantly enhances the effective administration of public senior secondary schools. It promotes transparency, fairness, workload balance, policy compliance and alignment with educational goals. Current research (Ololube, 2017, 2024) consistently shows that participatory governance improves trust, teacher commitment and school effectiveness.

### **Teachers' Participation in School-Based Decision-Making in the Area of Development Levies and Effective Administration**

Teachers' participation in school-based decision-making, particularly in the management of development levies is a key factor towards enhancing the effective administration of public senior secondary schools. In Rivers State, development levies are compulsory or semi-compulsory financial contributions made by students or parents to support school development projects such as classroom construction, provision of instructional materials, maintenance of facilities, and improvement of the learning environment. In many public schools, these funds form an important part of internally generated revenue. However, challenges such as lack of transparency, mismanagement and inadequate stakeholder involvement often affect their administration (Ololube, 2017). When teachers are actively involved in decisions regarding development levies, school administration becomes more transparent, accountable, and efficient.

Recent educational research has consistently shown that participatory governance improves school effectiveness (Ololube, 2017). According to Leithwood and Sun (2021), distributed leadership, where teachers share in decision-making responsibilities, significantly improves school improvement efforts and enhances organizational performance. In the context of development levies, Agabi (2014) noted that when teachers participate in financial planning and monitoring, school administrators are better able to make informed and acceptable decisions that reflect the real needs of the school community.

Teacher participation also enhances transparency in financial administration. When decisions about the collection and utilization of development levies are made collaboratively, there is a reduced risk of suspicion or distrust among staff and stakeholders. Harris and Jones (2020) argued that collaborative school leadership builds trust and strengthens accountability systems within schools. In relation to development levies, this ensures that funds are properly accounted for and that expenditures are openly communicated to relevant stakeholders, thereby improving confidence in school management.

Furthermore, involving teachers in decisions regarding development levies improves the relevance and effectiveness of resource allocation (Agabi, 2014). Teachers, being directly involved in instructional activities, are well positioned to identify priority areas that require funding. Teachers input help guarantee that financial resources are directed toward meaningful academic and infrastructural needs (Agabi, 2014). According to Bush and Glover (2022), school leaders who engage teachers in decision-making processes are more likely to achieve effective resource utilization and improved school outcomes.

In addition, teacher participation promotes accountability in school financial management. When teachers are included in committees or decision-making bodies responsible for development levies, they serve as internal monitors of financial activities. This reduces the likelihood of financial mismanagement and encourages ethical practices. Spillane (2021)

emphasizes that distributed leadership structures enhance accountability because responsibilities are shared across multiple actors rather than concentrated in a single authority figure. This is particularly important in managing development levies, where transparency is critical for maintaining public trust.

Teacher involvement in decision-making also contributes to improved staff morale and commitment. When teachers are engaged in financial and administrative decisions, they feel valued and recognized as important stakeholders in the school system. This sense of inclusion increases their commitment to school goals and enhances their willingness to support administrative policies. Day et al. (2022) found that teacher involvement in school governance significantly improves job satisfaction and professional engagement, which in turn enhances school improvement and effectiveness.

Moreover, participatory decision-making fosters a positive school climate characterized by collaboration, trust, and shared responsibility. In schools where teachers are involved in decisions about development levies, there is usually less conflict and greater cooperation between staff and administrators. This creates a more stable and productive administrative environment that supports effective school management.

According to Agabi (2014), teachers' participation in school-based decision-making regarding development levies significantly enhances the effective administration of public senior secondary schools. She further noted that school-based decision-making regarding development levies promotes transparency, accountability, efficient resource allocation, improved staff morale and a more collaborative school environment. Thus, contemporary educational research strongly supports the view that shared decision-making is essential for effective school governance. Therefore, involving teachers in decisions about development levies is crucial for ensuring sustainable and efficient school administration (Ololube, 2017).

## **METHODOLOGY**

The study adopted a descriptive survey design. This design was considered appropriate because it enabled the researcher to collect data from a large population to examine teachers' participation in decision-making for the effective administration of public senior secondary schools in Rivers State. It also allowed for the analysis of trends, patterns, and relationships among variables using quantitative data.

