THE IMPACT OF PARTICIPATION IN DECISION MAKING ON JOB MOTIVATION AND MORALE OF LECTURERS IN SELECTED NIGERIAN UNIVERSITIES

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Abstract
The purpose of this study was to determine the impact of participation in decision making on job motivation and morale of lecturers in selected public Nigerian universities. Six null hypotheses are raised and tested in order to accomplish the purpose of this study, while a survey design method was used for the study. The population for the study was drawn from seven (7) public Nigerian universities. The six hundred and eighty seven (687) lecturers sampled for the study were randomly selected using stratified random sampling technique. The instrument used for the collection of data was the questionnaire, which has a test re-test reliability of 0.86. The data collected were statistically analyzed using Analysis of Variance (ANOVA), Z-test, Pearson’s product moment correlation coefficient and multiple regressions, at 0.05 significant level. The findings of the study indicated significant differences in the levels of participation in decision making among lecturers of the South-South zone universities of Nigeria. It also revealed that lecturers’ involvement in university’s administrative decision making at any level had relationship with their job motivation and morale. It was recommended that Nigerian universities lecturers should be given adequate opportunity to participate in the decision making process at all levels, especially on matters affecting them.

Keywords: Participation, Decision Making, Motivation, Morale, Lecturers, Nigerian Universities

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The magnitude and complexity of university administration call for a corporate participation in decision making. Management of university as a community of its own needs the strength of all. The effective management of universities needs a well organized system of decision making that was why the two major statutory bodies – the Council and Senate in university administration adopted the committee system of administration. Oftentimes, the lecturers have been criticized by the members of the public because of the apparent inefficiencies in the university system. University lecturers are criticized when their students fail to perform, when the curriculum is irrelevant to societal needs, and when law and order breakdown in their various universities.

The findings of studies about participation in decision making which stated that participation in decision making influenced lecturers job motivation and morale, underline the importance of getting lecturers involved in the decision making process (Hoy and Miskel, 1992). Although studies such as the one carried out by Belasco and Alutto (1975) suggested that participation in decision making may help solve some of these educational problems like over population of the classroom, curriculum development, inadequate or non provision of instructional materials and poor quality of leadership, yet enough research efforts have not been directed towards studying lecturers participation in decision making in the Nigerian universities.

In the university administrative structure, the Vice Chancellor as the chief executive occupies a very challenging position. For instance, the Vice Chancellor is ever confronted with pressures from the staff of his institution, the students, the National Universities Commission, Federal Ministry of Education and the community at large, over non involvement of university lecturers in decision making processes especially on matters affecting them, implementation of educational policies and even development, and because of this pressure of commitments, the Vice Chancellors in most Nigerian universities tend to take nearly all decisions alone or with few members of staff. They could be doing this either to save time or because of their leadership style. Whatever may be the reason, if decision making is to remain what it is, which is “selection of a course of action from various possibilities” (Nwaobasi, 1993), it should not be an exclusive duty of the Vice Chancellor. Success in any activity in the university would depend on decisions being appropriate both in content and in timing.

In Nigerian universities, the need for lecturers to participate in decision making at all levels, that is, at the Council, Senate, Faculty, Departmental and Committee levels, has become imperative for a number of reasons. In the first place, it will be appreciated that the educational standards of lecturers are probably higher these days. To these lecturers, it may be discovered that money alone does not give the full satisfaction they need. Authority to make decisions may be more valued by them. Hewitson (1978) pointed out that: “increased teacher participation in decision making
is accompanied by greater ego involvement, greater identification with organizational goals and higher levels of motivation and satisfaction”.

It should be appreciated that there has been rapid educational growth in Nigeria since the inception of the “free Universal Primary Education at all levels” in 1979. This rapid educational expansion brought with it a lot of problems. One of such problems is the increased enrolment rates at all levels of education – primary, secondary and tertiary levels of education. This increase in the enrolment of students has brought about an expansion of universities and over population of classrooms. This expansion has led to an increase in the establishment of more Federal, State and Private universities throughout Nigeria. This has the attendant problems of indiscipline by students, and of course, the frequent student unrest and Academic Staff Union of Universities – Federal Government crisis (ASUU- FG). University management was therefore made very complex and so calls for lecturers’ participation in decision making.

