



Participative decision-making and time management among business education lecturers job performance in public universities in South-South, Nigeria

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Abstract

The main purpose of the study was to evaluate participative decision-making and time management among business education lecturers job performance in public universities in South-South, Nigeria. The study was guided by seven research questions and seven hypotheses which adopted a correlational survey research design. With the aid of questionnaire a sample population of 123 respondents were obtained and a census sampling technique was used in the selection of the 131 Business Education lecturers. Data collected were analyzed using Pearson Product-Moment Correlation to test the two null hypotheses formulated at 0.05 level of significance. From the findings, the following conclusions were drawn; there was a high relationship between Participative Decision-Making and Business Education Lecturers' Research Publications and, a high relationship between Time Management and Business Education Lecturers' Student-Teacher Relation. The study recommends that in the institutional level, University Administrators and the Business Education department should implement professional development programs on time management and encourage participative decision-making in academic governance. At the policy level, Government agencies and regulatory bodies should promote capacity-building programs for Business Education lecturers in leadership, research, and time management, and encourage institutional autonomy and participatory governance among Business Education lecturers in public universities in South-South Nigeria. Universities should organize workshops on communication and interpersonal skills, provide leadership training for Business Education lecturers and encourage participation in academic conferences and professional networks. Also University should organize professional development workshops on time management skills.

Keywords: Business education lecturers, job performance, participative decision-making, time management

Introduction

Business Education lecturers in Nigerian universities perform multiple roles such as teaching, curriculum development, research, student supervision, community service, and administrative duties. Surfing it to say, all geographical region public universities are only as good as the level of education they offer, which is mostly determined by how well lecturers do their job which involves teaching, research and community service and other non-teaching duties (Adebeye and Ukutegbe, 2024) [2]. These responsibilities often occur within institutional environments characterised by limited resources, high workload, and performance expectations. Such conditions can create work-related stress, which may influence lecturers' effectiveness and job performance but organizational and managerial practices such as participative decision-making and time management, play critical roles in shaping lecturers' work experiences and performance. Understanding how these variables interact with work-related stress provides insight into strategies that can enhance lecturers' job performance in Nigerian universities. Performance is a record of gains resulting from the function of a particular job or activity during a specific time period. So, the performance with regard to the work is achieved by employees in a certain period. In this case the performance is related to the quantity and quality of work produced. Emaziye *et al* (2022) [7] stated that Performance may be defined as the accomplishment of an employee or manager assigned duties and the outcomes produced on a job function or activity during specified time period".

Through research, teaching, and community service, universities are vital to the development of the country. But as a result of number of factors, including heavy teaching workloads, administrative responsibilities, pressure to publish for promotion, large class sizes, insufficient institutional resources, and frequent institutional reforms, lecturers in Nigerian universities have been subjected to high levels of work-related stress leading to lecturers' low productivity and academic performance (Emaziye, 2025) [6]. Work-related stress management encompasses strategies aimed at mitigating, regulating, or addressing stressors, thereby improving the well-being and job performance of Business Education lecturers in South-South Nigeria, the management of work-related stress among Business Education lecturers may be influenced by structural, organizational, and individual factors. Participative decision making is the goal of involving lecturers in decision-making processes is to increase their dedication to, sense of ownership over, and contentment with their professional tasks and obligations in order to improve student learning results, lecturers must actively participate in the selection of pedagogical techniques, instructional materials, and teaching methodologies. In order to determine the strategic direction of business education departments or institutions, lecturers must participate in planning, goal-setting, and decision-making processes. Lecturers have the chance to share their professional knowledge, work together on creative solutions, and have an impact on laws that support professional growth and development through participatory decision-making. It refers to a management approach where

