



PARTICIPATION IN DECISION MAKING AND PRODUCTIVITY OF PUBLIC SCHOOL SECONDARY TEACHERS IN CLUSTER 13 DAVAO CITY DIVISION

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ABSTRACT

The study explored the relationship between participation in decision making and productivity of teachers in Cluster 13 public secondary schools of Davao City Division. Also, it investigated the association of the involved variables and the domains of participation in decision making of teacher that significantly influence their productivity of teachers. With the use of probability sampling, 176 public secondary teachers were selected as the respondents. Utilizing the descriptive-correlational survey method, the data collated were analyzed through the use of Mean, Product-Moment correlation and Regression Analysis. Results revealed that there was a high participation in decision making of teachers and a very high productivity of teachers among the respondents. Furthermore, there was a significant relationship between the participation in decision making and productivity of teachers. Moreover, all domains of participation in decision making of teachers, school planning, curriculum and instruction, school policy, rules and regulation, school budgeting and income generation, student affairs and disciplinary problem, and school building, were found to have significantly influence the productivity of teachers. Based on the findings, it was further suggested that higher officials in the Department of Education and school heads may craft interventions and programs reinforcing the participation in decision making of teacher which would increase the productivity of teachers. Moreover, future researchers may further explore the involved variables considering other factors and research methods.

KEYWORDS- Participation In Decision Making, Productivity, Descriptive Correlational, Davao City Division, Philippines

INTRODUCTION

Teacher work productivity has an essential and strategic role in realizing quality education. Productivity is the power or ability of an individual to produce more creative, generative output that generates benefits and benefits. It means, to increase school productivity, the work productivity of educators and educational personnel also needs to be increased. Teachers as professional and functional staff, responsible for carrying out the school's primary duties and functions, namely implementing education and learning services for students, have the most significant contribution to realizing school productivity. However, teachers with low productivity negatively impact the other teachers, decrease other staff's credibility at school, and deteriorate the school's performance and result.

The low productivity of teachers is a pressing global concern that impacts educational outcomes and the quality of learning across various countries. In Indonesia, report shows that Indonesia's education is ranked 10th out of 14 developing countries. An important component in education, namely teachers, ranks 14 out of 14 developing countries globally. Indonesian teachers' not optimal work productivity is probably caused by many factors, both internal factors of the teacher itself and external factors. This includes the capacity to decide for the betterment of their teaching craft (Anisah et al., 2020). In Nigeria, majority of primary school teachers were stressed on the job and this had negative impacts on their productivity. The study revealed that lack of job satisfaction, inadequate school facilities, were major causes of stress among primary school teachers. The study also revealed that stress had negative impacts on teachers' productivity (Aher, 2018). In Albania, stress caused by different factors of the school teacher affects the productivity of the teacher's educational work in the school (Mullai, 2018).

Meanwhile, in the Philippines, it is observed that teachers are expected to perform well by multi-tasking of heavy paper works, behavior management of the students, attending frequent seminars, reporting, and training, resulting in psychological concerns like as stress, job discontent, and disengagement, as well as worst-case scenarios of suicide, depression, and anxiety (Sarabia & Collantes, 2020). Faculty enormous workloads are undeniably difficult in working environments, not to mention the habit of overloading, which is similarly stressful among public school teachers (Geronimo & Olegario, 2020). Moreover, teachers experience stress because of time pressure, conflicting work demands, involvement in different committee works, and insufficient space for various activities (Manalo, 2019). A teacher who receives an additional workload is more prone to burn out. There are times when a teacher's extra workload brings him or her honor and prestige. However, studies show that increased workload leads to burnout and stress. These situations negatively affect the productivity of teachers (Jomoad, et al., 2021).



In Mindanao, multiple ancillary functions of teachers are few of the problems encountered by schools in Davao Del Sur, Region XI. Teachers, while performing their main function as classroom adviser, are also given extra non-teaching functions called ancillary functions as their additional workload since there is a need to assign these teachers as subject area coordinators, grade level head, canteen manager, sports coordinator, SBM, coordinator, club moderators, cluster subject area coordinator, coaches in different contests in cluster, division, regional and even at national levels which resulted into poor performance of teachers as well as students. More so, these lead to unproductivity for their teaching job (Into & Gempes, 2018).

