

## Supervisors and subordinates' contribution to the administration of public secondary schools in Cross River State, Nigeria

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### ABSTRACT

This study examined supervisors' and subordinates' contributions to the management of public secondary schools in Cross River State. The study adopted a descriptive survey research design. The population of the study comprised 4,788 supervisors and subordinates from 292 public secondary schools in Cross River State. A sample size of 369 respondents was drawn from the entire population using the Taro Yamane minimum formula. The respondents were drawn for the study using stratified random sampling techniques. The instrument for the study was a questionnaire titled: Supervisors and Subordinates' Participation in the Administration of Public Secondary Schools Questionnaire. The questionnaire was confirmed by the researchers' supervisors along with three other specialists in Measurement and Evaluation at the University of Port Harcourt. A reliability coefficient of 0.81 was obtained. The research questions were answered using mean and standard deviation while the hypotheses were tested using a z-test at a 0.05 level of significance. The results of the findings revealed that the ways supervisors and subordinates participate in decision-making in the administrations of public secondary schools in Cross River State, Nigeria include adoption of your suggestions for planning purposes, consultation on ways forward towards emerging administrative crises, and encouragement to share ideas for organizational goals attainment. Based on the findings, it was recommended among others that supervisors saddled with supervisory roles should continue to engage their subordinates in decision-making to boost their contribution towards teamwork and effective public secondary school administration in the state.

**Keywords:** Administration, Contribution, Education, Subordinates, Supervisors

### 1. INTRODUCTION

Education and other activities executed in the administration of the school for the attainment of short- and long-term educational objectives are shared responsibilities. The accomplishment or letdown of the school system depends on how well-outlined goals and objectives are carried out in line with extant rules and regulations. All of the activities passed out in the process of school administration; teaching, funding, staffing, motivating, and so on are only successful when all employed staff are united in the pursuit of these goals through committed participation. However, studies have shown that several aspects of school administration including teaching, financing, personnel administration, and management of physical facilities have continued to suffer setbacks largely because relevant stakeholders in the school have failed to carry out their duties as expected. The lack of participation between supervisors and their subordinates in schools sometimes leaves several essential tasks undone. It is on this premise that this study proposes to explore the extent to which supervisors and subordinates participate in public secondary school administration.

Education remains an essential social service that is designed to enable the growth, progress, and prosperity of individuals, institutions, and nations in line with expected objectives. Each of the levels of education in any country has predetermined objectives that are expected to contribute to raising reasonable and responsible individuals for the nation. The kind of educational service provided in any school is of interest to parents, teachers, the government, and the general public as this is essential for enhancing the social and economic opportunities of all. School administrators are required to build or organize basic resources including expertise that will be able to address the difficulties that result from the growing complexities of education for students and the profession at large as well as strategies for maximizing its benefits and minimizing its drawbacks. This means that school heads have the responsibility of ensuring that they build intervention techniques that will help safeguard that the needs of students and the profession are met in the process of building capacity that will make the education system relevant to the needs of society by leveraging on areas of strength

while minimizing threats and weaknesses that can hinder the education system from being relevant to societal needs. The duty of the school enumerator is therefore more complex than just the day-to-day operations of the school. Part of what any school administrator does is understudying the school curriculum to see how it can be more alive to the needs of the society. School administrators such as principals of secondary schools are critical of both the formulation, implementation, and evaluation of the school curriculum because this determines how well the education provided will be useful to society. The principal as an administrator has a part to play in terms of determining the methods for improving the curriculum during implementation in his or her school after it has been formulated so that students, educators, and other school personnel in the school who interact with the curriculum at all levels can enforce the curriculum in the proper perspective, particularly in developing or meeting the developmental needs of the nation. School principals are curriculum custodians and they ensure that the right team is built to assist in the successful implementation of the curriculum for it to be meaningful to societal advancement.

One of the key challenges that the education sector has met over the years has to do with policy formulation and implementation procedures. The role of laypeople and educators in formulating and enforcing policies about different facets of the educational system in schools has been one of the undoing of the school system. Principals also formulate policies as part of their administrative functions while their subordinates carry out the duty of implementation of these policies. Principals have the duty of understudying the school where they operate and ensuring that policies that will enable their school to meet targeted educational outcomes are made and enforced. Doing this helps to ensure that the school contributes to the broad educational goals and objectives made by the government across all levels for national development.

