

# Principals' Decision Making Strategies and Teachers' Productivity in Secondary Schools in Ondo Central Senatorial District of Ondo State, Nigeria

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## 3. Abstract

and level of teachers? involvement in decision making, and determined the implications on teachers? instructional task performance and students? academic performance in secondary schools in Ondo Central Senatorial District of Ondo State, Nigeria. Four research questions were raised and two hypotheses were formulated. Descriptive survey and ex post facto research designs were adopted. Respondents comprised 30 principals and 600 teachers were randomly sampled from 30 secondary schools. Data were collected using ?Principals? Decision Making and Teachers? Task Questionnaire? (PDMTTQ), and ?Students? Academic Performance Proforma? (SAPP). Research questions were analyzed using frequency count and percentage while hypotheses were tested using Pearson Product Moment Correlation Coefficient at alpha level of 0.05. Results showed significant relationship between principals? decision making strategies and teachers? instructional task performance ( $r_{cal}=0.528$ ,  $p<=0.000$ ), and significant relationship between teachers? instructional task performance and students? academic performance ( $r_{cal}=0.511$ ,  $p<=0.000$ ). Principals? decision making strategies were effective in policy awareness (80

**Index terms**— secondary school, principal, decision making, teachers? task, students? performance  
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Abstract-The study examined principals' decision making strategies and level of teachers' involvement in decision making, and determined the implications on teachers' instructional task performance and students' academic performance in secondary schools in Ondo Central Senatorial District of Ondo State, Nigeria. Four research questions were raised, and two hypotheses were also formulated to guide the study. Descriptive survey and ex post facto research designs were adopted. Respondents comprised 30 principals and 600 teachers randomly sampled from 30 secondary schools. Data were collected using "Principals' Decision Making and Teachers' Task Questionnaire" (PDMTTQ), and "Students' Academic Performance Proforma" (SAPP). Research questions were analyzed using frequency count and percentage while hypotheses were tested using the Pearson Product Moment Correlation Coefficient at an alpha level of 0.05. Results showed the significant relationship between principals' decision making strategies and teachers' instructional task performance ( $r_{cal}=0.528$ ,  $p<=0.000$ ), and significant relationship between teachers' instructional task performance and students' academic performance ( $r_{cal}=0.511$ ,  $p<=0.000$ ). Principals' decision making strategies were effective in policy awareness (80%), committee system (53.4%), delegated authority (50%) and departmental feedback (56.7%), and fairly effective in corporate goal setting (40%), group needs (40%), open discussion (46.6%), constructive criticism (43.3%) and corporate evaluation (46.7%). Teachers were effective in classroom management (65.8%), curriculum planning (51.9%), learners' assessment (73.7%), goals attainment (54.3%), and fairly effective in resource utilisation (49.4%) and innovation (48.5%). However, decision making strategies were least effective in capacity development (33%),

### 3 A) CONCEPT OF DECISION-MAKING

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43 problem identification (38.1%), budgeting (23.5%) and time management (25.9%). Based on the findings, it was  
44 concluded that teachers should be given more opportunities in decision making and more training opportunities  
45 should be organized to improve principals' capacities in decision making for the enhancement of teachers'  
46 productivity in secondary schools.

#### 47 1 I. Introduction

48 The secondary school is a formal organization that is established to achieve educational goals (Prepare students  
49 for higher education and useful living) through teaching and learning activities (The Federal Republic of Nigeria,  
50 2013). This underscores the value placed on the process of decision-making by the school principals and other  
51 top management members (Vice principals, heads of departments, subject heads, heads of committees, and class  
52 coordinators). The tasks involved are goal setting, deployment and coordination of human and material resources  
53 for effective curriculum planning, implementation, evaluation and review of both learning and administrative  
54 activities in order to achieve the set educational goals in secondary schools.

55 The task of making a decision in educational practice is very important because of the need to improve  
56 the quality of interaction among the teaching and learning resource elements. This includes teacherteacher  
57 interaction, teacher-learners' interaction, learnerlearner interaction, teacher-material interaction, and learner-  
58 material interaction in the school system. The interactive actions also require adjustment and modification of  
59 educational programmes, activities and techniques for the purpose of improving the teachinglearning process and  
60 achieve the set educational goals in secondary schools.

61 Decision-making is the process of selecting the best/most preferred and workable action among other options  
62 or alternative courses of action available, either towards solving problems or the achievement of an objective.  
63 Decision-making is a sequential process ending in a single decision or series of decisions (choices) which stimulate  
64 or cause some actions. Effective teaching and learning activities can only occur in an enabling environment  
65 where the principal possesses a high level of imagination, initiative, vision, and techniques in making a decision  
66 (Duze, 2011). Since the school is made up of the principal, teachers, and students, and by extension, many other  
67 stakeholders who are committed towards the progress of the school; significantly, the extents to which teachers  
68 are involved in decision-making determine the level of their commitment to instructional tasks performance and  
69 students' academic achievement.