In Cluster 13 of Davao City Division, the researcher observed that teachers face significant challenges in decision-making and productivity. Many struggles with making timely and well-informed decisions due to limited access to professional development opportunities, unclear administrative guidelines, and the pressure of balancing multiple responsibilities. The lack of collaborative decision-making structures and support systems further hinders their ability to implement innovative teaching strategies, leading to decreased motivation and efficiency. Additionally, high workloads and administrative tasks often leave teachers overwhelmed, reducing the time and energy they can dedicate to lesson planning, student engagement, and instructional improvement. Given the abovementioned circumstances, teachers encountered several challenges which make them unproductive. Despite the growing body of research on teacher productivity, there remained a significant gap in understanding how teachers' participation in decision-making processes influences their productivity levels. While numerous studies explored factors affecting teacher performance, the specific role of participatory decision-making in enhancing or hindering productivity had not been extensively examined. Most existing literature tended to focus on either productivity or decision-making in isolation, leaving a critical intersection unaddressed.

Hence, this study explored the status of teachers' participation in decision making and their productivity in teaching. Furthermore, it examined the association of the involved variables. Understanding the relationship between teacher productivity and their participation in decision-making was profound, as it would directly impact the quality of education and student outcomes. To effectively disseminate the findings of this research, a multi-faceted approach was employed, targeting various stakeholders in the education sector, including policymakers, school administrators, and educators. This plan involved organizing workshops and seminars to present the research results, highlighting best practices for involving teachers in decision-making processes to enhance productivity. By sharing these insights, the research aimed to foster a culture of collaboration within schools, leading to improved teaching practices and better educational experiences for students.

LITERATURE REVIEW

Teacher participation in decision-making is crucial for effective educational administration, fostering informed decisions, enhanced professional experience, and improved educational outcomes (Alamri, 2021; Mawajideh, 2021). When teachers contribute to decision-making, they become more enthusiastic about executing those decisions, leading to better outcomes (Mawajideh, 2021). Teacher involvement promotes respect, empowerment, trust, and skill development among educators, ultimately augmenting school performance (Macha & Mhagama, 2022). It also enhances staff morale, dedication, and collaboration, bridging the gap between administrators and educators (Wang, 2020; Bardwell, 2021).

In schools dedicated to student learning, teacher participation in decision-making is essential for smooth functioning (Gelaye, 2019). Participative management ensures ownership and support for collaborative decisions, fostering commitment and reducing conflicts (Limon, 2021). Teacher participation is vital for achieving school's mission and vision objectives (Taiwo & Ogunlade, 2020). Administrators should encourage teacher involvement in various areas, including events outside the classroom, to improve school performance (Rechsteiner et al., 2022). By involving teachers in decision-making, schools can: enhance communication and collaboration, foster respect and empowerment, improve educational outcomes, increase staff morale and dedication, achieve school objectives.

Effective planning is crucial for schools' success, with teachers playing a vital role in its execution (Silseth & Erstad, 2022). Planning involves conceptualizing a journey from the present state to a desired outcome or goal, and teacher participation fosters understanding, commitment, and creative ideas (Baldwin & Stearns, 2022; Tijani, 2020). Involving teachers in school planning is essential, as it amplifies their engagement, acceptance, and commitment to the plan's execution (Ampofo et al., 2019).

A participatory approach to planning should include all stakeholders, ensuring collective contribution and fostering acceptance. Decision-making, intertwined with problem-solving, is a fundamental aspect of planning (Birt, 2022). Active teacher participation in crafting school plans enhances their role in decision-making (Donley, 2019). School principals should create an inclusive planning environment, facilitating teacher involvement and collective contribution (Ampofo et al., 2019).

The benefits of teacher participation in planning are numerous, including increased understanding and commitment, amplified creative ideas and information, fostered acceptance and execution, collective contribution and engagement, and an enhanced decision-making role (Tijani, 2020; Endeshaw, 2020). Effective planning and decision-making in schools rely on teacher participation, principals' support, and an inclusive approach.



