

Extent of Principals' Involvement of Teachers in Decision-Making for Effective Administration of Secondary Schools in Anambra State

Uzogor, Benedette Adaeze (Mrs.) & Dr. Isaac N. Nwankwo

Department of Educational Management and Policy, Nnamdi Azikiwe University, Awka, Anambra State, Nigeria

Abstract:- The objective of the study was to determine extent principals involve teachers in decision-making for effective secondary school administration. Two research questions were answered and two hypotheses were tested at 0.05 level of significant. It was a descriptive survey. The area of study was Anambra State. A total of 6,654 respondents made up of 258 principals in public secondary schools and 6,396 principals in private secondary schools in Anambra State formed the population for the study. The sample for this study consisted of 774 respondents made up of 129 principals, and 645 teachers. Multi-stage sampling procedure was used to draw 774 respondents made up of 129 principals and 645 teachers. A questionnaire titled 'Principals' Involvement of Teachers in Decision Making Questionnaire (PITDMQ)' developed by the researchers was used for data collection. The instrument was validated by three experts. Cronbach alpha was used for test of internal consistency of PITDMQ and the reliability indices obtained for the two clusters were 0.80 and 0.76 respectively. The researchers together with five research assistants collected data for the study using direct administration method and 98% return rate was recorded. Mean scores and standard deviation were used to answer the research questions while t-test was used to test the hypotheses. The findings of the study revealed among others that principals' involvement of teachers in decision making on students' and staff affairs to a great extent. It was also reported that there is no significant difference in the mean ratings of principals and teachers on the extent of principals involvement of teachers in decision making on students affairs issues. Based on the findings, it was recommended among others that Ministry of Education should organize regular interactive sessions for principals and teachers to exchange ideas and gain information to improve their collaborative decision makings on students' affairs.

Keywords:- Principals' Involvement; Decision-Making; Effective Administration; Secondary School; Students' Affairs; Staff Affairs.

I. INTRODUCTION

Education all over the world is considered as an instrument for acquisition of skills and knowledge necessary for national development and requires effective administration especially in the areas of human and material resources of the school. Alabi (2017) defined effective school administration as the ability of the school manager to help bring about optimum achievement of the school pre-determined objectives. The optimum achievement of school objectives and goals entails achievement of high academic performance of students, good administrative atmosphere, discipline, good conduct on the part of teachers and students alike and students' development of practical skills (Amadi, 2013).

The school administrators apply various principles, policies and strategies to establish and execute plans and procedures necessary to bring about optimum achievement of the school pre-determined objectives. In this study, effective school administration is defined as the ability of the principals to bring about optimum achievement of the school pre-determined objectives through judicious use of the available resources.

A principal is said to have exhibited effective school administration, if he or she makes good use of personnel, time, energy and materials to produce desired and expected quality outcomes (Iroegbu & Etim, 2017). Effective school administration is evident in rational decision making, accurate record keeping, quality instructional delivery, motivation of students and staff, high students academic performance, punctuality and regular school attendance among students, well-disciplined staff and students among others. In the same vein, All Nigeria Conference of Principals of Secondary Schools (ANCOPSS) as cited in Uzoigwu(2013) listed the indicators of effective school administration to include: disciplined staff and students, teachers and students staying in school for classes during instructional hours, drastically reduced examination malpractice, accurate record keeping, high academic performance of students, exemplary leadership and clean school environment among others. In this regard, effective school administration is attainable in schools where principals perform their administrative tasks effectively and efficiently by involving teachers in decision making.

Decision making is the act of determining a course of action following a more or less deliberate consideration of competing alternatives (Nwankwo, 2014). In the view of Talat (2013), decision making is a process of selecting the best course of action, out of many alternatives available. The salient point in the two definitions is that decision making is concerned with making the right choice out of the available and competing alternatives. Decision making therefore is seen as systematic and careful deliberation and selection of the best course of action among the available alternatives.

For effective decisions to be made, every role player in the school system needs to participate at one level or the other (Omobude & Igbudu, 2012). One of the key players in school is the teachers who are the implementers of the school curriculum and co-organisers of the school activities along with the principals. Principals' involvement of teachers in decision-making therefore is an opportunity for teachers to gain experience and confidence in performing their duties. Ndiku, Simiyu and Achoka (2009) opined that teachers should be actively involved in decision making in their schools so as to encourage motivation and utilize their wide range of experience, expertise, personal characteristics and capability. Through collaborative decision making approach, teachers benefit from one another's experience and enhance their teaching effectiveness by offering constructive suggestions and appropriate feedbacks to each other (Baraka & Luicensi, 2017).

