

**ASSESSMENT OF DECISION MAKING PROCESS IN  
SECONDARY SCHOOLS IN KADUNA STATE**

**BY**

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**SEPTEMBER, 2012**

## **DECLARATION**

I hereby declare that the study entitled assessment of Decision Making Process in Secondary Schools in Kaduna State was conducted by me. The topic researched upon has not been presented for any higher degree. All sources have been duly acknowledged.

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Date

## **CERTIFICATION**

This research entitled assessment of Decision Making Process in secondary schools in Kaduna state meets the regulation governing the award of the degree of Masters of Education (M.Ed) Education Administration and Planning in Ahmadu Bello University, Zaria and approved for its contribution to knowledge.

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## **DEDICATION**

This work is dedicated to my: Parents Alhaji Isah Muhammad and Hajiya Aisha M. Lukman, Beloved husband Alhaji Hassan A. Abdullahi, and Children who all endured my absence during the course of study.

Fatima Isah

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## ABSTRACT

*The main purpose of this study was to assess decision making process in secondary schools in Kaduna state. The major factors considered were the management principles and their impact on decision making in secondary schools. This enabled the researcher to assess the decision making process and to determine whether they have impact on the management of secondary schools in Kaduna state. Consequently, four objectives, four research questions and corresponding four hypotheses were posed for the study. The review of literature gave broad spectrum of various definitions of decision making management as well as reviewed the trends on management principle and their impact on decision making process in secondary schools in Kaduna State. A number of relevant and related literature by different authors were reviewed on the research problem. The design adopted for the study was the descriptive research design using survey method. The population of the study comprised of one hundred and twenty three (123) secondary schools in Kaduna state, five thousand and thirty four (5034) teachers from which the sample was drawn to represent forty (40) secondary schools in which ten (10) principals each were selected from each zone to form part of the respondents. Though the sample size randomly selected for the study was three hundred and six (306) from the thirty (30) secondary schools selected to represent teachers and principals, only two hundred and ninety six were retrieved and used for the study. The instrument for data collection was the likert five point scale questionnaire designed and adopted by the researcher. The data collected was used to answer the research questions while the four null hypotheses were statistically tested on 0.05 level of significance using the t-test statistics for independent samples. The study established that teachers were insignificantly involved in decision-making despite their eagerness to be involved. Some duties are given to senior teachers or committees even when teachers feel that they should be directly involved. There are times when school heads make unilateral decisions and impose them on teachers for implementation. The study recommends that heads of schools should give their teachers room to come up with ideas and look at all issues objectively.*

# **CHAPTER ONE INTRODUCTION**

## **1.1 Background to the Study**

School management can be viewed as harnessing both human and material resources within an integrated system for the attainment of educational goals of a local government, state, nation and private owners through an organised structure that is characterized by management functions such as planning, organizing, directing, supervision and evaluation, (Hinjari, 2007). School management involves initiating actions, monitoring activities and demanding results on the bases of allocated resources as well as policy making, control and supervision as the major functions and responsibility of the School head in the attainment of educational goals.

Planning on the other hand which is the most important function of management is to prepare for and predict future events. Consequently, educational planning has increasingly become an important administrative component in education where formulated policies are translated into programmes and implemented to achieve specific stated objectives.

Directing involves guiding people towards the attainment of educational objectives. By these, school principals need the cooperation of all staff members consecutively towards the implementation of school

policies aimed towards the attainment of educational goals. The directing process also involves coordinating, controlling, supply and use of resources both human and material effectively and efficiently to achieve desired results.

Supervision of staff as an important function of management is to enable checks and balances as well as to avoid distortions and deviations from stipulated rules and regulations designed to achieve the goals of the school. Supervision of staff and students calls for a daily routine check on the performance of teachers as well as students to ascertain the appropriate implementation of policies or decisions. The school manager will need to supervise the work which is being done, ensuring that activities are carried out in line with agreed standards and taking steps to correct envisaged problems in the process of school management.

Evaluation as the final part of the management cycle is to assess the results and compare them with the set targets and objectives to which the performance of all the staff including the manager is assessed to determine the need for the adjustment of future plans. Management of school means to coordinate the efforts and activities of people towards the achievement of the school goals as that which is related to teaching, learning as well as the growth of pupils, students, teachers and the Parent Teachers Association (PTA).

In spite of the managerial functions involved for effective school administration, decision making process has been greatly distorted by the school leadership based on the fact that various school administrators come with varied opinions, beliefs and ideas on the involvement of and participation of staff members on decision making process. Dare (2006) supporting this assertion opined that, centralized or decentralized organizational climate may impede or encourage decision making process in secondary schools. This means that, decision making process is a significant component of school administration since it ensures that school heads achieve remarkable result in the management of schools.

It is deceptive to assume that all leaders of school will behave the same to their subordinates in all situations within the school system. While some school principals might be democratic others might be autocratic or Laissez-faire. This view by the researcher holds that the leadership style adopted by the school principal to a great level influences the participation of all members in decision making process.

Therefore, this study is posed to find solutions to the problems of leadership styles and how they could determine decision making process in the management of secondary schools in Kaduna State.

## **1.2 Statement of the Problem**

Policy making in secondary schools involves the participation and involvement of teachers, students and members of the community in decision making process especially on issues that concern each of the level, Edem (2004). This means that effective administration requires rational decision making which leads to the selection of the best way to reach anticipated goals. This ability to make rational decision has been limited by low or inadequate knowledge of school administration, Hinjari (2006).

The negative role played by emotions, power, bias, politics, personal attitude and job requirement, often results in bad decisions in the school, Nwachuwku (2006). Non compliance to the decisions agreed by law especially with regards to the interest of the members of the school leads to conflict and misunderstanding among members of staff as well as students in the school. The negligence and non participation of members of the Parent Teachers Association with regards to the planning decisions for management of schools also affects some decisions that are made in school. Situations occur where school heads are in conflict with members of the Parent Teachers Association especially with regards to issues of finance and accountability which tend to make their participation in the planning and implementation of decisions very low. In other words

situation also occurs where the Parent Teachers Association involved in decision making process shows too much authority on the school leadership.

Effective management principle holds that a school administrator must strive to strike a balance between fairness and firmness in the attainment of educational objectives. Situations often occur where school heads become extremely firm with no consideration for the human side of administration which in turn bridge conflict among members and make the school ungovernable, Igunnu (2006). Fairness on the other hand, is mostly considered to be weakness on the part of the school principal especially where members hold more authority. The school administrator lacks an understanding of the environment under which decisions are to be made, who to make the necessary decisions and to identify whether decisions should be made collectively or individually. The objectives of decision making process are often marred by selfishness and bias in order to achieve selfish goals. In this situation, decisions are no longer made to achieve institutional goals but to pursue selfish interest of the individual or group making the decisions.

Therefore, it is against the background of the above problems that the researcher to assessed decision making process in secondary schools in Kaduna State.

### **1.3 Objectives of the Study**

The objectives of the study are to:

- i. Determine the opinions of principals and teachers on the impact of decision making process on planning in secondary schools in Kaduna State.
- ii. Assess the opinions of principals and teachers impact of decision process on organizing staff and students in secondary schools in Kaduna State.
- iii. Examine the opinions of principals and teachers on the impact of decision making process on directing staff and students in secondary schools in Kaduna State.
- iv. Ascertain the opinions of principals and teachers on the impact of supervision on decision making process in the management of secondary schools in Kaduna state.

### **1.4 Research Questions**

The following questions were posed for the study

- i. What are the opinions of principals and teachers on the impact of decision making on the planning process in the management of secondary schools in Kaduna State?

- ii. Do the opinions of principals and teachers differ on the impact of decision making in organizing staff and students in the management of secondary schools in Kaduna state?
- iii. How do the opinions of principals and teachers on decision making differ on directing staff and students in the management of secondary schools in Kaduna State?
- iv. What are the opinions of principals and teachers on the impact of decision making process on the supervision and management of secondary schools in Kaduna State?

### **1.5 Research Hypotheses**

The following hypotheses were drawn for the study;

- i. There is no significant difference in the opinions of principals and teachers on the impact of decision making process on planning in secondary schools in Kaduna State.
- ii. There is no significant difference in the opinions of principals and teachers on the impact of decision making process on organizing staff and students in secondary schools in Kaduna State.
- iii. There is no significant difference in the opinions of principals and teachers on the impact of decision making process on directing staff and students in secondary schools in Kaduna State.

- iv. There is no significant difference, in the opinions of principals, and teachers on the impact of decision making process on supervision in secondary schools in Kaduna State.

### **1.6 Basic Assumptions**

- i. The study is based on the following assumptions, that; Decision making is an effective function of secondary school management in Kaduna State.
- ii. School principals with adequate knowledge of school administration will effectively utilize the criteria for decision making process in secondary schools.
- iii. Leadership style employed by the school principal has significant impact on decision making process in the attainment of the goals of secondary education in Kaduna State.
- iv. Effective decision making process is that which involves the participation of teachers, students and parents teacher association in decisions.
- v. Decision making has both positive impact and negative consequences on the management of secondary schools.

## **1.7 Significance of the Study**

The study is significant as it will equip the school principals on the need to acquire further knowledge on management functions in the attainment of secondary education objectives;

The study is significant as its outcome will enable the principals, students, teachers and parents to understand the impact they have on decision making process and management of secondary schools in Kaduna State.

It is also significant as it will expose the adoption of appropriate leadership style for effective decision making process in the management of secondary schools in Kaduna state towards the attainment of educational goals.

The study will create awareness among teachers, educators, curriculum planners and parents to participate in decision making process as well as a medium to level the planning field in secondary education by using their contributions to facilitate the attainment of secondary education objectives in Kaduna State.

It is also expected that the study will enlighten the school heads on the understanding of alternative decisions to meets the objectives of the school.

Finally the study is expected to encourage social policy makers to make recommendations that will encourage socially responsible guidelines on the statutory responsibilities of teachers and parents on the management of secondary schools.

### **1.8 Scope the Study**

The scope of the study focuses on secondary schools in Kaduna State as well as the role of decision making process in the management of secondary schools in Kaduna State. In an attempt to provide answers to the research questions, the opinions of teachers and principals in the secondary level of education were sited using the questionnaire method. Therefore, the study is restricted to the assessment of decision making process in secondary schools in Kaduna State.

## **CHAPTER TWO REVIEW OF RELATED LITERATURE**

### **2.1 Introduction**

This chapter presents the literature review on the assessment of impact of decision making process on the management of secondary schools in Kaduna State. Therefore the review covered the following sub topics:

- i. Conceptual Framework
- ii. Secondary School Education in Nigeria
- iii. Management functions and Secondary Education
- iv. Nature of Decision Making Process in Secondary Schools
- v. Educational Planning in secondary school
- vi. The Role of the Principal in Decision Making Process
- vii. The Role of Teacher in Decision Making Process
- viii. The Role of Students in Decision Making Process
- ix. The Role of Members of the Community in Decision Making Process  
in Secondary Schools
- x. Leadership Styles and Decision-Making Process in Secondary
- xi. Summary of Literature Review

## **2.2 Conceptual Framework**

This section focused on the clarification of concepts as it related to the context of the study. Therefore, the clarifications are based on decision making, secondary education leaderships, as well as the roles of in decision making in secondary schools.

Dare, (2006) posited that decision making is a process of making choice out of many other conflicting and pressing alternatives, and that a school principals ability to make decisions on matters relating to the management of the school. Similarly, Ovwigho (2004a) opined that, decision making is the process of carefully selecting a course of action from various alternative measures. Hence, decision making requires careful and conscious considerations of the possible course of action which does not negate the organisational goal and that which is an extension series of interrelated communication among stakeholders, (Ayanniyi 1999). In addition, Nwachuku (2006) posited that decision making process is the selection of alternative course of action from available alternatives in order to achieve given objectives. To him, decision making is a sequential process which culminates in a series of choice that stimulates moves or direct actions on a given problem.

In another development, Enoh Barnaja and Onwuka (2004) viewed decision making as a process by which solution is sought to a problem

through the selective elimination of alternative solution. In their opinion, alternative solutions surface when a school administrator is faced with a problem and his ability to seek preferential alternative solution from all available alternatives to the problem is decision making.

