



THE INFLUENCE OF TEACHERS' PARTICIPATION IN SCHOOL FINANCIAL MANAGEMENT, DISCIPLINARY MATTERS AND CONFLICT RESOLUTION ON TEACHERS' PRODUCTIVITY IN SECONDARY SCHOOLS IN EKITI STATE, NIGERIA

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Abstract:

The study examined the impact of teacher involvement in school financial management, disciplinary issues, and conflict resolution on secondary school teacher productivity in Ekiti State. The survey-like descriptive research design was used for the study. The sample included 450 respondents consisting of 400 teachers and 50 school principals selected from 50 secondary schools used for the study. The random sample was selected using multi-stage and targeted sampling methods. Two sets of instruments were used to interpret the data for the study. The first instrument was called Teachers Participation in Secondary School Management Questionnaire (TPSSMQ) and the second instrument was called Teachers Productivity Questionnaire (TPQ). The reliability coefficients for the two instruments were 0.79 for TPSSMQ and 0.76 for TPQ. The data obtained were analyzed using percentage points, F ratio, Pearson product moment correlation and multiple regression. The hypotheses generated were tested at a significance level of 0.05. The study found that teacher involvement in the management of secondary schools in Ekiti State was moderate. Teacher productivity was also moderate. The study showed that the relationship between teachers' involvement in school financial management, disciplinary matters, conflict resolution and their productivity was moderate and statistically significant. The study also found that all predictor variables are factors that can have an impact on teacher productivity. Based on these findings, it was recommended that governments and school leaders should involve teachers more in decision-making related to school financial management, disciplinary issues and conflict resolution in order to increase teacher productivity in schools.

Keywords: teachers' participation, financial management, disciplinary, conflict resolution, productivity

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1. Introduction

Education is recognized worldwide as a viable tool for overall development, which is why it needs to be given the necessary attention. Its importance is therefore evident in the Nigerian National Policy on Education, which states that education continues to rank highly in the national development agenda as it is the primary vehicle for transforming the intellectual, economic and social aspects of any society. According to Usman (2016), investment in education is the largest enterprise in Nigeria. Investment in education is a necessary condition for promoting economic development and national growth. Education is the main vehicle for academic advancement, social mobilization, political support and effective national development for every country. Education is recognized worldwide as a fundamental social force that promotes the development of human personality in a stable democratic social structure. Recognizing the importance of education for national economic development is central to all government policy, in the sense that a nation's economic position increasingly depends on high-performing human capital (Guthrie, 1991). The Nigerian government has taken many measures to increase relevant and quality education at all levels since independence. Most of these interventions focus on enabling recipients to acquire basic skills, attitudes, motivations and knowledge needed to participate effectively in national development and individual fulfilment. To achieve this, teachers, school administrators and students must be involved in the process of managing, teaching and learning in schools, including secondary schools. According to Oguntoye (2002), the success of any school in achieving its goals and objectives rests on the effectiveness and efficiency of its school leadership and teachers. Usman (2016) noted that in the education system, the integral prerequisites for achieving educational goals and objectives require adequate resource allocation, maximum utilization, and proper management of educational resources. This is intended to avoid wastage and improve the quality of the teaching and learning process in the academic environment.

Nigerian public secondary school teachers did not seem to be as effective and efficient as they should be. The students in the public secondary school seemed stubborn, undisciplined, pompous and irresponsible. It was also observed that they came out of upper secondary schools with very poor results. This poor academic performance by secondary school students seems alarming. The rate of exam errors at our secondary schools was just as high. Many people argued that the glory days of high academic achievement in public secondary schools were all but gone, and so advocated standards education summits that would provide the needed solutions. According to Akubiro and Joshua (2004), there are complaints from almost all sections of Nigerian society that the level of education has fallen. They added that students' grades on the Senior Secondary Certificate Examinations (SSCE) are declining every year. Duze (2011) suggested that educational standards have fallen at all levels of education, with tertiary education being most affected, followed by secondary education and primary education least. According to Enaasatar (1995), parents are concerned about the quality of education their children

have received over the years, which is reflected in the inability of a large majority of students to pass the Senior Secondary School Certificate Examination (SSCE) with good grades. For Ezike (1990) the qualitative teaching/learning in the schools of decades ago has disappeared. The author added that Nigerians have raised their voices on the deteriorating state of our education system. Ejiogu (1990) suggested that the frequency of students' low grades in science subjects is considered a serious worrying issue, particularly when the focus is on its impact on technological, socioeconomic and cultural development and its impact on national security.

It was observed that teacher productivity was low. Teachers' low productivity can be due to many factors such as: B. students' seriousness, family background, skills, age, peer group influence, and teachers' low involvement in aspects of management. Of all these factors, teachers' poor involvement in management aspects may contribute more to their low productivity. Teachers were observed to complain about their non-participation in aspects of school management. Some teachers did not seem to be putting maximum effort into their teaching profession. Such teachers apparently paid less attention to the discipline of their students and did not attend classes regularly. Such teachers liked to stay in their staff room when they were to be taught in class. It was also observed that these teachers were no longer interested in shaping the students' discipline. The main complaint of the observed teachers was that their principals were the sole administrators of their schools. They were observed to complain about non-participation in the management of their schools. This seemed to make her careless about the success and discipline of her students.