**Statement of the Problem**

There is a desire for increased participation in decision making by lecturers in Nigerian universities as a result of the increase in universities establishment, students enrolment, the magnitude and complexity of university management. Since it has been established by Belasco and Alutto (1975) and also by Hoy and Miskel (1992), that participation in decision making increases teacher’s morale and productivity, and these are desirable objectives of any school system, lecturers’ participation in decision making in Nigerian universities become imperative. The lecturer is the one that translates the schemes, aims and objectives of education into action in the classroom. This is possible only when he/she participates at all levels of decision making processes in the university organization. It is therefore important to determine whether participation in decision making by lecturers at any level has any relationship with their job motivation and morale in selected public Nigerian universities.

**Research Questions**

The following research questions were posed:

1. What is the level of lecturers’ participation in decision making in Nigerian universities?
2. Is there a difference between the male and female lecturers’ in their participation in decision making in Nigerian universities?
3. What is the difference in levels of participation in decision making between experienced and less experienced lecturers in Nigerian universities?
4. What is the relationship between lecturers’ level of decision making and their job motivation in Nigerian universities?
5. What is the relationship between lecturers’ level of decision making and their morale in Nigerian universities?
6. What is the relationship between lecturers’ level of decision making, job motivation and morale in Nigerian universities?

**Hypotheses**

The following hypotheses were formulated and tested in this study:

1. There is no significant difference in the levels of participation in decision making among Nigerian universities lecturers by status.
2. There is no significant difference between male and female lecturers’ participation in decision making in Nigerian universities.
3. There is no significant difference between experienced and less experienced lecturers in their levels of participation in decision making in Nigerian universities.
4. There is no significant relationship between the level of lecturers’ participation in decision making and their level of job motivation.
5. There is no significant relationship between lecturers’ level of participation in decision making and their level of morale.
6. There is no significant relationship between lecturers’ level of participation in decision making, job motivation and morale in Nigerian universities.

**Purpose of the Study**

The main purpose of this study was to determine the levels of participation in decision making of lecturers in selected public Nigerian universities. Also, to determine whether there was any relationship between levels of participation in decision making, job motivation and morale of lecturers.

**Significance of the Study**

The findings of this study will be quite significant to knowledge in a number of ways. It would help school principals to determine the level of participation in decision making that have influences on lecturers’ job motivation and morale. It would also help universities administrators especially the Vice Chancellors, Deans and Heads of Academic Departments to make effective use of lecturers in decision making process in their universities. It would also help in tapping lecturers’ knowledge through their involvement in decision making and, in return, making them feels they are part and parcel of the university system.

Findings from the present study will also assist university administrators in improving on their administrative relationship through formulation of policies and implementation of corporate decisions made. This will further strengthen the positive relationship between the university administrators and lecturers in the university community. Generally, the findings of this study will assist educational administrators at all levels of the educational system (primary to tertiary levels) in decision making, planning and managing their school organizations.
Methodology

Descriptive research design using survey method was used in this study. The population of this study was made up of all the lecturers employed in the South-South zone public universities of the Federal Republic of Nigeria as at 2000/2001 academic session. There were a total number of three thousand, four hundred and thirty five (3,435) lecturers in the seven (7) public universities in the zone. Lecturers in selected seven (7) public universities in the South-South zone formed the sample for the study. The researcher used the stratified random sampling procedure in obtaining twenty percent (20%) of the lecturers’ population sampled from each of the universities selected for the study. The sample size was therefore 687 lecturers randomly selected from the seven (7) public Nigerian universities. The researcher used a structured questionnaire to collect data from the respondents. The questionnaire was made up of background information and four main sections, the first section sort for information as regards lecturers level of participation in decision making, second section dealt with the three levels of decisional participation (Decisional Deprivation, Decisional Equilibrium and Decisional Saturation), section three and four were used to elicit information from respondents (lecturers) as regards their levels of participation in decision making that have impact on their job motivation and morale. The instrument was validated by three experts in the field of Educational Management based on its content and face value for obtaining meaningful data. The questionnaire was administered to twenty (20) respondents in the universitites outside the study area and administered again after two weeks interval and data obtained were subjected to Pearson’s product moment correlation coefficient, which gave a test re-test reliability coefficient of the instrument to be 0.86. The researcher administered the questionnaire personally on the respondents who filled the questionnaire and returned them back on the spot. Data collected were statistically analyzed using descriptive statistics namely percentages, mean and standard deviation. The null hypotheses involved in the study were tested using Analysis of Variance (ANOVA), Z-test, Pearson’s product moment correlation coefficient and multiple regressions. The hypotheses were tested at 0.05 level of significance.