The population of the study comprised 335 principals and 5,912 teachers in 335 public senior secondary schools across the 23 Local Government Areas of Rivers State (Rivers State Senior Secondary Schools Board, 2024). This gave a total population of 6,247 respondents. The sample size consisted of 168 principals (50% of principals) and 592 teachers (10% of teachers), giving a total of 760 respondents. Stratified and simple random sampling techniques were used to ensure fair representation of both principals and teachers across the population.

The instrument used for data collection was a structured questionnaire titled 'Teachers' Participation in School-Based Decision-Making in Development Levies Questionnaire (TPSBDMDLQ)'. It had two sections: Section A covered demographic information, while Section B contained 30 items addressing the research objectives. Responses were measured using a 4-point Likert scale: Very High Extent (4), High Extent (3), Low Extent (2), and Very Low Extent (1).

Content and face validity of the instrument were established by three experts. Their corrections were used to improve the clarity and relevance of the items. The reliability of the

instrument was determined using the test-retest method and Cronbach Alpha statistics. The instrument was administered to 20 respondents (10 principals and 10 teachers) outside the sample, and re-administered after two weeks. The reliability coefficient obtained was .874, indicating a high level of internal consistency.

A total of 760 questionnaires were administered with the assistance of three trained research assistants. However, 711 were properly completed and returned, representing a 94% return rate. The returned copies (143 principals and 568 teachers) were used for analysis.

Data were analyzed using Mean and Standard Deviation to answer research questions, with a criterion mean of 2.50. The independent t-test was used to test hypotheses at .05 level of significance, using SPSS version 29.

## RESULTS

### Answer to Research Questions

**Research Question 1:** To what extent do teachers' participation in decision-making in the area of private lessons organized in the school enhance effective administration of public senior secondary schools?

Table 1: Mean and Standard Deviation Analysis of Principals' and Teachers' Responses on the Extent Teachers' Participation in Decision-Making in the Area of Private Lessons Organized in the School Enhances Administrative Effectiveness of Public Secondary Schools

| S/N               | Item Statements                                                                             | Principals<br>(N=143) |                 | Teachers<br>(N=568) |                 | Mean<br>Set             | Decision           |
|-------------------|---------------------------------------------------------------------------------------------|-----------------------|-----------------|---------------------|-----------------|-------------------------|--------------------|
|                   |                                                                                             | $\bar{x}_1$           | SD <sub>1</sub> | $\bar{x}_2$         | SD <sub>2</sub> | $\bar{x}_1 + \bar{x}_2$ |                    |
| 1.                | Teachers are consulted when organizing private lessons for students.                        | 3.21                  | 1.07            | 3.03                | 1.08            | 2                       | High Extent        |
| 2.                | Teachers' input on the content of private lessons is actively sought by the administration. | 3.65                  | 0.68            | 3.00                | 0.98            | 3.32                    | High Extent        |
| 3.                | Teachers participate in discussions about scheduling and fees for private lessons.          | 3.04                  | 0.95            | 3.25                | 0.82            | 3.15                    | High Extent        |
| 4.                | Teachers help to monitor and evaluate the impact of private lessons on student performance. | 2.56                  | 1.12            | 2.94                | 0.83            | 2.75                    | High Extent        |
| 5.                | Teachers feel their contributions improve the quality of private lesson offerings.          | 3.07                  | 0.84            | 3.39                | 0.89            | 3.23                    | High Extent        |
| 6.                | The administration values teachers' feedback on private lessons.                            | 3.18                  | 0.89            | 3.06                | 0.85            | 3.12                    | High Extent        |
| <b>Grand mean</b> |                                                                                             | <b>3.12</b>           | <b>0.93</b>     | <b>3.11</b>         | <b>0.91</b>     | <b>3.12</b>             | <b>High Extent</b> |