The administration of the school is important for the achievement of short and long-term objectives of any learning institution whether public or private. School administrators both in the private and public sector invest heavily in the school system using different administrative strategies as this determines the quality of education that will eventually be provided and the satisfaction of education seekers. The school administration is part of management procedures that focus on how threats are curtailed and opportunities are maximized using available but limited resources. Bhowmik and Banerjee (2015) pointed out that the process of administration involves a whole lot of activities some of which include; planning educational activities that run from the beginning to the end of the school session, budgeting available funds to meet the various needs of the school, providing materials and equipment for school use, providing the required human resources, providing instruction, introducing relevant school leisure activities and recording and preserving the data of the school all to meet the objectives of the school.

Aslanargun (2012: 1339) stated that the principal of a school, as an instructional leader, is accountable for overseeing activities both within and outside of the school that pertain to teachers, students, curriculum, the teaching-learning procedure, the environment, and parents. Principal along with other administrative heads; Heads of Departments, Committees, and Units assist the principal in the implementation of scheduled activities. These administrators, who are also saddled with the duty of supervising all the activities that take place in the school as well as under their various units, are expected to guide their subordinates in enforcing the plans and programs of the school. Supervisors in the school such as the principals carry out different activities that relate to the students, teachers, parents, and government officials that contribute to the school administration. The active participation of these supervisors in all of these activities is essential for the accomplishment of the school. Supervisors are expected to be active participants in all of the administrative activities that take place in the school ranging from the management of physical, human, and financial resources as well as the management of the policies of the school. Their participation in the process of planning, organizing, mentoring, evaluation, and monitoring among others is all important for the plane administration of the school. Failure of any of these categories of supervisors to carry out their duties as expected will lead to negative consequences on the overall school administration both in the short and long term.

Subordinates are also important participants in the administration of any organization including the school system. The involvement of subordinates such as the teachers in the school in any educational administration process results in their satisfaction and motivation and these make them eager to take on the tasks assigned (Mohammed, Edu & Etoh, 2020). Teachers contribute both directly and indirectly in the process of school administration and their input cannot be jettisoned. Their participation in the administrative process of the school also assists in determining the success that supervisors will achieve in the process of playing their roles in the administration of the school. Gembalska-Kwiecien, Skotnicka-Zasadzien, Wolniak and Bujna, (2018: 689) stated that “every employee in most formal organizations, regardless of their position within the organizational structure, plays crucial roles in the development of the organization

and are both strategic, responsible and accountable for its overall success". This means that the success or failure of the administrative process of a school is both to the credit and blame of both supervisors and subordinates and as such the participation of both categories of staff is essential in the administration of the school. However, several personal as well as institutional factors can limit how much supervisors and their subordinates can do in the process of school administration, and this is largely responsible for why several schools have either failed or struggled to achieve their short and long-term educational goals and objectives which also erode their overall performance to the dissatisfaction of critical educational stakeholders. This is responsible for the public outcry on the issue of falling standard of education simply because critical stakeholders have failed to be active participants in the process of high school administration, especially in public high schools. Every school is therefore in search of innovative strategies to ensure that supervisors and subordinates are actively participating in the process of school administration for the attainment of outlined educational goal line and various objectives irrespective of the type of education.

### **1.1. Statement of the problem**

School as a formal organization consists of those who are at the top management such as the supervisors called principals and below these are the teachers called the subordinates. It seems in many schools; both the supervisors and the subordinates are not proactive in the discharge of their duties which leads to slackness in the process of organizational administration. Several school programs, policies, and activities especially in public schools have failed as a result of the inability of those either at the supervisory or subordinate level to discharge their responsibilities. Despite the resources provided by the government and all the efforts to ensure that quality education is maintained, this ugly trend persists and this is worrisome. Hence a glance at Cross River State at present reveals a disconnection between supervisors' and subordinates' contribution to the administration of public secondary schools in the state and this study is worried as this has created a huge setback to fully attaining the goals line and objectives of secondary schooling in the state.

### **1.2. Purpose of the study**

The study investigated supervisors and subordinates' contribution to the administration of public secondary schools in Cross River State to establish whether or not supervisors and subordinates participate in the management of public secondary schools in Cross River State. The objectives guided the study:

1. determine the ways supervisors and subordinates contribute to decision-making in the managing of secondary schooling in Cross River State, Nigeria.
2. establish the ways supervisors and subordinates contribute to budgeting in the managing of public secondary schooling in Cross River State, Nigeria.