Results

The results of the findings are presented as follows:

Research Question One: What is the level of lecturers’ participation in decision making in Nigerian universities?
Table 1

Levels of Lecturers’ Participation in Decision Making Process

<table>
<thead>
<tr>
<th>Levels of Decision Making</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decisional Deprivation</td>
<td>297</td>
<td>43</td>
</tr>
<tr>
<td>Decisional Equilibrium</td>
<td>260</td>
<td>38</td>
</tr>
<tr>
<td>Decisional Saturation</td>
<td>130</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td>687</td>
<td>100</td>
</tr>
</tbody>
</table>

An inspection of table 1 showed that of the 687 respondents, 297 (43%) of them reported decisional deprivation, 260 (38%) decisional equilibrium and 130 (19%) decisional saturation. From this, it would be seen that, 57% of the universities lecturers reported decisional equilibrium and saturation while 43% reported decisional deprivation. This showed that there was a difference in the levels of participation in decision making process by universities lecturers. It was therefore concluded that more lecturers were involved in decision making than those deprived participation in decision making process in selected public Nigerian universities of the South-South zone of the Federal Republic of Nigeria.

Hypotheses One: There is no significant difference in the levels of participation in decision making among Nigerian university lecturers by status.

The test of this hypothesis used the Analysis of Variance (ANOVA) to determine if there was a significant difference.

Table 2

Analysis of Variance of the Levels of Participation in Decision Making among Nigerian Universities Lecturers

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>f-cal</th>
<th>f-crit</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>41436.37</td>
<td>5</td>
<td>8287.27</td>
<td></td>
<td></td>
<td>Significant</td>
</tr>
<tr>
<td>Within Groups</td>
<td>57919.63</td>
<td>681</td>
<td>85.05</td>
<td>97.44</td>
<td>2.21</td>
<td>0.05</td>
</tr>
<tr>
<td>Total</td>
<td>99356</td>
<td>686</td>
<td></td>
<td></td>
<td></td>
<td>(Rejected)</td>
</tr>
</tbody>
</table>

From table 2, the degree of freedom between groups was 5, within 681, sum of squares between groups 41436.37 and within groups 57919.63. the mean square between groups was 8287.27 and the mean square within groups was 85.05. It will be noted that the mean squares between and within groups are different. In order to find out whether a significant difference existed between the two means, the One way Analysis of variance was applied to analyze the data. The calculated F-value was 97.44 while the critical value was 2.21. Thus the calculated F-value was greater than the critical F-value. This implied that a significant difference existed among the six groups of lecturers by status. The null hypothesis was therefore rejected. It was therefore
concluded that there was a significant difference in the levels of participation in decision making among lecturers in Nigerian universities.

**Hypothesis Two:** There is no significant difference between the male and female lecturers’ participation in decision making in Nigerian universities.

This hypothesis was tested and analyzed using the Z-test.