70 Teachers' productivity is the rate or extent to which teachers meet or achieve expected goals. Observably, the  
71 quality of teachers' instructional task performance is enhanced by their level of awareness and involvement in  
72 decision making process. Teachers are motivated when they are given sense of belonging in decision making and  
73 they perform their instructional tasks with enthusiasm, without being compelled, with less monitoring, and they  
74 are highly innovative, creative and imaginative in the application of teaching methods to achieve quality learning  
75 outcome. The rationale for teachers' participation in school decision making is to facilitate better decisions,  
76 because teachers are the closest to the students and they know best how to improve their performance (Cheng,  
77 2008).

78 However, teachers' productivity could be undermined with marginalisation; excess workload and irregular  
79 payment of salaries often lead to low morale and dissatisfaction on the job which ultimately results to low  
80 achievement for the learners. In a bid to make quality decisions, principals must carry teachers along by adopting  
81 collaborative and participatory decisionmaking strategies that will encourage teachers' inputs and commitment  
82 to the implementation of curricula and co-curricula programmes/activities and attainment of the set goals in  
83 secondary schools.

#### 84 2 II. Theoretical Framework

85 The theoretical framework for this study is based on the Path-goal theory by House (1971) that stipulated  
86 that both leaders (principals) and subordinates (teachers) should involve themselves in decision making if the  
87 organization is to achieve its goals. He added that when goals are set together, the subordinates (teachers)  
88 become committed; selfconfident and knowledgeable about the set goals thus making them perform well. Glueck  
89 (2006) also stated that when educational managers (principals) engaged in thoughtful deliberations with their  
90 subordinates (teachers), there is greater opportunity of the expression of mind and ideas which lead to quality  
91 decisions. It is wisely said that "Two heads are better than one". This means that when two or more people sit and  
92 try solving a problem together, they are able to make better decisions than one person. Oduro (2004) described  
93 quality decision as the product of shared leadership, collective actions, mutual trust, openness and consultation.  
94 This implied that problem-solving is impossible with single person's competence and wisdom. This underscores  
95 the importance of participative management as means to motivate employees by considering their suggestions  
96 and group efforts, which certainly can have positive impact on teamwork and employees' job performance.

#### 97 3 a) Concept of Decision-Making

98 Decision-making has been defined differently by various authors focusing primarily on the process involved in  
99 choosing the best option among alternatives. Duze (2011) described decision making as the process by which  
100 educational managers (principals) choose the best action or most preferred course of action among alternative  
101 sources of action with the purpose of solving problem and achieving set goals effectively and efficiently. Therefore,

102 the principal who manages secondary school should have deep and expert knowledge of decision making in  
103 coordinating individuals or group members in specifying the nature of particular problem and selecting among  
104 available alternatives in order to solve the problem and produce a desired result.

105 Decision making begins with identifying a problem, mapping out activities and implementation strategies in  
106 needed time. The process involves participatory planning, participatory implementation, evaluation and feedback.  
107 Decision making process also involves policies (the definition of objectives), resources (people, money, materials  
108 and authority), and means of execution (strategies). In the school setting, the content value of decision making  
109 process is concerned with the ability of the school principal to be able to identify policy decision that seeks  
110 purposeful action; and executing decision that ensures the best coordination of actions.

111 The success of any organization such as the educational institution depends largely on the ability of the  
112 educational manager to make effective decisions. This is why Owiwigbo (2004) stated that principals need  
113 to give considerable attention to key elements of managerial process: planning, organising, staffing, directing,  
114 coordinating, reporting, and budgeting in making decisions (POSDCORB). Decisions are made daily in school  
115 about the individuals' roles, conduct of work, distribution of resources, and short term goals. Decision making  
116 usually involves what is to be done, how is to be done, who to do it, and when and where is to be done. In a school  
117 organization, principal has to make decisions that enable the organization to Productivity in an organization is  
118 the ability to do the right thing (effectiveness) and do something well or achieves a desired result without wasted  
119 effort (efficiency). Both the employees and other resources must be properly managed and all priorities must  
120 be placed in order of their importance in order to achieve the set targets within the stipulated time -frame.  
121 Productivity is the result achieved from output over input; it is the optimal utilization of existing resources  
122 to meet the set targets. Productivity reduces wastages and brings about sustainable quality through proper  
123 harnessing of work efforts using different methods such as shared responsibility, team work, capacity building  
124 and motivation to induce workers to realize the organization's objectives.

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126 Volume XVIII Issue X Version I Year ( ) achieve its goals and meet the critical needs of members of the  
127 organization.

## 128 **5 b) Decision Making Process in Secondary School**

129 Donnelly, Gibson and Mancervich, (1995) described decision as a means rather than ends in itself. It is the process  
130 by which the school principal addresses issues dealing with curriculum instruction, supervision, evaluation, and  
131 personnel and students' administration, public relations, negotiation and compromise with both members within  
132 and outside the school in order to achieve the set goals (Musaazi, 1992).

133 The school principal is the driving force in decision making process. This requires active involvement of  
134 teachers in corporate goal setting in staff meetings, committees and delegation of authority to carry out certain  
135 activities and responsibilities. These platforms enable teachers to collaborate, discuss and share ideas because  
136 the school is an organisation made up of people whose knowledge, skills and experience complement each other.  
137 This approach will no doubt improve the quality of decisions, boost performance and accelerate achievement of  
138 the set goals in secondary schools.