### **1.3. Research questions**

1. In what ways do supervisors and subordinates contribute to decision-making in the managing of public secondary schooling in Cross River State, Nigeria?
2. In what ways do supervisors and subordinates contribute to budgeting in the managing of public secondary schooling in Cross River State, Nigeria?

### **1.4. Hypotheses**

1. There is no significant difference between the mean ratings/scores of qualified and less qualified respondents on ways supervisors and subordinates contribute to decision-making in the management of public secondary schooling in Cross River State, Nigeria
2. There is no significant difference between the mean ratings/scores of male and female respondents on ways supervisors and subordinates contribute to budgeting in the administration of public secondary schools in Cross River State, Nigeria.

## **2. LITERATURE REVIEW**

### **2.1. Supervision**

The idea of supervision carries unique significance for individuals in various contexts. Supervision is often linked with the act of overseeing or inspecting the work of others. It involves an individual monitoring the work of others, ensuring it is performed accurately, and offering essential guidance. Olorode and Adeyemo (2012) pointed out that it is an operational guidance. The process of supervision also involves assuring that employees operate under existing work plans and schedules, and this requires providing direction, instruction, and oversight of the workforce in line with institutional principles this act of supervision additionally ensures that workers are receiving all assistance required and attainable to complete their assigned tasks. As opined by Fisher (2011), supervision entails all actions taken by school officials to guide workers on what they need to do on the job. In any formal organization, there are reasons why supervision is provided

for each work being executed and as such there are targets or objectives for supervision this includes assuring that employees are working under the short and long-term goals of the organization in focus by limiting errors and wastages which is likely to cost the organization more than just providing supervision.

### ***Subordinates***

Even though subordinates are considered to be followers, they are also as important to the success of any organization as their supervisors. Subordinates are often considered as workers who are responsible for the practical enforcement of the work schedules outlined in any organization. A worker who occupies a lower position in the organizational structure is seen as a subordinate. Oginni, Afolabi and Erigbe (2014) asserted that staff members or workers, as the case may be, are viewed as subordinates in the organizational context so long as there is accountability for taken in the course of carrying out the assigned task(s), while the supervisor is viewed as both a superior and a leader in the discussion. He or she has the role of enforcing the duties of the organization. A person of a lower rank is referred to as a subordinate. He or she is an employee who reports to a supervisor or an assembly of executives in an organization and is referred to as a subordinate because he or she is at the bottom of the organizational structure.

There are subordinates in almost all organizations but most entities prefer to avoid using the word because of its negative significance that it portrays in the organizational order. The subordinates in any organization are often lower ranks and most times are expected to do the actual work needed for the sustenance of the organization. This group of workers often reports to someone above them who provides direction and guidance on the nature of work expected of them. This means that in the organizational pattern while the supervisor is the person who gives direction, the subservient reports to the supervisors or superiors and who they look to for guidance, instruction, and input so that the work they are discharging can meet established standards. Even though subordinates are at the lower structure of an organization, their contribution to organizational success cannot be quantified. However, the contribution of subordinates to organizational success depends on their readiness and professionalism and this can be developed over time through continuous learning.

### **2.2. Subordinates' Contribution to the administrations of public secondary schools**

The subordinate is critical in the administration of any school system and their contribution and involvement in school activities is also vital to recording any success. It was established by Prew (2012) that shared responsibility is vital to the success of organizations. Subordinates' participation in school activities contributes in no small measure to the growth and success of any formal organization such as the school system. Several researches have been carried out by scholars such as Yousuf, Parveen and Dahar (2013) to determine how subordinates such as teachers should participate in the administration of the school and they concluded that this kind of participation contributes significantly to the satisfaction of subordinates on the job. Yousuf, Parveen, and Dahar (2013), point out that aside from teaching, a teacher's administrative duties include reviewing subject matter, creating lesson plans, some of which require administrative approval, grading papers, creating report cards, occasionally performing some menial tasks, policing hallways, supervising lunchrooms, and chaperoning students, maintaining meticulous attendance records, writing reports to counselors, calling parents on the phone and writing letters to parents, and staying current in their field of expertise. Teachers are expected to actively participate in the organization of school activities for the smooth administration of the school. Organizing programs, resources, and activities that will enhance the school to gain its short and long-term goals and various objectives are part of the duties that the teacher must be involved in. The various activities and programs that fall under a teacher's purview must be organized adequately. He or she must arrange the seating appropriately, set up the audio-visual materials, plan the lesson, and ensure that all the needed resources are in the right place for meaningful teaching and learning (Yousuf, Parveen & Dahar, 2013). This role must be properly carried out for the smooth administration of the school.

