

UNIVERSITY OF YAOUNDE I
UNIVERSITE DE YAOUNDE I

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POSTGRADUATE SCHOOL FOR HUMAN,
SOCIAL AND EDUCATIONAL SCIENCES

DOCTORAL UNIT OF RESEARCH AND
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DEPARTMENT OF CURRICULA AND
EVALUATION

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FACULTE DES SCIENCES DE L'EDUCATION

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**THE DECISION MAKING PROCESS IN SECONDARY
SCHOOL ADMINISTRATION AND ITS IMPACT ON SCHOOL
PERFORMANCE: A STUDY OF SOME SELECTED
SECONDARY SCHOOLS IN LIMBE SUB-DIVISION**

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By:

NJONJE JOAN NALOVA
Masters in Educational Administration
Matricule: 07F027



JURY

President:	FONKOUA Pierre	Professor	University of Yaounde I
Supervisor:	TAMAJONG Elizerbeth VEKEH	Professor	University of Buea
Examiners:	Einstein Moses Egebe ANYI	Professor	University of Bamenda
	MAINGARI Daouda,	Professor	University of Yaounde I
	NDJEBAKAL SOUK EMMANUEL	Ass. Professor	University of Yaounde I

MAY 2023

To my late Father Mr. NJONJE MOLONGE LUCAS

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ABSTRACT

Data on the influence of the principal's decisions on school performance are limited. This study seeks to investigate the impact the principal's decision-making process has on school performance in secondary schools in Limbe Sub-Division, Fako Division. Seven hundred and eleven (711) questionnaires were used to collect data on the impact of decision making by consultation, delegation, communication and motivation from 08 public and 05 Mission secondary schools. These schools had a population of 665 and 224 teachers respectively. The sample for the study was five hundred and twelve (512) teachers for public schools and one hundred and ninety-nine (199) teachers for mission schools. Ten (10) interview guides were administered to principals. A descriptive research design was adopted for the study. Taro Yamani sampling and simple random sampling techniques were employed. The instrument was subjected to form and content validation by the supervisor and some teachers of secondary schools in Limbe. Cronbach alpha was employed for the reliability coefficient test for the instrument used for public and mission schools and this yielded a coefficient of 0.797 and .907 respectively. The Pearson product moment correlation coefficient was used to test the hypotheses at 0.05 level of significant. Based on the findings, it was revealed that consulting teachers, delegating powers to teachers, effective communication and motivating teachers during decision making had a strong positive relationship with school performance. The coefficient was 0.753 and 0.903 for consultation, 0.620 and 0.798 for delegating powers, 0.772 and 0.951 for effective communication and for motivation it was 0.685 and 0.895 respectively. It was therefore recommended that principals should always consult, delegate powers, carry out effective communication and motivate their teachers for efficiency during their decision making in school. Thus, the decision making process in secondary school administration has an impact in school performance.

Key word in the work: Decision Making Process; Impact; School Performance; Secondary School.

RESUME

Les données sur l'influence de la décision du proviseur sur les performances scolaires sont limitées. La présente étude vise à analyser l'impact du processus de prise de décision du Chef d'établissement sur les performances scolaires dans les établissements d'enseignements secondaires de l'arrondissement de Limbé, département du Fako. Sept cent onze (711) questionnaires ont été administrés afin de collecter des données sur l'impact de la prise de décision par consultation, délégation, communication et motivation dans 08 établissements publics et 05 confessionnels d'enseignements secondaires. Ces établissements ont respectivement un effectif de 655 et 224 enseignants. L'échantillon de l'étude est de cinq cent douze (512) enseignants pour le public et cent quatre-vingt-dix-neuf (199) pour les établissements confessionnels. Dix (10) guides d'entretiens ont été administrés aux responsables des écoles. Une méthode de recherche descriptive a été adoptée pour l'étude. Les techniques d'échantillonnages Taro Yamani et échantillonnage aléatoire simple ont été utilisées. L'instrument a été soumis à la validation de la forme et du contenu au superviseur et à certains enseignants des établissements de Limbé. Le coefficient alpha de Cornbach a été utilisé pour les établissements publics et écoles missionnaires pour le test de fiabilité de l'instrument utilisé. Ceci a donné un coefficient de 0,797 et 0,907 respectivement. Le coefficient de correction de corrélation du moment du produit de Pearson a été utilisé pour tester les hypothèses à un seuil de signification de 0,05. Les résultats obtenus ont montré que la consultation et la délégation de pouvoir aux enseignants ainsi qu'une communication effective et une motivation de ce dernier pendant le processus de prise de décision a une véritable influence positive sur les performances scolaires. Ce coefficient était de 0,753 pour les établissements publics et 0,093 pour les établissements confessionnels pour la consultation. Pour la délégation, il a été constaté que la délégation des enseignants pendant le processus de prise de décision avait une influence positive respective sur la performance de l'établissement de 0,620 pour les établissements publics et 0,798 pour les établissements confessionnels. Les résultats ont également démontré qu'une communication efficace avait un impact positif significatif sur les performances scolaires estimé à 0,772 pour les établissements publics et 0,951 pour la seconde catégorie d'établissements. En ce qui concerne la motivation, il a été observé que la motivation des enseignants à une forte incidence positive sur les performances scolaires de 0,685 et 0,895, respectivement pour les établissements publics et confessionnels. Par conséquent, le processus de prise de décision dans les administrations des établissements d'enseignements secondaires à un impact sur les performances scolaires des apprenants.

Mots clés : processus des prises de décision ; impact, performances scolaires ; établissement secondaire.

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LIST OF ABBREVIATIONS

>	:	Less than
%	:	Percentage
Alws	:	Always
BG	:	Board of Governors
BHS	:	Baptist High School
C	:	Consultation
Cal	:	Calculation
CFA	:	Confirmatory Factor Analysis
CFI	:	Confirmatory Factor Index
COM	:	Communication
CV	:	Construct Validity Test
CVI	:	Content Validity Index
D	:	Delegation
DF	:	Degree of Freedom
DM	:	Decision Making
DMP	:	Decision Making Process
DMS	:	Decision Making Style
DMS	:	Decision Making Style
EFA	:	Exploratory Factor Analysis
EMA	:	Expectation Maximisation Algorithm Technique
GBHS	:	Government Bilingual High School
GCE	:	General Certificate of Education
GCM	:	Garbage Can Model
GSS	:	Government Secondary School
Ha	:	Alternative Hypothesis
Ho	:	Null Hypothesis
JDI	:	Job description Index
KMO	:	Kaiser-Meyer – Olkin Measure of Sampling Adequacy
MBC	:	Management by Committee
MBO	:	Management by Objectives
MCAR	:	Missingness Completely at Random test
MNAR	:	Missingness Not At Random