Different school administrative issues that need involvement of teachers in decision making include; students affairs, staff affairs, curriculum programme, resources and facilities and financial affairs (Mutuku & Orodho, 2014; Ndiku et al, 2009). The areas of principals' involvement of teachers in decision-making that this study focused on are students' affairs and staff affairs.

Schools are established to cater for the educational needs of the students. This makes decision making in the area of students' affairs issues very paramount to the attainment of educational objectives. Teachers are the very ones who teach and instruct students in the class and this expose them to crucial information to improve on decision making regarding students affairs in the school (Yao, 2014). Kiami, Chemnjor and Macharia (2014) stressed that teachers should be brought on board, particularly when critical decisions touching on students are being deliberated. Students' affairs issues include; admission, orientation, registration, discipline, health and safety services, co-curricular activities and process of their results among others. Teachers perform tasks such as preparing lesson notes and plans, instructional delivery, keeping students files, maintaining teaching aids and preparing instruments for practical lessons, and thus involving them in decision making helps them execute these roles (Mutuku & Orodho, 2014).

A school administrator may include teachers in a decision involving issues that are relevant to them in which they have the expertise to make, instead of making decision unilaterally (Armenia & Ristea 2014). The involvement of teachers in decision making on staff affairs, according to Wadesango and Bayaga (2013) makes decisions more likely to be acceptable and more likely to be implemented because they reflect and serve the interests of the people responsible for putting them into action. The decision making in the area of staff affairs issues included: orientation, supervision, staff welfare, training, communication and discipline among others. The decision made in the area of staff affairs affects teachers and as professionals and specialists in different subject areas, they are better suited to make the correct decisions having in mind what is required of them as teachers (Ndiku et al, 2009). However, there seems to be poor cooperation of some secondary school teachers in Anambra State in implementing some decisions.

Teachers seem to be usually excluded by school administrators in the process of decision making (Yao, 2014). Continuing, Yoa stressed that merely informed of the results of decision made, teachers might not clearly understand why or how those decisions were made. This could bring about alienation or misunderstanding among teachers on how and when to implement the decision that they are merely informed of. It also seems to make teachers unconcerned and uncommitted in executing the decisions taken. Edikpa (2011) observed that some secondary school principals in Anambra State do not involve subordinates in decision making even where it affects them. In the same vein, Duze (2011) reported that teachers were grossly deprived from participating in decision-making in secondary schools in Anambra State. Furthermore, Duze stressed that the denial of teachers the opportunity to participate in decision making is the root cause of most teachers' oppression, which in turn degenerates into breakdown of law and order in schools. Ofojebe cited in Duze observed that truancy, vandalism, violence and protests are some of the evils that have plagued most Nigerian secondary schools, Anambra State inclusive, as a result of inadequate participation of teachers in decisions that directly or indirectly affect them. In the view of these previous observations, the researcher is to empirically investigate the extent secondary school teachers in Anambra State are involved by their principals in decision making.

The experience of the researchers seem to indicate that secondary school teachers in Anambra State are not adequately involved in the decision making process. There appears to be evident in poor cooperation, misunderstanding and unwillingness of teachers to implement most decisions reached in secondary schools in Anambra State. In turn, it seems to have led to poor interpersonal relationship and breakdown of orders and gossiping among secondary school principals and their teachers in the state. The above situations seem to adversely affect effective administration of school in terms of achievement of high academic performance of students,

good administrative atmosphere, good conduct on the part of teachers and students and quality instructional delivery. These unwholesome developments make it imperative for the investigation of extent of principals’ involvement of teachers in decision making for effective administration of secondary schools in Anambra State.

➤ *Research Questions*

- To what extent do principals involve teachers in decision making on students’ affairs for effective administration of secondary schools in Anambra State?
- To what extent do principals involve teachers in decision making on staff affairs for effective administration of secondary schools in Anambra State?

➤ *Hypotheses*

- Principals in public and private secondary schools in Anambra State do not differ significantly in their mean ratings on the extent they involve teachers in decision making on students affairs for effective administration of secondary schools.
- Principals in public and private secondary schools in Anambra State do not differ significantly in their mean ratings on the extent they involve teachers in decision making on staff affairs for effective administration of secondary schools.