139 According to Donnelly, Gibson and Mancervich (1995), the specific stages/steps that contribute to high quality  
140 decision making process are identified in the diagram below. This occurs when there is a sudden change in  
141 established patterns of performance, decline in students' enrollment, poor performance in external examinations,  
142 frequent changes in leadership, style of leadership, poor teachers' motivation, and inappropriate supervision of the  
143 teaching-learning process. 2) Deviation from objectives manifest in form of lack of corporate interest, unscheduled  
144 activities and poor supervision. This means that administrator is ignoring the best interest of the organization  
145 in decision making process.

146 3) Outside Criticisms: This occurs when the members of the community and the Parents Teachers Association  
147 expressed dissatisfaction on teachers' lukewarm attitude to work and low academic performance of students. This  
148 reaction often leads to withdraw of support and agitation for a change in leadership.

149 ii Developing Alternatives It is imperative for the school principal to be proactive in making consultation with  
150 relevant stakeholders in taking timely decisions whenever problems are identified. When problems are defined,  
151 potential solutions to the problems are equally developed with the consequences of each alternative being carefully  
152 considered internally and externally in order to adopt the best alternative decision. iii Evaluating Alternatives  
153 This involves the formulation of objectives for the alternative solutions and setting the time-frame that produces  
154 the most favourable outcomes within conditions of certainty and uncertainty. Decision making could be under  
155 certainty (each alternative lead to a goal or consequence), risk (each alternative has one or more consequence and  
156 the probability of each are known) and uncertainty (each alternative lead to one or more consequence with an  
157 unknown probability). The school principal must have complete knowledge about the risk involved (negative or  
158 positive) and consequences of each alternative preferred to solve a problem. However, when decisions are made,  
159 most school principals anticipate positive results in most cases (Donnelly, Gibson & Mancervich, 1995).

160 **6 iv Choosing Alternatives**

161 The purpose of decision making is to achieve predetermined objectives in an organization. Therefore, the school  
162 principal is expected to think about the cost benefit analysis and channel decision towards the alternative that  
163 meet acceptable standards, minimize wastage and achieve the set objectives within a specific time-frame with  
164 minimal cost, risks and consequences based on the evaluated alternatives.

165 v

166 **7 Implementing the Decisions**

167 The decision making process is not complete until it is implemented since the essence of any decision is to  
168 secure action and achieve the set objectives. Therefore, decision maker has to seek and obtain the willingness,  
169 cooperation and acceptance of the preferred alternative by all involved to ensure effective implementation of  
170 decisions. It is expedient of the school principals to employ effective communication, motivation of teachers  
171 and proper timing of events, and pointing out the advantages of the preferred alternative without any bias and  
172 prejudice to suggestions made by the committees. This approach facilitates easy and effective coordination of  
173 teachers' activities in the implementation of decision. However, inadequate involvement or exclusion of people  
174 concerned in decision making process can undermine the achievement of the set objectives.

175 vi Control and Evaluation of Decisions Effective decision making process deals with the coordination of both  
176 human and material resources. This is built on the principle that effective school administration involves a  
177 periodic assessment of teachers' tasks and students' performance. This is done to check deviations and distortions  
178 to the stated objectives. It is therefore an important task of the school principal to assess how, when and extent  
179 to which decisions and functions are performed by teachers while the feedback received is also used to ensure  
180 effective control in order to achieve the stated objectives.

181 **8 c) Decision Making Strategies**

182 Decision is crucial to the realization of organization objectives. Decisions can be better facilitated when all  
183 members of an organization, irrespective of age, qualification, and experience participate in decision making  
184 process. This is an indication that problems are better solved when two or more individuals brainstorm on them.  
185 According to Bernard (2002) principals should know that teachers are reliable instruments in implementing  
186 administrative policies through their involvement and participation in decision making process. Teachers feel  
187 highly motivated when they are consulted about decisions that concern their work.

188 The school being a dynamic social system is made up of different elements including people who have  
189 varied knowledge, skills and experience that are required for effective administration and implementation of  
190 the curriculum. It is expected that the school principals operate 'open door policy' and welcome ideas from all  
191 teachers during a brainstorming session at the staff meetings in order to generate, evaluate and choose the best  
192 among alternative ways of providing solution to the identified problem.

193 According to Mullins (2004), staff participation in decision making leads to higher performance. Wilkinso  
194 (1999) corroborated this fact and saw involvement of employees in decision making as empowerment of workers  
195 with knowledge, skills and experience while the neglect of employees in decision making was seen as an assumption  
196 that workers are untapped resources. Therefore, school principals need to provide opportunities and structures  
197 for teachers' involvement in decision making process to enhance effective job performance.

198 Wilkinson further assumed that participating in decision making is likely to lead to job satisfaction, better  
199 quality decisions and increased efficiency. In contrast, where teachers lack motivation and involvement in decision  
200 making, there are usually cases of truancy, excessive excuses, absenteeism and complaints. These inadequacies  
201 usually culminate in general ineffectiveness, inefficiency, low productivity and non-achievement of organizational  
202 goals.