Similarly, Ijaduola (2007) posited that decision making is very crucial to the survival of any organization and functions of the type of importance attached to the decision made. This means that making decisions and what type of decisions are made determine to a large extent the attainment of goals in secondary education. Furthermore, Ovwigoh (2004b) viewed decision making as the salient process of adaptation in organization where upon the biological, personal, physical and social factors of the situation are selected for specific combination by volitional action.

The implication is that, decision making is a widely acclaimed function and practice in the management of secondary schools in Nigeria, it is a process concerned with identifying, maintaining, motivating, and unifying a formal and organised human and material resources within an integrated system designed and coordinated to specifically achieve predetermined objectives, (Musaazi 1992). On the other hand, Ekwamah (2006) sees management as the act of utilizing physical and human resources through co-operative efforts that are predetermined to

accomplish specific objectives in the school by performing the functions of planning, organizing, staffing, budgeting and control of activities to achieve the objectives of the organisation. This means that management allows and permits collaborative efforts of all members; students, teachers, principals as the appropriate ingredients for the effective administration of secondary schools.

Therefore, the principal has the responsibility and authority to manage the school through team effort of staff members and towards the attainment of organisational goals. This allows for freedom to choose from the net work of decisions and their relevance in the school system.

Donnelly (1995) viewed decision making as involving a process of choice from alternative decisions based on the following presumptions;

- a. Identify and define the problem
- b. Develop alternative solution
- c. Evaluate alternative solution
- d. Risk conditions
- e. Select alternative decision
- f. Implement decision
- g. Evaluate and control

This presumptions according to Donnelly emphasizes careful and rational analysis of problems to which decision is to be made as well as

determine whether the decisions made are in line with the preferred solution to the problem.

In other words, decision making entails identifying and choosing from the available alternative solutions that lead to a desired state of affairs. This process entails that which begins with a problem and ends when a desired solution has been chosen. To gain an understanding of how teachers and school heads can make better decisions, this study focuses on the rational model. The rational model proposes that managers use a rational four-step sequence for making decisions which includes the followings; identifying the problems, generating alternative solutions, selecting a solution and implementing and evaluating the outcome of preferred the solution. According to this model the principal is expected to be completely objective and to possess complete information on the problems before he can take a decision. In addition, the rational model is based on the premise that managers optimize when they make decisions. This means that, they have knowledge of all possible alternatives, have complete knowledge of the consequences that follow each alternative as well as have the computational ability to compare consequences and to determine which solution is preferred. Therefore, if teachers are involved in decision making and the four-step sequence is adequately utilized and implemented, the objectives of the decision made will be achieved.

### **2.3 Secondary Education in Nigeria**

Secondary education is the education children received after the primary education and before the tertiary stage, (NPE, 2004). The broad goal of secondary education is to prepare the individual for useful living within the society and higher education. While in specific terms, secondary education is to provide:

- a. all primary school leavers with the opportunity for education at a higher level, irrespective of sex, social status, religious or ethnic background;
- b. offer diversified curriculum to cater for the differences in talents, opportunities and future roles;
- c. provide trained manpower in the applied science, technology commerce at sub-professional grades;
- d. develop and promote Nigerian languages, art and culture in the context of worlds cultural heritage;
- e. inspire students with a desire for self improvement and achievement of excellence;
- f. foster National Unity with an emphasis on the common ties that unite us in our diversity;

- g. raise a generation of people who can think for others, respect the dignity of labour, appreciate those values specified under our broad national goal and live as good citizens; and
- h. technical knowledge and vocational skills necessary for agricultural, industrial, commercials and economic development of the society.

In other to achieve these stated goals, secondary education is based on six (6) years duration, given in two stages, Junior Secondary School (JSS) and the Senior Secondary School (SSS) stages with each having a three year duration.

The NPE (2004) stated that, the junior secondary school shall be both pre-vocational and academic as well as tuition free, Universal and established to teach basic subjects that would enable pupils to acquire further knowledge and skills. On the other hand, the senior secondary school shall be comprehensive with a core-curriculum designed to broaden pupil's knowledge and out-look.

It is evident that, the observed changes in secondary school education have implications for the administration of schools. Principals are now responsible to a distant and an impersonal proprietor who expects them to perform some of the duties which were previously performed by managers of voluntary agencies in secondary schools. The rapid expansion of secondary education has caused a death of experience among teachers

in the system as well as non participation in the decision making process in schools. This has made the role of the principals in decision making a complex situation as the society in which the school is located.

Therefore, to achieve both the broad and specific goals of education at all levels, (junior and senior) effective management principles are required to coordinate the activities of students and teachers as well as encourage participation in decision making process aimed towards the attainment of educational objectives.

## **2.4 Management Functions and Secondary Education in Nigeria**

Management has been viewed differently by various authors and specialists. While some, viewed it as referring to a group of people as part of the management team, others see it as a process demanding for performance of a specific function, (Nwachukwu 2004). According to the American Institute of Management (AIM) in Nwachukwu (2004) it is;

used to designate either a group of functions or the personnel who carry them out; to describe either an organization's official hierarchy or the activities of men who compose it; to provide antonym to either labour or ownership (page 121).

This means that, management is the coordination of all the resources of an educational institution through the process of planning, organizing, directing, supervision and evaluation as the basic management

functions aimed towards the attainment of stated specific educational objectives at the secondary school levels.

Consequently, Hinjari (2006) identified the basic management functions and tasks of the school head or principal on effective management of secondary school to include the fact that school head occupies crucial status in school management. Thus, the main task of the school head includes: interpreting and implementing policy, executing curriculum programmes, seeing to pupils' welfare, provision and maintenance of physical facilities and equipment, financing, inducting and retraining of staff as well as maintaining effective school community relations. As such, the principal has to be familiar with educational laws as well as acquire modern skills in the supervision of instructions.

### **Tasks of the School Manager**

#### **(a) School management**

According to Dare (2008) the functions of the school head involves the following;

Management of school policies, classroom and school community-relations etc. The school manager is the liaison officer and public relations officers between the school and community.

### **(b) Pupils management**

The school manager performs important role of providing for effective management of students by attending to their various educational, vocational and personal needs. The scope of student's management includes among others, providing a specialized programme like guidance and counseling through which students can be attended to and their problems adequately met. School clinics should also be provided to ensure students' health.

### **(c) Personnel management**

School personnel includes the teaching and non-teaching staff. Each group has its own specialisation and talents in contributing towards the sustenance and general upkeep of the school as an organisation. The scope of personnel management includes many responsibilities such as recruitment, selection, orientation, supervision, evaluation of performance and seeing to their general welfare. Motivation appraisal is also very important for staff development by the school head.

### **(d) Financial management (fiscal management)**

The management of financial resources in school is crucial and it is an area of great concern to the school head. Accountability has always been the watchword, which includes prudence in expending, accounting, organizing and maintaining the fiscal resources available in the school. It

also includes generating new possible sources of income by the school manager.

**(e) School plant management (resources management)**

School plant management is the responsibility of the school head to ensure their prompt provisions, distribution, sustenance and improvement. It is the responsibility of the school manager to provide a favourable environment for learning and to ensure that all the various categories of staff, teaching and non teaching recognise that the physical conditions of the school plant is the symbol of the school.

**(f) Management of instructional resources**

The most important responsibility of the school manager is effective management of instructional resources. It is the most widely accepted factor for determining the, success level of any school manager. Instructional resources is also an important factor for determining a well managed, school.

**(g) Supervision of instructions**

Supervision (evaluation) of instruction is also very important for promoting effective teaching in the school. Thus, it is the duty of the school manager to ensure the appointment of qualified and competent teachers to the school. Admission of students should also be on merit to ensure standards in the school (Igunnu, 2008).

## **(h) Guidance and counseling services**

The school manager is the central figure in developing or improving guidance services in the school. This service enables the school head to create an atmosphere of caring, and to tackle students various problems adequately and wisely. Thus the school manager should give an office for the job.

Furthermore, Igunnu (2008) stated that, the school head can be described as somebody responsible for planning, organizing, coordinating, motivating staff and students managing school buildings and facilities to achieve educational goals.

## **2.5 Educational Planning in Secondary Schools**

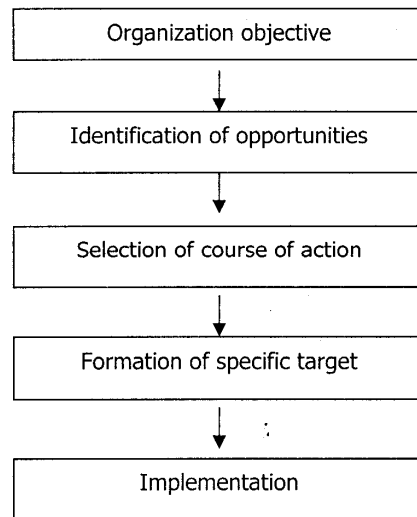
Planning is the first and the most important function of management which in essence is aimed at preparing for and predicts future events. It involves the development of strategy and procedure required for effective realization of the entire plans. (Dare, 2008). Planning as viewed by Nwachukwu (2004) entails determination of control, direction and method of accomplishing the overall organisational objectives. Educational planning is increasingly becoming an important administrative component in education through which educational purposes are initiated translated into programmes and implemented to achieve the desired objective. Effective planning is essential in African countries where education has to

compete with other sectors of the economy for the allocation of funds within very limited national resource; (Edem (2006) stated that educational poor planning is often accompanied by dissipated effort, wasted resources and poor results. This is based on the fact that correct decision is usually hard to reach because of the difficulty of anticipating the consequences which may result from the choice of alternatives. Therefore, planning as a managerial function is designed to prepare the organization for the future and to ensure that decisions regarding the use of people and resources to achieve the objectives of the school. It is obvious that individual and school activities without plan is certainly to be frustrated and achievement of goals may be very difficult. A school manager must be able to develop programmes and approaches for the use of the resources to achieve the state or predetermined educational goals of the school.

Furthermore, Hinjari (2006) posited that planning as the first action of the school principal is aimed at identifying the mission of the school and to set the objectives as well as identify different strategies by which to achieve the agreed mission and objectives. This means that planning deals with the adoption of appropriate mechanism to using minimize resources in order to get maximum result. Therefore, strategy in planning helps the

school to determine its future plans in order to exploit the environment by taking a detailed analysis of their strengths and weaknesses.

Nwachukwu (2006) further identified six steps in the planning process in achieving educational goals and objectives as;



**Adapted from Nwachukwu (2006)**

He further stated that if the style identified are adopted, planning for the future becomes relatively simple and certain to achieve desired objectives.

However, certain features distinguish a good plan from a bad one and some of these distinguishing features as identified by Dare (2007) include the fact that good plans;

- a. are realistic and capable of implementation:
- b. have clearly defined objective in terms of scope, accuracy, clarity and definitiveness as either qualitative or quantitative:

- c. must be comprehensive recognizing the interrelations of the different functional areas to integrate the efforts and ensure a degree of structure in the school:
- d. are flexible enough to take care of what takes place in our dynamic environment: and
- e. economic effectiveness in terms of resources to implement the plans at the least possible cost to achieve the objective.

This implies that effective educational plan at all levels of education must reflect the national philosophy on education and development.

### **Evaluation in the School System**

Evaluation is a value judgment on a given situation in accordance with either qualitative or quantitative and acceptable criteria embarked in every aspect of school administration to determine the level to which objectives are achievable.

Edem (2006) posited that the principal: who evaluates must do the followings;

- i. Determine the purpose of evaluation
- ii. Define what areas are to be evaluated.
- ii. Establish the basis for Judgement; and
- iii. Proceed to measure what the evaluator is attempting to discover.

In the educational system, academic achievement usually receives the greatest attention of the teachers and as such involves the adoption and application of standardized measurement tools and strategies which is reliable, valid and objective to determine the extent to which teaching and learning should occur. Maina (2008) posited that, evaluation should not be considered as a punitive measure but should rather be for diagnosis, remedial purposes and for the prediction of future results. This means that combining achievements and aptitude test is a valuable means of predicting pupil's later success in professional studies. Teachers' evaluation focuses on the ability of the teacher to inculcate effectively in pupils the accepted social behaviours as it is expressed in real life situations. The teachers evaluation should entail indirect appraisal of those traits considered likely to produce desired results in the pupils as well as the teaching process in itself. As a selection of what to evaluate is entirely the prerogative of the supervisors, (Edem 2006).