Motiv	:	Motivation
N	:	Numbers
NGT	:	Normal Group Technique
Nver	:	Never
PCA	:	Principal Component Analysis Technique
PDM	:	Participatory Decision Making
PERF	:	Performance
PTA	:	Parent Teachers Association
RMSEA	:	Root Mean Square Error of Approximation
RCA	:	Rotating Component Analysis Technique
Rxy	:	Pearson correlation index
S	:	Sample
Sig	:	Significant
SMB	:	School Management Board
Std	:	Standard
Stimes	:	Sometimes
TLI	:	Tucker Lewis Index
VI	:	Validity Index
VRM	:	Validity and Reliability Measurement
WBA	:	Work Behaviour Attitude
WRO	:	Work Related Output

CHAPTER ONE

INTRODUCTION

The school is becoming increasingly very complex both in workforce and material wise for the maximization and the attainment of school effectiveness that is why there is a call for the necessity to have administrators in education, who are competent in their decision-making process. This decision-making is one of the most important activities in which school administrators are engaged on a daily basis in the running of their institutions. And we should bear in mind that the success or achievements and the failure of a school strongly depend on the types of decision-making that the administrator applies in the day to day running of the institution. This might explain why Calabrese and Zepede (1999, p. 07) were of the opinion that, decision-making is the fine thread which is interweaved throughout the fabric of the school day. That is to say, the daily life of the school head is filled with interaction and each of these interactions necessitate a response and each of the response calls for a decision. They hold that, the essence of decision-making is the effort to do the right thing and all goes to determine the destiny of any organisation where the school is not left out. That is to say decision-making is greatly linked to productivity.

An educational institution is said to be having excellent performance if there is no gap between the academic performance and the student's expected performance. It should also be understood that when performance is below the expected performance it refers to unsatisfactory academic performance. The problems of measuring performance in education however are considerable. Caballero, Abello, & Palacio as cited Lamas (2015, p. 353) held the view that academic or school performance is meeting Educational goals, achievements and objectives set in the program or course that a student attends. He holds that these are usually expressed through grades which are the result of an assessment that involves passing or not certain tests, subjects or courses. School performance are learning process promoted by the school that involves the transformation of a given state into a new one. This transformation can be achieved with the integrity of different units involving cognitive and organisational elements. We need to bear in mind that, performance varies according to circumstances, organic and environmental condition that determine skills and experiences. Following the views of Mbua (2003) and Lamas (2015), to assess an excellent institution in this work, we have to divide the perfect number of students in the years (that is in absence of repetition and dropout) by the number of student in the years actually spent by a cohort of students. In a perfect excellent

institution, this coefficient would be equal to 100 % and insufficiency arises when it is lesser than 100 %.

1.1. Background of the Study

1.1.1. Historical Background

The history of decision-making is not one of absolute progress towards perfect rationalism. According to Buchanan and O'Connell (2006) decision-making was "an extensive and pre-historic human pursuit, flowing back to a time when people sought help from the stars". From that period, people tried to discover better tools for decision-making. They held that, this tool started from

"The Hindu-Arabic systems for numbering and algebra, to Francis Bacon's inductive reasoning and to Descartes' application of the systematic method]" (Buchanan and O'Connell, 2006, para. 5).

The increasing strain, in managing risk, along with a need for an understanding of human behaviour and advances in technology that support the reasoning processes, has improved the decision-making process in many situations so as to improve performance. That is why Buchanan and O'Connell (2006) were of the view that, the twentieth-century philosophies revealed that, because of the expenses of obtaining information, administrators were forced to try to make only good decisions. It also led people in deciding against their own economic interests even when they know better. It should be understood that in the absence of emotion, it's at times impossible through the decision-making process to make any decisions at all so as to ameliorate or improve on a situation. Administrators should be aware that erroneous framing, delimited consciousness, excessive confidence can dishonour Descartes' rational man who threatens to take away our confidence in our choices during any decision making process. It is really surprising that even today as technology dramatically increases our access to information, administrators still make wrong decisions during the decision-making process that go to affect the performance of their institutions negatively. This has been the case even in the administration of our schools and colleges.

For an administrator to succeed, it will depend on the procedures that he will implement in the various decisions making process that he is going to carry out. School administration in secondary school level started in Cameroon during the Missionary era, with the creation of St Joseph College Sasse as the first secondary grammar school in 1939. O'Neil (1991, p. 64) stated that, father Staats was the first principal of St. Joseph College Sasse, who started school

administration through the various decisions that he made on planning, control and organisation so as to achieve effectiveness in the institution. Today secondary grammar schools of varying capacities are dotted all over the country.

1.1.2. Contextual Background

Decision-making is one of the most important activities through which school administrators and others engaged daily for an effective management of their various institutions. According to Hoy and Miskel (2000, p. 264) the decision-making process in administration was seen to be a cycle of events that includes the identification and diagnosis of difficulty, the reflective development of a plan to alleviate the difficulty, the initiation of the plan and the appraisal of its success. The principal as the main actor in the administration of secondary school will be able to fulfil the above through the execution of his functions of planning, supervising, coordinating and management for the wellbeing of the Institution. Dunham (1995) asserted that the wellbeing of all the school community members and the survival of the school heavily depend upon the decision-making skills of managers. For this reason, the most critical task in an organization is the process of deciding a desirable course of action.

1.1.3 Conceptual Background

Decision-making is an indispensable act of every administrative machine of organizations where the secondary school is not left out. Educational establishments are organizations made-up of human and material resources which include academic and non-academic staff, students and teaching material resources. In the administration of schools, decision-making is there to determine the best way that will optimize the rational utilization of the available resources to accomplish the school set goals and objectives. Decision-making is one of the most important activities in which school administrators engage daily in the administration of their different institutions. The success of a school is critically linked to effective decisions.

Some principals ignore or hardly involve teachers in the administrative process especially when making crucial decisions that sometimes concern the teachers. Consequently, when decisions are made without teachers input, it ends sometimes to be the course of teacher's poor output. This been because the principal did not take into consideration the different strength and weaknesses of individual teachers. That is why Olorunsola and Olayemi (2011, p. 79) affirmed that teachers are central in the management of schools and their involvement in decision-making process is very sensitive and the decision to neglect them could cause a lot of rifts, conflicts, misgiving and a not realization of the objectives and goal of the school. Furthermore,

(Smylle, 2020; Okorie, 2016) asserted that any school administration that adequately involve teachers in the decision-making process, will experience on the part of teachers, commitment and adequate support to the principal and hence the realization of school goal will be easy, apathy and opposition within the school will be minimized.