Additionally, teachers can also be directly or indirectly involved in some of the roles played by the supervisor such as curriculum development, decision-making, and planning. Macha and Mhagama (2022) noted at times, teachers' views on making decisions in the classroom can be affected by scenarios where the decision-making responsibility is given to school administrators, making it difficult to implement decisions. As a result, it's important to provide training for both school administrators and teachers to enhance their grasp of the importance of group decision-making in order to enhance school performance. Therefore, school administrators must be willing and ready to carry their teachers along in some of the roles they play as the teachers also end up becoming supervisors in the future, and as such their preparedness is critical to the future of the school as an organization.

### **2.3. Supervisors and subordinates' contribution in decision making**

The process of making decisions is a crucial aspect of school administration. However, it is frequently delegated as a primary responsibility of senior management within any formal organization. The plans of formal organizations have not been successful, leading to a demand for a decision-making process that involves more participation. This would involve incorporating the ideas of subordinates into the decision-making process to guarantee the success of organizational plans. Sobh (2015) emphasized that decision-making is a multifaceted process that involves an individual's capability to both recognize the problem facing an organization and pinpoint the underlying causes. This process also includes the selection of the best possible solution, taking into account the individual's potential, perspective, and the application of the chosen solution. Moreover, it entails monitoring the outcomes resulting from the implementation of the chosen solution. Ultimately, the goal of this process is to identify and implement the most optimal course of action for the organization, to enhance its overall performance.

One of the most crucial and significant aspects of an organization's existence is the decision-making process. This process needs to be participatory so that all employees in the organization have an understanding of the goals and strategies of the organization for achieving these goals. It is the cornerstone of the leadership process but can only be more successful when the suggestions of subordinates are consulted as their input as field workers is essential to the administration of any organization. This serves as the beginning point for every task and job inside the organization and this applies to the school system.

Principals' successes are largely dependent on how well the decisions made turn out. This can be very impactful if principals involve teachers and other non-teaching staff in taking actions that affect the administration of the school. One crucial and basic management process is the decision-making process. It catalyzes all human resource-related initiatives. All categories of workers must comprehend the decision-making process as this is important for organizational goal attainment. It is necessary for subordinates such as the teachers to be able to make the best decisions possible as they are usually the workers that implement the action plan that has been taken. Training programs can help with this by addressing inefficiencies and lack of experience in decision-making from the angle of the subordinates (Al-Ghamdi, 2015). On this note, principals in schools as administrators must educate their subordinates and train them on how they can participate in making quality decisions that will assist the school achieve its objectives.

### **2.4. Supervisors and subordinates' contribution in budgeting**

Budgeting is another important component of school administration which is essential for the daily running of the school. The budget of the school can be as simple as determining the expenses that will be incurred for a day which must be planned for more complex analysis such as determining the revenue and expenditure of the school for some time usually a year. A budget is a comprehensive plan that outlines how financial and non-financial resources will be acquired and used over a given period. School administrators succeed in implementing their financial plans only when a budget has been prepared. Budgeting is the process of creating the budget. As a result, the budget is a planned expenditure that is based on the organization's strategies for gathering the required revenue to implement these expenditures. It ought to be applied for the customary goals of assessing outputs and performances for specific members or organizational functions. Based on this assessment, individuals or groups may receive incentives like bonuses and promotions for exceptional work, or sanctions for poor work (Ogiedu & Odia, 2013). Since the budgeting process affects the job of the teacher either directly or indirectly, their involvement in the budgeting process cannot be ignored. The incentives, dues, taxes, and bonuses of the teacher are all budgetary items and as such the involvement of these subordinates in the budgetary process is very important for any success to be recorded in this aspect of school administration.