lecturers contribute ideas, feedback, and suggestions in shaping departmental policies, curriculum design, and academic programs (Allen, 2020) ^[4]. Participatory decision-making can have a wide array of organizational benefits. Researchers have found that participatory decision-making may positively impact the following: Job satisfaction, organizational commitment, perceived organizational support, organizational citizenship behaviour, job performance and organizational performance, labour-management relations, and organizational profits. By sharing decision-making with other employees, participants may eventually achieve organization objectives. In this process, participative decision-making can be used as a tool that may enhance relationships in the organization, increase employee work incentives, and increase the rate of information circulation across the organization. Time management is an organized program that teaches business school lecturers how to organize, prioritize, and complete assignments within predetermined time restrictions. In order to increase efficacy, efficiency, and productivity in educational settings, Time management gives business education instructors the tools they need to improve productivity and fulfil deadlines, including goal-setting, scheduling, and prioritization (Claessens *et al.*, 2019). Business education lecturers often combine teaching, research, supervision, administrative duties, SIWES coordination, and community service. The multiplicity of roles reduces the effectiveness of time management training because lecturers struggle to implement learned strategies under excessive workload pressure (Adebayo and Kolawole, 2016) ^[1]. Overcrowded classrooms in many Nigerian universities in teaching, marking, supervision, and mentoring responsibilities, making practical application of time management techniques difficult. Limited institutional policies supporting professional development restrict access to structured time management workshops, seminars, and continuous training programs (Ekundayo and Ajayi, 2019) ^[5]. Insufficient funding leads to inadequate staffing, forcing lecturers to handle multiple courses and administrative roles, thereby limiting the effectiveness of time management training. Frequent meetings, accreditation exercises (e.g., NUC/NBTE), and unexpected institutional demands disrupt planned schedules. Also the “publish or perish” culture creates time pressure, making it difficult to balance teaching and research effectively despite training (Salami, 2020) ^[11]. This study fills that gap by showing that participative decision making, and time management can reduce stress and enhance job performance among Business Education lecturers in public universities in South-South Nigeria. Lastly, previous research on work-related stress in Nigerian universities has largely focused on the causes of stress rather than work-related stress solutions. This research fills that gap by identifying specific institutional mechanisms capable of improving Business Education lecturers in public universities in South-South Nigeria job performance despite stressful work conditions.

Objective of the Study

1. determine the relationship between participative decision-making and Business Education lecturers research publications in public universities in South-South, Nigeria

2. examine the relationship between time management and Business Education lecturers' student-teacher relation in public universities in South-South, Nigeria

Research Questions

1. What is the relationship between participative decision-making and Business Education lecturers' research publications in public universities in South-South, Nigeria?
2. What is the relationship between time management and Business Education lecturers' student-teacher relation in public universities in South-South, Nigeria?

Hypotheses

H01: There is no significant relationship between participative decision-making and Business Education lecturers' research publications in public universities in South-South, Nigeria

H02: There is no significant relationship between time management and Business Education lecturers' student-teacher relation in public universities in South-South, Nigeria

Research Methodology

This study employed a correlational survey research design to examine the relationships among the variables of interest. The research was conducted in public universities offering Business Education programmes across the South-South geopolitical zone of Nigeria. The South-South region comprises six states: Akwa Ibom, Bayelsa, Cross River, Delta, Edo, and Rivers. The region is characterized by significant cultural and ethnic diversity, reflecting the various indigenous nationalities that inhabit the area. According to the National Population Commission (NPC, 2016) ^[8], the South-South has an estimated population of approximately 26 million people, representing about 12–13% of Nigeria's total population. Geographically, the region spans an estimated 85,000 to 90,000 square kilometres, accounting for approximately 9–10% of the country's total landmass of 923,768 square kilometres. Its physical landscape is predominantly made up of coastal plains, extensive mangrove forests, tropical rainforests, riverine environments, and numerous creeks associated with the Niger Delta basin. The sample size of the study was all the 131 Business Education lecturers in public universities that offer Business Education in South-South. A census sampling technique was used in the selection of the 131 Business Education lecturers. The reason for adopting a census sampling technique was because the sample size was manageable by the researcher. Education lecturers in public universities located within the South-South geopolitical zone of Nigeria. The administration of the instrument was facilitated by eight trained research assistants to ensure effective coverage of the study area. Out of the 131 questionnaires distributed, 123 were properly completed and successfully retrieved, yielding a response rate of 94%. These returned questionnaires constituted the data set used for the analysis. To address the two research questions, the study employed a four-point Likert rating scale with the following response categories: Very High Relationship (VHR = 4), High Relationship (HR = 3), Low Relationship (LR = 2), and Very Low Relationship (VLR = 1). The data collected were analysed using the Pearson Product-Moment

Correlation (PPMC), an inferential statistical technique considered appropriate for determining the degree of relationship between variables. Furthermore, the two null hypotheses formulated for the study were tested at the 0.05 level of significance.

Results and Discussion

Research Question 1: What is the Relationship between Participative Decision-Making and Business Education Lecturers' Research Publications in Public Universities in South-South, Nigeria?