**Table 3**

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>Z-cal</th>
<th>Z-crit</th>
<th>Level of Significance</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Lecturers</td>
<td>477</td>
<td>64</td>
<td>9.85</td>
<td>2.73</td>
<td>2.58</td>
<td>0.05</td>
<td>Significant (Rejected)</td>
</tr>
<tr>
<td>Female Lecturers</td>
<td>210</td>
<td>61</td>
<td>10.63</td>
<td>2.73</td>
<td>2.58</td>
<td>0.05</td>
<td>Significant (Rejected)</td>
</tr>
</tbody>
</table>

Table 3 showed that there was a difference in the two means. The male lecturers had mean scores of 64 and a standard deviation of 9.85. The female lecturers had mean scores of 61 and a standard deviation of 10.63. From this it would be seen that there was a difference in the two means. The male lecturers’ mean score is slightly higher than that of their female counterparts. The Z- test was used to determine whether the two means were significantly different. The calculated Z - value was 2.73 and was greater than the Z- critical value of 2.58. It was therefore concluded that there was a significant difference between the two means. Therefore the null hypothesis was rejected. Thus the findings showed that there was a significant difference between male and female lecturers’ participation in decision making in Nigerian universities with the mean scores of male lecturers higher than that of their female counterparts.

**Hypothesis Three:** There is no significant difference between experienced and less experienced lecturers in their levels of participation in decision making in Nigerian universities.

This hypothesis was tested and analyzed using the Z- test.

**Table 4**

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>Z-cal</th>
<th>Z-crit</th>
<th>Level of Significance</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experienced Lecturers</td>
<td>497</td>
<td>68</td>
<td>5.44</td>
<td>26.58</td>
<td>2.58</td>
<td>0.05</td>
<td>Significant (Rejected)</td>
</tr>
<tr>
<td>Less experienced Lecturers</td>
<td>190</td>
<td>48</td>
<td>9.40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 4 showed that there was a difference in the two means. The experienced lecturers had mean scores of 68 and a standard deviation of 5.44. The less experienced lecturers had a mean of 48 and a standard deviation of 9.40. From this it would be seen that there was a difference in the two means. The Z-test was used to determine whether the two means were significantly different. The calculated Z-value was 26.58 and was greater than the Z-critical value of 2.58. It was therefore concluded that there was a significant difference between the two means. Therefore the null hypothesis was rejected. Thus the findings showed that there was a significant difference in levels of participation in decision making between experienced and less experienced lecturers in Nigerian universities with the mean scores of experienced lecturers being higher than less experienced lecturers.

**Hypothesis Four:** There is no significant relationship between the level of lecturers’ participation in decision making and their level of job motivation.

This hypothesis was tested and analyzed using the Pearson product moment correlation coefficient statistical test.

### Table 5

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>Df</th>
<th>r-Value</th>
<th>r-crit</th>
<th>t-cal</th>
<th>Level of Significance</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>687</td>
<td>48</td>
<td>8.51</td>
<td>685</td>
<td>0.61</td>
<td>0.19</td>
<td>20.17</td>
<td>0.05</td>
<td>Significant (Rejected)</td>
</tr>
<tr>
<td>Motivation</td>
<td>687</td>
<td>7.27</td>
<td>1.14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It was very clear from table 5 that there was a difference in the two means. The sample of lecturers who participated in the study was 687 and the mean score was 48 and a standard deviation of 8.51. The number of lecturers who were motivated as a result of their participation in decision making process at all levels was 687, with a mean of 7.27 and a standard deviation of 1.14. From this it will be seen that there was difference in the two means. The Pearson product moment correlation coefficient statistical test was used to determine whether the two means were significantly different. The calculated r-value was 0.61 and was greater than the critical r-value of 0.19. It was therefore concluded that there was a significant difference between the two means. Therefore the null hypothesis was rejected. Thus the findings showed that there was a significant relationship between the level of lecturers’ participation in decision making and their level of job motivation. This result was further subjected to t-test. The calculated t-test value of 20.17 as shown in table 5 also indicated a significant relationship between the two variables (participation and motivation). The conclusion was that there was a significant relationship between the level of lecturers’ participation in decision making and their level of job motivation.
Hypothesis Five: There is no significant relationship between lecturers’ level of participation in decision making and their level of morale. This hypothesis was tested and analyzed using the Pearson’s product moment correlation coefficient statistical test.