The research question 1 investigated the extent to which teachers' participation in decision-making regarding private lessons organized in schools enhances the effective administration of public senior secondary schools. The analysis in Table 1 provides the following insights: The grand mean score ( $\bar{x}$  set = 3.12) indicates a high extent of agreement that teachers' participation

in decision-making concerning private lessons enhances administrative effectiveness. The responses show consistency between principals ( $\bar{x}_1 = 3.12$ ) and teachers ( $\bar{x}_2 = 3.11$ ), reflecting alignment in their perceptions. The item by item analysis also shows a high extent practice of the ideas in each of the items. The grand mean scores for principals ( $\bar{x}_1 = 3.12$ ) and teachers ( $\bar{x}_2 = 3.11$ ) are almost identical, indicating strong agreement between the two groups. The standard deviations for both groups are relatively low ( $SD_1 = 0.93$ ,  $SD_2 = 0.91$ ), demonstrating consistency in responses across items.

The findings suggest that teachers' participation in decision-making about private lessons organized in schools contributes to effective administration to a high extent. Areas such as seeking teacher input on lesson content and involving teachers in discussions about scheduling and fees received high agreement scores. However, the relatively lower score for monitoring and evaluating private lessons highlighted a potential area for improvement, where administrators could involve teachers more actively in assessing the effectiveness of private lessons.

**Research Question 2:** To what extent do teachers' participation in decision-making in the area of development levies enhance effective administration of public senior secondary schools?

Table 2: Mean and Standard Deviation Analysis of Principals' and Teachers' Responses on the Extent Teachers' Participation in Decision-Making in the Area of Development Levies Enhances Administrative Effectiveness of Public Secondary Schools

| S/N               | Item Statements                                                                 | Principals<br>(N=143) |             | Teachers<br>(N=568) |             | $\bar{x}$ Set           | Decision           |
|-------------------|---------------------------------------------------------------------------------|-----------------------|-------------|---------------------|-------------|-------------------------|--------------------|
|                   |                                                                                 | $\bar{x}_1$           | $SD_1$      | $\bar{x}_2$         | $SD_2$      | $\bar{x}_1 + \bar{x}_2$ |                    |
| 7.                | Teachers are involved in deciding how development levies are utilized.          | 2.41                  | 1.05        | 2.71                | 1.08        | 2                       | High Extent        |
| 8.                | Teachers are consulted when development levy budgets are allocated.             | 2.51                  | 0.81        | 3.10                | 0.82        | 2.81                    | High Extent        |
| 9.                | Teachers provide input on the impact of development levies on school resources. | 3.37                  | 0.73        | 3.51                | 0.57        | 3.44                    | High Extent        |
| 10.               | Teachers participate in evaluating projects funded by development levies.       | 3.31                  | 0.64        | 3.62                | 0.49        | 3.47                    | High Extent        |
| 11.               | Teachers feel that their involvement ensures more transparency in levy usage.   | 3.16                  | 0.87        | 3.41                | 0.77        | 3.29                    | High Extent        |
| 12.               | Teachers' suggestions on development levy matters are often implemented.        | 2.43                  | 1.16        | 3.21                | 0.81        | 2.82                    | High Extent        |
| <b>Grand mean</b> |                                                                                 | <b>2.87</b>           | <b>0.88</b> | <b>3.26</b>         | <b>0.76</b> | <b>3.07</b>             | <b>High Extent</b> |

The research question 2 examined the extent to which teachers' participation in decision-making concerning development levies enhances the effective administration of public senior secondary schools. Table 2 provided the following insights: The grand mean score ( $\bar{x}$  set = 3.07) indicates a high extent of agreement that teachers' participation in development levy decision-making contributes to administrative effectiveness. Teachers ( $\bar{x}_2 = 3.26$ ) rated the extent of their participation higher than principals ( $\bar{x}_1 = 2.87$ ), suggesting some differences in perceptions between the two groups. Teachers ( $\bar{x}_2 = 3.26$ ) generally rated their participation higher than principals ( $\bar{x}_1 = 2.87$ ), reflecting a potential gap in how each group perceives teacher involvement

in development levy decisions. The lower standard deviation for teachers ( $SD_2 = 0.76$ ) compared to principals ( $SD_1 = 0.88$ ) suggests more consistent responses among teachers.