Participatory management strengthens the relationship between superiors and subordinates (Cenea, 1992). It develops workers' sense of belonging and encourages sharing of responsibilities among them. However, a boss who wants to involve his subordinates in running the organization must do a job free of manipulation. Such a leader must not view employee involvement in management as a computerized program. In a school setting, it involves involving staff/teachers in decision-making on issues affecting school funding, participatory management, conflict resolution and disciplinary matters, among others. Ayegbusi & Ogunlade (2020) found that teachers' involvement in the management of their schools was low. They went on to say that there was a significant association between teachers' involvement in management and their job satisfaction. They also discovered that teachers' job satisfaction was significantly related to the level of teachers' involvement in school financial affairs, disciplinary issues, and conflict resolution. According to Adedeji (2007), no single person in an institution/company can perform all the tasks required to achieve a group purpose. It is impossible for one person to exercise all decision-making power. That is, subordinates must be involved in all aspects of the administration of their schools. Usman (2016) said that a teacher's role can vary between cultures, they can provide instruction in literacy, craft or vocational training, arts, religion and roles in civil society. These roles make teachers the most important learning aids and the most indispensable entities in the school, who should be fully trained and supported in order to carry out their teaching duties correctly and

competently. Chopra (2020) noted that democratic participation of teachers in decision-making and management is a critical component of equitable secondary education.

Experience has shown that many teachers have not been authorized by their principals to participate in decisions about school funding, disciplinary issues and conflict resolution. Many teachers seemed unaware of how the tuition paid by students was being spent. Mostly it was observed that teachers and their students were informed at the meeting place that the students should pay certain fees to the school treasury. In some cases, teachers were not aware of the full details of these fees. According to Oluyede (2007), there must be a high level of sub-participation in decision-making in order to improve organizational performance. In some schools it seemed that teachers were not involved in conflict resolution. It seemed that only the principals and their deputy principals were the ones who resolved conflicts in the schools. Conflicts between teachers, students, or even the principals and their vices were resolved without the teacher's intervention when such conflicts persisted. Also, in some secondary schools, disciplinary issues affecting students seem to be mainly resolved by the principals alone or together with their deputy principals. Even on some occasions when disciplinary committees were set up with teachers to deal with specific disciplinary matters, it has been observed that some principals set aside such committees to make their own decisions on those matters. The committee members found in the long run that their recommendations on the problem were not implemented. It has been observed that this has led to the resentment of such teachers. These could negatively affect their productivity at work.

According to Collins (1997), when the administrator effectively supports and channels teachers' energies, such school administrators would have rallied capable and formidable hands for change efforts that enable staff innovation. Teachers were observed to express their displeasure when they were not involved in school administration. Dissatisfied workers could hardly be productive. This result has been observed as the true situation in our secondary schools. Teachers could work hard if they were fully involved in the management team of their schools. The researcher observed that teachers who were allowed to participate in some aspects of school administration achieved high job productivity. This is because students at such schools were observed to be well disciplined and achieve higher grades academically. In such schools there was always a good teacher-pupil relationship. For example, it was observed that teachers who were tasked with taking on some administrative tasks in schools were happy, confidants of their principals, worked hard and, of course, achieved high labor productivity. It was observed that these categories of teachers were actively involved in all school activities. Therefore, teachers involved with school finances, disciplinary matters, and conflict resolution, among other things, seemed more active and willing to support school leaders and were very productive. Such teachers saw the failures of their school and the failures of the school administration as their own failures and therefore sought to work harder for the overall success of the administration and the school as a whole. In contrast, it was observed that teachers in schools where principals were the all-in-all and did not involve

teachers in their school management were less active and productive. Students from such schools were observed to be neglected by their teachers, and their students seemed to get poor grades in exams. Her students were also very stubborn and undisciplined. In such schools there were always conflicts. It has been observed that teachers with authoritarian principles like their students never do well. Worker participation in the governance of educational institutions appeared to be necessary for the successful attainment of the goals of such institutions. The extent to which workers are involved in the various activities of an organization is believed to be the determinant of the degree of labor productivity of those workers and the level of institutional goal attainment. The success and continued existence of all social institutions has been observed to depend on the cooperative efforts of teachers and staff in the institutions.

In summary, teachers need to be happy at work and work hard for higher productivity and high performance. Goals of secondary schools, teachers need to be involved in the governance of their schools. Therefore, the present study examines the impact of teacher involvement in school management, school funding, disciplinary issues, and conflict resolution on teacher productivity in secondary schools in Ekiti State.

2. Theoretical Orientation

In explaining and predicting a phenomenon, theory is used to establish a cause and effect relationship between variables. A theory can suggest many applications of practical value. Consequently, an empirical study of this kind cannot overlook some of the theoretical claims, assertions and generalizations made by previous researchers and authors. Kimbrough & Nunnery (1983) stated that a theory is a set of relevant, internally consistent postulates about a particular observable phenomenon together with definitions that allow the user to go from the abstract to the real in order to describe, explain, and /or develop knowledge. A theory is also a grouping of interrelated principles with the primary aim of grouping significant principles into a framework. Theories of productivity include Blaug's (1970) system theory, Allen's (1983) collective invention theory and Bates' (2001) total factor productivity theory. The collective invention theory states that firms or inventors and new entrants can build on the experience of former firms and inventors by introducing and expanding on design or invention changes that have proven to be profitable. Total Factor Productivity Theory states that growth in outputs cannot be easily explained by growth in inputs. The main determinants of output growth (productivity) are input growth (the growth of capital and labor input) and other factors.

Systems theory was used in this study because the school is a system that consists of different parts to make up a whole. A system is defined as the collection of things connected or interdependent to form a unit, a whole made up of parts arranged in an orderly manner according to some scheme or plan (Koontz, ODonnell, & Weihrich, 1980; Prasad, 1981). This description of systems theory shows that almost every aspect of human life is a system. The school is also a system. Our bodies, homes, colleges,

universities, government agencies, and businesses are also systems. A system has a number of subsystems, parts and sub-parts. Similarly, an organization like a school is a system of interdependent parts, each containing many subsystems. According to systems theory, an organization can be closed or open. The closed system is one that has no external system acting on it. An open system is one that has an environment, that is, it has systems with which it relates, exchanges, and communicates. It is more appropriate to think of a system in terms of its degree of openness or closedness (Prasad, 1981). Systems theory recognized that organizations were part of a larger environment with which they interacted and were influenced by some factors in particular. The systems theorists note that ideas need to be evaluated in the context of the organizations that need to adapt to change.