In addition to the above, if a principal in the course of his administration is used to making decisions in isolation, he is more likely to make decisions which may not reflect the aspiration of the teachers and even the students thereby causing him not to be in touch with the realities of the institution. This might lead to a fertile ground for a negative teacher-principal, other administrator- principal relationship and the school as a whole. That is why Castetter (1996, p. 91), was of the opinion that every school system needed a staff that was adequate in size and composition, one that is deployed and balanced properly, to provide all students with essential instructional services.

Besides, if the principal recognises the presence of the teachers and others in the institution through their involvement in decision-making situations, they will feel happy and secure hence a credit to their job outcome, which goes to confirm Clegg, Kornberger, and Tyrone (2011) who said “Happy people are more productive workers and Happiness reduces people uncertainty...”

Communication is very necessary in decision making. Communication can be vertically or horizontally, Vertical is seen, when the principal has to communicate with his/her hierarchies before making a decision. Also, horizontal communication is seen when the principal needs information on an issue, to communicate or listen to the suggestions of experience colleagues or older principals and at times the teachers of the Institution before making a decision. When the principal fails to take the advice of hierarchies or his/her colleagues or the teachers of the Institution as the case may be, by misinterpretation, he will make wrong decisions that will go to affect the work behaviour of those directly concerned.

Also, if the principal makes class changes and fails to use the rightful means of communicating the changes to the staff concerned, it will leave many uninformed. This will help strain the relationship between the teachers concerned and the principal especially when they are only embarrassed with this information from other colleagues. This will help to create an avenue for mistrust, insecurity and lack of confidence from the teachers and other administrators of the Institution.

A good system of communication is sometimes very crucial in decision-making. Grievances usually arise in the school environment when the principal fail to effectively communicate with the parties concerned before carrying out decisions concerning; the changing of the curriculum, redeployment of teachers, delegation of functions, teachers with individual students and even among teachers themselves. For the principal to succeed in making any decision during or before any crises, he needs to carry out negotiation which will help him/her understand the final decision to make. This will also go to control the climate that was reigning in school. This procedure assists principals to make decisions even during moments of disgruntlement.

Delegation of powers is necessary in decision-making. Principals should always, delegate some functions to subordinate to implement if need be. This is supported by Robbins and Timothy (1997, p. 89) who said employees should also be left with the opportunity to take ownership for the institutional decision-making. This according to him will tap the expertise of employees. When powers are sometimes delegated in staff meetings, in social gathering and during other school's activities, the teachers or subordinates will feel recognised and trustworthy hence behaviour of satisfaction on the job place. Whereas, if there is a need for delegation and the principal decides to amalgamate all alone and seats in his office to operate the reverse in behaviour will manifest leading to inefficiency and criticism. When the principal uses colleagues to participate for him in certain situation, it will help to facilitate interaction between staff and also assist in the sharing of individual pedagogic situations.

Some Administrators do not effectively involve subordinates during their decision-making as far as workload and other aspects that may directly concern teachers and others. It should be understood that balancing the work load of every administrative, non-administrative and staff member has been the subject of discussion and research for many years. Its measurement is extremely difficult because of the intangible services that must be taken into account, including out-of-school activities, community demands, curriculum-related differences in the number of class preparations, and school-related duties beyond the normal assignment. It should be understood that the core problem in managing teaching personnel's is to try to reasonably equate workloads to the staff size. In situation where the staff is not substantially enough to carry out the educational program, a work overload cannot be resolved by manipulating a formula. However, administration and professional staff in situation of this nature always come up with decisions that act as useful devises in studying ways to maintain balance and equity in staff load. Besides, Olorunsola and Olayemi (2011) was of the opinion that workers should be involved in decision that concern them like general working conditions, fringe benefits and

staff development programs as this adds to the attractiveness of the organization climate. Some school administrators' during decision-making in their institutions, usually fail to effectively involve teachers and other subordinates.

Many of the problems in the institution that usually call for decision-making and inefficiency is centred around clashes amongst those who make up the school. Clash is an essential and unavoidable human phenomenon in organization where the school is not left out because, where there is human interaction, there is a likelihood of personal likes and dislikes. In school at times, there are moments of agreements and moments of disagreements among individuals and groups in school that lead them to clashes if proper decisions are not been made by the head of the institution. Clashes are neither constructive nor disruptive but the ways employed by the head of the institution to handle them makes these conflicts either positive or negative for the growth of the institution. According to Adeyemi and Odemilua (2012), conflict could be seen as a situation in which individuals and groups of people are in disagreement with each other and the outcome is inefficiency or ineffectiveness in organization. In certain disagreement in the institution, the Principal and other administrators need to be careful in the working conditions of teachers that may push them to misbehave so that their attitude toward work will not be disrupted.

Decision-making is a continuous and dynamic process in administration. It pervades all organizational activities and it is an indispensable component of the management process itself. It is the process of selection of one solution out of many available.

1.2 Statement of the Problem

Decision-making has been observed to be the crucial aspect or heart for the survival of every institution. Njouny and Titanji (2016, p. 166) are of the opinion that for schools to achieve their desired outcomes, principals must learn to share some of their responsibilities and their decisions that impact their schools with their employees. And when this is actually done, it will always go to positively influence the moral performance and productivity of the employees. In this respect, therefore, administrators in educational organizations such as the secondary school should have profound knowledge of decision-making and be able to make effective decisions for the smooth running of their Institutions.

Teachers' incentives and other forms of motivations have been clearly stated by the text on how they should be distributed. It has been noticed that, some school principals fail to make

good decisions to carefully manage, encourage and motivate their teachers to work hard and even incentives at their disposal are sometimes poorly managed. Others prefer to send teachers indiscriminately for seminars and refresher courses by sending some teachers and leaving behind others. In doing this, they help to aggravate the working conditions and somehow demotivate those hard working teachers. Besides, some principals do not buy or replace equipment in the laboratories and in some libraries many books are outdated which do not encourage teachers to go there for research. These sort of erroneous decisions couple with other factors will help to negatively affect the teaching learning process, and aggravate the general performance of students mostly in external examinations.

Occasionally, most school administrators during decision making usually fail to consult their collaborators for information and at times the decision may warrant teachers' full participation but they may fail to involve them. This excessive optimism coupled at times with limited awareness due to lack of information over a given situation may push certain administrators, to confidently carry out wrong decisions which at times often lead to disgruntlement and tension in the institution. Taking as an example is the poor posting of teachers by the principal in an inappropriate level in the school program though they may have the level of training required. Decisions like this might lead to conflict among teachers and at times this may affect the teaching learning process through poor performance of students in examinations in those departments of the school where the decision had been made.