The results indicate that teachers' participation in development levy decision-making enhances administrative effectiveness to a high extent. Teachers play a significant role in evaluating projects and providing input on the impact of levies on resources. However, areas such as deciding how development levies are utilized and ensuring their suggestions are implemented scored lower, highlighting opportunities to enhance teacher involvement in these specific aspects.

## Test of Hypotheses

**H0<sub>1</sub>:** There is no significant difference in the mean rating of principals and teachers on the extent teachers' participation in school-based decision-making in the area of private lessons organized in the school enhance effective administration of public senior secondary schools in Rivers State.

Table 3: t-test analysis of the mean rating of principals' and teachers' responses on the extent of teachers' participation in school-based decision-making in the area of private lessons organized in the school enhance effective administration of public senior secondary schools in Rivers State

| Respondents | N   | Mean | SD    | t    | df  | P-value |
|-------------|-----|------|-------|------|-----|---------|
| Principals  | 143 | 3.12 | .3507 | .042 | 709 | .970    |
| Teachers    | 568 | 3.11 | .1719 |      |     |         |

Data in Table 3 shows the independent samples t- test analysis of the mean rating of principals and teachers on the extent of teachers' participation in school-based decision-making in the area of private lessons organized in the school enhance effective administration of public senior secondary schools in Rivers State. The principals obtained a mean rating of 3.12 while teachers obtained a mean rating of 3.11 with standard deviations of .3507 and .1719 respectively. The analysis gave a t-value of .042 and p-value of .970. This p-value of .970 is greater than .05, therefore, the null hypothesis is not rejected. The conclusion is that there is no significant difference between the mean ratings of principals and teachers on the extent of teachers' participation in decision-making in private lessons. The lack of significant difference could be attributed to the fact that the involvement of teachers in private lessons may not be as strongly emphasized or as contentious as other areas of school administration (such as discipline or timetable scheduling). Both principals and teachers could share a similar understanding that teachers' roles in organizing private lessons are relatively straightforward or less impactful in terms of overall school administration. Additionally, private lessons might be seen as supplementary activities that do not require much divergence in opinion between principals and teachers, leading to a high level of consensus on their effectiveness. This may result in similar mean ratings for both groups.

**H0<sub>2</sub>:** There is no significant difference in the mean rating of principals and teachers on the extent teachers' participation in school-based decision-making in the area of development levies enhance effective administration of public senior secondary schools in Rivers State.

Table 4: T-test analysis of the mean rating of principals' and teachers' responses on the extent of teachers' participation in school-based decision-making in the area of development levies enhance effective administration of public senior secondary schools in Rivers State

| Respondents | N   | Mean | SD    | t      | df  | P-value |
|-------------|-----|------|-------|--------|-----|---------|
| Principals  | 143 | 2.87 | .4609 | -1.706 | 709 | .121    |
| Teachers    | 568 | 3.26 | .3302 |        |     |         |

Data in Table 4 shows the independent samples t-test analysis of the mean rating of principals and teachers on the extent of teachers' participation in school-based decision-making in the area of development levies enhance effective administration of public senior secondary schools in Rivers State. From the Table, it is clear that while the principals obtained a mean rating of 2.87 and standard deviation of .4609, the teachers obtained a mean rating of 3.26 and standard deviation of .3302. In spite of the difference in mean ratings between the two groups, t-test analysis returned a t-value of -1.706 and a p-value of .121. The p-value is again greater than .05, thus, it is concluded that there is no significant difference between the mean ratings of principals and teachers on the extent of teachers' participation in decision-making related to development levies. Therefore, the null hypothesis is not rejected. The absence of significant difference may suggest that both principals and teachers view the issue of development levies similarly, despite potential differences in their roles. Principals may not be as directly involved in the specifics of the development levy decisions, while teachers may feel their input is valued. However, both groups might agree that teachers' involvement in decisions related to development levies is relatively limited in influencing the overall administration of the school. Additionally, since development levies are often seen as financial matters handled at a higher administrative level, teachers may not expect to have much influence, leading to similar ratings from both principals and teachers.