II. RESEARCH METHOD

The objective of the study was to determine extent principals involve teachers in decision-making for effective secondary school administration. It was a descriptive survey. The area of study was Anambra State. All the six education zones in the state were covered. The zones include Aguata education zone; Awka education zone, Nnewi education zone; Ogidi education zone; Otuocha education zone and

Onitsha education zone. A total of 6,654 respondents made up of 258 principals in public secondary schools and 6,396 principals in private secondary schools in Anambra State formed the population for the study. The sample for this study consisted of 774 respondents made up of 129 principals, and 645 teachers. Multi-stage sampling procedures were employed in composing the sample. The simple random sampling technique was used. A structured questionnaire titled “Principals’ Involvement of Teachers on Decision Making Questionnaire (PITDMQ)” was used for data collection. The instrument was developed by the researcher from literature and consultation with experts in the field of educational management. The instrument was structured in two versions to suit principals and teachers. PITDMQ was structured on a four-point rating scale of Very Great Extent (VGE), Great Extent (GE), Low Extent (LE) and Very Low Extent (VLE) weighted 4, 3, 2 and 1 respectively. The instrument (PITDMQ) was subjected to validation by three experts. The data used for computing the reliability of PITDMQ were obtained through single administration method of forty (40) copies of questionnaire administered on a sample of 20 principals and 20 teachers in 20 secondary schools in Enugu State. The data obtained were subjected to test for internal consistency using Cronbach alpha. The reliability indices for clusters A and B were 0.80 and 0.76 respectively. The researchers together with the help of five research assistants who are secondary school teachers in Anambra State administered the copies of the questionnaire on the principals and teachers. A total of 774 copies of the questionnaire were administered to the respondents and 759 copies (i.e. 128 for principals and 631 for teachers) were properly completed and successfully retrieved, indicating 98% percent return. These were subjected to data analysis. Mean and standard deviation were used in answering the research questions. The t-test statistic was used to test the null hypotheses.

III. PRESENTATION OF RESULTS

➤ *Research Questions*

- **Research Question 1:** To what extent do principals involve teachers in decision making on students’ affairs for effective administration of secondary schools in Anambra State?

S/N	ITEMS	Principals (N =128)			Teachers (N =631)		
		Mean	Sd	Decision	Mean	Sd	Decision
1	Processing of students’ admission in the school	2.34	1.09	Low Extent	2.37	1.09	Low Extent
2	Placement of students in various classes	2.59	1.15	Great Extent	2.59	1.09	Great Extent
3	Disciplining of erring students in the school	2.61	1.06	Great Extent	2.65	1.12	Great Extent
4	Providing health services to students	2.48	1.06	Low Extent	2.20	1.09	Low Extent
5	Organising co-curricular activities for students in the school	2.65	1.08	Great Extent	2.56	1.12	Great Extent
6	organising orientation programme for students in the school	2.55	1.20	Great Extent	2.53	1.09	Great Extent
7	Deciding of mode of students’ continuous assessment	2.89	1.01	Great	2.69	1.11	Great

				Extent			Extent
8	Formulating rules and regulations guiding the conduct of students	2.67	1.08	Great Extent	2.45	1.13	Low Extent
9	Managing of students' records	2.66	1.09	Great Extent	2.59	1.10	Great Extent
10	Determining dressing codes for students	2.73	1.16	Great Extent	2.58	1.11	Great Extent
11	Providing of library services to students	2.44	1.08	Low Extent	2.56	1.08	Low Extent
12	Constituting social clubs for students in school	2.67	1.10	Great Extent	2.64	1.15	Great Extent
13	Appointing prefects in the school	2.59	1.07	Great Extent	2.60	1.09	Great Extent
14	Promoting of students to the next class	2.75	1.19	Great Extent	2.61	1.14	Great Extent
15	Deciding on issues relating to students safety	2.38	1.07	Low Extent	2.40	1.10	Low Extent
	Mean of means	2.60	1.10	Great Extent	2.53	1.11	Great Extent

Table 1:- Mean Ratings and Standard Deviation Scores of Principals' Involvement of Teachers indecision Making on Students' Affair

Table 1 revealed that principals and teachers mean scores for items 1, 4 11 and 15 fall within the mean range of 1.50-2.49 indicating low extent of principals' involvement of teachers in decision making in the areas. The mean scores of principals and teachers for items 2, 3, 5, 6, 7, 9, 10, 12, 13 and 114 fall within the mean range of 2.50-3.49 indicating that there was great extent of principals' involvement of teachers in decision making in the areas. The principals mean score for item 8 indicated great extent of principals' involvement of teachers in decision making in the area, while that of teachers' revealed low extent.