203 **9 d) Statement of the Problem**

204 Decision making in secondary schools is increasingly becoming complex because of the challenges of increased  
205 enrolment, congested classrooms, inadequate learning materials, poor funding, low staff strength and demands  
206 for quality instruction and better learning outcome by the stakeholders in education. However, it is only through  
207 a shared decision making process that effective implementation of school curriculum and achievement of the set  
208 goals can be assured. It is not uncommon that many school principals often dominate school affairs

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210 Volume XVIII Issue X Version I Year ( ) A and give little or no regard to teachers' involvement in decision  
211 making process. The common slogan is "wait for your time", which has partly caused teachers' disenchantment  
212 in instructional tasks and resulted in low academic performance of students in public secondary schools.

213 The weighted average of the percentage level of performance of students who obtained credit level passes in five  
214 subjects and above, including English Language and Mathematics in the Senior School Certificate Examination  
215 conducted by the West African Examinations Council (WASSCE) between 2012 and 2016 is still below average  
216 (43.32%) in Ondo State secondary schools (Ministry of Education, 2017). This has been a source of concern

217 for the stakeholders in education. The low academic performance indicates a gap in curriculum implementation  
218 and the perceived inadequacies in decision making strategies adopted by the school principals. It is therefore  
219 necessary to investigate the extent to which principals' decision making strategies impact teachers' instructional  
220 tasks and students' academic performance in public secondary schools in Ondo Central Senatorial District of  
221 Ondo State, Nigeria.

## 222 **11 e) Research Questions**

223 The following research questions were raised to guide the study.

## 224 **12 f) Research Hypotheses**

225 The following hypotheses were formulated to guide the study. Ho 1 : There is no significant relationship between  
226 principals' decision making strategies and teachers' instructional task performance in secondary schools in Ondo  
227 Central Senatorial District of Ondo State.

228 Ho 2 : There is no significant relationship between teachers' instructional tasks and students' academic  
229 performance in secondary schools in Ondo Central Senatorial District of Ondo State.

## 230 **13 III. Research Method**

231 The study adopted the descriptive survey and ex post facto research designs. Multi-stage sampling technique  
232 was used to select two (2) Local Government Areas out of the six (6) Local Government Areas in Ondo Central  
233 Senatorial District of Ondo State. Respondents comprised 30 principals and 600 teachers randomly sampled from  
234 30 secondary schools. Four research questions were raised and two hypotheses were also formulated. Data were  
235 collected using "Principals' Decision Making and Teachers' Task Questionnaire" (PDMTTQ), and "Students'  
236 Academic Performance Proforma" (SAPP). The instrument utilized a five-point Likert rating scale classified as  
237 Strongly Agree (SA), Agree (A), Fairly Agree (FA), Disagree (D) and Strongly Disagree (SD) with value of 5, 4,  
238 3, 2 and 1 respectively.

239 The instruments covered decision making variables such as collective responsibility, committee system,  
240 open discussion, problem identification, policy implementation, resource allocation and utilization, capacity  
241 development, motivation, time management, performance evaluation, feedback and review. Students' learning  
242 outcome variable is the academic performance in the Senior School Certificate Examinations conducted by the  
243 West African Examinations Council (WAEC).

244 The research instrument was validated by experts in the Department of Educational Management, Faculty of  
245 Education, Adekunle Ajasin University, Akungba-Akoko and Test and Measurement Unit, Faculty of Education,  
246 Obafemi Awolowo University, Ile-Ife, Nigeria. The reliability of the instrument was confirmed through test and  
247 re-test of the instrument at two weeks interval in two schools outside the Local Government Areas of the study.  
248 This yielded a correlation co-efficient of 0.82 that indicated high reliability of the questionnaire items constructed.

249 The researcher was assisted by two trained research assistants who helped in the administration of question-  
250 naires in the sampled schools while completed questionnaires were collected from the respondents on the same  
251 day. The few respondents who could not fill the questionnaire on the spot were given opportunity till the next  
252 day when the researcher visited their schools to collect completed questionnaire. The administration of the  
253 instrument took five (5) working days. This method ensured 100% rate of return of the questionnaire. Data were  
254 analyzed using frequency count, percentage and Pearson Product Moment Correlation Coefficient to determine  
255 the strength of relationship between independent and dependent variables. The result was held significant at  
256 0.05 levels, using Statistical Package for Social Sciences (SPSS) version 20.0.

## 257 **14 IV. Results**

258 The results and discussions of data analyses are presented in two parts based on the research questions and  
259 hypotheses that were formulated for the study. Data collected on research questions were analysed using frequency  
260 count and percentage while hypotheses were tested at 0.05 level of significance

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262 Volume XVIII Issue X Version I Year ( ) A using Pearson Product Moment Correlation Coefficient (PPMCC).  
263 The results are presented in tables 1 -6.