The degree of subordinate influence over the budgetary target setting and a channel for communicating with and influencing administrators are two definitions of participatory budgeting. Budget participation, which is important for goal commitment and will improve workers' performance, can be problematic because it can be viewed as a waste of time that yields no results. After all, workers don't want to work on tasks for which they aren't paid. This explains why some workers do not engage themselves in the budgetary process. However, if the principal and the teachers as well as other staff do not collaborate to chart the course of the budget, they will all be affected in one way or the other if the budget runs into a deficit. The input from subordinates can boost the revenue for the school and empower the school to achieve several of its plans and programs. Participatory budgeting activates cognitive mechanisms. The cognitive mechanism assumes that allowing subordinates to participate in budget creation will give them the chance to obtain, share, and distribute information pertinent to their jobs for decision-making, which will enhance worker performance. Involving workers in the budget process gives them a sense of reasoning that they will benefit adequately from the transparent implementation of the financial plans in school.

### 3. RESEARCH METHOD

The research used a descriptive survey because it was appropriate for retrieving data from a sample of the population to conclude the entire study population. This design was suitable for using a questionnaire to gather primary information about the study population (Nwankwo, 2013).

4,788 respondents consisting of 292 principals and 4496 teachers in all the 292 public secondary schools in Cross River State served as the population. These respondents were drawn from the entire 292 public senior secondary schools which are disseminated across the 18 Local Government Areas of Cross River State. The sample for the study was 369 supervisors (principals) and subordinates (teachers) consisting of 23 supervisors and 346 subordinates in the study area. The sample size for the study was arrived at, after subjecting the population of the study to statistics estimation using the Taro Yamane formula for determining the least required sample size from a known population of a study. The respondents were drawn for the study using a stratified random sampling technique. This sampling technique was used because the population of the study consisted of different categories of respondents who are also unequally distributed across the 18 Local Government Areas of the State. This sampling technique makes it possible for the sample size drawn to be representative of the various categories of respondents of the study. The instrument that was used for the collection of data was a self-structured questionnaire titled: Supervisors and Subordinates Contribution in the Administration of Public Secondary Schools Questionnaire (SSCAPSSQ). This will be designed by the researcher with the guidance of her two experts in the educational management and measurement and evaluation department. The questionnaire contained two sections namely; Section A and Section B. Section A was used to collect demographic data on the respondents of the study such as their status, gender, qualification, years of service, name, size, type, and location of school, while Section B contained 10 questionnaire items. These are; items 1-5 (decision-making variable), and items 6-10 (budgeting variable). These weights were summed up totalling 10 and divided by the number of response options 4 and this gave a value of 2.50 which was the criterion mean score to make remarks on whether an item was agreed or disagreed. The face and content validities were determined by the researchers' supervisors and three other experts in Measurement and Evaluation at the University of Port Harcourt. The internal consistency of the questionnaire was determined using the Cronbach alpha statistics. There are twenty respondents (ten teachers and ten principals) who were not part of the sample selected for the study after validation. Responses of these 20 respondents to the 40-item questionnaire were subjected to a reliability test to determine the reliability of the questionnaire, and a reliability index of 0.81 was obtained. The 369 copies of the instrument were administered. The research questions raised were answered using mean and standard deviation. Mean scores above the criterion mean of 2.50 implied that the response agreed by the respondents while the ones below the criterion mean score implied that the response disagreed. On the other hand, z-test were used to test the hypotheses at a 0.05 level of significance.

### 4. DATA ANALYSIS

**Research Question One:** In what ways do supervisors and subordinates contribute to decision-making in the administrations of public secondary schools in Cross River State, Nigeria?

**Table 1:** Mean and Standard Deviation on the Mean of Principals and Teachers on the Ways Supervisors and Subordinates contribute to decision-making in the Administrations of Public Secondary Schools in Cross River State, Nigeria

S/No	Items	Principal		Teachers		Mean Set	Decision
		Mean	SD	Mean	SD		
		N = 21		N = 339			
		$\bar{X}_1$		$\bar{X}_2$		$X_1 X_2$	
1	Adoption of your suggestions for planning purposes	2.81	1.08	2.74	0.96	2.78	Agreed
2	Involvement in resolving pressing educational challenges	2.14	1.00	1.96	1.31	2.05	Disagreed