Consequently, he further identified a comprehensive process and areas on which teacher evaluation should be focused;

**a. Teachers personal traits**

This he further considered to mean the personal qualities of the teachers with regards to his physical and emotional preparedness to teach as well as enthusiasm about teaching; this is on the previous that school

relations entail evaluating relationship with others, among the school network of activities, appearance and manners, responsibility and punctuality as well as concern about the welfare of others.

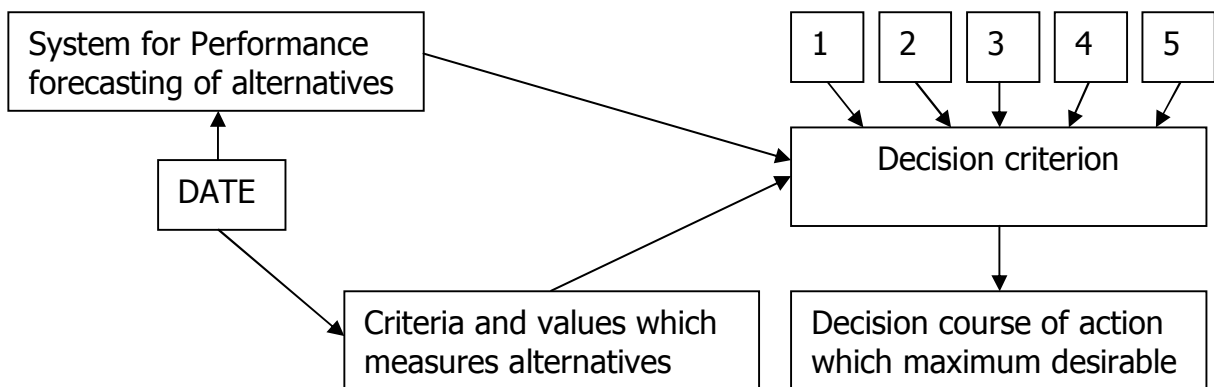
**b. Teachers performance on the job**

This is based on the teacher’s attitude to lesson planning, delivery, strategies, development of ideas, effective teacher-pupil relationship and effective communicative skills.

**2.6 Nature of Decision Making Process in Secondary Schools**

Decision making pre-supposes the existence of alternative form which the decision maker selects as that which will yield the desired results, (Buffa in Nwachukwu 2006). This entails the existence of some criteria’s for measuring or comparing the desirability of the alternatives in relation to the purpose. According to Buffa all decisions go through a structure as presented in figure 2.3 below:

**Structure of Decision Making Process in the Management of Secondary Schools**



**Source: Buff in Nwachukwu (2006) Management Theory and Practice**

To him each alternative could have desirable and undesirable aspects but the alternative that appears to have the most desirable result based on the decision criterion is the one to be selected. This is so because every decision is based on a probability that the anticipated event will occur. Thus, the course of action that maximizes the final desirability is the rational decision.

Donnelly, Gibson and Mancovich (1995) posited that decisions are means rather than ends as well as processes by which a school administrator seeks to achieve some desired results. This implies that, decision making is the outcome of a dynamic process influenced by many forces including the organizational environments, leadership style adopted and the principals' knowledge, ability and deliberation with management staff which results in a decision. School administrators at the secondary level of education are concerned with and are responsible to the day to day performances of both teaching and non teaching staff members in the realization of the schools objectives (Olubadewo 2007). Therefore, the secondary school principal is posed with issues dealing with curriculum and its mode of instructions, negotiations and compromises, physical facilities, finance, pupils administration, evaluation, supervision and public relations with both members within and outside the school environment. Thus, the cyclical decision-making process is essential not only in each of these task

areas but also in the broader functions of secondary school administration, (Musaazi 1992). Furthermore, Edem (2006) categorized administrative functions at the secondary level to include policy, resources and execution. He further stressed that policy involves a statement of objectives that guides and directs the action of the school principal which becomes a major function in shaping the character and activities of staff members towards the realization of the stated objectives of the school. Policy therefore becomes the channel and process through which decisions are made based on stated rules and regulations. Such policies according to Abdullahi (2007) refers to that which is made on reward and punishment of staff and students, levity and fairness in the dealings with members of staff with regards to late coming, absenteeism, malpractices etc.

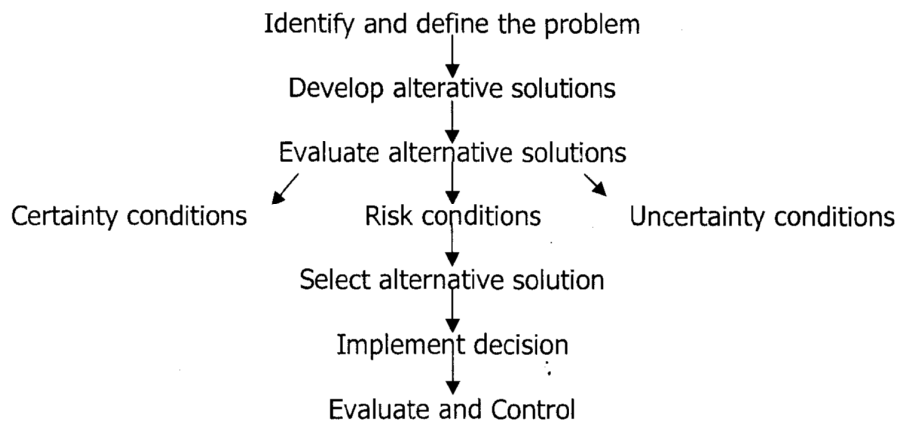
Resources on the other hand refer to the people, funds, facilities as well as both human and material resources that need to be coordinated and influenced to achieve the needs and goals of the school, and finally execution as a function to synthesize the resources and policies that are intended to achieve the goals of secondary education. Thus, these three administrative functions; policy, resources and execution are interdependent on each other and coordinated solely by the school principal to achieve the school objectives.

The central purpose of decision making in secondary school administration is to coordinate the efforts of people towards the achievement of the schools goal as that related to teaching, learning and growth of the students, (Musaazi 1992). The decision making process involves areas related to the students wellbeing, teaching and non teaching, Parent Teacher Associations and is concerned with the following responsibilities on the school principal;

- a. The principal must identify his staff members as a team working for the growth and development of the students;
- b. The principal must realize that as a team each member, staff and students have a large part to play in decisions that determine the school rules, regulations and programmes. School administration through staff meetings, student's representatives, clubs, committees and organisations should be involved in the running of the school through proper delegation of activities and responsibilities.
- c. The school principal must ensure that decisions and procedures in the school must be consistent with the underlying philosophy and mission of the school. This means that decisions should at all time aim at achieving the set goal, objectives and interest of the school.
- d. The principal together with members of staff must always keep the ministry of education, school board and general public fully informed

of the school policies, programmes, failures and successes. This means that the school as a place for teaching and learning, established by the community, must constantly take responsibility to communicate the affairs of the school to the people with a direct responsibility for it.

In the decision making process, Donnelly, Gibson and Moncervich (1995) posited that taking specific steps contributes to high quality decisions through a process of rational and effective decision making schedule as presented in figure 2.1 below;



Adapted from Donnelly et al (1995) process of Decision Making

#### **a. Identify and Define the Problem**

Donnelly, Gibson and Moncervich (1995) posited that in the decision making process, the identification and definition of the problem that needs to be decided upon should be made known to the school administrator.

This means that, the school principal must first and foremost understand the problem through careful considerations of the warning signals. To locate and identify the problem involves the careful consideration of the following indicators;

**i. Deviation from Past Performance and Achievement.**

This means a sudden change in established patterns of performance is often an indication of a problem. In the school system, a situation where student enrollment declines, a poor performance in external examinations occur, frequent change in leadership are signs indicating the existence of problem either from the leadership style adopted, poor teacher motivation and inappropriate supervision of the teaching and learning process.

**ii. Deviation from the Objectives**

The principal must understand that individual interest must be subordinated to the general interest in order to achieve organisational objectives, Fayol (1996).

**iii. Outside Criticisms**

The attitudes of members students, teachers and outside members (community) aimed at criticizing the management with regards to the dissatisfaction on the academic performance of the children might result in confrontation between the school head and the Parent Teachers

Association who may withdraw their support and agitate for a change in leadership.

Knootz (1992) opined that identifying a problem is not as easy as it seems because what might be identified as a problem may not be a problem but that when a gap occurs between desired results and actual results it becomes difficult by one or more factors.

Perceptual difficulties refer to individual perceptions which may protect or defile educational objectives. This means that negative information may be selectively perceived to distort true meaning of a School administrator who initiates projects and are held responsible and accountable for the success or failure leading to unprofitable venture which negates the school objectives. This means that administrator is ignoring the best interest of the organisation in decision making process, (Adegibibi 2006).

#### **b. Defining Problems with Solutions**

Adebimpe (2003) stated that solutions to a particular problem helps the school administrator in making decisions. Therefore, decisions can be taken on student's academic performance in examinations, enrollment, and poor teacher motivation. This means that when problems are defined, it helps to proffer immediate solutions through alternatives.

**c. Identify Symptoms as Problems**

Symptoms may not represent a problem in secondary school administration what might look as a problem may not necessarily be a problem. The cause of low performance in internal and external examination might be subordinate problem; emanating from the students poor attitude to their studies, negligence and anticipated malpractices.

**d. Developing Alternatives**

Adigan (1996) opined that when problems are defined, potential solutions to the problem are equally developed with the consequences of each alternative being carefully considered. This process of developing alternatives in decision making process helps to investigate and assess relevant internal and external environments of the school to provide the best alternative decision to be adopted, (Barau 2001). This means that, the search for solutions is conducted within a specific time frame to meet the objectives of the school. Ogunlade (1996) in support of this view stated that in developing alternative solutions to a problem there should be a linkage between the number of alternatives considered and the span of which decisions should be made.

**e. Evaluating Alternatives**

Abubakar (1995) accounted that at the point alternatives are being and developed, they should be evaluated and assessed in such a way that

it is carried out within a considerable time. This is so because, evaluating alternatives builds objectives in making decision that produces the most favorable outcomes and maximizes the schools objective. Consequently, Donnelly, Gibson and Moncervich (1999) posited that, evaluating alternatives is on the outcome of the relationships and on the following presumptions; conditions of certainly and the conditions of uncertainly.

- a. condition of certainty holds that the school principal has complete knowledge and consequences of each alternative. School principals should have knowledge of the probability estimate of the out come of alternative while the;
- b. condition of uncertainty holds that, the school principal has no knowledge of the probability and consequences of the outcome of each alternatives preferred to solve a problem.

Therefore, in support of Donnelly, Gibson and Moncervich (1995) Knootz (1999) opined that decision making is commonly made under a condition of risk as it holds that for every decision made or taken there is either a negative or positive consequences but that when decisions are made, most school principals anticipate positive results in most cases.

**f. Choosing Alternatives**

Ahmed (2005) stated that the purpose of decision making is to achieve predetermined objectives of an organisation. Therefore, the school

principal is expected to make a choice on the evaluated alternatives in the achievement of the schools objectives which should involve a body of members represented in committees of students and when it relates, to the needs of students. Owolabi (2007) opined that situations rarely exist where alternative solutions achieve the desired objectives without having some negative or positive influence on another objective. This means that, in the decision making process, optional solutions are often impossible the principal committee making decisions may not possibly assess all the available alternatives, their consequences as well as the probability of occurrence. Therefore, rather than being an optimizer, decision making is rather a satisfier who selects the alternative that meets the acceptable standards of a giving problem within a specific time frame.

#### **g. Implementing the Decisions**

The decision process is not complete until it is implemented since the essence of any decision is to secure action. Therefore, decision maker has to seek and obtain the willing cooperation of all involved. To ensure effective implementation of decisions to secure acceptance, the decision maker must employ effective communication, motivation of the teachers in to accepting the decision and pointing out the advantages to be achieved as well as effective control of the process for the implementation of the decision and proper timing of event to aid coordination, (Nwachukwu

2004).

The decisions made on a particular problem need to be implemented effectively without bias and prejudice to meet and achieve the purpose of which it was meant (Makoju 2007). Therefore, decisions reached as a team working together is easily implemented since every body is involved in the choice of the alternative. This means that, the test of soundness of a decision is the behaviour of the people to which the decisions are made aid which in turn can be undermined by dissatisfied subordinates (Abdallah 2008).