## 264 **16 a) What strategies are adopted by principals in decision 265 making process in secondary schools**

266 The analysis of data in table 1 and figure 1 on strategies that are adopted by principals in decision making  
267 indicated that an average number of principals were effective as reflected in the following percentage points:  
268 policy awareness (80%), committee system (53.4%), delegated authority (50%), feedback (56.7%), open discussion  
269 (46.6%) and corporate evaluation (46.7%). These were reflected in percentage points of strongly agree and agree  
270 responses combined in items 3, 4, 5, 6, 8 and 9. Create awareness for policy implementation procedures. The

## 21 CANDIDATES

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271 analysis of data in table 2 and figure 2 indicated that an average number of teachers were effectively involved in  
272 decision making process as reflected in the following percentage points: personal suggestions (44.9%), examination  
273 planning (89.9%), examination supervision (89.7%), committee involvement (53.5%) and instructional review  
274 (49.6%). These were reflected in percentage points of strongly agree and agree responses combined in items 4, 5,  
275 6, 9 and 10.

### 276 17 c) How does decision making affect teachers' tasks performance in secondary schools?

277 The analysis of data in table 3 and figure 3 indicated that majority of teachers were effective in tasks performance  
278 as reflected in the following percentage points: classroom management (65.8%), curriculum planning (51.9%),  
279 teaching learning process (84.4%), learners' assessment (73.7%), goals attainment (54.3%), job commitment  
280 (73.8%), resource utilization (49.4%), instructional review (54.8%) and innovation (48.5%). These were reflected  
281 in percentage points of strongly agree and agree responses combined, which ranged from 48. 5 Data presented  
282 in tables 4, showed weighted average and analysis of students' academic performance for three academic sessions  
283 (2014 -2016). The result indicated that 46.81% of the candidates met the baseline standard (obtained five  
284 credits and above, including English Language and Mathematics). This implied that the level of students'  
285 academic performance is still below average in secondary schools in Ondo State. A comparative analysis of results  
286 indicated that the best academic performance was recorded in year 2016 (Mean=4.48). The result revealed that  
287 the calculated r-value (0.528) was greater than the critical-value (0.000) at  $p<0.05$  is significant. Hence, the null  
288 hypothesis ( $H_0$ ) of no significant relationship is rejected. This implied that there is a significant relationship  
289 between principals' decision making strategies and teachers' instructional tasks in secondary schools. The result  
290 revealed that the calculated r-value (0.511) was greater than the critical-value (0.000) at  $p<0.05$  is significant.  
291 Hence, the null hypothesis ( $H_0$ ) of no significant relationship is rejected. This implied that there is a significant  
292 relationship between teachers' instructional tasks and students' academic performance in secondary schools.

## 294 18 V. Discussions

295 The ratings of secondary school principals' decision making strategies by teachers in table 1 indicated that  
296 principals were effective in strategies such as the policy awareness (80%), committee system (53.4%), delegated  
297 authority (50%) and departmental feedback (56.7%). This implied that an average number of principals allowed  
298 sharing of ideas among teachers and carried them along in school administration. This finding was supported  
299 by Glueck (2006) that when educational managers (principals) engaged in thoughtful deliberations with active  
300 participation of their subordinates (teachers), there is greater opportunity of the expression of mind, ideas, quick  
301 resolution of disputes and agreement which lead to quality decisions and greater achievement of the set goals.

302 The analysis of data in table 1 also showed that principals were fairly effective in corporate goal setting (40%),  
303 group needs (40%), open discussion (46.6%), constructive criticism (43.3%) and corporate evaluation (46.7%).  
304 The shortcoming in these critical areas of school administration could limit teachers' knowledge, pedagogical  
305 skills and experience in curriculum delivery which depends largely on the quality of principals' professional and  
306 administrative leadership. When teachers are restricted from active participation in any matter in the school, it  
307 affects their level of commitment

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## 310 20 A

### 311 21 Candidates

312 with less than Five (5) Credits (2) to instructional tasks and ultimately lower students' academic performance.  
313 This has possibly been responsible for the relatively low level of success recorded in the weighted average of  
314 46.81% on students' academic performance in WASSCE between 2014 and 2016 academic sessions.

315 The level of teachers' involvement in decision making on table 2 revealed that teachers were effectively  
316 involved in examination planning (89.9%), examination supervision (89.7%), committee system (53.5%), and  
317 fairly involved in problem identification (38.1%), personal suggestions (44.9%) and instructional review (49.6%).  
318 A cursory look at the findings in table 2 indicated that an average number of principals involved teachers in  
319 decision making. This has perhaps been responsible for the relatively low level of 46.81% recorded on the  
320 performance of candidates who met the baseline standard (obtained five credits and above, including English  
321 Language and Mathematics in WASSCE) between 2014 and 2016. It could therefore be inferred that principals do  
322 not have all the ideas as far as school administration is concerned; the low level of teachers' involvement in problem  
323 identification, personal suggestions and instructional review could impede success in school administration,  
324 curriculum delivery and students' academic performance. This is why teachers need to be adequately involved  
325 in decision making process in order to improve the quality of decisions and contributions to the actualization of  
326 the set goals.