It has been observed that, some principals during decision making, even when there is a need, usually find it difficult to delegate some of their duties to their close collaborators and teachers to represent them in school matters and other ceremonies in and out of school. They prefer to amalgamate all their duties and responsibilities so that they should be everywhere and at any place. These kinds of decisions will cause many teachers to work with a lot of disgruntlement and with little or no cooperation toward their class duties which will all go to affect the performance of students in examinations. Besides, such decisions will cause the principal never to discover some of the talents of teachers that can be of assistance in the running of the institution and will call for inefficiency.

Some principals during decision making usually fail to effectively communicate with their subordinates. There is always a problem on the free flow of communication (information) between the school principal and subordinates, between subordinates and the school principal and at times between school administrators and hierarchies [top officials] in certain school

issues. After a pedagogic supervision, during staff meetings and other school events that may unavoidably need teachers' presence, some principals usually fail to effectively communicate with their teachers and other subordinates and even during decision making. The failure to effectively communicate with teachers after a pedagogic supervision, on areas that need adjustment in their teaching-learning process, will go a long way to affect the general performance of the school. All these lapses may go a long way to affect the overall performance of the school if care is not taking. That is why the researcher wishes to investigate why there is an *inadequacy in the management of decision making which makes it at times difficult for schools to attained excellent results.*

1.3 General Objective of the Study

The main objective of the study is to investigate the decision-making process in secondary school administration and its impact on school performance.

1.3.1 Specific Objectives

Specifically, the study intends:

- To find out if principals consult their teachers in administration and the impact this has on school performance.
- To examine if principals delegate powers to teachers during administration and the impact this has on school performance.
- To investigate if principals communicate with teachers during administration and the impact this has on school performance.
- To determine if principals motivate teachers during administration and the impact this has on school performance.

1.4 Research Questions for the Study

1.4.1 General Research Question

How do principals' decision-making processes in secondary school administration impact school performance?

1.4.2 Specific Research Questions

- How does consultation of teachers by the principal influence school performance?
- How does the delegation of powers to teachers by the principal influence school performance?

- How does the principal's communication with teachers influence school performance?
- How does the principal's motivation to teachers influence school performance?

1.5 Hypothesis of the Study

1.5.1 General Hypothesis:

The decision-making processes of the principal influence secondary school performance.

1.5.2 Research/Working Hypothesis

The study is guided by four research hypotheses

Hypothesis 1

Null (Ho): There is no significant relationship between consultation of teachers by the principal and school performance.

Alternative (Ha): There is a significant relationship between consultation of teachers by the principal and school performance.

Hypothesis 2

Null (Ho): There is no significant relationship between delegation of powers to teachers by the principal and school performance.

Alternative (Ha): There is a significant relationship between delegation of powers to teachers by the Principal and school performance.

Hypothesis 3

Null (Ho): There is no significant relationship between principal's communication with teachers and school performance.

Alternative (Ha): There is a significant relationship between principal's communication with teachers and school performance.

Hypothesis 4

Null (Ho): There is no significant relationship between principals' motivation to teachers and school performance.

Alternative (Ha): There is a significant relationship between principal motivation to teachers and school performance.

1.6 Significance of the Study

This piece of work will be useful to principals, administrators of all capacities, teachers, workers of organisations, students and the community at large.

To principals, the study will help them to be more open to their staffs during different decision making situations in their day to day running of their different institutions. This will help to reduce disgruntlement and tension amongst teachers so that schools achieve their objectives.

The work will assist administrators to understand the procedures involved in decision-making, which will help them to better manage their different institutions. It should be understood that consultation and effective communication through negotiation will help check and limit strikes and other conflicts that sometimes drain the resources of some Institutions and negatively affect productivity.

This work will also help Principals and other Administrators to understand the importance the delegation of powers to teachers and workers has on output and efficiency. Delegation does not only increase collaboration but also helps principals to be able to discover some hidden skills that are found in some members of staffs that can be of importance to the running of the institution so as to achieve efficiency.

Also, this work will help principals to understand the importance of consulting and communicating with staff during decisions making especially when their participation is needed. And during eminent conflict this work will help principals and other leaders to see the importance of delegating mediators to carryout negotiations through communication as the situation may be.

To institutions, it will be advantageous to managers who usually encounter strikes and different movements due to certain decisions that they make. This will help them to check on decision-making at all levels so as to improve on the general atmosphere of the working environment and inefficiency in particular.

To teachers, the work will help Principals to see a reason to fully involved teachers in the decision-making process most especially, in situations that concerns them. It will assist them to acquire certain advantages from the Principal that they were not used to enjoying like good working conditions, some forms of motivations and incentives that will all go to positively influence output.

To workers of organisations, it will be advantageous to them in the sense that, their managers and other administrators will be aware of how to use communication, consultation, delegations of powers and motivation in the decisions-making process, that will go to enhance their working conditions and productivity.

To organisations, if the work is actually exploited, it will increase output as a whole since the plight of workers who carry out the work will be taken into consideration during different decision making process. As a result, strikes and other forms of retaliations that usually occur in academic institutions and other organisations due to wrong decisions will be maintained. Hence, peace and tranquillity will be instituted in institutions thereby leading to expansion and growth.

1.7 Delimitation of the Study

The study has been carried out within a delimited framework. Secondary school administration is a broad topic. The work is limited to the impact the decision-making process of the principal has in determining school performance. It would be also a mistake however, to conclude that only administrators make decisions. At the level of schools, principals make strategic decisions concerning those goals and policies to accomplish them in relation to their own structures. Still in schools, departmental heads and team leaders make curricular and operational decisions to carry out the day-to-day activities of a department or unit. And, finally, classroom teachers make decisions in their classrooms.

Thus, while decision-making is an important administrative process, it is fundamentally a people process. As a result, one should not fail to bear in mind that the work is limited to mostly the effect of the decisions making process of the principal or the administrator of the school.

Also, to find out the impact these decisions making process has on secondary school performance. The decision-making procedures that were put under studies included consultation, communication, delegation of powers and motivation. There are public, missions, private and lay private secondary schools in Limbe Sub-Division. The study on the impact of decisions- making was limited to the administration in public and mission secondary schools. This is due to the fact that during the pilot studies, the researcher discovered that, lay and private schools were reluctant to provide vital information as concerns the study. In addition, in the private institution, the researcher found that there was a lot of secrecy of information.

Above all, the researcher had to go to where, I will have genuine and enough information for the studies.