#### **h. Control and Evaluation of Decisions**

This is built on the principle that effective school administration involves a periodic assessment of results and performance of staff members as well as students. This is done to check deviations and distortions to stated objectives.

Therefore, effective decision process is important to the smooth administration of the school hence it is viewed as the specific function of school administrators towards the attainment of stated objectives in the school (Deborah 1999). Since administration deals with the coordination of both human and material resources, it is a central task of the school head at all levels of an organisation to assess how, when and extent to which decisions and functions are performed.

## **2.7 The Role of the Principal in Decision Making Process in Secondary Schools in Kaduna State**

Who makes what decision, when and how they are made is a task of the administrator in all organization today. According to Ougundare (1999) the school principal is the administrative head of the secondary school that performs the academic, administrative and leadership functions in the attainment of goals in secondary schools. The principal as an educational administrator is the most superior officer in the school, (Weoma 1997). Edem (2006) posited that the appointment of the principal is based on efficiency, relevance and experience as well as academic qualification, dependency and reliability to take charge of institutional affairs. This implies that the principal has to ensure effective utilization of human, material and fiscal resources available tactfully and honestly by relating with members of staff and students in the decision making process.

Therefore, the main function of the school principal is both Managerial and Operational as opined by Oviwigbo (2004) and Yabo (2007). That the managerial functions involves planning, organizing, staffing, directing, coordinating, reporting and budgeting (POSDCORB) while the operational functions includes procurement, training, developing, distributing, maintenance and supervision of all available resources in line with the goals and objectives of the school, (Adesina 1998).

Igunnu (2007) opined that the role of the principal can be seen from three perspectives as:

- i. Participating in the formulation, implementation and monitoring of educational policies and programmes;
- ii. Ensuring the care of staff and students; and
- iii. Establishing social relationships between the institution and the community where those institutions are built.

These functions reveal the relevance of staff, students and community members as partners in progress in the administration and management of secondary schools. It is also expected to decide the job or vocation among teachers and plan a favourable work schedule. Therefore, the principal is to device strategies in the best method to adapt to reach a logical decision making stage. Having known the capacity of his teaching force, he then knows whom to call at a particular decision making level. The principal is concerned with his strategy for dealing with conflicts that may occur as a result of differences in cultural values, role expectations or vested interest of individuals or groups. Nevertheless, there is no greater test of leadership on the part of the school principal than his positive influence on the professional growth of his teachers as well as responsible for contributing definitely to the professional improvement of his teachers and students.

According to Bernard (2002) principals should know that teachers are reliable instruments in implementing their administrative policies through their involvement and participation in decision making based on the increase in teachers varying dispositions, professionalism, school increasing complexity, increased democratic ideas in school and pursuit for job satisfaction and self actualization since all the decisions made in schools often deal with human beings. By implication all administrative procedures in the school must be consistent with the under lying philosophy of the school. These decisions must at all time aim at achieving the set objectives and goals of the school.

In addition, Musaazi (1992) stated that an administrator will normally develop his decision making process based largely on the value judgments he holds with regards to the participation of others beside himself in shaping the rules and regulations of the school to achieve desired objectives. Therefore, school administration can be regarded as an effective one if it has achieved the accepted objectives and goals of the organization using the resources at its disposal to achieve the desired objectives.

## 2.8 Changing Roles, Responsibilities and Decision making Process on the Management of Secondary Schools.

This signifies that with regards to the leadership style adopted by a school principal, his roles decreases and increases respectively as opined by Craston (2000) as presented below in fig. 2.2.

<b>Decreases in Role</b>	<b>Increase in Role</b>
Responsibility as an individual take decisions, although number and variety of decisions increase significantly;	Need to work with and through representative committees and groups in collaborative way to achieve agreement decisions;
Time and opportunities to take decision as an individual generally;	Need to delegate decisions to others as well as apply time management skills;
Involvement in low level management activities delegated as possible to others.	Local accountabilities to school community members In leadership of a school through visioning, strategic planning, change, educational improved learning outcome;
	Operational climate of autonomous decision making for the school.

**Source: Craston (2000) Roles of the Principal**

From the illustration above, the table signifies a shift to a more collaborative mode of operation within the school community with regards to sharing responsibility and accountability for decision making. This means that, the change developed not only as a result of the establishment of schools and organisation but also out of necessity to delegate, particularly to teachers, Parent Teachers Association (PTA) and students the number of decisions needed to be made. In other words, the

empowerment of the teacher within a clearly defined strategic set of operational parameters is of great relevance.

### **2.8.1 The Teacher in Decision Making in Secondary Schools**

Good school management must involve all the members of staff; teaching and non teaching to function as a team to realize the objectives of the school. This unity in action according to Hinjari (2006) serves as a good example to students on the spirit of cooperation in carrying out common tasks and serves as an avenue where individual talents serves to contribute to the progress and development of the school.

Deborah (1999) accounted, that teachers should be involved in the process of decision making so that execution and implementation of decisions would be effective and that where participation is required among teachers, the extent of teacher involvement will depend largely on the nature of the problem on which decisions are sought. On the other hand where teacher's involvement will lead to delay in decision making, their participation should be avoided. Considering the time frame upon which the decision is expected to be taken.

The staff should be involved in decision making and matters which affects teachers and non teaching staff directly, when teachers are involved, it gives them a sense of belonging and ownership on the decision reached as well as become prompted to help in achieving the objectives

for which the decision is made. Teacher's involvement in decision making process does not alter the fact that, the principal remains accountable for taking the final decision. The greater involvement of teachers in decision-making is an important aspect of the decentralization policy of school-based management and an alternative to the top-down bureaucratic system of schooling in many different contexts. In the earliest stages of the introduction of school based management, teachers' participation in decision-making was adopted to give more influence to the schools and thereby increase administrative efficiency.

In the 1980s and 1990s, the focus on teachers' participation in decision-making changed, being aimed at reforming educational practice by creating conditions in schools that facilitated improvement, innovation and continuous professional growth. Most of the restructuring literature favoured shared decision-making. Teachers' involvement in school decision-making was seen to facilitate better decisions, because those closest to students know best how to improve their schools and is in the best position to make and carryout decisions. It was seen as motivational to the participants and it released their energy, responsibility and initiative, resulting in greater commitment to the job and increased job satisfaction (Bernard, 2002). It was seen to encourage teachers to assume greater responsibility for what happened in a school thus increasing teachers'

ownership of change, giving teachers a voice in school policy and making better use of their professional expertise. Teachers' participation in decision-making was perceived as forging links between administrators and teachers as such their participation in decision-making was viewed as a change initiative' focusing on an alternative strategy for school management.

Maina (2008) viewed decision making as a solution to problems. Therefore, in the school organisation decision have to be made based on the fact that problems are natural and certain to occur. It is set of alternative solutions resulting from suggestions to arrive at an eventual preferred solution. He pointed out effective stages of decision making process as:

- i. willingness of subordinate to cooperate with leaders and their leadership qualities;
- ii. quality of a decision is influenced by the steps taking before making it;
- iii. considered the mental maturity and experience of staff to be involved in the larger group of decision making process;
- iv. the involvement of teachers in decision making will make the implementation easier;
- v. adoption of democratization process in decision making; and

- vi. chose the best time and climate for decision making as well as for the implementation of decisions.

When these stages are followed meticulously by the school head or principal, it leads towards the attainment of desirable results. In addition, Bello (2003) opined that, leaders must match decisions to the characteristic of the problems. They must know when to involve others in decision making as well as realize that the actions that need different and urgent attention, call for swift and unilateral decisions while long term solution depend on subordinates commitment to actions and consensus in decision making.

Consequently, Hoy and Miskel (1992) summarized a number of generalization on the teachers' impact in decision making process on the management of secondary schools as;

- a. the opportunity to participate in policy formation builds teachers morale and enthusiasm as well as create a sense of belonging in them and contribute willingness to school management;
- b. Participation in decision making is positively related to the individual teachers satisfaction in the teaching profession.
- c. teachers prefer principals who involve them in decision making regardless of whether the teachers have higher or low dependency needs.

- d. teachers are neither expected nor meant to be involved in every decision making process as too much of their involvement may breed problems to the school principal.
- e. participation in the decision making process has consequences which vary from one situation to another.
- f. typical administrators with a particular leadership style may likely prove ineffective because they might not be fully accepted by the subordinates due to their limited participation in decision making.

Therefore in order to maximize the positive contributions of shared decision making and minimize negative consequences, the principal needs to provide answers to the following questions as posited by Bridge (1967);

- i. under what conditions should a teacher be involved?
- ii. to what extent and how should teachers be involved?
- iii. how should the decision making groups be instituted?
- iv. what role is most effective for the principal?

Bridge (1967) further stated that these questions are relevant to guide and enable the principal make value judgments with regards to the decision making process. This should be so because too much involvement of teachers in decision making might be construed to be inefficiency on the part of the school principal. This view is held because the school system is a complex institution with its ways and approaches that can lead to the

performance of district variation tasks where almost all the activities in the school system require decisions. The teaching and learning activities cannot exist without a handful of decision making because the classroom teacher is responsible to take decisions on the topic to teach, at what time to teach and also decide which method to use while imparting the knowledge to achieve the desired goal.

### **2.8.2 The Role of Members of the Community in Decision Making Process in Secondary Schools**

The community refers to the host environment in which the school is established to meet the needs and aspirations of the people (Dare, 2006). Therefore, their involvement is paramount within the dynamic and changing context of the school and their participation and collaboration with regards to planning, budgeting, funding, provisions of infrastructural facilities, depending on the leadership skills and capabilities of the principal. Such skills according to Uchegbu (2001) involve negotiation, consultation, conflict resolution, building ownership and commitment to decisions. The members of the community in the context of this study refers to the Parent Teacher Association members who forms part of the management team and also contributes tirelessly to the attainment of educational objectives in secondary school. Sackney and Dibaski (1994) affirmed that majority of activities required of the principal involve

collaborative decision making process otherwise effective school administration is unattainable.

### **2.8.3 The Student in Decision Making Process in Secondary Schools**

The participation and involvement of students in decision making process is based on factors such as the age, and experience of the students, the nature and complexity of the problem to which decision is sorted. These viewpoint suggests that students should fully participate in decision making (Abdallah, 2007). This view is also supported by Olubadewo (2007) who pointed out that principals and other stakeholders should not underestimate the contributions of students especially if they are given the opportunity to develop their skills and their level of maturity. In their support, Dare (2007) felt that students should be involved in all areas of school life. He adds that the range of activities that make up the work of a school can be categorized in a number of ways, but, however it is categorized, one should expect students to have opportunities for involvement in each major area in particular to a school's ethos and climate which include rules, rewards and sanctions, curriculum, teaching and learning, management and development planning. Involvement in curriculum as well as teaching and learning methods is frequently recognized as being one of the least explored areas of student

participation. Asake (2006) pointed out that for one thing, school curricula and evaluation criteria are often prescribed in detail by state or federal authorities, apparently leaving little room for involvement by teachers or students. However, in reality, the curriculum as experienced in the classroom and the learning methods employed present a range of different opportunities for student involvement from decisions about the nature of assignments and projects, for instance, the assessment strategies and marking. This applies equally to the topics chosen by students for discussion in class and or school councils. The most effective school councils do not exclude anything from being discussed, apart from matters of personal confidentiality. If rigid, limits are imposed on councils at the outset where students are unlikely to develop any enthusiasm for them (Ahmed, 2005). He further added that, student consultation relating to curriculum and examination reform is mandatory. Student's participation involves consideration for their representative, as prefects in the various positions of responsibilities in school management, thus their involvement should be based on the followings; that,

- i. they understand their problems as students more and can proffer better solutions to them;

- ii. they are more committed to the cause of the school, and enhance their interest in the implementation of decisions when they are involved in decision making process;
- iii. it exposes them to the rules and regulations of the school with regards to their stand and policies on particular issues;
- iv. it builds a sense of confidence and enables them to learn the art of decision making which will equip them in later life endeavours.