327 The analysis of data in table 3 indicated that majority of teachers were effective in instructional tasks as  
328 reflected in the level of effectiveness recorded in classroom management (65.8%), curriculum planning (51.9%),  
329 teaching-learning process (84.4%), learners' assessment (73.7%), goals attainment (54.3%), job commitment  
330 (73.8%), curriculum evaluation (54.8%), and fairly effective in resource utilization (49.4%), and innovation  
331 (48.5%). Teachers are motivated to give their best whenever their opinions are sought and ideas are implemented  
332 in school programmes and activities. The finding by Wilkinson (1991) corroborated this fact that teachers who  
333 are adequately involved in decision making process have job satisfaction and demonstrate strong commitment  
334 to quality service delivery and adequate support for the realization of the set goals while teachers who are  
335 marginalized in decision making usually engaged in truancy, absenteeism, unnecessary complaints, apathy and  
336 opposition within the school (Awotua-Efebo, 1999).

337 Analysis of data on table 5 revealed significant relationship between principals' decision making strategies and  
338 teachers' instructional task performance. The calculated r-value (0.528) indicated that principals' decision making  
339 strategies have positive impact on teachers' instructional tasks. This was confirmed by the level of principals'  
340 effectiveness in decision making strategies recorded in table 1, on the component variables of policy awareness  
341 (80%), committee system (53.4%), delegated authority (50%), feedback (56.7%), open discussion (46.6%) and  
342 corporate evaluation (46.7%). It could therefore be deduced that the level of teachers' instructional performance  
343 is a function of principals' commitment to positive application of decision making strategies.

344 The analysis of data presented in table 6 revealed significant relationship between teachers' instructional tasks  
345 and students' academic performance. It could be deduced from the findings that teachers demonstrated concerted  
346 efforts in instructional tasks. However, the level of teachers' involvement in decision making is still inadequate.  
347 The concordance relationship between teachers' instructional tasks and students' academic performance is an  
348 indication that both the teachers and students are affected by deficiencies in decision making strategies where  
349 the principals are least effective in corporate goal setting (40%), group needs (40%), open discussion (46.6%),  
350 constructive criticism (43.3%) and corporate evaluation (46.7%). This has possibly been responsible for the  
351 relatively low effect of decision making on students' academic performance in table 4, which indicated 46.81% of  
352 the candidates who met the baseline standard (obtained five credits and above, including English Language and  
353 Mathematics in WASSCE) between 2014 and 2016 in the sampled secondary schools in Ondo Central Senatorial  
354 District of Ondo State. This draws attention to the fact that principals alone cannot drive instructional roles  
355 effectively without the teachers' involvement. This underscores the need for principals to be more proactive in the  
356 involvement of teachers in decision making process as teachers occupy important position in school administration  
357 and curriculum management.

358 The challenges that are faced by the school principals and teachers in decision making are evident in tables 2  
359 and 3, which included low capacity development (33%), inadequate problem identification (38.1%) and poor time  
360 management (25.9%). These deficiencies could hinder teachers' instructional tasks and perhaps been responsible  
361 for the relatively low academic performance of students who obtained credit level passes in five subjects and  
362 above, including English Language and Mathematics in the West African Senior School Certificate Examinations  
363 which has often been at average (50%) in Nigeria and weighted average of 46.81% in Ondo Central Senatorial  
364 District of Ondo State between 2014 and 2016 academic sessions as indicated in table 4. There is therefore a  
365 great task ahead of school principals in giving desired attention to teachers' involvement in decision making in  
366 order to improve students' academic performance in secondary schools.

## 367 **22 a) Conclusion**

368 It is evident from the findings of the study that an average number of both principals and teachers are effective  
369 in decision making while majority of the teachers showed strong commitment to instructional task performance.  
370 However, the set educational goals have not been fully achieved. This is evident in the level of success recorded  
371 with 46.81% of the candidates met the baseline standard of credit level passes in five subjects and above,  
372 including English Language and Mathematics in WASSCE is relatively low. This situation is unconnected with  
373 the challenges that affect principals' and teachers' competence in decision making process which included low  
374 capacity development (33%), inadequate problem identification (38.1%) and poor time management (25.9%) in  
375 secondary schools.

## 376 **23 b) Recommendations**

377 Based on the findings of this study, the following recommendations were made to enhance decision making process  
378 in secondary schools:

379 ? Teachers should be given more opportunities to participate in decision making so as to increase their level of  
380 commitment to instructional task performance that will in turn improve students' learning outcome in secondary  
381 schools. ? Principals and teachers alike should be exposed to relevant seminars and workshops that could build  
382 their capacities in decision making to improve the quality of instructional management in secondary schools.  
383 ? Principals should create quality time for collaborative goal-oriented and knowledge driven discussions to get  
384 teachers' inputs in decision making as principals' experience alone could not ensure effective administration and  
385 instructional task performance. They must understand the condition under which decisions are to be made as  
386 well as being sensitive and clarify situations where and when decisions need to be taken collectively as a group

## 23 B) RECOMMENDATIONS

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387 or by individuals in order to achieve quality instructional task performance and desirable academic standard in  
secondary schools.