The areas that are covered by the study include some teachers of secondary schools in Limbe I, II and III Sub-division, which is generally called Limbe Sub-division in Fako Division, South West Region. The researcher selected Limbe instead of Buea as she formerly observed because, the Anglophone crises caused many secondary schools not to be functional. Actually, it is in some secondary schools in Buea Sub-division where she observed that the decision-making process of the principal during administration at times have some negative influence in the teaching - learning process that goes to affect school efficiency in general. In addition, the researcher found that it would be somehow easier to collect the necessary information through questionnaires to teachers and an interview guide to principals.

One should not fail to forget that in this work, the vice-principals, the discipline masters, the dean of studies, heads of departments, guidance counsellors and class teachers we regarded as teaching staff. The bursar, the secretary, typist, office assistant, other attendance and the guards are considered as members of the non- teaching staff while the principal is in charge of the administrative process of the institution as a whole.

1.8 Variables of the Study

According to Best and Kaln as cited by Abiodun-Oyebanji and Olayemi (2017, p. 44), the term variables are the conditions or characteristics that the researcher manipulates, controls or observes in a research situation. They hold that, they are the main ingredients of research and the basis of a research work. That is to say, without variables there will be no research. To them a variable can be an object, event, idea, feeling, time, period or any other category that one may be trying to measure. There are two types of variables, namely, the dependent and the independent variables.

1.8.1 The Dependent variables

Amin, (2004, p. 16), defined the dependent variable as the main variable of interest in a research situation. The variable whose variation the researcher strives to study. The dependent variable indicates the phenomena that the researcher is out to explain and it is the variable receiving the effect after manipulation, which can be observe. The dependent variable here is secondary school efficiency or school performance.

1.8.2 The Independent variable:

Also, Amin (2005, p. 93) defines the independent variable as predictor variable or explanatory variable. It is the one that influences the dependent variable and it is the presumed cause of the variation in the depended variable(s). It explains or accounts for variation(s) in the dependent variables. The independent variable in this work is the decision-making process in secondary school administration.

1.9 Definition of Terms

Decision-Making Process:

Ugurlu (2013, p. 255) looked at decision-making process as the act of perceiving, defining, and gathering information on a problem, identifying possible solutions, selecting the best solution, implementing and then evaluating.

Similarly, Fonkeng and Tamajong (2009, p. 42) were of the view that, decision-making is the selection of one course of action from two or more alternative courses of action, or the process of choosing from alternative ways of achieving an objective or providing a solution to a problem. Also, Hoy and Miskel (2001, p. 264) affirm that decision-making is the process by which decisions are not only arrived at but also implemented. They hold that until decision-making is converted into action, it is only good intentions.

School Administration:

According to Fonkeng and Tamajong (2003, p. 01) defined school administration as the skill of getting things done thoroughly by means of the tactful utilisation of available educational human and material resources in the interest of the institution as a whole.

School Administration according to Mbua (2003, p. 13) means, the careful and systematic arrangement or organisation and use of human, financial and material resources for the achievement of the specific objectives and goals of a given organisation be it the school. Amadi (2008, p. 01) states that school administration is a process through which school administrators arrange and co-ordinate the resources available in school, for achieving the goals of the educational system.

School Performance:

School performance according to Ames, Angioloni and Ames (2020, p. 01), is measured by the percentage of students who meet or exceed state mandated levels of competence. Also,

Caballero, Abello, & Palacio as cited Lamas (2015, p. 353) held the view that academic or school performance is meeting Educational goals, achievements and objectives set in the program or course that a student attends. subjects or courses.

1.10 Definition of Key Variables

1.10.1 Communication

Communication in this work is the sharing of messages, ideas, information or attitudes, between the Principal and teachers of the Institution during the decision-making process in secondary school that will lead to school efficiency.

1.10.2 Consultation

Consultation in the research is the involvement or participation of teachers of the institution as the case may be during a decision-making process in the administration of secondary school that will lead to school efficiency.

1.10.3 Motivation

Motivation in this research is the methods, which Principals will apply during the decision-making process that, will sustain the working conditions and performance of teachers for the efficiency of the institution.

1.10.4 Delegation of powers

In this work, the delegation of power will be seen as the leadership behaviour of the Principal during the decision-making process in administration to entrust or assign some of his duties to teachers to represents him or act on his behalf when need arises.

1.10.5 Process of Decision-making or decision-making process.

In this piece of research, decision-making process or the process of decision-making is defined as the technique, method or steps used by secondary school administrators in certain administrative decisions where they need information to select between two or more alternative to arrive at a decision.

1.10.6 School performance

In the context of the study school performance is the percentage of those who successfully graduate most especially at the end of course examination to those who came in for that final year in an educational institution that is in absence of repetition and dropout.

1.10.7 Output

In the work, output of teachers is the performance of students in both internal and external examinations.

1.10.8 Attitude towards work

In the study, attitude toward work is the attitude of teachers toward their work in the classrooms and around the school.

1.10.9 Working condition

In the context of the study, working condition is the conditions or working environments or atmosphere that surround the different moments of work that positively or negatively influence teachers and others to work hard or that at times discourages them from working hard.

1.10.10 Achievement of students

In the study, the achievement of students is the performance of students both in internal and external examinations.

CHAPTER TWO: LITERATURE REVIEW

Introduction

The chapter presents the concepts and philosophies of scholars on the subject matter titled the decision-making process in secondary school administration and its impact on school performance. The study is guided in this chapter by three frame works, namely theoretical framework, conceptual framework and empirical framework.

2.1. Theoretical Framework

Psychologists and others interested in organizations have formulated theories that try to explain decision-making process in secondary school administrators and its impact on school performance.

A theory according to Hoy and Miskel (2001, p. 228) is seen as a set of interrelated constructs (concepts), definitions, and propositions that present systematic view of phenomena by specifying relations among variables, with the purpose of explaining and predicting phenomena.

This work will be limited to the following theories that are very appropriate to this research on the decision-making process in secondary school administration and its impact on school performance. It was discovered that the below theories strongly tie to the role played by decision making on school performance. These theories included:

- Expectancy theory
- Systems theory
- McGregor's Theory X and Y
- Contingency theory

2.1.1 Expectancy theory

The expectancy theory of Victor H. Vroom is relevant to the study. This theory was developed in 1964 through his study of motivations and decision-making. It is based on the assumption that decisions influence the behaviours of people in organisation. It is believed that there is a relationship between the effort people put forth at work, the performance they achieve from that effort, and the reward they receive from their effort and performance. In other words, certain decisions at the work place will cause people to be motivated if from the decisions they believe that strong effort will lead to good performance and good performance will lead to

desired rewards. That is, increased effort will lead to increased performance and increase performance will lead to increase outcome. The three components of the theory are expectancy (effort to performance), instrumentality (performance to outcome) and valence (outcome). Olcum and Titrek (2000, p. 155) were of the opinion that following this theory, valence and expectancy are the two factors that motivate individuals to expand effort at work. To them valence is the intensity of an individual's desire to get a result, and the importance of the goal for an individual while expectancy is the perception of an individual about the possibility of getting a certain award for work done.