Teachers should exercise professional autonomy in curriculum and instructional decision-making, enhancing the learning and teaching process (Felayabi et al., 2022). This involvement includes creating and controlling learning experiences, manipulating the environment, and making decisions on lessons, tasks, and instructional placement (Otha, 2021). By participating in curriculum decision-making, teachers foster an understanding of learning, challenging tasks, student articulation, goal-setting, and context creation (Mulenga & Mwanza, 2019).

Teachers' involvement enables them to develop an overall approach to curriculum development, rather than following a prescribed course (Bas & Senturk, 2019). Empowering teachers to use professional judgment in curriculum and instruction decisions enhances teaching and learning efficacy (Kiser, 2020). Meaningful collaboration among school professionals requires involvement in management decisions, particularly those impacting curriculum and instruction (Hirpa, 2019).

Teachers play a crucial role in curriculum development, serving as architects of the curriculum, whether crafting or adapting materials (Ramos & Abad, 2023). Their perspectives and actions significantly influence curriculum creation and execution. Effective teaching and learning rely on teacher autonomy, involvement, and professional judgment in curriculum and instructional decisions.

Statement of the Problem

This study determined the relationship between the participation in decision making and productivity of public school secondary teachers in Cluster

13. More specifically, it sought to answer the following questions:

1. What is the level of participation in decision making of public secondary teachers in terms of:
 - 1.1 school planning;
 - 1.2 curriculum and instruction;
 - 1.3 school policy and rules regulation;
 - 1.4 school budget and income generation;
 - 1.5 student affair and disciplinary problem; and
 - 1.6 school building?
2. What is the level of productivity of public secondary teachers in terms of:
 - 2.1 personal;
 - 2.2 academic;
 - 2.3 curriculum planning and instruction;
 - 2.4 classroom management; and
 - 2.5 social?
3. Is there a significant relationship between participation in decision making and productivity of teachers?
4. Which domains of participation in decision making significantly influence the productivity of teachers?

METHODOLOGY

Research Design

This study employed a quantitative research methodology, specifically utilizing a descriptive correlational technique. Quantitative research entails the collection and analysis of numerical data to uncover trends, compute averages, make predictions, examine causal relationships, and generalize findings to broader populations. In contrast, qualitative research centers on the collection and interpretation of non-numerical data (Bhandari, 2023).

Meanwhile, descriptive correlational research is commonly used when a researcher seeks to discern the characteristics of particular groups or investigate the relationships among different variables. This design focuses on analyzing a single group to gain insights into the relationship between two variables. The significance of employing a descriptive correlational design lies in its ability to examine the interconnections between various variables (Brodowicz, 2024).

This study was categorized as quantitative due to its reliance on numerical data for analysis and interpretation. It employed a descriptive framework primarily focused on assessing the extent of teachers' involvement in decision-making processes and their subsequent productivity. Furthermore, it adopted a correlational design as it investigated the relationship between decision-making participation and the productivity of public secondary teachers within the Davao City Division.

Research Respondents

This study targeted 176 public secondary teachers from Cluster 13 within the Davao City Division. By applying Slovin's Formula with a margin of error set at 0.05, the initial population of 315 teachers teaching Grades 7 to 10, each with a minimum of two years of teaching experience, was reduced to 176. This approach aligned with Hair et al. (2018), who suggest that although a minimum sample size of 50 is acceptable for Pearson analysis, a sample size of 100 is generally preferred in research contexts. Therefore, the selection of 176 teachers was more than adequate to fulfill the objectives of the study.

The researcher employed a probability sampling technique called cluster random sampling to select the samples. This method involved dividing a larger population into smaller subgroups, or clusters, and then randomly selecting



some of these clusters to create the sample. Cluster random sampling is particularly advantageous for handling large populations and attaining the desired sample size, as it streamlines the research process by minimizing the number of participants needed when the overall population is too large to study comprehensively (Simkus, 2023). In this study, the researcher ensured that the chosen schools are adequately represented in the sample.