The open system receives inputs and energy from its environment. They then convert the input or energy into outputs, which are then released into the environment. When we relate systems theory to the secondary school as a system, the inputs include students, funds and school facilities. The transformation or conversion process takes place when the inputs are organized, activated and subjected to different forms of processes. These inputs are then activated through effective teaching, involvement in school funding, decision-making, conflict resolution, and disciplinary issues, among others. The results are high labor productivity, efficiency and effectiveness of teachers, achievement of school/educational goals, academic excellence of students, and disciplined secondary school graduates. When participatory management is based on systems theory, when the headmaster allows his teachers to take responsibility. Such teachers would properly handle the inputs in the school, the teachers would change, and they would exhibit the qualities needed for them to do their teaching properly. They would feel a high sense of belonging and would work hard to achieve their school organizational goal, and then there would be higher labor productivity (output). Teacher productivity means teacher efficiency and effectiveness (Garrett & Poole, 2005). Efficiency refers to the level and quality of service that can be achieved with fixed resources. Effectiveness, on the other hand, refers to how well teachers meet the needs of their students, their workplace and the education system.

2.1 Statement of the Problem

It was observed that the students were very stubborn, undisciplined, frivolous and morally and academically poor, while the teachers appeared to be inefficient and less effective. These were attributed to teachers no longer taking their jobs seriously. They have been observed to be physically present in schools without teaching much. All of this seemed to have a detrimental effect on the students. Some teachers did not care about the welfare and success of their schools and students. The teachers no longer seemed to be efficient and effective. The student shortcomings listed above appear to be due to the low productivity of teachers at school. The teachers seemed unwilling to take on a full part of their teaching responsibilities in the schools. Possible causes of low teacher productivity in secondary schools can be traced to teachers' complaints about non-participation in

aspects of their school's management. Teacher productivity means their efficiency and effectiveness at work. Apparently, teachers usually complained about excessive centralization of authority by their principals. They were barred from participating in various aspects of school administration, including but not limited to school funding, conflict resolution, and disciplinary matters. It seemed that they were being neglected by their employers. They seemed to feel left out of the scheme of things in their schools. Because of the above, it seemed that teachers were frustrated and working less, which may have led to their low productivity in the schools. In view of the above, the following questions were raised:

- 1) What is the level of teacher involvement in school management in Ekiti State?
- 2) What is the productivity of teachers in Ekiti state?
- 3) Does teacher involvement in aspects of school management affect their productivity in Ekiti State?

2.2 Purpose of the Study

The purpose of this study was to examine the level of participatory management of teachers and the level of productivity of teachers in secondary schools in Ekiti State. The study examined the impact of teachers' involvement in school funding, disciplinary issues, and conflict resolution on their productivity in secondary schools in Ekiti State.

2.3 Research Questions

The following research questions were raised in the study:

- i. What is the level of teacher involvement in the management of secondary schools in Ekiti State?
- ii. What is the productivity of secondary school teachers in Ekiti state?

2.4 Research Hypotheses

Based on the research questions posed previously, the following hypotheses were made:

- 1) There is no significant association between teachers' involvement in school funding and their productivity in secondary schools in Ekiti state.
- 2) There is no significant association between teachers' involvement in disciplinary issues and their productivity in secondary schools in Ekiti State.
- 3) There is no significant association between teachers' involvement in conflict resolution and their productivity in Ekiti State secondary schools
- 4) Teachers' participation in school funding, disciplinary issues and conflict resolution collectively do not contribute to their productivity in Ekiti State secondary schools.

2.5 Significance of the Study

The study would provide all education stakeholders, state and federal governments, with the necessary information on the extent of teacher involvement in school governance and productivity in the workplace. This would allow them to encourage school leaders to

involve their teachers in the management of their schools. The study would allow teachers to know their productivity levels and make positive changes if necessary. This study would also enable schools, principals, parents, students and government to know ways and means to encourage teachers to be more productive in schools. The study would allow school leaders to discover areas where more effort and focus should be put in order to improve teachers' participation in school management and their greater work productivity in secondary schools. The results of the study would allow teachers and school leaders to determine the level of participatory management and teacher productivity and make the necessary adjustments to achieve maximum teacher involvement in school funding, conflict resolution, and disciplinary matters, as well as high levels of teacher productivity. In addition, the study would enable school and government leaders to develop necessary programs that would increase teacher involvement in these aspects of school governance, as this is likely to increase teacher productivity levels. The study would also allow aspiring researchers to become familiar with the insights already discovered and the areas of further research to solve the problem of low teacher participation in secondary school management in order to achieve high labor productivity among teachers.

2.6 Delimitation of the Study

This study is limited to public secondary schools in Ekiti State. There are various factors that can influence the high work productivity of teachers in secondary schools, such as: B. teachers' on-the-job experience, skills, age, qualification, educational institutions, class size, timetable, school climate and culture. However, this study examined the impact of teacher involvement in school funding, conflict resolution, and disciplinary matters on teacher productivity.