Enoh (1987) stated that, when students are left out in decision making process especially with that which conflicts with their interest, they may resort to cooperate in the achievement of such goals. Consequently, Deborah (1999) identified effective stages to involve the students in decision making process in secondary schools, among which are;

- i. thoroughly canvas and evaluate a wide range of alternative course of action from the students;
- ii. survey the full range of objectives to be fulfilled and the values expected to be implied in the choice of alternative;
- iii. Carefully weigh whatever is known about the risk and consequences that could follow from each decision on the student;
- iv. intensively search for new information relevant to further evaluate the alternative; and

- v. Re-examine the positive and negative consequences of all the acceptable alternatives before making a final decision.

When these factors are carefully considered and followed in the process of decision making, Dare (2006) affirmed that the students participation in decision making process will yield the following benefits;

- a. tendency of acceptance by those affected by the outcome of the decision in areas of formation and implementation;
- b. reduces the amount of coordination necessary to bring the decision into play. This means that group or committee decisions are easier coordinated than the individual decisions;
- c. promote easier communication and reduces the amount of communication necessary to implement the decisions;
- d. provisions of a variety of alternatives and solutions are considered
- e. clears the rumor and gives people confidence and a sense of belonging among the staff members.

This means that when decisions made are successfully implemented, it gives the student the sense to acknowledge their relevance and to see themselves as partners in the management of the school.

## **2.9 Leadership Style and Decision Making on the Management of Secondary Schools**

The school principals as a leader help the school in changing the behaviours as well as integrate the staff member's, students and parents towards the successful achievement of organizational set goals. Therefore, to have the capacity for leadership, Hinjari (2007) posited that such a leader requires a number of attributes that should be properly applied to the particular group considering the task at hand. Bagobiri and Kassah (2006) perceived leadership in school management as special, personal attributes which is sufficient to make a leader but the ability to apply them at the correct place, time and for correct purposes depends on the experience and adoption of appropriate style of leadership. Those who have the responsibility for deciding the direction of an organisation and hold the authority to move it towards goal attainment are considered as the most important ingredients in determining the success or otherwise of the organisation. Management is a discipline which seeks to provide answers to questions and a determination of how human and material resources in the school are utilized to achieve the objectives of secondary education.

To this end, the literature reviewed revealed the followings as the most paramount leadership qualities as supported by Kareem and Guga (2005) and Asake (2006) in Yabo (2007) to include;

- i. mental and physical energy for effective performance;
- ii. emotional stability and self control when confirmed with pressures;
- iii. good knowledge of human relation;
- iv. empathy and good sense of judgment;
- v. ability to communicate effectively both oral and in written terms;
- vi. technical competence in experience, principles and knowledge;
- vii. objectives in relating with his subject, speech and policies;
- viii. posses social skills for dictating the strengths and weaknesses of his subjects;
- ix. ability to choose and adopt appropriate leadership style based on his knowledge of management studies; and
- x. should posses' high level human relation and ability for effective coordination of organisational activities and linkages of such with the community where the school is located.

Therefore, school goal achievement is judged by the congruence between expected managerial behaviours of the school principal in relation to the task performance expected to achieve the desired objective set for the school.

### **2.9.1 Selecting Leadership Patterns for Effective Decision Making Process in Secondary Schools.**

Though many studies and research as well as literature has been reviewed on leadership style, none has been declared to have provided a complete and dependable answer to leadership questions as it regards to effective management and decision making in secondary schools. Rather researchers seek to make objective contributions which further creates avenue for revisiting the existing studies probably on the grounds of positive criticisms based on facts and experiences from the school administrators which has created unresolved issues and problems for organisations, Nwachuwku (2004). In addition Tanenbaum and Schemidt (1998) perceived effective leadership on a continuum of situations and behaviour pattern of a school based on Boss centered and employee centered leadership style containing seven patterns of leadership continuum. These patterns include the followings that management;

- i. makes decision and announce it;
- ii. sells decision;
- iii. present ideas and invites questions;
- iv. decision are subject to change;
- v. presents problems gets suggestions and makes decisions;
- vi. defines limits as group to make decision; and

vii. permits subordinate to function.

Therefore, Tanenbaum and Scheidt (1998) provided an objective response to leadership questions by revealing the determinants as a guide for the selection of appropriate leadership style and for effective decision making process in secondary schools which will enable the principal influence the teachers, student and parents to act in a particular desired manner.

### **2.10 Empirical studies on the Impact of Decision Making Process on the Management of Secondary Schools in Kaduna State**

The researcher reviewed journals, thesis and research related reports from the internet and come up with the following related studies on the topic under discussion.

Enna (1994) investigated the effects of decision making process in primary school administration in Kaduna State. The objective was to investigate if decision making process has effect on the administration of primary schools and also to find out teachers and parents opinion on the effect. To determine whether the sample population felt the effect decision making process have over primary school administration in Kaduna State, the research design used was descriptive. The sample size comprised of forty (40) head teachers, two hundred (200) teachers and forty (40) parents randomly selected from each of the ten (10) schools, in the three

(3) educational zones. The total sample size was two hundred and eighty (280) made up of head teacher, teachers and parents who were randomly selected.

The research instrument used for the collection of data was a thirty (30) item Likert five point scale questionnaire for head teachers and teachers and twenty item questionnaire of a two way Yes or No answer type for parents. The descriptive statistics, tallies, frequency and percentages were used to identify the popular perception of the respondents and tables were drawn to show the variations on the opinions of head teachers, teacher and parents to the variables in the questionnaire as responded to as well as the inferential statistics of the Analysis of variance (ANOVA) was used to analyse the data. The findings of the study revealed that the head teachers, teacher and parents plays significant role in decision making processes through their collective participation in decision making. The study further revealed that the parents as members of the school community determine to a large extent the funding and provision of infrastructure through community service. The study also revealed that the leadership style adopted by head teachers is responsible for the increased participation in decision making and that it is responsible for the ease in the implementation of decisions. Enna's study shared similarities with the present study in the sense that both studies were on

the impact and effects, of decision making in school administration and the sample respondents.

The major differences in the two studies are that in Enna's study two set of questionnaire were used for teachers and head teachers and for the parents. The previous study used the analysis of variance (ANOVA) while the present study used the t-test statistics respectively to analysis the data.

It was observed that the simple percentage used to analyse the questionnaire was a good job in the theoretical and empirical studies which have served as a source of reference to the current researcher's study.

### **2.11 Summary**

The literature review assessed the impact of decision making process on the management of secondary schools in Kaduna State. This involvement was considered from the point of the school principal, teachers, students and the Parent Teachers Association as a team working together to achieve the set educational objectives of the school.

The review also discussed the relevance of leadership style adopted by the school principals on the management of the school. It therefore, revealed that the leadership style adopted by principals plays a great role in determining the decision making process in schools. However, the

empirical study was carried out to drawn relationship to the topic under study and to make comparison on the findings on the impact of decision making process in the management of secondary school on Kaduna state.

## **CHAPTER THREE RESEARCH METHODOLOGY**

### **3.1 Introduction**

This chapter presents the research methodology adopted for the study. The researcher therefore presents an explanation of the methodology used in carrying out the study on the assessment of the impact of decision making process the management of secondary schools in Kaduna state. The chapter therefore focuses on the research design, population, sample and sampling techniques, research instrument and administration the content validity and reliability of the research instrument, pilot study and the method of data analysis were also discussed in the study.

### **3.2 Research Design**

The descriptive research design is used for the study where data were collected from subjects using a questionnaire. Inline with the opinions of Ofor (2004), Oredien (2004a) and Adiyoye (2005), the descriptive research possess great relevance for adoption when the researcher intends to describe conditions that already exist and to determine reasons for their prevalence at the time of the study. In other words descriptive research provides for situations through which inferences made in a study can be generalized. Since the study is concerned with generalized statistics to

asses the impact of decision making process on the management of secondary schools in Kaduna state, their functions in achieving the objectives of secondary education is also assessed. The research design adopted was such that, the data collected were tested and analyzed to answer the research questions and hypotheses drawn in chapter one of the study. Therefore, the descriptive survey was considered most appropriate for the study.

### **3.3 Population**

The population of the study comprised of all the public secondary schools in Kaduna state as well as the teachers and school principals. Based on the data collected from the available statistics from Kaduna State Ministry of Education, the population consists of one hundred and twenty three (123) public secondary schools, three hundred and sixty nine principals and five thousand and thirty four teachers (5034). The total population therefore consisted of five thousand four hundred and three (5403) representing principals, vice principals and teachers of secondary schools in Kaduna State spread within the three educational zones of the states and twelve (12) Inspectorate Divisions as presented in table 3.1 below:

**Table 3.1 Kaduna State Zonal Education Head Quarters Number of Secondary Schools Teachers Students and Principals**

<b>Zones</b>	<b>Zonal Headquarters</b>	<b>No. of Secondary schools</b>	<b>No. of Teachers</b>	<b>No. of Principals</b>
A	Zaria	44	2091	132
B	Rigachikun	31	1797	93
C	Kafanchan	48	1146	144
<b>Total</b>		123	5034	369

**Source: Kaduna State Ministry of Education (2008)**

### **3.4 Sample and Sampling Techniques**

The study area consists of forty secondary schools, two hundred and sixty teachers and forty principals spread all over the three (3) educational zones and inspectorate divisions of Kaduna State to represent the sample selected for the study.

The researcher adopted the stratified random sampling technique based on the recommendations of Akuizuelu and Agu (2004) on the basic sampling procedure as that which gives every member of the population equal chance of being selected in the sample. Therefore, the sample size selected for the study is three hundred (300) representing teachers and principals respectively as considered appropriate based on the recommendations of Ofor (2004), Ndiyo (2005) and Abiola (2007) on their table determining the sample size using stratified sampling technique.

### **3.5 Instrumentation**

The instrument used for the collection of data is the self designed questionnaire to retrieve data and responses from the sample selected on the assessment of the impact of decision making process on the management of secondary schools in Kaduna State. The Likert three point scale questionnaire (Agree, disagree and undecided) was used by the researcher as the principal instrument of data collection. The questionnaire was classified into five sections (A,B,C,D and E) designed to retrieve information on the demographic characteristics of respondents as well as solicit response to the variables each item based on the hypotheses posed for the study and presented in the subsequent sections; B, C, D and E respectively as it applies to the hypothesis drawn.

### **3.6 Validity of the Research Instrument**

The content validity method was adopted as the most suitable for determining the quality of the questionnaire items while the face validity was sought from experts. Oredien (2004a) and Abdulsalami (2005) opined that the validation of the content of questionnaire items by experts is an important obligation of every researcher to accomplish in a descriptive research. Therefore, the instrument was validated by experts in the fields of educational administration, research and statistics to determine the suitability of each item in measuring what the study intends to assess. The

reliability of the instrument was determined using Pearson Moment Correlation Coefficient to ascertain the level at which the instrument measure accurately and consistently what it sets to measure.

### **3.7 Reliability of the Instrument**

To determine the reliability of the instrument for data collection, the pilot study was carried out on independent respondents using a set of five sectioned questionnaire administered to teachers of Demonstration Secondary School, Ahmadu Bello University, Zaria to represent principals (5) and teachers (15) This means that twenty respondents were involved in the pilot study. Consequently, the Pearson Product Moment Correlation Coefficient (PPMCC) was adopted to determine the reliability which was obtained in a coefficient of 0.76, and 0.70 for principals and teachers respectively against the acceptable value of 0.05, thus establishing the reliability of the instrument used for data collection.

### **3.8 Administration of the Instrument**

A five sectioned questionnaire was designed, adopted and administered by the researcher to the sample selected in other to generate adequate and objective responses that were used to provide viable responses to the research questions posed for the study. The questionnaire designed was distributed by the researcher and through research assistants to the sampled respondents. This process of

administration was facilitated by the Department of Educational Foundation and Curriculum, Ahmadu Bello University, Zaria through the provision of a letter of introduction to the sampled schools.

### **3.9 Method of Data Analysis**

The data on the role of decision making process in the management of secondary schools in Kaduna State was retrieved, coded and subjected to the descriptive statistics using the frequency, simple percentages, mean and standard deviation to present the opinions of respondents to each item on the questionnaire and the inferential statistics of the t-test at 0.05 level of significance to answer the research questions posed for the study and to determine the significance level of difference in the opinions of the respondents on the impact of decision-making process on the management of secondary schools in Kaduna State.

The choice of the t-test over other inferential statistics was based on the two (2) levels of independent samples involving the teachers and principals of secondary schools in Kaduna State.