Bringing this to the work, principals should understand that, teachers will be encouraged to work hard if they are aware that, the principals' decisions to motivate and encouraged them with incentives favours their hard work and these encouraged hard work, through cooperation will push them to even put in more effort in their school workload. This added effort will lead to high output seen through the high achievements of students in most especially public examinations (GCE examination) and these will go to boast the efficiency of the institution.

Hoy and Miskel (2001, p. 229) hold that, this theory operates on the assumption of individuals [team] decisions in organizations which are based on using their abilities to think, reason, and anticipate future events. This is highly related to the work in that, in decision making during secondary school administration, principals need to carry out team decisions through consultation, delegation of powers and communication in schools. During this period, principals and teachers need to join their abilities to think, reason so as to come up with a solution over a given situation and to even anticipate future events. They can also carry out decisions to motivate teachers and others as a means of encouraging them to work hard and this hard work will be seen through the good performance of the students in examinations. This decision to motivate may improve the performance of those concerned and this might go to improve on their output and consequently the efficiency of the school. This group decision making through consultation, delegation of powers and communication in school will be based on their ability to think, reason and some of them they may need more information from others before making the decision. Also, sometimes in making decisions they must be aware that the decisions will be applicable in the future when similar situation resurface again. In fact, during school administration, the head of the Institution's decisions will be highly based on their abilities to think and reason at times with others for solutions over different situations that arise in school. This will permit the school to be able to function smoothly so as to attain efficiency

through the joint efforts of the teachers and students. Moreover, at the end of the day, principals have to anticipate if any of such situations occurred in school again, what will be much better to apply for a quick solution so as to foster the smooth functioning of the institution.

2.1.1 Systems theory

Generally, researchers have been struggling with systems and parts in terms of their different contents and their relative dynamics that grew during the 19th century. And in 1968, Von Bertalanffy, came up with the systems theory. This inspiration can be traced back to the time of Aristotle, who was of the view that knowledge is derived from the understanding of the whole and not that of the single parts (Aristotle's Holism).

The systems theory has the notion that in a system, all things are connected, and nothing can exist in isolation. It evaluates the interaction, relationship and arrangements between the respective components or elements of a system, rather than the individual properties of its parts. That is why Lai and Lin (2017), affirm that, Managers of organisation should understand that the totality of a system in production is greater than the sum of its part.

This theory highly relates to the work in that, in decision making, what the principal administer as a secondary school, through consultation, communication and delegation of powers to teachers for information for a smooth functioning, is the totality of the different sections or departments of the school. And the performance of students of the different departments is what is put together to make up the school so that it can achieve its purpose of school efficiency and none of the departments can work in isolation. Kay, Leih and Teece, (2018) supported this view when they said that, system theory laid emphasis on the totality of organisms which work as a complete unit, rather than as individual parts. Still to the work, what make up the institution, is the totality of the students of the different departments and the performance of all these students in the different departments mostly in national examinations is what make up the performance of the school.

Also, Lai and Lin (2017) held that in the practical sense of it, the systems theory is used to analyse and solve organizational conflict and problems so that they can work towards their goals. And the key in using the systems approach to solving organizational problems rests in the complete consideration of the structure, functions, processes, and environment where the problem is coming from. This is related to the work in that, the different decision-making that are used by principals in the administration of secondary schools are out to actually diagnose

and bring about solutions to different school problems so that schools will be able to function smoothly. And for the head of the institution to succeed in doing so he or she need to carry out consultation, delegations of power, communication and motivation so as to gather information for a giving situation that will help the him or her to diagnose the problem, identify alternative solutions, study the alternatives and to prescribe solutions to the problem that have arisen in the institution so as to restore the smooth functioning of the institution for efficiency to be attained.

The systems approach to management has very important application in decision-making which is the act of making a choice out of a number of possible alternatives. Based on wholeness and oneness under the systems principle, every manager is up large to exercise the greatest degree of attentiveness and caution in decision-making that will not disrupt the organisation or the school as the case is. Many business organizations have failed because of the type of decision a manager might have made about a particular issue. The type and quality of decision a manager makes can go a long way to determine the success or otherwise of a business organization. Coming back to the study, one would realise that in school, the principal calls for decision-making in order to stabilize a certain situation so that efficiency is attain. During the decision-making process, the principal need to exercise the greatest degree of attentiveness for information through consultation, communication and a lot of caution on the choice of alternative that will be suitable to resolve the situation at hand. Since any error might bring about some problems that might result to a disorder in any section of the school. When this happen, the school will not be able to function well and this might not permit the school to attain the common goal of performance as a whole.

As earlier seen, the system principle postulates that all organizations are made of interrelated parts. These parts are to work in harmony with one another so that they can enable the organization to achieve its objectives and mission. Like the case of the school, the principal must make sure that, during decision making in school, different departments of the school through their teachers are involved according to the issue on the ground, so that the school's objective of efficiency is attain. That is why Ageni as quoted by Chima and Gloria (2016, p. 217) were of the opinion that the school must see themselves as open systems desiring their energies from a network of relationships (must work hand in hand) if they need to have equality teaching and learning. Also, Turkson and Coffie (2013, p. 125) argued that, organizations are made up of various parts that depend on each other through a relationship that exists in the notion of systems. These parts may be departments, sections, units or other forms of

classifications which come together to form a coherent whole to enable the organization perform its functions. They are of the view that, every organization, subsystems are required to co-operate, collaborate and work together so that set up objectives of that organization could be achieved successfully. This is highly related to the secondary school organisation with different departments where, the principal as the manager carry out decisions through the cooperation of the different departments of the school. The different departments, sections and units are supposed to collaborate with the principal so that the school organizational objectives could be achieved successfully. We can see that during decision making process, according to the situation at hand, if the principal fails to involve members of the different departments through consultation the consequences may be far reaching. The consequences may be positive or negative depending on the outcome of the decision. And the consequences may go a long way to influence the performance of the institution.