3. Literature Review

Consulting on management style with subordinates and seriously considering their opinions before making decisions is vital if expected company goals are to be achieved. Participatory management is a leadership approach that leads to a reduction in the power imbalance between superiors and subordinates. Giddens (1990) found that the basis for participatory management lies in the rapid pace of information technology and the explosion of knowledge, leading to an increasing pace of change in the world we want to know and in our way of knowing it. There is a need for the application of participatory management in human organization. If workers participate in management, their morale would be high. The duties, duties and responsibilities associated with secondary education such as curriculum development and instructional program, finance, staff functions, provision and maintenance of equipment and physical facilities, school-community relations, evaluation and supervision. These tasks that need to be administered administratively to achieve the goals of secondary education are numerous (Nwokafor, 1987 & Adedeji, 2007). Ebhohimen (1985) has grouped administrative tasks

in the same direction to include planning, organization, staffing, management, coordination, reporting and budgeting. Both Nwokafor and Ebhohimen agreed that because of the numerous tasks involved in school administration, it is unlikely that a single school administration can carry them out effectively, so participatory administration needs to involve teachers. They added that division of labor or sharing of different responsibilities has become an unavoidable concept in secondary school management. Graham (1978) & Prasad (1981) saw participatory management as the involvement of both administrative managers and subordinates in the day-to-day running of the organization. Participatory management occurs when a group shares the various managerial functions of planning, directing, and reviewing among themselves.

Productivity generally means the relationship between the output of goods and services and the use of resources, both human and material, used in the production process. Given the wide variety of meanings and their presence or absence observed in the activities of all human and other living organizations, productivity can be interpreted or misinterpreted in any way that the observer sees fit. The simplest definition of productivity is found in Hornby's (1998) Oxford Advanced Learners Dictionary as efficiency (particularly in industry). Productivity is therefore a measure of the efficiency in the use of the factors of production, people, money, methods and materials, including machines (Adibe, 1999). Nwasike (1991), consistent with this definition, defined productivity qualitatively as the efficiency with which inputs are used to produce the desired output. This qualitative approach is necessary because there are no measurable units, no productivity function and no database in administration. Uche (1991) viewed the productivity of public services as the arithmetic ratio between the amount produced and the amount of resources consumed in the course of production. These resources can be land, study materials, facilities, machines, tools, and the services of a man named Labour. This definition is consistent with the view of Adesina (1992) when he defined a formula for the simplest level of quantitative estimation of productivity as the ratio of output to any or all factor inputs. Adesina added that any factor that boosts productivity is likely to increase output as well. Conversely, therefore, factors that impede performance are likely to affect or reduce productivity, whether they are human, material, or machine. Work output, sometimes used interchangeably with productivity, is the act or fact that work output is provided or produced in an organization. Output is usually considered quantitatively, taking into account all factors involved in the production processes.

In the education system, therefore, productivity refers to the ratio between the total education output and the resource inputs used in the production process. Most definitions of productivity in education refer largely to outputs, which are sub-test results of an assessment of performance. Consequently, the measurement of productivity would be based on the student's result on the Senior Secondary School Certificate Examination (SSSCE), a questionnaire on student efficiency, effectiveness and discipline/behaviour. A teacher can thus be productive in organizing extra-curricular activities but relatively unproductive in curricular activities. Another may be productive in terms of student

discipline but not very productive in extracurricular activities. Sheehan (1973) summarized productivity as the actual level of input per unit of output, or the ability to improve input-output ratios through new methods, equipment, and techniques. In general, researchers use the following criteria to rate teacher productivity: principal ratings; teacher peer group assessment; ratings from fellow teachers; department head evaluation; self-assessments; student ratings of their teachers. Anderson (1954) discovered that teacher evaluation is to some extent influenced by the choice of criterion, and suggested that evaluation be made in relation to the criterion used, the person making the evaluation, the situation, and others factors must be made. In one study, Marsa, Overall, & Kesler (1979) discovered that there was considerable agreement between students and faculty in their ratings for each of the two courses; similar dimensions underlie both student and faculty evaluations; Validity coefficients were statistically significant for all assessment factors (median $r = 0.49$); The mean differences between student and faculty ratings were small.

Chawla & Kelloway (2004) said that participatory management predicts productivity and organizational change. Along the same lines, Subramaniam & Mia (2001), in their report on a study, showed that goal attainment is higher for managers when their subordinates are heavily involved in their budget planning. Piper (1974) compared the quality of decisions made by individuals acting alone with those acting in a group. The result of the test spoke strongly for group decisions. All leaders benefited from the participation of others, and listening to the advice of others prompted leaders to make the right decisions. Inkpen (1975) examined teachers' beliefs about their actual and desired involvement in decision-making and found that teachers desired involvement in some areas of management more than others. In a study on participatory budgeting, Nduka (1983) discovered that since school leaders and teachers are major players in the human processing arena in the school, they should participate in the process of making decisions about what happens in the arena. Furthermore, the efforts of the directors and teachers are all directed towards the same end goals. Their participation in such decisions relating to school funding, disciplinary matters, conflict resolution, curriculum formulation and implementation is made imperative by the simple logic of systems thinking. To be more specific, Nduka opined that both school leaders and teachers should be involved in all aspects of decision-making, including budgeting.

An organization's financial resources have been recognized as an important aspect of contributing to the development of any educational organization. The Federal Republic of Nigeria (1981) recognized this fact in the National Policy on Education, stating that education is an expensive social service that requires adequate funding from all levels of government for the successful implementation of educational programs in the country. Oguntoye (1983) & Lassa (1992) also found that finance is positively related to the quality of education. In a study on an input-output analysis in the Nigerian secondary school system, Oguntoye found that the recurring expenses for the maintenance and repair of school facilities are positively correlated with the quality of

secondary education. In one reported in Gibson et al. (1994) cited study by Alfred Marrow found that in participatory management productivity is high, costs are competitive and employees are happily satisfied. It is a management concept that encourages employee participation in decisions and matters affecting their work. Gravenir (1984) & Famade (1999) identified three main sources of education funding in Nigeria as financial contributions from the public sector, including federal, state and local governments; financial contributions from the private sector such as fees, contributions from companies and voluntary organizations external educational aid. Obi (2019) found that teachers' low involvement in budgeting and school funding significantly affected their job performance or productivity. Olutola (1981) found that the availability of school buildings and other operational facilities is important for teaching and learning activities. Dada (2010), in a study of secondary schools in south-western Nigeria, discovered that teacher productivity was low. The level of teacher involvement in management and decision-making was also low. She also found a significant association between teachers' involvement in decision-making in all aspects of their school management and their productivity.