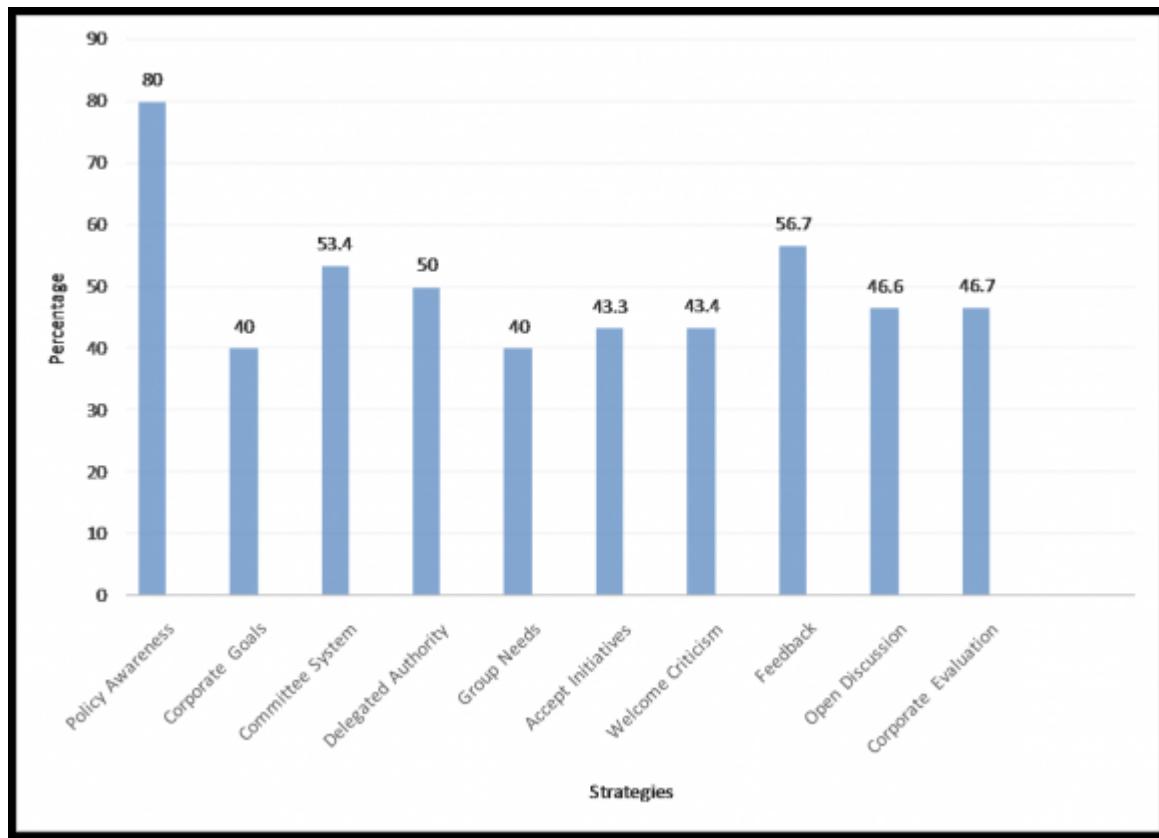


Figure 1:

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<sup>1</sup>© 2018 Global Journals

<sup>2</sup>© 2018 Global Journals 1 Principals' Decision Making Strategies and Teachers' Productivity in Secondary Schools in Ondo Central Senatorial District of Ondo State, Nigeria

<sup>3</sup>© 2018 Global Journals Principals' Decision Making Strategies and Teachers' Productivity in Secondary Schools in Ondo Central Senatorial District of Ondo State, Nigeria

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**1**

S/N Items	SA Freq. %	A Freq. %	FA Freq. %	D Freq. %	SD Freq. %
1. Goal setting is a collective responsibility.	5 (16.7)	7 (23.3)	9 (30.0)	6 (20.0)	3 (10.0)
2. Welcome constructive criticism.	5 (16.7)	8 (26.7)	10 (33.3)	4 (13.3)	3 (10.0)
3. Adopt delegated authority.	4 (13.3)	11 (36.7)	9 (30.0)	3 (10.0)	3 (10.0)
4. Teachers give departmental feedback.	6 (20.0)	11 (36.7)	6 (20.0)	4 (13.3)	3 (10.0)
5. Teachers are grouped into committees.	8 (26.7)	8 (26.7)	10 (33.3)	4 (13.3)	0 (0)
6. Maintain open discussions at meetings.	7 (23.3)	7 (23.3)	9 (30.0)	4 (13.3)	3 (10.0)
7. Principals welcome personal initiatives.	6 (20.0)	7 (23.3)	8 (26.7)	5 (16.7)	4 (13.3)
8. Adopt corporate evaluation of performance.	3 (10.0)	11 (36.7)	6 (20.0)	5 (16.7)	5 (16.7)
9.					