## **CHAPTER FOUR DATA PRESENTATION AND ANALYSIS**

### **4.1 Introduction**

This chapter contained the statistical analysis of the data collected from the teachers and head teachers in relation to the study on the impact of decision making in the management of secondary schools in Kaduna state. The analysis of data and interpretation of findings in the study were carried out on the basis of the responses collected from the questionnaire administered by the researcher. Out of the three hundred (300) copies of questionnaire distributed, only two hundred and ninety six (296) were retrieved successfully from the respondents and used for the purpose of this study. The data generated were illustrated and presented in tables using the descriptive statistics of the frequency and simple percentages which constituted the bulk of the materials used for the test of hypotheses. The hypotheses were tested in order to provide valid solutions to the research questions in the chapter and for each of the four stated hypotheses, the t-test statistics was used to ascertain the results of the analysis using the overall mean scores in other to draw conclusions according to the decision rule at 0.05 level of significance.

## **4.2 Data Presentation**

This section presents a descriptive analysis of data collected from the questionnaire administered to teachers and principals on each section of the questionnaire set to answer each research question.

### **4.3 Respondents' Opinions on the Planning and Decision Making Process on the Management of Secondary Schools in Kaduna State.**

The variables raised in this section of the questionnaire was set to determine the respondents' opinions on planning and decision making process on the management of secondary schools in Kaduna state. Table 4.3.1 below contains item description on the planning of decision on the opinions of teachers and principals as presented in table 4.1 below.

**Table 4.3.1 Opinions of Respondents on Planning and Decision Making Process in the Management of Secondary Schools in Kaduna State.**

S/N	Item Statement	Agreed		Disagreed		Undecided	
		Freq	%	Freq	%	Freq	%
1.	Decision making process in secondary schools involves taking into consideration the plans of the school management team	200	64.7	78	28.4	16	5.9
2.	Decision making involves consideration of alternatives in the management of secondary schools.	221	80.4	40	15.5	11	4.0
3.	When decision are made without due consideration and consultations with management team, if often leas to crises	173	54.9	96	34.9	27	9.8
4.	Planning has nothing to do with decision making process.	182	66.2	91	24.4	25	9.1
5.	Decision making means to analyze, synthesize and carefully implement the plans and mission of the school.	242	81.5	39	12.0	21	6.5
6.	When teachers and students participate in decision, the goal of secondary education is achieved.	181	65.8	76	27.6	39	6.2
7.	Teachers and students are the implementers of decisions	196	71.3	59	21.5	41	6.9
8.	Planning and decision making are the most important aspects of secondary school management.	216	78.5	49	14.2	9	6.9
9.	When decision making is planned, it leads to alternative choice of decisions.	221	80.4	40	15.5	11	4.0
10.	Consideration for a course of actions	179	65.1	70	21.1	38	13.8

Table 4.3.1 above contains detailed information on the opinions of respondents on each item on the questionnaire as responded to on the impact of decision making management of secondary schools in Kaduna state as presented using percentages and frequencies.

The data collected showed that 200 (64.7%) of the respondents agreed that the impact of decision making process is to develop in the

principal and teachers a strong consciousness. On the other hand seventy eight (28.4%) disagreed while sixteen were undecided.

Decision making involves consideration of alternatives in the management of secondary schools, 221 (71.3%) of the respondents agreed, fifty nine (21.5) disagreed to the assertion while nineteen (6.9%) were undecided.

On the other hand, 173 (78.5%) of the respondents agreed that decision making involves consideration to alternatives in the management of secondary schools. Thirty nine (14.2%) disagreed, nineteen (6.9%) were undecided while one (4%) did not respond.

Regarding the assertion that Planning has nothing to do with decision making process, two hundred and twenty one (80.4%) of the total respondents agreed. On the contrary, forty (15.5%) respondents and eleven (4.0%) respondents disagreed and remained indifferent respectively.

With regards to the statement that decision making means to analyze, synthesize and carefully implement the plans and mission of the school, two hundred and forty two (81.5%) of the respondents agreed to the statement while thirty nine (12.1%) and eighteen (6.5%) disagreed and remained indifferent to the statement respectively.

In responding to item six, one hundred and eighty one (65.8%) of the respondents agreed, seventy six (27.6%) disagreed while thirty nine (6.2%) were indifferent and did not respond. The fairly high percentage recorded in agreement with the statement (in the opinion of the researcher) is an indication that when teachers and students participate in decisions, the goal of secondary education will be achieved. For details in the frequency and percentages for each item in the questionnaire, see table 4.2 above.

#### **4.4 Respondents Opinions on the organization of decision in the management of secondary schools in Kaduna state.**

This section of the questionnaire items sought to determine the opinions of respondents on the organization of decision in the management of secondary schools in Kaduna state. Therefore, the table below contained the item description and responses of the teachers and head teachers to each item on the questionnaire as presented in table 4.2 below.

#### 4.4.1 Opinions of Respondents on the Organization of Decision in the Management of Secondary Schools in Kaduna State.

S/N	Item Statement	Agreed		Disagreed		Undecided	
		Freq	%	Freq	%	Freq	%
1.	When planning is poorly done, an organization decision becomes a difficult problem in school management.	222	80.7	63	15.6	11	3.3
2.	Decision making process in secondary school involves organization of alternatives to choose the most appropriate decision.	226	82.2	67	13.5	12	4.4
3.	Organization decision to choose from alternative is a waste of time ins school management.	216	78.5	65	16.4	15	4.7
4.	Decisions are organized to anticipate solutions to problems.	195	70.5	82	23.6	11	5.5
5.	Organization decisions does not concern the teachers and students.	137	49.8	115	42.7	44	8.7
6.	When decisions are made and organized in sequence, it leads to effective management.	132	48.0	116	42.2	48	9.1
7.	Decision making process needs careful organization and management of alternatives.	138	50.2	102	37.1	56	12.0
8.	Decision made must take cognizance of the interest of the students and school.	111	40.4	134	48.7	51	10.5
9.	When the decisions made do not agree with the opinions of teaches and students, the organization of instruction becomes a difficult task to the principal.	146	45.1	119	43.3	31	11.3
10.	Decision making process is relevant for organization development and the attainment of goals.	150	46.5	114	41.5	32	11.6

The table above shows details of respondents opinions on the Opinions of Respondents on the Organization of Decision in the Management of Secondary Schools in Kaduna State as represented in frequencies and percentage.

Two hundred and twenty two (80.7%) of the total respondents agreed that When planning is poorly done, organizing decisions becomes a

difficult problem in school management. 65 (15.6%) disagreed on this assertion while 11 (3.3%) were undecided.

With regards to item two on the questionnaire, two hundred and twenty six (82.2%) of the total respondents agreed that Decision making process in secondary school involves organizing alternatives to choose the most appropriate decision. while sixty seven (13.5%) and twelve (4.4%) disagreed and remained indifferent respectively to the statement.

Out of the total number for the study, two hundred and sixteen (78.5%) of the respondents agreed that Organizing decision to choose from alternative is a waste of time in school management. sixty five (16.4%) and fifteen (4.7%) disagreed and remain indifferent respectively.

On the assertion that, decisions are organized to anticipate solutions to problems, one hundred and ninety five (70.5%) of the total respondents agreed. Eighty two (23.6%) and twenty one (5.5%) disagreed and remain indifferent on the statement respectively.

With regards to the statement that organizing decisions does not concern the teachers and students, one hundred and thirty-seven (49.8%) of the total respondents agreed. One hundred and fifteen (42.7%) and forty four (8.7%) disagreed and remained indifferent on the statement respectively.

With regards to item 6, that when decisions are made and organized in sequence, it leads to effective management. One hundred and thirty two (48.0%) of the total respondents agreed to the statement, one hundred and sixteen (42.2%) disagreed while forty eight (9.1%) remained indifferent and did not show any response.

One hundred and thirty eight (50.2%) of the total respondents agreed that, Decision making process needs careful organization and management of alternatives. One hundred and two (37.1%) disagreed while thirty three (12.0%) were undecided.

With regards to the statement that Decision made must take cognizance of the interest of the students in school, one hundred and one (40.4%) of the total respondents agreed while one hundred and thirty four (48.7%) and fifty one (10.5%) disagreed and remained indifferent. The light scores recorded against this statement is a clear indication that involvement of the teachers in decision making is poor in secondary schools.

With regards to item 9, one hundred and forty six (45.1%) of the total respondents for the study agreed that When the decisions made do not agree with the opinions of teachers and students, the organization of instruction becomes a difficult task to the principal. One hundred and

nineteen (43.3%) and thirty one (11.3%) disagreed and remained indifferent respectively.

On the statement that Decision making process is relevant for organizational development and the attainment of goals, one hundred and fifty (46.5%) of the total respondents agreed. One hundred and fourteen (41.5%) disagreed on the statement while thirty two (11.6%) remain indifferent..

#### **4.5 Opinions of teachers and head teachers on directing decision in the management of secondary schools in Kaduna state.**

This section of the questionnaire contained the description of items set to determine the opinions of respondents on the direction of decision making process and the management or secondary schools in Kaduna state.

**Table 4.5.1 Opinions of teachers and head teachers on directing and decision making in the management of secondary schools in Kaduna state.**

S/N	Item Statement	Agreed		Disagreed		Undecided	
		Freq	%	Freq	%	Freq	%
1.	When decisions are made through committees, implementation becomes easier and achievable.	155	48.0	122	44.4	19	6.9
2.	Directing decision is a collected responsibility of the principle teachers and students.	171	55.3	107	37.5	18	6.5
3.	To direct decision brings about bias and prejudice.	207	63.3	83	30.2	16	5.8
4.	Decisions and directed by group of individuals	153	47.3	121	44.0	22	8.0
5.	Teachers and students are often ignorant of decisions in the school as such directing becomes difficult.	138	42.2	137	49.8	20	7.2
6.	Decisions are made based on the selfish interest of school principals.	78	16.4	207	75.3	21	7.6
7.	The leadership style of a principal determines good decision making process.	168	53.8	100	38.2	28	7.3
8.	Decision directed in the school has no consideration for the interest of the students.	149	54.2	143	39.6	14	5.1
9.	Decisions are directed to proffer solutions to problems.	201	73.1	55	20.0	40	5.8
10.	Directing decision in schools is made easier and attainable when the teachers are involved.	147	44.7	133	48.4	16	5.8

Table 4.5.1 above contains detailed information on the Opinions of teachers and head teaches on directing decision in the management of secondary schools in Kaduna state as responded on each item on the questionnaire and represented in frequencies and percentage.

A total of one hundred and fifty five (48.0%) respondents agreed that When decisions are made in committees, implementation becomes easier and achievable, One hundred and twenty two (44.4%) and nineteen (6.9%) disagreed and remained indifferent.

In responding to item '2' on section D of the instrument that Directing decision is a collective responsibility of the teachers and students, one hundred and seventy one (55.3%) agreed while one hundred and seven (37.5%), eighteen (6.5%) disagreed and remained undecided respectively.

Item '3' on section D of the instrument that to direct decision brings about bias and prejudice. Two hundred and seventy four (63.3%) of the respondents agreed, eighty three (30.2%) and sixteen (5.8%) disagreed and were undecided respectively.

A total of one hundred and fifty three (47.3%), one hundred and twenty one (44.0%) and twenty two (8.0%) of the respondents agreed, disagreed and were undecided respectively on the statement that Decisions are directed by group of individuals.

Responding to item '5' on section D of the instrument, one hundred and thirty eight (42.2%) of the respondents agreed that Teachers and students are often ignorant of decisions in the school as such directing becomes difficult. One hundred and thirty seven (49.8%) disagreed, twenty (7.3%) were undecided.

With regards to the statement that, Decisions are made based on the selfish interest of school principals, two hundred and seven (75.3%) of the total respondents disagreed seventy eight (16.4%) agreed while twenty one (7.6%) were undecided and showed no response respectively.

In responding to item '7' on section D of the instrument, which states that The leadership style of a principal determines decision making process and makes directing easier, one hundred and sixty eight (53.8%) of the total respondents agreed, one hundred (38.2%) and twenty eight (7.5%) disagreed and were indifferent.

Item '8' is on the fact that decisions directed in the school has no consideration for the interest of the students. One hundred and forty nine (54.2%) one hundred and forty three (39.6%) and fourteen (5.1%) of the total respondents agreed, disagreed and remained indifferent respectively.