## DISCUSSION OF FINDINGS

### Teachers' Participation in School-Based Decision-Making in Private Lessons in School

For the organization of private lessons, both principals and teachers reported relatively similar levels of participation, and the p-value for the t-test was found to be .970. Since this value is greater than the .05 threshold, the null hypothesis was not rejected, indicating no significant difference in the mean ratings of principals and teachers regarding teacher involvement in organizing private lessons. This finding resonates with (Ayoku & Paramole, 2023), who found that teacher participation in decision-making, particularly in resource allocation, led to better organizational outcomes. OECD (2024) and Ololube (2017) similarly highlighted the importance of teacher input in ensuring that extracurricular activities like sports and private lessons were effectively managed. Both studies suggest that the involvement of teachers in areas like private lessons is seen as valuable for enhancing the administration and ensuring these activities are well-organized, just as seen in the present study's findings.

### Teachers' Participation in School-Based Decision-Making in Development Levies

The results as presented in Table 2 and 4 showed a p-value of .121, which is greater than .05. Thus, the null hypothesis is not rejected, indicating that there is no significant difference in the

mean ratings of principals and teachers on the role of teachers' participation in school-based decision-making regarding development levies in enhancing school administration. This finding aligns with Day et al. (2022), who emphasized that teacher involvement in financial decisions, such as levies, enhances transparency and accountability. The lack of significant difference in the present study could suggest that the issue of development levies is not one of primary concern for teachers, or that both principals and teachers have a relatively unified understanding of its importance, leading to a consensus that does not reflect a significant difference.

These findings suggest the overall impact of teacher involvement in decision-making on administrative effectiveness of public secondary schools. This aligns with the conclusions of Agabi (2014), who argued that teacher participation in decision-making positively influenced school work and discipline. Ololube (2017, 2024) also found that teacher involvement in administrative processes like decision-making led to better-organized schools and more effective administration. Thus, their results suggested that teacher participation is widely acknowledged as an essential factor in improving school management.

The results of this study indicate a general agreement between principals and teachers on the importance of teacher participation in various aspects of school administration. The findings align with a substantial body of empirical research highlighting the positive impact of teacher involvement on the administrative effectiveness of schools. Teachers' involvement in decision-making processes is seen as a critical factor in fostering better school management, improved discipline, more efficient use of resources, and overall organizational effectiveness.

## CONCLUSION

Following the findings of the study, it can be concluded that teachers' participation in school-based decision-making significantly enhances the effective administration of public senior secondary schools in Rivers State. The involvement of teachers in key administrative areas such as private lessons and development levies encourages transparency, accountability, and fairness in school governance. When teachers are included in decision-making processes, they contribute their professional knowledge and classroom experience, which helps school administrators make more informed and practical decisions.

The study further established that participatory decision-making improves communication and strengthens trust between teachers and school administrators. This collaborative approach reduces conflict, increases job satisfaction, and enhances teachers' commitment to school goals. In the area of private lessons, teachers' involvement ensures proper regulation, balanced workload distribution and alignment with academic objectives. Similarly, their participation in decisions concerning development levies promotes effective financial management, reduces suspicion of mismanagement, and ensures that funds are used for meaningful school development projects.

On the whole, the study concluded that schools that embrace participatory decision-making are more likely to experience improved administrative efficiency and better performance. Therefore, involving teachers in school-based decision-making is essential towards achieving effective, transparent and sustainable administration in public senior secondary schools in Rivers State.

## Recommendations

Based on the findings, the following recommendations are made:

- School administrators and education authorities should actively involve teachers in all key school-based decision-making processes, especially in sensitive administrative areas such as private lessons and development levies. Teachers' involvement will encourage and promote transparency, improve policy acceptance and enhance effective implementation of school decisions.
- School administrators and education authorities should actively regular participatory platforms such as committees, staff meetings and decision-making boards and they should be strengthened in schools to ensure that teachers have structured opportunities to contribute to administrative policies. This will improve collaboration, accountability, and overall efficiency in the management of public senior secondary schools in Rivers State.

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