The overall standard deviation scores of 1.10 and 1.11 for principals and teachers respectively indicated that their responses are close to the mean, implying that the respondents are homogenous in their responses amongst cluster. The mean of means' fell within the range 2.50-3.49. Thus, principals' involvement of teachers in decision making on students' affairs was to great extent.

- **Research Question 2:** To what extent do principals involve teachers in decision making on staff affairs for effective administration of secondary schools in Anambra State?

S/N	ITEMS	Principals (N =128)			Teachers (N = 631)		
		Mean	Sd	Decision	Mean	Sd	Decision
16	Planning of professional development programmes for teachers	2.73	1.17	Great Extent	2.62	1.08	Great Extent
17	Preparing of staff duty schedules	2.58	1.21	Great Extent	2.63	1.10	Great Extent
18	Disciplining of misconduct of staff in the school	2.64	0.95	Great Extent	2.49	1.10	Low extent
19	Providing health services to staff	2.48	1.09	Low Extent	2.56	1.08	Great Extent
20	Recommendation of staff for promotion	2.44	1.06	Low Extent	2.51	1.14	Great Extent
21	Providing of facilities for staff offices	2.55	1.15	Great Extent	2.45	1.09	Low Extent
22	Organising orientation programme for staff	2.78	1.05	Great Extent	2.64	1.11	Great Extent
23	Organising of sporting activities for staff	2.78	1.02	Great Extent	2.52	1.13	Great Extent
24	Providing of instructional materials for staff utilization in the school	2.55	1.19	Great Extent	2.57	1.12	Great Extent
25	Formulating of time-table for various subjects	2.80	1.10	Great Extent	2.65	1.09	Great Extent
	Mean of means	2.63	1.10	Great Extent	2.56	1.10	Great Extent

Table 2:- Mean Ratings and Standard Deviation Scores of Principals' Involvement of Teachers indecision-Making on Staff Affairs

The result presented on Table 2 revealed that both principals and teachers indicated great extent of principals' involvement of teachers in decision making on staff affair issues for all items as shown by their mean ratings between 2.50 and 3.49 with exception of items 18, 19 and 21. The overall standard deviation scores of 1.10 and 1.10 for principals and teachers respectively indicate closer disparity and this means that there is no much variation between the principals and teachers responses. The mean of means scores fall within the decision rule of 2.50-3.49.

Thus, principals' involvement of teachers in decision making on staff affair was to a great extent.

➤ *Null Hypotheses*

Ho₁: Principals in public and private secondary schools in Anambra State do not differ significantly in their mean ratings on the extent they involve teachers in decision making on students affairs for effective administration of secondary schools.

Variables	N	\bar{X}	Sd	t-cal.	t-crit.	Df	∞	Remarks
Principals	128	2.60	1.10	0.67	1.96	757	0.05	Not Significant
Teachers	631	2.53	1.11					

Table 3:- The t-test on the Extent of Principals' Involvement of Teachers in decision making on students affairs

Data presented on Table 3 revealed that the value of t-crit is greater than that of t-cal at 757 degree of freedom and alpha level of 0.05. the null hypothesis is significant. Accordingly, principals in public and private secondary schools in Anambra State did not differ significantly in their mean ratings on the extent they involve teachers in decision making on students affairs for effective administration of secondary schools.

Ho₂: Principals in public and private secondary schools in Anambra State do not differ significantly in their mean ratings on the extent they involve teachers in decision making on staff affairs for effective administration of secondary schools.