Conflict is the premise of conflicting behavior, affective states of stress, tension, hostility, and fear in the person involved, ranging from passive resistance to overt aggression. The usual conflict between two individuals or groups within an organization is better analyzed in terms of a sequence of conflict episodes, and each episode begins with conditions characterized by certain conflict potentials (Adeyemi, 1985). Kilonzo & Ivita (2019) found that conflicts in public secondary schools are high between teachers and the administration, but moderate between teachers and their union. They added that the main factors influencing conflict are conflicting needs, conflicting roles, pressures, unpredictable policies, conflicting styles, conflicting perceptions, and conflicting goals and values. Conflicts can arise between individuals or between departments. Role conflicts could arise when the roles a person is asked to play conflict with important norms of the teaching team. Strategic conflicts are often planned. This type of conflict results from promoting the self-interest of an individual or a group (Emenike, 2004). The person or group initiating the conflict intends to gain an advantage over the other party. It is worth noting that all of the types of conflict discussed above occur in the school system. According to Kilonzo & Ivita (2019), conflict occurs in all types of human relationships and all social situations. Worker conflicts in the workplace have been reported by the International Labor Organization (ILO) as a common occurrence arising from differences and values in both the organization and workers. Conflicts, in most cases, created obstacles that undermined organizational development, and when this is not the case, the organization's management could be off course in an organization's affairs. Conflicts based on antagonistic sources, such as the conflict between cultural values and institutional expectations, role expectations, and personality roles, are derived from personality dissonance. Conflict resolution educational models and teaching in developmentally relevant and culturally appropriate ways, practices and skills are designed to address individual, interpersonal and institutional conflicts to create a safe

and welcoming learning environment. These skills, concepts, and values help individuals understand conflict dynamics and empower them to use communication and creative thinking to build healthy relationships and manage and resolve conflict fairly and nonviolently. Conflict resolution educators envision a peaceful, just world in which citizens act responsibly and fairly in their interactions and in their dispute resolution process (Wheeler, 2001). Bello (2006) advised resolving conflicts with awareness, tact, and diplomacy. Conflict resolution education is important for individuals to build competency in life skills. It is important for schools, classrooms and school communities to support effective and safe learning environments, and it is equally important for society to ensure a functioning and peaceful democracy.

On the relationship between teachers' involvement in conflict resolution in schools and their productivity, Wheeler (1994) reports in a study that teachers involved in conflict resolution in their schools are high achievers because their involvement in decisions about the resolution of Conflicts enriched their work productivity. The report further found that many students, teachers, school counselors and school principals interviewed during the study agreed that teachers' involvement in conflict resolution in the school improves the school climate and this improves the productivity of teachers and such schools generally increases. Similarly, the National Institute for Dispute Resolution (NIDR) (1994) & Lieber (1998) said that teachers who are allowed to participate in conflict resolution thus create a peaceful learning environment that produces high productivity in teachers and their schools in general. Duryea (1992), Field (1996), & Jones (2004) agreed that teachers who participate in conflict resolution achieve higher productivity because such teachers would be happy at work and likely to increase their productivity at work. Field (1996) added that students who study in a peaceful environment would learn more and this would increase their teachers' productivity and their students' achievement. Teachers' participation in conflict resolution would allow such teachers to know the problems of the students and how to solve the problems of individual students. This opportunity, if given to teachers, could increase job satisfaction and productivity (Inger, 1991; Townley & Lee, 1993). When teachers are allowed to participate in conflict resolution in schools, those teachers are assumed to feel important, have self-esteem, and like to work hard and achieve higher levels of work productivity. The question now is: are teachers allowed to participate in conflict resolution in their schools? Will their involvement in resolving school conflicts increase teacher productivity in schools in south-west Nigeria? This is what this study wants to examine.

It is widely believed that management, its mission and vision, effectiveness and efficiency inevitably affect staff productivity standards and student performance. UNESCO, Abuja (2000) asserted that education necessarily involves learning and all learning involves discipline, education necessarily involves discipline, which itself could be defined as compliance with standards or rules. Good discipline is therefore both a necessary condition and an indication of a high standard of education. Omiyale (2006) advocates the need for maintaining discipline in all organizations to improve good service delivery at all times. Bello (2006) supported this by saying that nothing of value

or meaning is possible without discipline. Lasting success cannot be achieved in any organization without discipline. He added that all problems can be solved with absolute discipline. Indiscipline in the schools harms the academic aspirations of such schools. Indiscipline in school should therefore be viewed with all seriousness. Indiscipline among students could hamper the progress of any school. In some schools, it was observed that the headmasters dealt with disciplinary issues without consulting their teachers. Teachers, who are closest to the students, are expected to be better at dealing with problems of indiscipline in their students. Although some principals were observed to set up disciplinary committees to investigate disciplinary matters, others merely announced actions taken on disciplinary matters to their students and their teachers on the congregation grounds. Discipline means good and acceptable behavior, while indiscipline means bad and unacceptable behavior (Ijaiya, 1997). Students, teachers, non-teaching staff, and even school administrators could be involved in disciplinary issues that require resolution in their schools. Any indiscipline in the school system must be curbed in order to promote progress in such schools, be it among students, teachers and administrators. To curb such acts, both teachers and administrators must work together to resolve them. Consequently, teachers should be involved in disciplinary matters/committees in their schools, which could increase teachers' productivity in the workplace in general. The present study examines the impact of teachers' involvement in school financial management, disciplinary issues, conflict resolution and their productivity in secondary schools in Ekiti State.