The researcher set specific criteria for selecting respondents, which include both inclusion and exclusion standards. This study focused on public school teachers teaching Grades 7 to 10 who have at least two years of teaching experience. This criterion was based on the premise that a two-year tenure in the public school system enables teachers to effectively evaluate their involvement in decision-making processes and their productivity. Consequently, teachers with less than two years of experience were excluded from the study. Moreover, participants had the freedom to withdraw from the study at any point if they felt uncomfortable or unwilling to continue with the survey, ensuring that their well-being and comfort were prioritized throughout the research process.

Research Instrument

This study used an adapted survey questionnaire to gather data, specifically crafted for its research objectives. The questionnaire was structured into two distinct sections to effectively address the research aims. The first section evaluated teachers' involvement in decision-making, while the second section focused on measuring teacher productivity.

The participation in decision making questionnaire was adapted from Gemechu (2014). The instrument consisted of 28 items. It was composed of six (6) indicators, namely: school planning (1-4), curriculum and instruction (1-6), school policy and rules regulation (1-6), school budget and income generation (1-4), student affair and disciplinary problem (1-4), and school building (1-4). The questionnaire was subjected to a pilot testing. Upon pilot testing, the instrument achieved a Cronbach's Alpha coefficient of .84, indicating strong internal consistency and reliability.

The productivity of questionnaire was adapted from Ramos and Galleto (2020). The instrument consisted of 25 items. It had the following indicators, namely: personal (1-5), academic (1-5), curriculum planning and instruction (1-5), classroom management (1-5), and social (1-5). When it was subjected to pilot testing, the instrument resulted in a Cronbach's Alpha coefficient of .87, demonstrating a high degree of internal consistency and reliability.

The research instrument for this study was revised to ensure it aligned more closely with the research objectives and goals. It was evaluated for content validity by three expert validators. Following this evaluation, the survey questionnaire underwent pilot testing with thirty (30) public secondary teachers who were not part of the designated respondent group to assess its reliability. The researcher consistently integrated feedback, suggestions, and comments from the advisor, panel members, and expert validators in an iterative manner. This process was essential for refining the instrument and ensuring it accurately measured the intended constructs.

Data Analysis

For more comprehensive interpretation and analysis of the data, the following statistical tools were utilized. These tools were used to answer the statement of the problem and the hypotheses of the study.

Mean. This was used to measure the level of participation in decision making and productivity of teachers. It answered the statement of the problem 1 and 2.

Pearson Product Moment Correlation. This was utilized to determine the relationship between participation in decision making and productivity of teachers. It answered the statement of the problem 3 and the first hypothesis.

Regression Analysis. This determined the significant influence of participation in decision making on productivity of teachers. It answered the statement of the problem 4 and the second hypothesis.

RESULTS AND DISCUSSION

Presented in this chapter are the findings based on the results of data gathered, the conclusions drawn from the findings and the recommendations for consideration.

The main focus of the study was to determine the significance of the relationship between participation in decision making and productivity of teachers in public elementary schools. The study was conducted in the selected public schools in Cluster 13 of Davao City Division. There were one hundred seventy-six (176) teachers who participated in this study. Descriptive correlational method of research was used in this study utilizing adapted research instruments. The said instruments were validated by the panel of experts and subjected to pilot testing before it was made ready for administration. Mean, Pearson Product Correlation of Coefficient and Regression Analysis were the statistical tools used in analyzing the data. The hypotheses raised in this study were tested at 0.05 level of significance.

The level of participation in decision making of teachers is high. This indicates that teachers are actively involved in shaping school policies, programs, and instructional practices. This inclusive approach likely enhances their sense of ownership, professional empowerment, and commitment to school goals. High participation in decision-making also promotes collaborative leadership and strengthens school-wide cohesion.



Meanwhile, the level of productivity of teachers is very high. This indicates that teachers consistently perform their duties efficiently and effectively, leading to positive educational outcomes. This suggests strong instructional delivery, time management, and dedication to student learning. Very high productivity among teachers can significantly contribute to improved student achievement and overall school performance.