On item nine which states that, Decisions are directed to proffer solutions to problems, two hundred and one (73.19%) of the total respondents agreed. Fifty five (20.0%) and forty (5.8%) disagreed and were undecided respectively.

Responding to item '10' on section D of the instrument that Directing decision in schools is made easier and attainable when the teachers are involved, one hundred and fifty seven (44.7%), one hundred and thirty three (48.4%) and sixteen (5.8%) of the respondents agreed, disagreed and were indifferent respectively.

#### 4.6 Respondents Opinions On the impact of decision making process in the management of secondary school in Kaduna.

This section presents a descriptive analysis using the frequency and percentages to illustrate the responses of teachers and head teachers to each item on the questionnaire set to determine the impact of decision making process on the management of secondary schools in Kaduna state. Therefore, the results obtained are presented in table 4.4 below.

**Table 4.6.1 Opinions of Respondent's of the Impact of Decision Making Process on the Management of Secondary Schools in Kaduna State**

S/No	Item Statement	Agreed		Disagreed		Undecided	
		Freq	%	Freq	%	Freq	%
1.	Most conflicts witnessed in schools are as a result of poor decisions.	220	70.9	63	22.9	13	4.7
2.	Poor performance in academic performance of students is attributed to poor decisions.	217	78.9	40	14.5	59	5.5
3.	When students participate in decision, it enhances their interest and commitment	104	25.1	176	64.0	26	9.5
4.	Teachers non involvement in decisions leads to poor implementation	213	68.7	60	21.8	23	8.4
5.	Secession to problems are not solutions to the problems	200	72.7	46	16.7	50	9.1
6.	The leadership style adopted by the school principal encourages participation in decision making process	185	67.3	99	27.3	12	4.4
7.	When decisions are coordinated and supervised, it leads to improved academic achievement	216	78.5	45	16.4	35	3.6
8.	Most decisions reached in secondary schools are not implemented	212	77.1	67	15.3	17	6.2
9.	The involvement of teachers and students in decisions concerning their welfare is a motivator to their performance	104	28.7	169	612.5	23	8.4
10.	Decision making process in school whether good or bad is a learning process to all involved.	245	72.7	45	25.1	6	2.7

Table 4.4 above contained details on the Opinions of respondents on the Impact of Decision Making Process on the Management of Secondary Schools in Kaduna State as responded on each item on section E of the questionnaire as represented in frequencies and percentages.

Responding to item '1' a total of two hundred and twenty (72.2%) respondents agreed that most conflicts witnessed in schools is as a result of poor decisions. Forty (14.5%) and thirty nine (5.5%) disagreed and were undecided respectively.

Furthermore, a total of one hundred and four (25.1%) respondents agreed that, Poor performance in academic performance of students is attributed to poor decisions, one hundred and seventy six (64.0%) and twenty six (9.5%) disagreed and were indifferent respectively.

With regards to the statement that When students participate in decision, it enhances their interest and commitment, two hundred (72.7%), forty six (16.7%) and twenty one (9.1%) of the total respondents agreed, disagreed and remained indifferent respectively.

Teachers non involvement in decisions leads to poor implementation, two hundred and thirteen (67.3%) sixty (21.8%) and twenty three (8.4%) of the total respondents agreed, disagreed and were undecided respectively.

In responding to the statement that Secession to problems is not solutions to the problems, two hundred (72.7%) of the total respondents agreed, forty five (16.4%) disagreed while fifty (9.1%) were undecided. Furthermore, a total of one hundred and eighty five (67.3%) of the total respondents agreed that the leadership style adopted by the school principal encourages participation in decision making process, ninety nine (27.3%) disagreed, twelve (4.4%) were undecided and showed no response. In responding to the item that When decisions are coordinated and supervised, it leads to improved academic achievement, two hundred and sixteen of the total respondents (78.7%), forty five (16.4%) and thirty five agreed, disagreed and remained undecided respectively.

With regards to the respondents personal reasons for non involvement in decision making process, one hundred and forty five (52.7%) of the total respondents subscribed to poor leadership styles of principals, fifty five (20.0%) indicated poor implementation of decisions and sixty nine (25.1%) attributed it to inadequate supervision while six (2.4%) subscribed to teachers unwillingness to serve.

#### **4.7 Hypotheses Testing**

The four null hypotheses posed for the study by the researcher uses to proffer solutions to the questions raised in the study. The hypotheses were tested using the t-test statistics for independently samples at

0.05 level of significance. By this when the probability value is lower than the level of significance set for the study ( $P < 0.05$ ) the hypotheses is rejected but if the probability value is higher than the level of significance ( $P > 0.05$ ) the hypotheses. Where the hypotheses is rejected or retained, mean statistics is used to probe further into the results of the hypotheses and to test significant relationship of the mean scores of the respondents.

#### Hypotheses One ( $H_{O_1}$ )

There is no significant difference in the opinions of teachers and head teacher on the impact of planning on decision making process in the management of secondary schools in Kaduna. These hypotheses set to determine whether the respondents differ in their opinions on the impact of planning on decision making. Therefore table 4.5 below contained the t-test statistics on the opinions of teachers and head teachers on the impact of planning on decision making process in secondary schools in Kaduna state.

**Table 4.5 T-test analysis of difference of Opinions on the impact of Planning on Decision making Process in the Management of Secondary School in Kaduna State.**

<b>Variables</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>SE</b>	<b>DF</b>	<b>t-cal</b>	<b>P</b>	<b>T-critical</b>
Teacher	256	46.7509	17.265	1.236	294	1.21	.228	1.96
Principal	40	49.0237	17.617	1.415				
Total	296							

The result of the independent t-test table 4.5 above showed that there is no significant difference in the opinions of teachers and head teacher on the impact of planning on decision making in secondary school. The result obtained showed that the calculated value 1.21 is less than the critical value of t 1.9 at 294 degree of freedom ( $t_{cal} < t_{crit} 1.96$ ), while the observed level of significant for the test is 0.228 is greater than (0.05)  $p > 0.05$ . This implies that the teachers do not differ significantly from the head teacher in their opinions on the impact of planning on decision making process in secondary school. Consequently the null hypothesis which states that there is no significant difference in the opinions of teachers and head teachers on the impact of planning on the management of secondary school is hereby retained and accepted.

**Table 4.6 T-test analysis of difference in opinions on the impact of organizing Decision in the Management of Secondary School in Kaduna State.**

<b>Variables</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>SE</b>	<b>DF</b>	<b>t-cal</b>	<b>P</b>	<b>T-critical</b>
Teacher	256	37.2725	4.8524	.63173	294	.854	.395	1.96
Principal	40	38.000	3.8242	.54632				
Total	296							

From the table 4.6 above, the calculated value .854 is less than the critical value of t 1.96 at 294 degree of freedom while the observe level of significant for the test is 0.395 is greater than 0.05 ( $p > 0.05$ ). This implies that the teachers do not differ significantly from the head teacher in their opinions on the impact of organizing decisions for the management of secondary schools in Kaduna State. Consequently the null hypothesis is hereby accepted.

**Table 4.7 t-test analysis of difference in opinions on the impact of directing decisions for the management of secondary schools in Kaduna state**

<b>Variables</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>SE</b>	<b>DF</b>	<b>t-cal</b>	<b>P</b>	<b>T-critical</b>
Teacher	256	4.8279	2.851	.258	294	.200	.046	1.96
Principal	40	5.9254	5.674	.376				
Total	296							

Table 4.7 above revealed that, the calculated value .200 is less than the critical value of t.1.96 at 294 degree of freedom while the observed

level of significant for the test 0.46 is greater than 0.05 ( $p > 0.05$ ). This implies that the null hypothesis which states that there is no significant difference in the opinions of teachers and head teacher on the impact of directing decisions for the management of secondary schools, in Kaduna state is hereby accepted.

**Table 4.8 t-test analysis of difference in opinions on the impact of decisions making process on the management of secondary schools in Kaduna state**

<b>Variables</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>SE</b>	<b>DF</b>	<b>t-cal</b>	<b>P</b>	<b>T-critical</b>
Teacher	256	5.5489	4.915	0.263	294	0.30	.763	1.96
Principal	40	4.5000	0.707	0.500				
Total	296							

Table 4.8 above revealed that, the calculated value 0.30 is less than the critical value 1.96 at 294 degree of freedom while the observed level of significant for the test 0.763 is greater than 0.05 ( $p > 0.05$ ). This implies that the null hypothesis which states that there is no significant difference in the opinions of teachers and head teacher on the impact of decision making process in the management of secondary schools, Kaduna state is hereby accepted.

#### **4.7.1 Summary of the Tested Hypotheses**

Four hypotheses were drawn and tested accordingly using the t-test statistics for independent samples at 0.5 percent significant level. From the analysis, the four formulated hypotheses were accepted with regards to the fact that the head teachers and teachers who formed the respondent for the study shared similar opinions on the impact of decision making process on the management of secondary school in Kaduna State. Presented in table 4.9 below is the summary of tested hypotheses and results obtained.

**Table 4.9 Summary of Hypotheses Tested**

Hypotheses	Stat.	Sign.	Result	Restate
<b>H0<sub>1</sub></b> There is no significant difference in the opinions of principals, and teachers on the impact of decision making process on planning in secondary schools in Kaduna State.	t-test	0.05	Retained	<b>H0<sub>1</sub></b> There is no significant difference in the opinions of principals, and teachers on the impact of decision making process on planning in secondary schools in Kaduna State.
<b>H0<sub>2</sub></b> There is no significant difference in the opinions of principal, and teachers on the impact of decision making process on organizing staff and students in secondary schools in Kaduna State.	t-test	0.05	Retained	<b>H0<sub>2</sub></b> There is no significant difference in the opinions of principal, and teachers on the impact of decision making process on organizing staff and students in secondary schools in Kaduna State.
<b>H0<sub>3</sub></b> There is no significant difference in the opinions of principal, and teachers on the impact of decision process on directing staff and students in secondary schools in Kaduna State.	t-test	0.05	Retained	<b>H0<sub>3</sub></b> There is no significant difference in the opinions of principal, and teachers on the impact of decision process on directing staff and students in secondary schools in Kaduna State.
<b>H0<sub>4</sub></b> There is no significant difference, in the opinions of principals, and teachers on the impact of decision making process on supervision in secondary schools in Kaduna State.	t-test	0.05	Retained	<b>H0<sub>4</sub></b> There is no significant difference, in the opinions of principals, and teachers on the impact of decision making process on supervision in secondary schools in Kaduna State.

#### **4.8 Discussion of Findings**

The findings of the study revealed that the major problem faced by secondary school principals is that who, what, when and how decisions are to be made. This is because decision making is very crucial to the survival of the school and the out come of which importance is attached to the decisions made.

The study also revealed that the school system is a complex institution with various ways and approaches that can lead to the performance of distinct tasks. This implies that all the activities in the

school require decision making process. This is so because the classroom teacher is responsible to implement decisions on what topic to teach, at what time and also decides which method to use while imparting knowledge. While on the other hand the school principal is also expected to decide and supervise the implementation of decisions among teachers and plan favourable work schedule. The principal devices various strategies on the best method to adopt to reach a logical decision making stage as either deterministic or stochastic situations.

The study also revealed that teachers are the most reliable instruments in implementing administrative principles and policies. This is base on the interest they show in participating in the decisions making process as a result of increased teachers varying depositions, professionalism, school increasing complicity and increased democratic ideals in schools.

The findings of the study further revealed that school administration can be regarded as an effective one, if it has achieved the accepted objectives and goals of the organization using the resources of its disposal. This implies that, school goal achievement can be judged by the congruence between expected managerial behaviour of a school head in relation to his task performance and leadership principles.

The study further revealed that most decisions made in the management of secondary schools are often not supervised and evaluated to ascertain the attainment of purpose. Therefore, planning decisions is an effective tool in school management as decisions are often interpreted to meet rules, code of conduct, mode of dressing and follow the regulations laid down to ensure compliance with standards and to achieve the goals of secondary education.

The study also revealed that the choice of leadership style of the principal encourages the participation of teachers in decision making process. This implies that the rational model as the most appropriate on the premise that managers optimize when they make decisions. Optimizing involves solving problems by producing the best possible solutions. This assumes that managers acknowledge all possible alternatives, have complete knowledge about the consequences that follow each alternative chosen and have the computational ability to compare consequences as well as to determine which one is most preferred. This is essential because the principal alone may not possess a complete knowledge of ideas, problems and their consequences in taking and administering decisions.