Table 1: The Relationship between Participative Decision-Making and Business Education Lecturers' Research Publications in Public Universities in South-South, Nigeria

S/N	Item statement	VHR	HR	LR	VLR	(X)	(SD)	Decision
1.	There is a relationship between being involved in research decision-making and knowing publication procedures by Business Education lecturers	38	37	25	23	2.73	0.71	HR
2.	There is a relationship between involving in crafting topics Business Education lecturers and understanding its acceptability by publishing houses	37	37	25	24	2.71	0.74	HR
3.	Relationship exists between being part of structuring research templates and understanding its application in publishing research.	37	36	25	25	2.69	0.78	HR
4.	There is a relationship between the inclusion with commitment and accepting authorship in publication roles	34	35	27	27	2.62	0.88	HR
5.	There is a relationship between being a part of goal-setting and understanding the sacrifices involved in publishing articles	38	37	25	23	2.73	0.84	HR
6.	There is a relationship between participating in decision to attend conferences and acquiring technical skills in writing publishable articles	39	38	23	23	2.76	0.77	HR
7	Relationship exists between participating in decision to attend workshops and acquiring practical skills in writing publishable articles	38	37	25	23	2.73	0.78	HR
	Weighted Mean					2.71	0.78	HR

Note: HR = High Relationship; VHR = Very High Relationship; LR = Low Relationship and VLR = Very Low Relationship (X) = Mean and (SD) = Standard Deviation.

Table 1 shows that high relationship between being involved in research decision-making and knowing publication procedures as Business Education lecturers with a mean of 2.73 and SD of 0.71, relationship exist between involving in crafting topics Business Education lecturers and understanding its acceptability by publishing houses with a mean of 2.71 and SD of 0.74, between being part of structuring research templates and understanding its application in publishing research with a mean of 2.69 and SD of 0.78, the inclusion with commitment and accepting authorship in publication roles with a mean of 2.62 and SD of 0.88, being a part of goal-setting and understanding the sacrifices involved in publishing articles with a mean of 2.73 and SD of 0.84, participating in decision to attend conferences and acquiring technical skills in writing publishable articles with a mean of 2.76 and SD of 0.77 and participating in decision to attend workshops and acquiring practical skills in writing publishable articles with a mean of

2.73 and SD of 0.79. All seven items in Table 1 were of high relationship responses since all the means were above 2.5.

The weighted average mean of 2.71 and SD of 0.78 also confirmed that all seven items were of high relationship responses. This collaborated with the work of Obembe *et al*, (2025) ^[9] who stated that employees' participation in decision-making helps to eliminate conflict, improves office harmony in the institution and allows the subordinate to complete a task which makes him feel satisfied and then report back to the superior in his study conducted at Osun state university Nigeria.

Research Question 2: What is the Relationship between Time Management and Business Education Lecturers' Student-Teacher Relation in Public Universities in South-South, Nigeria?

Table 2: The Relationship between Time Management and Business Education Lecturers' Student-Teacher Relation in Public Universities in South-South, Nigeria

S/N	Item statement	VHR	HR	LR	VLR	(X)	(SD)	Decision
1.	The relationship between timely appointment scheduling and effective class discussion with students	41	40	21	21	2.83	0.86	HR
2.	Relationship between prioritising activities and accomplishing planned tasks with the students	34	34	27	28	2.60	0.73	HR
3.	There is a relationship between keeping to time and meeting up mentorship sessions with the learners	38	37	25	23	2.73	0.76	HR
4.	Relationship exists between managing deadlines properly and effective giving learners' leadership directions	39	38	24	22	2.76	0.88	HR
5.	The relationship between time planning tasks and achieving a clear set goal with the learners	37	36	25	25	2.60	0.78	HR

6.	There is a relationship between proper time allocation and completion of planned activities with the learners	38	37	25	23	2.73	0.88	HR
	Weighted Mean					2.71	0.81	HR

Note: HR = High Relationship; VHR = Very High Relationship; LR = Low Relationship and VLR = Very Low Relationship (X) = Mean and (SD) = Standard Deviation.

Table 2 shows a high relationship between timely appointment scheduling and effective class discussion with students with a mean of 2.82 and SD of 0.86, prioritising activities and accomplishing planned tasks with the students with a mean of 2.60 and SD of 0.73, keeping to time and meeting up mentorship sessions with the learners with a mean of 2.73 and SD of 0.76, managing deadlines properly and effectively giving learners' leadership directions with a mean of 2.76 and SD of 0.88, time planning tasks and achieving a clear set goal with the learners with a mean of 2.60 and SD of 0.78 and proper time allocation and completion of planned activities with the learners with a mean of 2.73 and SD of 0.81. All six items in Table 2 were of high relationship responses since all the means were above 2.5. The weighted average mean of 2.71 and SD of 0.81 also confirmed that all six items were high of relationship responses. This is in line with the study that time management has emerged as a crucial component of

organisational management for school administrators in order to guarantee high productivity in light of growing workload and responsibility (Okoka *et al*, 2025) [10]. Time management (TM) on the other hand, is a vital feature of school organization. It is the skill of planning, scheduling and budgeting one's time to attain goals. Time management experts agree to the fact that failing to manage your time well and effectively can have some very undesirable consequences: missed deadlines, inefficient work flow; poor work quality; a poor professional reputation; stalled career; and high stress level (Adiele, 2017) [3].