Lai and Lin (2017) are of the view that the open systems model also illustrate how organizations should develop communication processes that allow for the exchange of information and adaptation to feedback from external environments. This also tie with the work in that, during the decision-making process in school, according to the situation, there is a need for effective communication between the principal and the other members of staff of the different departments so that a room is giving for information on the situation. In addition, during the process of decision-making, the furnished information on the giving situation will permits the principal to carefully arrive at a solution to the problem so that the school will be able to work had to achieve it efficiency. Besides, during the implementation process of the decision to achieve efficiency, there might be a call for revision following the feedback from the external environment.

2.1.3 McGregor's Theory X and Y

Douglas McGregor, in 1960s, in his book "The Human Side of Enterprise" developed two contrasting theories that explained how managers' beliefs about what motivates their people can affect their management style. And they refer to the two styles of management as the authoritarian which is Theory X and the participative to be theory Y. If one looks at the theory, his assumptions seem to portray human beings as of twofold at the work place. That is, theory X suggests the negative nature or attitude of man in the work place that confront administrators in organisation and which need a strong follow-up while theory Y present a participative nature

or attitude of man at the work place that need to be encouraged by administrators. According to Douglas McGregor, he called these two groups of assumptions, theory X and Y.

According to Hoy and Miskel (2001, p. 224), the underlying assumptions in Theory-X are what characterizes the other nature of human being at the work place. They are of the believe that subordinates by nature lacks ambitions, dislikes responsibility, prefer to be led and often forced to achieve set up goals, integrally self-interested (motivated) about their needs and behave indifferent with little capacity for creativity to organizational needs except if rewarded to achieve goals. The above views were also held by Amadi (2015, p. 24) who also added that subordinates under theory X, are resistance to change and try to avoid work as much as they can. Their physiological and safety needs are their greatest care. Besides, Fonkeng and Tamajong (2009, p. 26), are of the view that, theory X and Y are a contrast to one another.

The above theory ties to the work in that, in decision making during the administration of secondary schools, the principal is faced with two classes of teachers, that is, those who are hardworking and those who are very lazy to their class and other duties. This second group of teachers though not many always manifest the above characteristics toward the execution of their duties in school as seen in theory X. During consultation, communication and delegation of teachers for information in decision making, the principal usually find it difficult to work with this group of teachers because, many at times they dislike their work, avoid responsibilities and need constant direction, they want to be controlled at all moments and at times forced to deliver work before they do so, they need to be supervised at every step and have no incentive to work or ambition and they therefore need to be enticed by rewards to achieve goals. Also, the principal need to consult and have enough information about such teachers and even during decisions on the distribution of incentives in school, they need to be under motivated as a sign of encouraging them to work had. Principals of secondary schools to achieve efficiency during decision-making, need to exercise greater control and discipline over such lazy teachers who always avoid responsibilities and only want to be controlled on the execution of their duties. Principals need to delegate powers to these class of teachers but will need to supervise them closely and communicate what they need to do or is expected of them and they must effectively be communicated after a pedagogic supervision exercise and even see into it that corrections have been applied. All the effort of the principal through decision making will push such teachers to contribute to the performance of the institution.

Also, principals who are confronted with such teachers in their institutions, as seen in theory X above, must try to adopt the authoritarian style of leadership to see into it that, such teachers are also delegated to carry out certain task but with a lot of strictness in supervising the activity so that they are forced to do so. Also, at times the principals may carry out certain decisions to motivate these teachers using a stiff “carrot and stick approach” in which they will reward the teachers with good performance or output as seen with their students’ end of course examination and punishes those teachers whose students perform poorly in such examinations with poor pedagogic notes. That may explain why Griffin (2013) held a contrary view when he suggested that any organisational head that wants to succeed must avoid falling victim to the sheep syndrome in which workers are seen as unidentified people to be led, directed and instructed without any creativity and knowledge to contribute to the success of the organisation.

On the other hand, Fonkeng and Tamajong (2009, p. 26) suggested that theory Y, which was seen as the other nature or attitude of man at the work place was totally different from that nature spoken above in theory X, here man was assumed not to be lazy and unreliable by nature, man was considered as one who is self-directed and creative at work if properly motivated. Also, to these sets of individuals as seen in theory Y, cooperation will come naturally and this will motivate the individual, work is intrinsically rewarding and subordinates are creative in solving organizational problems. Coming back to the work, to McGregor’s theory Y, one can see that, during consultation, communication and delegation of powers in decision making over the teaching learning process for example, teachers can achieve their class duties by directing their own efforts to accomplish the school goals through cooperation and hard work with their principals. During the process of decision making, Principals who believe in this theory –Y are generally supportive, permissive and facilitative toward their teachers when consulting and communicating for information over certain decision making situations, they help teachers to accomplish their school duties. Besides, in collaborating with teachers through decisions making, Principals also help teachers to accomplish certain task or duties that were delegated for them to execute independently. In the process of decision making, the different nature manifested by teachers, may also depend on the situation in which they may be call to execute. These attitudes can change with time and events.

The above theory Y is on the assumption that: shared decision-making governance and decentralisation or delegation of power, authority to lower staff, improving free flow of

communication and information between the stake holders in education, increased subordinate responsibilities and the use of acknowledgement as an extrinsic motivator.

This theory Y actually ties to this work which is based on the impact the decision-making process has on school efficiency. As seen on the above assumptions, it talks on shared decision-making as the work also emphasises on consultation, delegation of powers to teachers, free and effective flow of communication with teachers and the use of motivation to teachers during decision-making. To support these facts, McGregor as quoted by Mbua (2003, p. 338) says shared decision-making increases workers' participation to task development in the work place. The McGregor theory focuses on improving the free flow of communication and information between the teachers and the administration in education. In decision-making, the Principal need to indulge into increase use of effective communication so that the workers or teachers are able to express themselves and their different situations given an ear to for the effective functioning of the institution. When well taking care of, teachers will be able to exercise positive work behaviour in the execution of their different task over the teaching-learning process in school which will go to improve on performance of students both in internal and external examinations and the school as a whole.

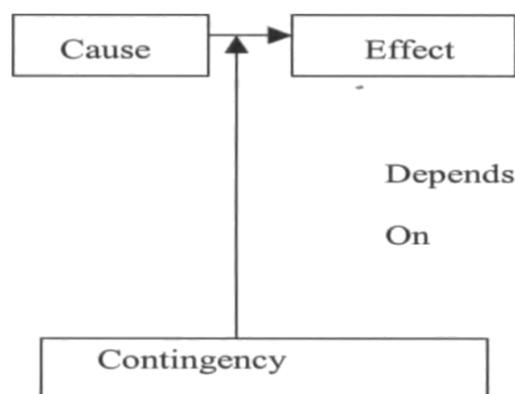
Theory Y is very applicable in the concept of delegation of authority. Zilagy as quoted by Amadi (2008, p. 63) argued out that, the acceptance of theory Y have led managers to delegate authority for making-decisions to lower level workers and increase the level of responsibility in each worker's job. When the principal delegate authority to teachers in decision-making, they feel involved and as a result, they are able to increase their collaboration and their level of responsibilities toward their jobs and functions. This will help the facilitation of decision-making and will go a long way to cause many teachers to put more effort toward the execution of their different duties in school for the efficiency of the institution.