4. Research Methodology

The survey type descriptive research was adopted for the study. The research design is descriptive as it involves the collection of data to describe phenomena as they exist in practice and there was no manipulation of the variables involved in the study. Research is a survey type because it covers a wide area. In the descriptive survey, the researcher is concerned with describing existing phenomena in order to emphasize their relevance to given situations. Survey research examines large or small populations to discover the relative incidence, distribution, and interrelationships of sociological variables. It is also a survey research as it selected and examined a sample selected from a large population from which conclusions were drawn about the characteristics of the defined and selected population.

4.1 Population

The population of this study included all principals and teachers of all public secondary schools in Ekiti State.

4.2 Sample and Sampling Technique

A total of 450 respondents were used for the study, including 400 teachers and 50 principals. The multi-level sampling method was used to select the sample for the study.

The multi-stage sampling technique involves the stepwise selection of subjects from the population. The first phase involved the selection of 50 schools from the 16 local governments in Ekiti State. In the second phase, 400 teachers who were willing to participate in the study and who had already spent at least 5 years in the schools used for the study were selected to fill out the questionnaire on teacher participation in secondary school management. This was to ensure that only teachers who have contributed to the academic success of the students are used for the study. The third phase involved the targeted selection of 50 principals from the 50 schools used for the study to complete the teacher productivity questionnaire.

4.3 Research Instrument

Data for this study were collected through the use of two sets of questionnaires. The first was called the Teachers Participation in Secondary School Management Questionnaire (TPSSMQ), which was administered to teachers. The second was the proposed Teachers Productivity Questionnaire (TPQ) to be completed by school principals. Teachers Participation in Secondary School Management Questionnaire (TPSSMQ), consisting of two sections, A and B. Section A contained 11 items that provided background information about the teachers, such as school name, city, municipality, gender, age, school type, salary grade, Qualifications, professional experience and teaching hours. Section B consisted of items that generated information on the extent of teacher involvement in school financial management, disciplinary issues, and conflict resolution in secondary schools in Ekiti State, Nigeria. The Teachers Productivity Questionnaire (TPQ) also had two sections, A and B. Section A contained 4 items that provided background information on the teachers assessed by school leaders. Section B consisted of items that collected information about the productivity levels of teachers in their schools.

4.5 Validity of the Instrument

A good way to ensure the substantive validity of an instrument is to subject it to criticism from experts and authorities in the field of inquiry. To ensure the validity of the two sets of instruments, they were subjected to criticism by experts from the Departments of Education Management, Testing and Measurement, Faculty of Education, Ado-Ekiti University, Nigeria. Their suggestions then flowed into the modification of the instrument in order to do justice to the face and content of the instrument.

4.6 Reliability of the Instrument

The fact that an instrument is valid does not imply the immediate reliability of such an instrument. Reliability is the measure of an instrument's accuracy, stability, and consistency. The reliability of the two instruments was determined using the test-retest method. The two sets of instruments were administered twice, two weeks apart, to 50 teachers and 10 principals in a pilot study at ten public secondary schools not included in the surveyed schools. The values from the two response sets were correlated using

Pearson's product moment correlation formula to obtain the instruments' reliability coefficient. A value of 0.84 was obtained for the TPSSMQ, while a value of 0.78 was obtained for the TPQ. The coefficients were considered high enough for the reliability of the two instruments.

4.7 Ethical Consideration

The study respected all ethical principles of academic research. All respondents were informed of the nature, process and essence of the information they requested and the importance of their participants in the study. In addition, oral and written informed consent was obtained from the respondents used for the study.

4.8 Administration of the Instrument

The data for this study were collected by the researcher with the help of research assistants. The researcher also conducted follow-up visits to the schools to facilitate proper instrument completion. This helped reduce the difficulty in retrieving the instruments. The personal contact of the researchers with the interviewees promoted a better understanding of the elements in the instrument and easy locating of all administered instruments.

4.9 Data Analysis

The data collected was evaluated and subjected to statistical analysis. The descriptive aspects of the study were analyzed using frequency counts and percentages. Pearson's moment correlation coefficient was used to test Hypothesis 13, while multiple regression analysis was used to test Hypothesis 4. All hypotheses were tested at a significance level of 0.05.

5. Results and Discussion

Research Question 1: What is the level of teachers' participation in school management in secondary schools in Ekiti State?

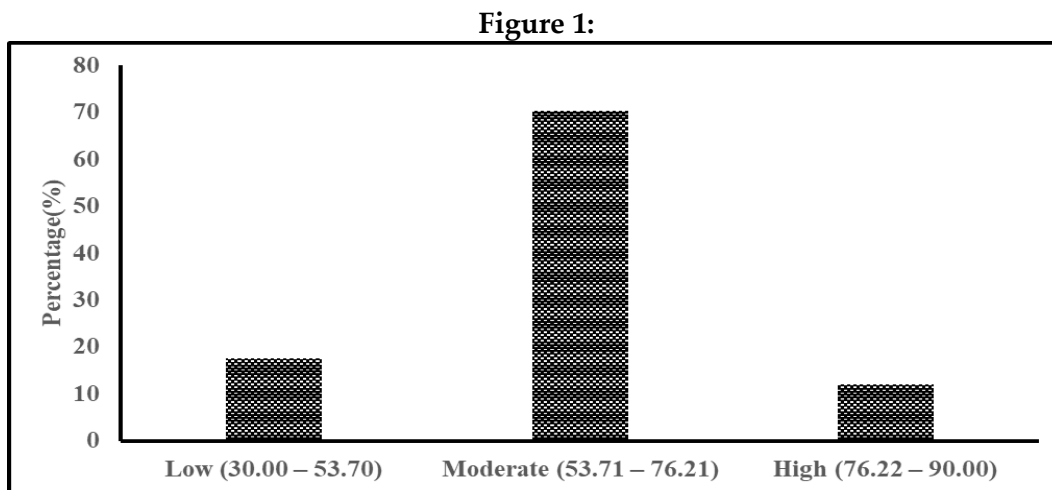
Table 1: Level of teachers' participation in school management in secondary schools in Ekiti State