Table 6
Coefficient of Correlation between Level of Lecturers Participation in Decision Making and their Level of Morale

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>N</th>
<th>X</th>
<th>SD</th>
<th>Df</th>
<th>r-Value</th>
<th>r-crit</th>
<th>t-cal</th>
<th>Level of Significance</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>687</td>
<td>48</td>
<td>8.51</td>
<td>685</td>
<td>0.75</td>
<td>0.19</td>
<td>30.17</td>
<td>0.05</td>
<td>Significant (Rejected)</td>
</tr>
<tr>
<td>Morale</td>
<td>687</td>
<td>7.33</td>
<td>1.09</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 6 showed that there was a difference in the two means. The sample of lecturers who participated in the study was 687 and the mean score was 48 and a standard deviation of 8.51. The number of lecturers with boosted morale as a result of their participation in decision making process at all levels was 687, with a mean score of 7.33 and a standard deviation of 1.09. From this it would be seen that there was a difference in the two means. The Pearson’s product moment correlation coefficient statistical test was used to determine whether the two means were significantly different. The calculated r-value was 0.75 and was greater than the critical r-value of 0.19. It was therefore concluded that there was a significant difference between the two means. Therefore, the null hypothesis was rejected. Thus the findings showed that there was a significant relationship between lecturers’ levels of participation in decision making and their level of morale. To further authenticate this result, the calculated r-value (0.75) was subjected to t-test. The result also indicated a significant relationship between the two variables (participation and morale) as showed in table 6. The calculated t-value of 30.10 was greater than critical r-value of 0.19. The conclusion was that there was a significant relationship between lecturers’ level of participation in decision making and their morale.

Research Question Six: What is the relationship between lecturers’ levels of participation in decision making, job motivation and morale in selected Nigerian universities?
Table 7
Correlation Matrix between Morale, Motivation and Participation

<table>
<thead>
<tr>
<th>Variables</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morale</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivation</td>
<td>.876</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>.658</td>
<td>.681</td>
<td>1</td>
</tr>
</tbody>
</table>

From the correlation matrix in table 7 above, correlation co-efficient of .876 was reported for motivation and morale, .658 was reported for participation and motivation while .681 was reported for participation and morale. From the co-efficient reported above it is obvious that there was relationship between participation, motivation and morale. There was need to test for a significant level of the relationship as done below:

Hypothesis Six: It was hypothesized that there is no significant relationship between lecturers’ levels of participation in decision making, job motivation and morale in selected Nigerian universities.

The above hypothesis was tested using the Multiple Regression analysis. The result is presented below.

Table 8
Multiple Regression Analysis between Predictor (Independent) Variables (Participation and Motivation) and the Criterion (Dependent) Variable (Morale)

<table>
<thead>
<tr>
<th>Variables</th>
<th>Df</th>
<th>R² adjusted</th>
<th>R²</th>
<th>F-value</th>
<th>Level of Significance</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morale</td>
<td>685</td>
<td>.7671</td>
<td>.7674</td>
<td>2260.5</td>
<td>0.05</td>
<td>Significant</td>
</tr>
<tr>
<td>Motivation and</td>
<td>686</td>
<td>.7738</td>
<td>.7745</td>
<td>1174.4</td>
<td>0.05</td>
<td>(Rejected)</td>
</tr>
<tr>
<td>Participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the above table 8, the hypothesis tested was rejected. This was because the F-calculated of 1174.4 was greater than R2 adjusted of .77. This implied that motivation and participation taken together accounted for 77.45% of the changes in the criterion or dependent variable of morale. Consequently, there was a significant relationship between lecturers’ levels of participation in decision making, job motivation and morale in selected public Nigerian universities.
Discussion of Results

The analysis of the data showed the existence of significant differences in the levels of participation in decision making and their relationship between lecturers’ job motivation and morale in selected public Nigerian universities. The findings also indicated that significant differences existed between male and female lecturers’ participation as well as the levels of participation between experienced and less experienced lecturers in decision making in selected public Nigerian universities in the South-South zone of the Federal Republic of Nigeria.