3	Consultation on ways forward toward emerging administrative crises	2.94	1.09	2.74	0.96	2.84	Agreed
4	Encouragement to share ideas for organizational goal attainment	3.09	0.81	2.48	1.25	2.78	Agreed
5	Participation in debating organizational policies	2.22	1.34	2.10	0.93	2.16	Disagreed
<b>Average Mean/Standard Deviation</b>		<b>2.64</b>	<b>1.06</b>	<b>2.40</b>	<b>1.08</b>	<b>2.52</b>	<b>Agreed</b>

Data in Table 1 cover items 1, 3, and 4 had mean ratings above the criterion mean of 2.50 and were agreed as the means supervisors and subordinates contribute to decision-making in the administrations of public secondary schools in Cross River State, Nigeria. Differently, items 2 and 5 had mean ratings below the criterion mean of 2.50 and were disagreed as part of the ways supervisors and subordinates participate in decision-making in the administrations of public secondary schooling in Cross River State, Nigeria.

The average aggregate mean of 2.52, above the criterion mean of 2.50, principals and teachers (respondents) agreed on the ways supervisors and subordinates contribute to decision-making in the administrations of public schooling in Cross River State include: adopt your suggestions for planning purpose, consultation on ways forward towards emerging administrative crises, and encouragement to share ideas for organizational goals attainment.

**Research Question Two:** In what ways do supervisors and subordinates contribute to budgeting in the administrations of public secondary schools in Cross River State, Nigeria?

**Table 2:** Mean and Standard Deviation on the Mean of Principals and Teachers on the Ways Supervisors and Subordinates contribute to Budgeting in the Administrations of Public Secondary Schools in Cross River State, Nigeria

S/No	Items	Principals		Teachers		Mean Set	Decision
		N = 21		N = 339			
		Mean $\bar{X}_1$	SD	Mean $\bar{X}_2$	SD	$X_1X_2$	
6	Involvement in sourcing revenue for the school	2.81	1.02	2.93	1.18	2.87	Agreed
7	Participation in financial planning activities	2.61	1.13	1.81	1.10	1.86	Disagreed
8	Engagement in school budget audit	2.80	1.02	2.95	1.18	2.87	Agreed
9	Opportunity is provided to scrutinize school expenditure	2.87	1.12	2.01	0.93	2.44	Disagreed
10	Assigned responsibility of interfacing with school funders	3.54	1.06	3.00	1.10	3.27	Agreed
<b>Average Mean/Standard Deviation</b>		<b>2.92</b>	<b>1.07</b>	<b>2.54</b>	<b>1.09</b>	<b>2.73</b>	<b>Agreed</b>

Data in Table 2 show that items 6, 8, and 10 had mean ratings directly above the criterion mean of 2.50 and were agreed as the ways supervisors and subordinates contribute to budgeting in the administrations of public secondary schooling in Cross River State, Nigeria. Differently, items 7 and 9 had mean ratings slightly below the criterion mean of 2.50 and were disagreed as part of the ways supervisors and subordinates participate in budgeting in the administrations of public schooling in Cross River State.

The average aggregate mean of 2.73, is above the criterion mean of 2.50, principals and teachers (respondents) agreed that the ways supervisors and subordinates contribute to budgeting in the administrations of public schools in Cross River State, Nigeria include: involvement in sourcing revenue for the school, engagement in school budget audit, and assigning responsibility of interfacing with school funders.

**Hypothesis One:** There is no significant difference between the mean ratings of qualified and less qualified respondents on ways supervisors and subordinates contribute to decision-making in the administration of public secondary schools in Cross River State, Nigeria.

**Table 3:** Z-test analysis of the difference between the Mean Ratings of Qualified and Less Qualified Respondents on Ways Supervisors and Subordinates contribute to decision making in the Administration of Public Schools in Cross River State, Nigeria

Variable	N	Mean	SD	Df	z-cal.	z-crit.	Level of Significance	Decision
Qualified	218	2.69	1.01					
				358	2.65	1.96	0.05	Significant (Reject)
Less Qualified	142	2.53	1.03					

Data in Table 9 show that z-cal. to be 2.65 while the z-crit. was 1.96. Since the z-cal. of 2.65 is higher than the z-crit. of 1.96, the null hypothesis was rejected and this shows that there is a significant difference between the mean ratings of qualified and less qualified respondents on ways supervisors and subordinates contribute to decision-making in the administration of public secondary schools in Cross River State, Nigeria.

**Hypothesis Two:** There is no significant difference between the mean ratings of male and female respondents on ways supervisors and subordinates contribute to budgeting in the administration of public secondary schools in Cross River State, Nigeria.