Level of teachers' participation in school management	Frequency	Percentage (%)
Low (30.00 – 53.70)	70	17.6
Moderate (53.71 – 76.21)	282	70.4
High (76.22 – 90.00)	48	12.0
Total	400	100

Table 1 shows the level of teacher involvement in school management in secondary schools in Ekiti State. The result shows that 70 respondents, accounting for 17.6% of the

total sample, showed low teacher involvement in school management in secondary schools. Those with an intermediate level were 282, which is 70.4%, while those with a high level were 48, which is 12.0%. This shows that teacher participation in school management in secondary schools is moderate in Ekiti state.

Figure 1 also presents the level of teachers' participation in school management in secondary schools in Ekiti State.



Research Question 2: What is the level of teachers' productivity in secondary schools in Ekiti State?

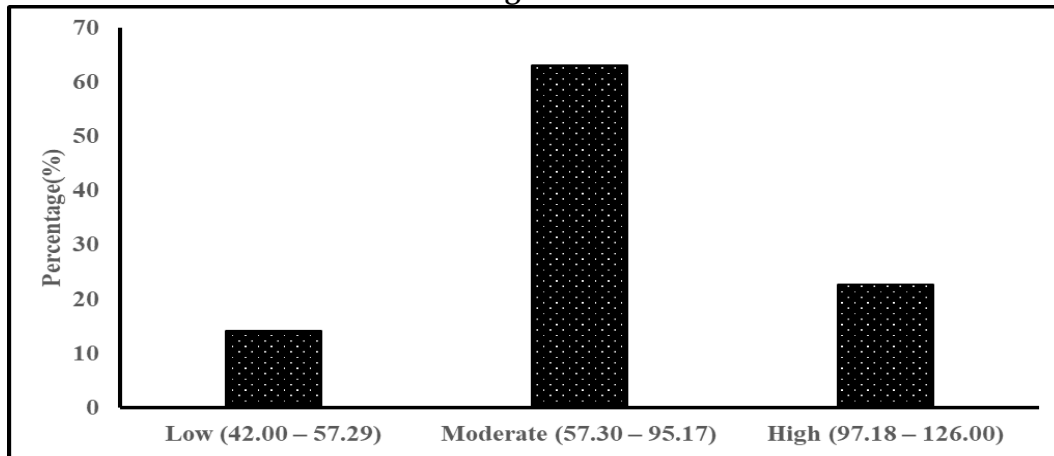
Table 2: Level of teachers' productivity in secondary schools in Ekiti State

Level of teachers' productivity in school	Frequency	Percentage (%)
Low (42.00 – 57.29)	7	14.2
Moderate (57.30 – 95.17)	32	63.1
High (95.18 – 126.00)	11	22.7
Total	50	100

Table 2 shows the level of teacher productivity in secondary schools in Ekiti State. The result shows that 7 respondents, accounting for 14.2% of the total sample, showed low teacher productivity in secondary schools. Those at intermediate level were 32, representing 63.1%, while those at high level were 11, representing 22.7%. This implies that teacher productivity in secondary schools is moderate in Ekiti State.

Figure 2 also shows the level of teacher productivity in secondary schools in Ekiti State.

Figure 2:



5.2 Testing of Hypotheses

Hypothesis 1: There is no significant relationship between teachers' participation in the management of school finance and their productivity in Ekiti State.

Table 3: Pearson correlation of teachers' participation in management of school finance and their productivity

Variables	Number of schools	Mean	SD	r	p
Teachers' participation in management of school finance	50	64.24	2.32	0.629*	<0.05
Teachers' productivity	50	72.09	2.97		

*p<0.05

The result in Table 3 shows that the calculated r-value (0.629) is significant at a significance level of p<0.05. The null hypothesis is rejected. This implies that there is a significant association between teachers' involvement in school finance management and their productivity in Ekiti State. The association between teachers' involvement in school finance management and their productivity is moderate and statistically significant at 0.05.

Hypothesis 2: There is no significant relationship between teachers' participation in disciplinary matters in secondary school and their productivity.

Table 4: Pearson correlation of teachers' participation in disciplinary matters and their productivity

Variables	Number of schools	Mean	SD	R	P
Teachers' participation in disciplinary matters	50	6.81	0.66	0.602*	<0.05
Teachers' productivity	50	72.09	2.97		

*p<0.05

Table 4 shows that the calculated r-value (0.602) is significant at a significance level of $p < 0.05$. The null hypothesis is rejected. This implies that in Ekiti State there is a significant association between teachers' involvement in disciplinary matters and their productivity. The association between teachers' involvement in disciplinary matters and their productivity is moderate and statistically significant at the 0.05 level.

Hypothesis 3: There is no significant relationship between teachers' participation in conflict resolution and teachers' productivity in Ekiti State.