It was found out that there is a significant relationship between participation in decision making and productivity of teachers. All domains of participation in decision making are related to teachers' productivity. This underscores the importance of fostering a collaborative school environment where teachers are empowered to contribute to key decisions.

Moreover, all domains of participation in decision making significantly influenced the productivity of teachers. This suggests that engaging teachers in various decision-making aspects within the school environment positively influences their overall performance.

Based on the findings of this study, the following conclusions were offered:

The level of participation in decision making of teachers is high which means that it is oftentimes evident. Apparently, school planning and curriculum and instruction are always evident while school policy, rules, and regulations, school budgeting and income generating, and student affair and disciplinary problem are oftentimes evident. On the other hand, school building is occasionally evident.

Meanwhile, the level of productivity of teachers is very high. Specifically, academic and social are always evident while personal, classroom management are oftentimes evident.

Based on the findings, participation in decision making and productivity are related. All domains of participation in decision making are linked to the productivity of teachers. This leads to the rejection of the null hypothesis.

Furthermore, all domains of participation in decision making significantly influenced the productivity of teachers. Of all the domains, curriculum and instruction indicates a higher influence on the productivity of teachers compared to other indicators This leads to the rejection of the null hypothesis.

The significant and positive correlation between teacher participation in decision-making and productivity aligns with the principles of Likert's Theory of Participative Management (1960), as discussed in Indeed (2024). This leadership theory emphasizes seeking input from all members of an organization, where leaders solicit ideas and feedback from their team before making decisions or implementing new processes. The core of participative leadership is allowing employees to engage in the decision-making process. Although different subtypes of participative leadership, such as democratic and autocratic leadership, may result in the leader making the final decision, employees still play a crucial role in generating ideas and discussing options prior to the final choice.

In the context of this study, the theory, which advocates for involving employees in organizational decision-making, is highly relevant to educational settings. It suggests that when teachers are involved in school decisions, they experience a stronger sense of ownership and commitment, leading to greater job satisfaction and enhanced productivity. The theory underscores that participation boosts morale and aligns individual efforts with organizational goals, ultimately improving overall performance.

Recommendations

The following suggestions were offered based on the conclusions of the study:

Based on the findings, DepEd officials are encouraged to continue fostering a culture of teacher participation in decision-making, particularly in areas such as school planning, curriculum development, and instructional strategies, as these have a strong link to increased teacher productivity. Officials may also consider providing more structured opportunities for teachers to engage in decision-making regarding school policy, budgeting, and student affairs, as these aspects have been shown to positively impact teacher performance. Additionally, even though teacher involvement in school building decisions is less frequent, DepEd may want to explore ways to increase engagement in this area, as it could further enhance the work environment and contribute to improved productivity across all domains.

Moreover, school heads may further empower teachers by providing more opportunities for them to participate in decision-making processes, especially in key areas such as school planning, curriculum development, and instruction. Encouraging greater involvement in areas like school policy, budgeting, and student affairs could help enhance teacher motivation and productivity, as these aspects have shown to significantly influence their overall performance. Additionally, school heads may want to explore ways to involve teachers more actively in decisions related to school building and physical infrastructure, even if these areas are less frequently addressed, as fostering a collaborative decision-making culture will likely lead to even higher levels of teacher productivity across both academic and social domains.

Furthermore, teachers may actively participate in decision-making processes, particularly in areas like school planning and curriculum development, where their contributions are always evident. Additionally, teachers may seek opportunities to expand their involvement in other areas such as school policy, budgeting, and student affairs,



as these domains also significantly influence their productivity. Fostering a collaborative approach to decisions related to school building, even though less frequent, may further enhance their sense of ownership and motivation, ultimately contributing to sustained high levels of productivity across various aspects of their professional responsibilities.

Lastly, future researchers may investigate the relationship between teacher participation in decision-making and their productivity, particularly focusing on the less evident areas such as involvement in school building decisions and personal productivity aspects. Exploring the underlying factors that limit teacher engagement in infrastructure-related decisions may reveal organizational or cultural barriers that could be addressed. Moreover, longitudinal or mixed-methods studies could provide a deeper understanding of how sustained participation over time influences teacher motivation, satisfaction, and overall performance across various domains.

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