**Table 4:** Z-test analysis of the difference between the Mean Ratings of Male and Female Respondents on Ways Supervisors and Subordinates contribute to Budgeting in the Administration of Public Secondary Schools in Cross River State, Nigeria

Variable	N	Mean	SD	Df	z-cal.	z-crit.	Level of Significance	Decision
Male	141	2.96	1.06					
				358	4.49	1.96	0.05	Significant (Reject)
Female	219	2.63	1.10					

Data in Table 10, display the z-cal. of 4.49 was more than the z-crit. of 1.96 and as such, the null hypothesis was rejected and this shows that there is a significant difference between the mean ratings of male and female respondents on ways supervisors and subordinates contribute in budgeting in the administration of public schools in Cross River State.

## 5. DISCUSSION OF FINDINGS

### Ways supervisors and subordinates contribute to decision-making in public schools

From the study, it was found that supervisors and subordinates in public secondary schools in Cross River State, Nigeria contribute to decision-making by adopting suggestions for planning, consulting on ways to address administrative crises, and encouraging the sharing of ideas to achieve organizational goals. Also, the hypothesis testing establishes that there is a significant difference between the mean ratings of qualified and less qualified respondents on the means supervisors and subordinates participate in decision-making in the running of public schooling in Cross River State, Nigeria.

This finding aligned with Gemechu (2014), Sobh (2015) Omemu (2018), who found in their studies that supervisors and subordinate members in policymaking in the running of public schooling in the ways identified above. A possible

explanation for this may be in fact that quite very recently, schools have had to decide on both supervisors and subordinates seriously. These findings imply that schools with effective administrative systems are those that consider the decision-making of both supervisors and subordinates very important. Al-Ghamdi (2019) asserted that involving workers in decision-making can help administrators restore organizational performance by aiming for mutually beneficial outcomes. Employees play a key part in shaping the goals and rules of the organization, as well as in decisions about compensation, promotions, and benefits. Many experts see employee contribution as an important management concept, driven in part by involving workers in decision-making. This has become more important in human resource management. Therefore, any administrator or organization aiming to achieve its goals and objectives must pay attention to this aspect of school administration.

### **Ways Supervisors and Subordinates Contribute to Budgeting in the Administrations of Schools**

The second finding uncovered that the ways supervisors and subordinates contribute to budgeting in the managing of public schooling in Cross River State, Nigeria include: involvement in sourcing revenue for the school, engagement in school budget audit, and assigning responsibility of interfacing with school funders. Also, a conforming result from a test of hypothesis establishes a significant difference between the mean ratings of male and female respondents on means supervisors and subordinates participate in budgeting in the managing of public schools in Cross River State, Nigeria.

This aligns with Bello (2012), Abubakar, et al (2020), Igoni (2020), and Valmores (2021), whose studies present the following information as the ways supervisors and subordinates participate in budgeting in the administration to include; involvement in sourcing revenue for the school, engagement in school budget audit, and assigning the responsibility of interfacing with school funders. Tagwireyi (2022) emphasized that participating in the budgeting process allows employees and lower-level administrators to influence decisions about their superiors' expectations. Employees who actively support the budgeting process will fulfill their roles to help the organization achieve its financial targets and ensure effective administration.

## **6. CONTRIBUTIONS TO KNOWLEDGE**

This study has contributed to the already existing stock of knowledge by establishing that supervisors and subordinates significantly participate in decision-making, budgeting, supervision, planning, school community relations, and personnel administration in the administrations of public secondary schools in Cross River State.

## **7. IMPLICATIONS OF THE STUDY**

The outcome of this study will be significant to principals and teachers of public secondary schools. Government agencies such as the Ministry of Education, Unions, researchers, and members of the public will also find the outcome of this study useful. The result of this study will enable principals to assess the nature of tasks and contributions made by other staff of the school under their supervision to the achievement of the goals and objectives of the school. This will enable the principals to determine if the duties carried out by the staff of the school are in line with the outlined goals and objectives and will also enable the principal to assess how well the goals and objectives of the school are being pursued.

## **8. CONCLUSION**

It was agreed that supervisors and subordinates play significant roles in decision-making and budgeting in public schooling in Cross River State. However, supervisors and subordinates face challenges that can be addressed through the strategies identified in this study.

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