Table 5: Pearson Correlation of teachers' participation in conflict resolution and their productivity

Variables	Number of schools	Mean	SD	R	P
Teachers' participation in conflict resolution	50	14.61	2.09	0.732*	<0.05
Teachers' productivity	50	72.09	2.97		

* $p < 0.05$

Table 5 shows that the calculated r-value (0.732) is significant at a significance level of $p < 0.05$. The null hypothesis is rejected. This implies that there is a significant association between teachers' involvement in conflict resolution and their productivity in Ekiti State. The relationship between teachers' involvement in conflict resolution and their productivity is high and statistically significant at a value of 0.05.

Hypothesis 4: Teachers' participation in school finance, disciplinary matters and conflict resolution will not significantly predict their productivity.

Table 6: Multiple Regression of teachers' participatory variables as predictors of their productivity

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig. T
	B	Std. Error	Beta (β)		
(Constant)	2.586	.653		3.958	.000
Participation in school finance	.400	.070	.645	5.725	.000
Participation in disciplinary matters	.454	.090	.532	5.022	.000
Participation in conflict resolution	.318	.075	.506	4.231	.000
Multiple R= 0.748, Multiple R ² =0.560, Adjusted R ² =0.531, F _{3,46} = 19.514					

* $p < 0.05$

Table 6 shows that there is a significant shared predictive impact of teachers' involvement in school financing, disciplinary issues, and conflict resolution on their productivity. ($F_{3, 46} = 19.514$, $p < 0.05$). The null hypothesis is rejected. The table shows that there is a significant positive multiple correlation between the predictor variables (teacher involvement in school funding, disciplinary matters, and conflict resolution) and their productivity in Ekiti State ($R = 0.748$, $p < 0.05$). This implies that all predictor variables are factors that can have an impact on teacher productivity. The value of the coefficient of

determination ($R^2 = 0.560$) indicates that all predictor variables combined accounted for 56% ($R^2 \times 100$) of the total variance in teacher productivity, while the remaining 44% of the unexplained variance is largely due to other variables outside of the regression model. The regression result further shows that involvement in school funding is the single best predictor variable that contributed to the overall variance in teacher productivity ($=0.645$), closely followed by involvement in disciplinary matters ($=0.532$) and involvement in conflict resolution ($=0.506$), is the lowest predictor of teacher productivity.

6. Discussion of Results

The result showed that teachers' participation in school management in secondary schools in Ekiti state is moderate. This result is an improvement over the results of Ayegbusi and Ogunlade (2020) who found that teacher participation in school governance was low in Ekiti state. Therefore, they do not match, which may be due to the different methods and respondents used for the two studies.

The study found that the productivity levels of secondary school teachers in Ekiti state are moderate. This finding contradicts Duze (2011), who found that the level of education has fallen at all levels.

Results showed that in Ekiti State, there was a significant association between teachers' involvement in school finance management and their productivity. The relationship between teachers' involvement in managing school finances and their productivity was moderate and statistically significant. The result indicated that there was a significant association between teachers' involvement in disciplinary proceedings and their productivity in Ekiti State. The association between teachers' involvement in disciplinary matters and their productivity is moderate and statistically significant. The results revealed that there was a significant association between teachers' involvement in conflict resolution and their productivity in Ekiti State. The relationship between teachers' involvement in conflict resolution and their productivity is high and statistically significant. These above findings on school funding, disciplinary issues, and conflict resolution are consistent with Dada (2010) who discovered a significant association between teachers' involvement in these aspects of management and their productivity in secondary schools in south-western states of Nigeria. However, the present study's findings of a moderate association between teachers' involvement in aspects of management and their productivity represent an improvement over Dada (2010), who found low levels of teacher involvement in management (school finances, disciplinary issues, conflict resolution). in secondary schools in south-west Nigerian states. The outcome of the present study is also consistent with Chopra (2020) who found that teachers' democratic participation in decision-making and management is a crucial component of equitable secondary education.

The result showed that there was a significant positive multiple correlation between the predictor variables (teacher involvement in school funding, disciplinary matters, and conflict resolution) and their productivity in Ekiti State. This implies that all

predictor variables or factors used in the study had an impact on teacher productivity. This result is consistent with Ayegbusi & Ogunlade (2020) who found a significant association between teacher involvement and their job satisfaction and productivity.

7. Conclusion

Based on the results of the study, it was concluded that teachers had moderate involvement in the management of their schools. Their productivity in their schools was also moderate. Teacher involvement in school finances, disciplinary matters, and conflict resolution was also moderate. However, there was a significant association between teachers' involvement in aspects of school management and their productivity in secondary schools in Ekiti State, Nigeria. There was also a significant positive multiple correlation between the predatory variables such as school funding; disciplinary matters; Conflict resolution and teacher productivity in secondary schools.

8. Recommendations

The study recommended that:

- 1) Since, teacher involvement in secondary school management was moderate, school leaders should therefore involve their teachers more in all aspects of school management.
- 2) The study found moderate productivity of teachers in schools, teachers should be encouraged by their school leaders, government and other education stakeholders to work more on their work to increase teacher productivity in the workplace by properly involving them in school management.
- 3) Teacher involvement in school funding, school discipline, and school conflict resolution were significantly related to teacher productivity, so, teachers should be appropriately involved in these aspects of school management.
- 4) All predictor variables or factors had impact on teachers' productivity, teachers should be allowed to be involved in school finances, school discipline, and the resolution of school conflicts to increase teacher productivity.

Conflict of Interest Statement

Dr. Afolabi Comfort Yemisi is the sole author of the paper and she declares no conflicts of interest in it.

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TEACHERS' PRODUCTIVITY IN SECONDARY SCHOOLS IN EKITI STATE, NIGERIA

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