Hypotheses Testing

H01: There is no significant relationship between participative decision-making and Business Education lecturers research publications in public universities in South-South, Nigeria

Table 3: Bootstrapping and Bivariate Correlation between Participative Decision-Making and Business Education Lecturers' Research Publications in Public Universities in South-South, Nigeria

5000 Resample Bootstrap with BCa							
S/N	Pathways	95% CI					
		<i>r</i>	<i>p</i>	<i>Bias</i>	<i>SE</i>	LL	UL
1.	PDM → RP	.683**	.000	.001	.056	.231	.653
2.	RP → JP	.693**	.000	.004	.021	.453	.654
3.	PDM → JP	.754**	.000	-.003	.065	.567	.531

Note. **. Correlation is significant at the 0.05 level (2-tailed), Unless otherwise noted, bootstrap results are based on 5000 bootstrap samples, $N = 123$, $p < 0.05$, PDM = Participative Decision-Making, RP = Research Publications, JP = Job Performance, CI = Confidence Interval.

Table 3 showed the correlation between participative decision-making and Business Education lecturers research publications in public universities in South-South, Nigeria. The Table 3 showed that the correlation between participative decision-making and Business Education lecturers research publications in public universities in South-South, Nigeria was positively high ($r = 0.683$, $p < 0.05$). The Table 4.12 also showed that the correlation between Business Education lecturers research publications and job performance in public universities in South-South, Nigeria was positively high ($r = 0.693$, $p < 0.05$) and the

correlation between participative decision-making and job performance in public universities in South-South, Nigeria was positively high ($r = 0.754$, $p < 0.05$).

Therefore, the null hypothesis was rejected that there is significant relationship between participative decision-making and Business Education lecturers' research publications in public universities in South-South, Nigeria.

H02: There is no significant relationship between time management and Business Education lecturers' student-teacher relation in public universities in South-South, Nigeria

Table 4: Bootstrapping and Bivariate Correlation between Time Management and Business Education Lecturers' Student-Teacher Relation in Public Universities in South-South, Nigeria

5000 Resample Bootstrap with BCa							
S/N	Pathways	95% CI					
		<i>r</i>	<i>p</i>	<i>Bias</i>	<i>SE</i>	LL	UL
1.	TM → STR	.798**	.000	.002	.065	.321	.666
2.	STR → JP	.734**	.000	.003	.045	.532	.694
3.	TM → JP	.761**	.000	-.006	.073	.576	.632

Note. **. Correlation is significant at the 0.05 level (2-tailed), Unless otherwise noted, bootstrap results are based on 5000 bootstrap samples, $N = 123$, $p < 0.05$, TM = Time Management, STR = Student-Teacher Relation, JP = Job Performance, CI = Confidence Interval.

Table 4 showed the correlation between time management and Business Education lecturers' student-teacher relation in public universities in South-South, Nigeria. The Table 4 showed that the correlation between time management and Business Education lecturers' student-teacher relation in public universities in South-South, Nigeria is positively high ($r = 0.798$, $p < 0.05$). The Table 4 showed that the correlation between Business Education lecturers' student-teacher

relation and job performance in public universities in South-South, Nigeria is positively high ($r = 0.734$, $p < 0.05$). Table 4 further showed the correlation between time management and job performance in public universities in South-South, Nigeria is positively high ($r = 0.761$, $p < 0.05$).

Therefore, the null hypothesis was rejected that there is significant relationship between time management and Business Education lecturers' student-teacher relation in

public universities in South-South, Nigeria. This collaborated with the work of Okoka *et al* (2025) ^[10] that indicated a positive relationship between time management and teachers job performance in public secondary schools in Delta State with r-value of 0.80.

Conclusion and Recommendation

From the findings, the following conclusions were drawn; there was a high relationship between Participative Decision-Making and Business Education Lecturers' Research Publications and, a high relationship between Time Management and Business Education Lecturers' Student-Teacher Relation. The study recommends that in the institutional level, University Administrators and the Business Education department should implement organise professional development programs on time management and encourage participative decision-making in academic governance. At the policy level, Government agencies and regulatory bodies promote capacity-building programs for Business Education lecturers in leadership, research, and time management, and encourage institutional autonomy and participatory governance among Business Education lecturers in public universities in South-South Nigeria. Universities should organize workshops on communication and interpersonal skills, provide leadership training for Business Education lecturers and encourage participation in academic conferences and professional networks. Also University should organize professional development workshops on time management skills.

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