In analyzing the research questions, mean, frequency and percentage were used to determine the levels of participation in decision making in selected public Nigerian universities of the South-South zone of the Federal Republic of Nigeria. The analysis of research question one revealed that, out of the 687 respondents, 390 (57%) of the university lecturers reported decisional equilibrium and saturation while 297 (43%) reported decisional deprivation. This showed that there was a significant difference in the levels of participation in decision making process by universities lecturers. In testing for the significant differences as stated in hypotheses one to six, the Analysis of Variance (ANOVA), Z-test, Pearson’s product moment correlation coefficient and multiple regressions were used. All the results of the null hypotheses were rejected which indicated that the values were significant. These findings from the study conformed with Belasco & Alluto (1972 & 1975), Hewitson (1978), Bailey & Neale (1980), Dickson (1981), Ejiogu (1992), Peretemode (1995), Odor (1995) and Osaigbovo (1997 & 2004) findings in similar studies in which they pointed out that increased teachers’ participation in decision making was accompanied by greater ego involvement, greater identification with organizational goals and high level of job motivation and satisfaction, that involving teachers in policy and decision making particularly on matters affecting their work will raise their morale.

Participative decision making is democratically sound practice in accordance with the principle that those affected by the decisions should have a voice in making them (Peretomode, 1995). Therefore, universities lecturers’ involvement in decision making process at any level have brought about positive relationship between job motivation and morale of lecturers in selected public Nigerian universities of the South-South zone of the Federal Republic of Nigeria. University lecturers are indispensable in the effort to develop the human and material resources of a nation. The business of the Nigerian universities is to educate and the most important resource in the university organization is the lecturer. Therefore, the morale of lecturers who are responsible for these universal human, political and economical development need to be boosted and motivated for the continuous efficient and effective management of the university system.
Findings of the Study

The study found out the following:

1. There was a significant difference in the level of participation in decision making among Nigeria universities lecturers by status.
2. Professors, Associate Professors, Senior Lecturers and Lecturer 1 were more involved in decision making process than Lecturer 11 and Assistant Lecturers.
3. There was a significant difference between male and female lecturers’ participation in decision making process in Nigerian universities, with male lecturers participating more than their female counterparts.
4. There was a significant difference in levels of participation in decision making between experienced and less experienced lecturers in Nigerian universities.
5. There was a significant relationship between the levels of lecturers’ participation in decision making and their level of job motivation in Nigerian universities.
6. There was a significant relationship between lecturers’ level of participation in decision making and their level of morale in Nigerian universities.
7. There was a significant relationship between lecturers’ level of participation in decision making, job motivation and morale in selected public Nigerian universities in South-South zone of the Federal Republic of Nigeria.

Conclusions

As a result of the findings, the researchers drew the following conclusions in the study:

That lecturers in the Nigerian universities in the South-South zone participated at different levels of administrative decision making.

More lecturers were involved in decision making than those deprived participation in decision making process in universities in the South-South zone of Nigeria. That the higher in status a lecturer becomes the more he/she is likely to participate in university decision making process.

Those male lecturers were more involved in administrative decision making than their female counterparts.

That experienced lecturers participated more in decision making than less experienced university lecturers. That lecturers’ participation in decision making process in Nigerian universities influenced their job motivation.

That morale of lecturers teaching in Nigerian universities was boosted as a result of their participation in decision making process. That there was a relationship between the levels of participation in decision making, job motivation and morale of

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lecturers in selected public Nigerian universities of the South-South zone of the Federal Republic of Nigeria.

Recommendations

1. Nigerian universities lecturers should be given adequate opportunity to participate in decision making process at all levels, especially on matters affecting them.
2. There should be more involvement of female lecturers in all decision making processes in the administration of university education in Nigeria.
3. Less experienced university lecturers should be given the opportunity to attend in-service short administrative courses in university management, this will enable them to participate in decision making processes.
4. Nigerian universities lecturers should be more involved in decision making process at all levels, since it influenced their job motivation.
5. Vice-Chancellors of Nigerian universities should sufficiently involve all categories of their lecturers, regardless of sex, status and experience, at all levels of decision making since it influences their morale and will elicit effective and efficient universities management and decreases rancor in the system.
6. University administrators should maintain continuity in their involvement of lecturers in decision making processes in administering universities, since it has a relationship with their job motivation and morale in selected public Nigerian universities.
References