## **CHAPTER FIVE SUMMARY, CONCLUSION AND RECOMMENDATIONS**

### **5.1 Summary**

The main purpose of this study was to assess the Impact of decision making process on the management of secondary schools in Kaduna state. The major factors considered were the management principles and their impact on decision making in secondary schools. This enabled the researcher to assess the impact of decision making process in secondary schools and to determine whether they have any impact on the management of secondary schools in Kaduna state. Consequently, four objectives, four research questions and corresponding four hypotheses were posed for the study.

The review of literature gave broad spectrum of various definitions on decision making management as well as reviewed the trends on which management principle impact on decision making process in secondary schools in Kaduna State. A number of relevant and related literatures by different authors were reviewed on the research problem.

The design adopted for the study was the descriptive research design using survey method for the methodology of the study. The population of the study was drawn from the one hundred and twenty three (123) secondary schools in Kaduna state, seventeen thousand eight hundred and fifty two (17,852) sample was drawn from forty (30)

secondary schools of which ten (10) principals from each zone formed part of the respondents. The sample size used for the study is three hundred (306) from the thirty (30) secondary schools selected to represent teachers and principals. However, of the three hundred questionnaires administered, only two hundred and ninety six were retrieved and used for the study. The instruments for data collection was the likert five point scale questionnaire designed, adopted and administered by the researcher. The data collected was used to answer the research questions while the four null hypotheses were statistically tested at 0.05 level of significance using the t-test statistics for independent samples.

The findings of the study helped to answer the research questions raised in chapter one for this study and also disapprove some assumptions underlying the study. It was observed that the four null hypotheses posed were accepted. The findings revealed that respondents do not differ significantly in their opinions on the impact of decision making and the management of secondary schools in Kaduna state the data as presented in table 4.5 revealed the result as well as a decision to retain the hypotheses. All the four hypotheses posed were accepted based on the fact that there was no difference in the respondents opinions to the variables raised in the questionnaire instrument.

## **5.2 Summary of Findings**

The study that decision making process involves planning to understand the environment and premise upon which decisions need to be made. Understanding the environment implies that identification must be made on the right person or group of person to decide on an issue upon which decision is sought. The study also revealed that decisions are organised through a process of careful selection of alternatives as solution to the problem which decision is sought.

The study further revealed that, directing of staff or staff members in the implementation of specific decisions impact upon management of secondary schools in Kaduna State. This implies that the principle of delegation of authority with corresponding power to implement decisions for effective management of school is considered to be paramount for the implementation of decisions to achieve desired results.

The study also revealed that when decisions are made and implemented, supervision is done to ensure compliance to the decisions made and to correct the weakness and corresponding effect such decisions will have on other areas of the school management.

The findings of the study revealed that parents as members of the Parent Teachers Association are not involved in decision making process in school.

The study also revealed that decisions made are not usually implemented because of non participation and involvement of teachers in the process of decision making and that alternative choice of decisions reached sometimes bridge conflicts in the management of secondary schools with regards to their implementation. The leadership style adopted by the school principal determines the participation of teachers in decision making process and that where the principal is autocratic, involvement and participation of teachers in decisions is not permissible. Often times principals ignore the processes of decision making due to the urgency attached to the need for a decisions to be made. Where decisions are made they have no corresponding authority of members to ensure their implementation in secondary schools. When decisions are poorly organised they lack the tenacity to encourage a positive change. Hence, all aspects of the school system requires decisions making and that the teacher is the most reliable and dependable instrument to implement administrative policies.

The study further revealed that, decision making entails identifying the problem for which decisions is sought and choosing alternative solutions that lead to the desired outcome and for the realization of the objective of the school and that the rational model which is based on the premise that optimizing decisions suggest the best possible solutions to an

existing problem in the management of secondary schools is recommended for adoption since it is all inclusive with all members having the opportunity to contribute in the management of the school.

### **5.3 Conclusion**

In conclusion, it can be surmised that in as far as teacher participation in decision making process is concerned; teachers are not invited to participate in majority of administrative, curriculum and student welfare issues in secondary schools in Kaduna State. This is excepting those issues which are deemed by school authority to be teacher related. Examples of these include discipline of students, nature of punishments, setting achievement targets and setting standards of cleanliness. The study found out that teachers were excluded from key decision making areas of the school. Such areas include the curriculum issues and administrative tasks. teachers' views were excluded when making decisions on the school budget, school fees, formulation of school rules, interview of staff, discipline of students and nature of punishments. Similarly, decisions on choice of textbooks, number of exams, and nature of assignments, teaching methods, grading system and appraising teacher's performance excluded teachers input. Respondents were categorical that teacher participation was unnecessary on the aforementioned decision making areas mainly due to their lack of expertise

on technical tasks. It was also felt that teachers should concern themselves with core issues such as teaching and not in affairs they knew nothing about. However, it was established that teachers input was encouraged while making decisions on student welfare issues namely setting standards of cleanliness and type of co curricula activities. In addition, teachers input were encouraged in setting achievement standards in their academic work. The main reason for this was the idea that such involvement would enhance student academic performance which is an acceptable objective to all respondents as it tied up with teachers' primary purpose for being in school. This study further extends our knowledge of the relationships between decision making involvement and affective outcomes. It also reveals the issues of current and future concern for administrators and researchers interested in understanding the dynamics and complexities of deciding whom to involve in decision-making process in schools. This study does not support the theory that school-based management governance structures automatically and enhance teachers' participation in decision-making. Teachers as professionals desire to participate in decision-making in the organizations in which they are employed. It should be in the interest of the administrators to encourage participation, as the intent is to increase job satisfaction and productivity in secondary schools.

## **5.4 Recommendations**

Based on the findings of the study, the following were recommended;

- Principal should adopt the rational model whose objectives sets to optimize decisions with the aim of solving problems by producing the best possible options and cut the excesses of the principals put in place by various secondary schools in Kaduna state and that;
- The principal and administrator as planners of decision must understand the environment and condition under which decision are to be made as well as clarify whether a decision needs to be taken collectively as a group or by individuals.
- The principal and administrator must understand that for the decisions to yield desired results, the decision maker needs to be less emotional and unbiased about the issues to be resolved. This is because, the process of decision making requires the collection of adequate information and a proper evaluation of the related facts.

- The principal and administrator must be acquainted with the process of decision making as well as understanding the nature of the decision situation.
- The principal and administrator as planner must have a clear view of the various possible strategies from which the best measure could be selected. This is to provide him with the ability to exhaustively identify the measures that could lead to the application of an alternative which may produce the desired results.
- The school principal and administrator must adopt appropriate leadership style and principles which will encourage the participation of parents and teachers on decision making processes.
- The principal and administrator should always take educational objectives and other near and remote implications in to account before embarking on any crucial decision in the school setting.
- The principal and administrator should try to strike a balance between the two extremes of centralization and decentralization in placing or granting power of decision making.
- Finally, in other to ensure that effective management is considered for secondary school administration, parents,

students, teachers and the school head must harmoniously work together in decision making through the utilization of effective leadership style as instrument for achieving the goals of secondary education.

### **5.5 Suggestions for Further Studies**

The findings of this study have been to bridge some gaps created by previous findings. However, it is expected to serve as terms of reference to the future researchers. Therefore based on the findings and conclusion of this research, the following are recommended for further study;

- i. impact of decision making process in the planning and of educational programme.
- ii. influence of decision in achievement of the goals of primary education.

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**QUESTIONNAIRE FOR PRINCIPALS AND TEACHERS ON THE  
ASSESSMENT OF DECISION MAKING PROCESS IN SECONDARY  
SCHOOLS IN KADUNA STATE**

Department of Education  
Faculty of Education  
Educational Administration and Planning  
Section Ahmadu Bello University, Zaria

Dear Respondents,

This questionnaire is designed by the Researcher to assess Decision making process in Secondary Schools in Kaduna State. Your honest opinion will enhance the validity and reliability of this research study. Be assured that, all information will be treated with strict confidentiality.

Thank you for your cooperation.

**FATIMA ISAH**

**INSTRUCTION:** Beside each statement are options, tick appropriately, that which suits your opinion.

## **SECTION A**

### **Personal Data:**

1. Sex: Male [  ] Female [  ]
2. Age: 10-15 [  ] 16-20 [  ] 21-25 [  ] 26-30 [  ]  
31 and above [  ]
3. Qualification: Ph.D [  ] M. ed [  ] B.ed [  ] NCE [  ] others [  ]
4. Status: Principal [  ] Teacher [  ]
5. Years of experience as a Principal: 1-5 [  ] 6-10 [  ] 11-15 [  ]  
16 and above [  ]
6. Years of experience as a Teacher: 1-5 [  ] 6-10 [  ] 11-15 [  ]  
16 and above [  ]

## SECTION B

<b>S/N</b>	<b>Opinions of Principals and Teachers on planning &amp; Decision Making Process in the Management of Secondary School in Kaduna State</b>	<b>A</b>	<b>D</b>	<b>UD</b>
1	Decision making process in secondary schools involves taking into consideration the plans of the school management team			
2	Decision making involves the considerations of alternatives in the management of secondary schools			
3	When decisions are made without due consultations with management team, it often leads to crisis in school			
4	Planning has nothing to do with decision making process in schools			
5	Decision making means to analyze, synthesize and carefully implement the plans and mission of the school			
6	When teachers and students participate in decision making the goals of secondary education is achieved.			
7	Teachers and students are the implementers of decisions in school			
8	Planning and decision making are two most important aspects of secondary school management			
9	When decisions making is planned, it leads to alternative decision			
10	Planning in decision making process involves careful consideration for course of action			

## SECTION C

S/N	<b>Opinions of Principals and Teachers on organization of Decision Making Process in the Management of Secondary School in Kaduna State</b>	A	D	UD
1	When planning is poorly done, organizing decisions becomes a difficult problem in secondary school management			
2	Decision making process in secondary schools involves organizing alternatives to choose the most appropriate solution to a problem			
3	Organizing decisions to choose from alternatives is a waste of time in school management Decisions are organized to anticipate solutions to problems			
4	Decisions are organized to anticipate solutions to problems			
5	Organizing decisions does not consider the involvement of teachers and students			
6	When decisions are made and organized in sequence, it leads to effective management			
7	Decision making process needs careful organization of alternatives			
8	Decision made must take cognisance of the interest of the students and school			
9	When decisions made do not agree with the opinion of teachers and students, the organization of instruction becomes a difficult task to the principal			
10	Decision making process is relevant for organizational development and attainment of objectives			

## SECTION D

S/N	<b>Opinions of Principals and Teachers on direction of Decision Making Process in the Management of Secondary School in Kaduna State</b>	A	D	UD
1	When decisions are made in committees, implementation becomes easier and achievable			
2	Directing of decisions is a collective responsibility of principals, teachers and students in secondary school			
3	The direct decisions reached on the management of secondary schools is often bias and full of prejudice			
4	Direction of decisions in secondary school management is done by groups of selected individuals			
5	Teachers and students are often times ignorant of decision in the school as such directing becomes difficult			
6	Decisions are made based on the selfish interest of the school principals			
7	The leadership style of a principal determines decision making process in secondary school			
8	Decision making process in secondary school are made without due consideration for the interest of the students			
9	Decision making process involves proffering solutions to problem			
10	Directing decisions made in secondary school is easier when teachers are involved			

## SECTION E

S/N	<b>Opinions of Principals and Teachers on the impact of Decision Making Process in the Management of Secondary School in Kaduna State</b>	A	D	UD
1	Most conflicts witnessed in secondary schools is as a result of poor decisions			
2	Poor performance in academic of students is attributed to poor management in secondary schools			
3	When students are involved in decision making process, it enhances their interest and commitment			
4	Teachers non involvement in decisions leads to non implementation of the decisions made			
5	Secession to problems are not solutions to the problems			
6	The leadership style adopted by the school principal leads to active involvement of teachers and students in decision making			
7	When decisions are coordinated and supervised it leads to improve academic performance			
8	Most decisions reached in secondary schools are not implemented			
9	The involvement of teachers and students in decisions concerning their welfare is a motivator			
10	Decision making process in schools whether good or bad is a learning process to all involved			