Figure 2: Table 1 :

**2**

S/N Items	SA Freq. %	A Freq. %	FA Freq. %	D Freq. %	SD Freq. %
1. I am involved in making rules/regulations.	104 (17.3)	126 (21.1)	178 (29.8)	152 (25.5)	40 (6.7)
2. I contribute to instructional review.	136 (22.8)	160 (26.8)	224 (37.5)	60 (10.1)	0 (0)
3. I take active part in capacity development.	94 (15.8)	103 (17.2)	176 (29.6)	123 (20.6)	104 (17.4)
4. I am involved in discipline students.	106 (17.7)	132 (22.1)	246 (41.2)	66 (11.0)	50 (8.4)
5. My suggestion counts in vital issues..	121 (20.3)	147 (24.6)	262 (43.9)	43 (7.2)	27 (4.5)
6. I am involved in planning examinations.	273 (45.7)	264 (44.2)	57 (9.5)	0 (0)	0 (0)
7. I am involved in examination supervision.	322 (53.9)	214 (35.8)	64 (10.7)	0 (0)	0 (0)
8. I take part in the preparation of school budget.	68 (11.4)	72 (12.1)	166 (27.8)	174 (29.1)	114 (19.1)
9. I am involved in problem identification.	103 (17.2)	125 (20.9)	238 (39.9)	71 (11.9)	63 (10.5)
10. I take active part in school committee.	146 (24.4)	174 (29.1)	188 (31.5)	67 (11.2)	25 (4.2)

[Note: © 2018 Global Journals]

Figure 3: Table 2 :

## 23 B) RECOMMENDATIONS

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3

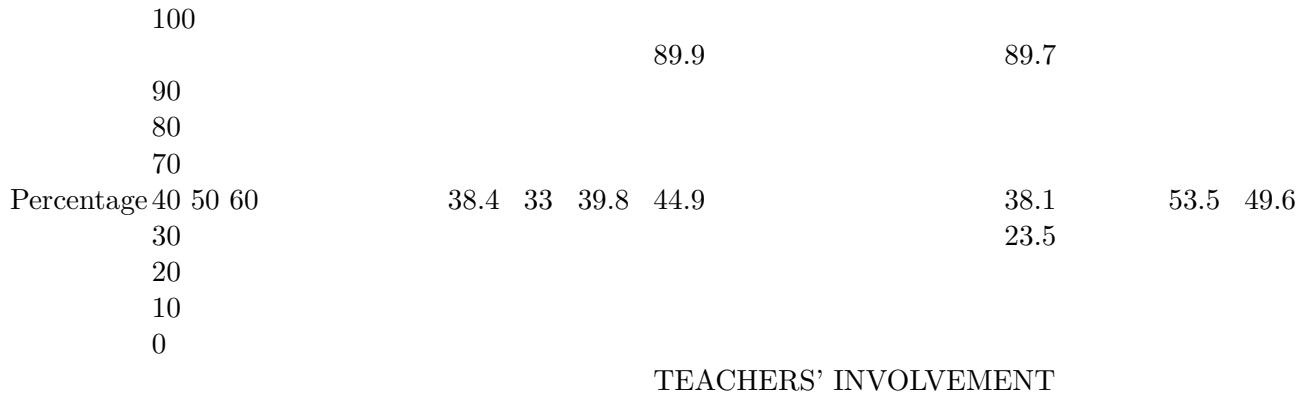


Figure 4: Table 3 :

4

Academic Session	Candidates with Five (5) Credits including Maths (5)	Candidates with Maths (4) Credits including English (5)	Candidates with Maths (3) Credits without English (5) and English (5) or English and English (5)	Candidates without any Credits (1)	Mean Score
2013/2014	1768	1980	804	399 455	3.78
2014/2015	1432	766	372	271 122	4.05
2015/2016	2768	1094	357	161 0	4.48
No. of candidates	5968	3840	1533	831 577	
Weighted Average (%)	46.81	30.12	12.02	6.524.53	

e) Relationship between principals' decision making strategies and teachers' instructional tasks in secondary schools

Hypothesis one was tested by correlating data collected on principals' decision making strategies with teachers' instructional tasks performance in 30 sampled secondary schools, using Pearson Product Moment Correlation Coefficient (PPMCC). The result is presented in table 5.

Figure 5: Table 4 :

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## 5

Variables	N	Mean	Std. r	sig.
Principals' Decision Making Strategies	30	64.018	1.434	0.528000
Teachers' Instructional Tasks Performance	30	98.756	2.084	

Source: Data derived from tables 1

f) Relationship between teachers' instructional tasks performance and students' academic performance  
Hypothesis two was tested by correlating data collected on teachers' instructional tasks performance and students' academic performance in WASSCE (2014 -2016) in 30 sampled secondary schools, using Pearson Product Moment Correlation Coefficient (PPMCC). The result is presented in table 6.

Figure 6: Table 5 :

## 6

Variables	N	Mean	Std.	r	Sig.
Teachers' Instructional Tasks	30	98.756	2.084		
Students' Academic Performance	30	93.372	8.9420	0.511	0.000

Source: Data derived from tables 3 and 4

Figure 7: Table 6 :

## **23 B) RECOMMENDATIONS**

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