Variables	N	\bar{X}	Sd	t-cal.	t-crit.	Df	∞	Remarks
Principals	128	2.63	1.10	0.67	1.96	757	0.05	Not Significant
Teachers	631	2.56	1.10					

Table 4:- The t-test on the Extent of Principals' Involvement of Teachers in Decision- making on Staff Affairs

Data presented on Table 4 revealed that the t-cal. of 0.67 is less than t-crit. of 1.96 at 0.05 level of significance and 757 degree of freedom. Thus, the null hypothesis is not significant. This means that principals in public and private secondary schools in Anambra State did not differ significantly in their mean ratings on the extent they involve teachers in decision making on staff affairs for effective administration of secondary schools.

were not involved in decision making on students matter. This difference between the findings may be due to the dissimilarity in the participants of the two studies. Teachers have firsthand knowledge of many problems inhibiting teaching and learning from attaining desirable results.

IV. DISCUSSION OF FINDINGS

The finding of the study revealed that principals' involvement of teachers in decision making on students' affairs was to a great extent. This implies that secondary school principals in Anambra State involve teachers in decision making on placement of students in various classes, disciplining of erring students in the school, organizing co-curricular activities for students in the school, organizing orientation programme for students in the school and deciding of mode of students' continuous assessment. This is in agreement with the finding of Olorunsola and Abiodun (2011) which indicated the extent to which teachers are involved in decision making process in the areas of students' affairs was great. The possible explanation for the agreement in findings could be due to the fact that the two studies were conducted in the same country and used the same research design. The findings refuted that of Agbure (2013) which indicated that teachers

The involvement in decisions in secondary schools is anticipated as it gives them the opportunity to overcome the problems of teaching in order to bring about positive improvement on instructional delivery and learning outcomes. No wonder secondary school students in Anambra State are performing well in both internal and external examinations.

It was reported that there is no significant difference in the mean ratings of principals and teachers on the extent of principals involvement of teachers in decision making on students affairs. This is in disagreement with the finding of Eris, Kayhan, Bastas and Gamar (2017) which found out that there was significant difference between teachers and administrative staff views on the extent of teachers' participation in decision making process. The disagreement between the findings could be attributed to the difference in geographical location in which the two studies were conducted.

It was revealed that principals' involvement of teachers in decision making on staff affairs was to a great extent. This shows that secondary school teachers in Anambra State to a great extent are involved in decision making on issues that concern them such as preparation of staff duty schedules, providing of facilities for staff offices, organizing orientation programme for staff, organizing of sporting activities for staff, providing of instructional materials for staff utilization in the school and formulating of time-table for various subjects. This corroborated the finding of Olorunsola and Abiodun (2011) which indicated that secondary school teachers to high extent are involved in staff welfare issues in schools. This is also in line with the finding of Uba-Mbibi (2013) who reported that teachers are adequately involved in decision making. This agreement in the findings may be due to the fact that that the studies were conducted in public secondary schools in Nigeria which are guided by the same educational policy in school administration. This contradicted the finding of the findings of Osuji and Koko (2016) which indicated that secondary school teachers involve in decision making on students' affairs to a very low extent. The disagreement between the two findings could be attributed to the difference in participants utilized in the two studies. The high extent of principals' involvement of teachers in decision making on staff affairs creates healthier teaching and learning environment. This gives teachers greater sense of belonging and motivates them to be dedicated and committed to their job. This could be the reason for outstanding academic achievement among students in Anambra State in National Examination Council (NECO) and West African Examination Council (WAEC).

Further finding showed that there is no significant difference in the mean ratings of principals and teachers on the extent of principals' involvement of teachers in decision making on staff affairs issues. This corroborated the finding of Okonkwo (2018) which showed that there is no significant difference in the mean ratings of principals and teachers on the extent of principals' involvement of teachers in decision making. The agreement in the two findings is expected as the two studies were conducted in the same state within the time span of a year. This implies that principals and teachers share similar opinion in involvement of teachers in decision making in relation to staff affairs issues.

V. CONCLUSION

Teachers involvement in decisions making in staff and students affairs provide forum for several inputs and feedback which make it easier for principals to choose the best alternatives among many suggestions. Again, this offered teachers the opportunity to give practical and acceptable solutions on challenges encountered in the classroom. This increases teachers' commitment, drive and enthusiasm in implementation of decisions reached on students and staff affairs which leads to high job performance.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made:

- Ministry of Education should organize regular interactive sessions for principals and teachers to exchange ideas and gain information to improve their collaborative decision makings on students' affairs.
- Principals should increase the extent of teachers' involvement in decision making on staff affairs by putting up a structure that allows free flow of ideas among teachers.

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