According to Hoy and Miskel (2001, p. 223) McGregor's theory Y is concerned with the involvement of workers in administrative decision-making. Thus, the theory is based on the participative process of workers in decision making that concern them. When the teachers are involved in decision-making through consultation, communication and the execution of some delegated responsibilities, they will feel trusted and most especially if their opinions are taking into consideration. They will find a reason to do their individual work schedule with a lot of confidence and satisfaction. This when actually implemented by involving all departments of the institution, it will lead to efficiency in the teaching learning process.

2.1.4 The Contingency Approach

The Contingency theory of leadership is a postulate of Fred Fiedler in mid-1960 which is a recent approach to management in organizations. This theory claims that there is no single best way to organize an organization, to administer a company, or to make decisions in an organisation where the school is not left out. Though some approaches may be more effective than others in decision-making as the case is, the best approach is the one that fit the situation or circumstances to be treated. Also, Administrators should be aware that during the decision making process, there is one best solution to a problem, that they need to find out. After having some information to the situation, they need to select the best solution from the different alternatives, then can they implement it. We should not fail to understand that, the optimal course of action is contingent (independent) upon the leader's motivations and upon the leader's control of the influence in the situation (the internal situation). A contingent leader effectively applies his or her own strategies of decision-making during administration for a giving situation on the ground. Tarter and Hoy (2016, p. 212) viewed that, there is no single best way to organize, to teach, to do research, or to make decisions. However, some approaches are more effective than others. The best approach is the one that fits the circumstances. That is marching decision making approaches or strategies to situations or circumstances.

Figure 2.1: - Illustration of Administrative Contingency



This is adapted from Weinrich and Koontz, Management a Global Perspective 10th Edition (McGraw- Hill Inc. 1993).

Gareth Morgan (2011), in his book images of organization defines in a nutshell, the main ideas underlying contingency;

- organization is open systems that need careful management to satisfy and balance the internal need and to adapt to the environmental circumstances.

- there is not one best way of organization. The appropriate form depends on the kind of task or environment one is dealing with.

The theory ties to the work in that, like any other organization, the school is an organization that need to be administered and in the cause of its administration, decisions need to be made according to the situation on the ground. The decision making situation will all depend on the type of problem or situation in school that need to be resolved. The problem situation will push the principal to know which type of decision making to apply to resolve the problem. If it is a situation that need either the rational decision making or bounded rationality in order to satisfy and balance the internal needs to certain environmental circumstances. When the principal makes the right decision, it will go a long way to bring peace and efficiency in the institution. This is clearly supported by Njouny and Titanji (2016, p. 168) who hold that the choice of a management style, from a contingency theoretical perspective depends on situation variables, because no single style will lead to effectiveness in all situations that called for decision-making. Looking at the topic, one will realize that the decision-making procedures of the Principal during a decision-making process will depend on the type of crises or the situation to deal with so that the atmosphere that is needed for school efficiency and for the attainment of the objectives and goals of the Institution will be achieved. Weinrich and Koontz (1993) hold that, this approach is sometimes called situational management because it seeks to determine through research which management practices and techniques are appropriate in specific situations (because different techniques must be suitable to particular situations)

Hoy and Miskel (2001, p. 238) hold that contingency theory maintain that management efficiency depends on the leader and situational variables such as assignment, structure, position power, and subordinate skills and attitudes. The contingency approach, attempts to predict the types of management or decision making that will be effective in different situations or conditions. This too goes to tie with the work in that, for the principal to effectively manage over a situation that arises in school, it will all depend on the type of situation that need to be handle. If it is a situation that need the contributions of others, he or she need to look at the structure of the problem and who are those in the school he or she can involve in the decision making process for this situation so that, efficiency will be maintained for the running of the institution. This is also supported by Titanji (2017, p. 432) who holds that, in order to choose an appropriate manner of implementing a decision, situational variables such as the type of task (organized or unorganised), the quality of head subordinate relations, characteristic of collaborators (for example, educated or uneducated, interests, and commitment, etc.), time available, among others, will have to be considered.

The contingency management theory according to Fonkeng and Tamajong (2009, p. 21) are of the view that, it could also be called the situational management theory. This is so because, decision-making will depend on the environment or the situation on the ground which will determine the kind of decision that will stabilize the atmosphere so as to improve on school efficiency. Coming back to the study one realises that, the core premise for the contingency theory is that, in any situation that arises in school, the principal should bear in mind that, there is no one-best style of decision-making for all situations. The choice of a style of decision making will be determined by variables of the situation on the ground. The problem on the ground will permit the principal to choose which style of decision making to employ whether to delegate people to the seen or to request for an urgent staff meeting for information on how to resolves the problem and restore concentration and then efficiency in the institution.

Also, Njouny and Titanji (2016, p.168) view that, from a contingency perspective, the decision of a principal to share or not to share decision-making with teachers and others stakeholders will depends on the characteristic of the principal, subordinates, the situation and the ability of the leader to adapt his/her style of decision-making to the situation on the ground. This closely ties to the work as seen above. In that, if there is a situation to stabilise in school, the principal will have to first try to understand the problem by identifying it from there he or she will understand which kind of decision making to employ. Here, the situation might call for an immediate response on what need to be done. In such a situation, there will be no course to involve others. Whereas, if it is a situation that the principal knows he or she must want to listen to others before a solution is suggested, he or she will not do it alone.

2.2 Conceptual Review

2.2.1 Conceptual Diagram

The conceptual diagram as seen in figure 1 depicts the principal's decision-making procedures as consisting of consultations delegation, communication and motivation. It is conceptualised that the Principal's decision-making process has influence on the efficiency of some secondary schools in Limbe Sub-Division – South West Region.

Furthermore, the conceptual diagram shows that there are moderating factors such as the general school setting, leadership style and environment, which can also influence secondary school efficiency. Despite the fact that the principal decision-making process may be poorly handled, and thus affecting secondary school efficiency, the Moderating factors may have the site effect where the principal is lacking in his decision-making process. For example, the leadership style of the principal can affect the secondary school efficiency on its own without actually looking at the decision-making process.

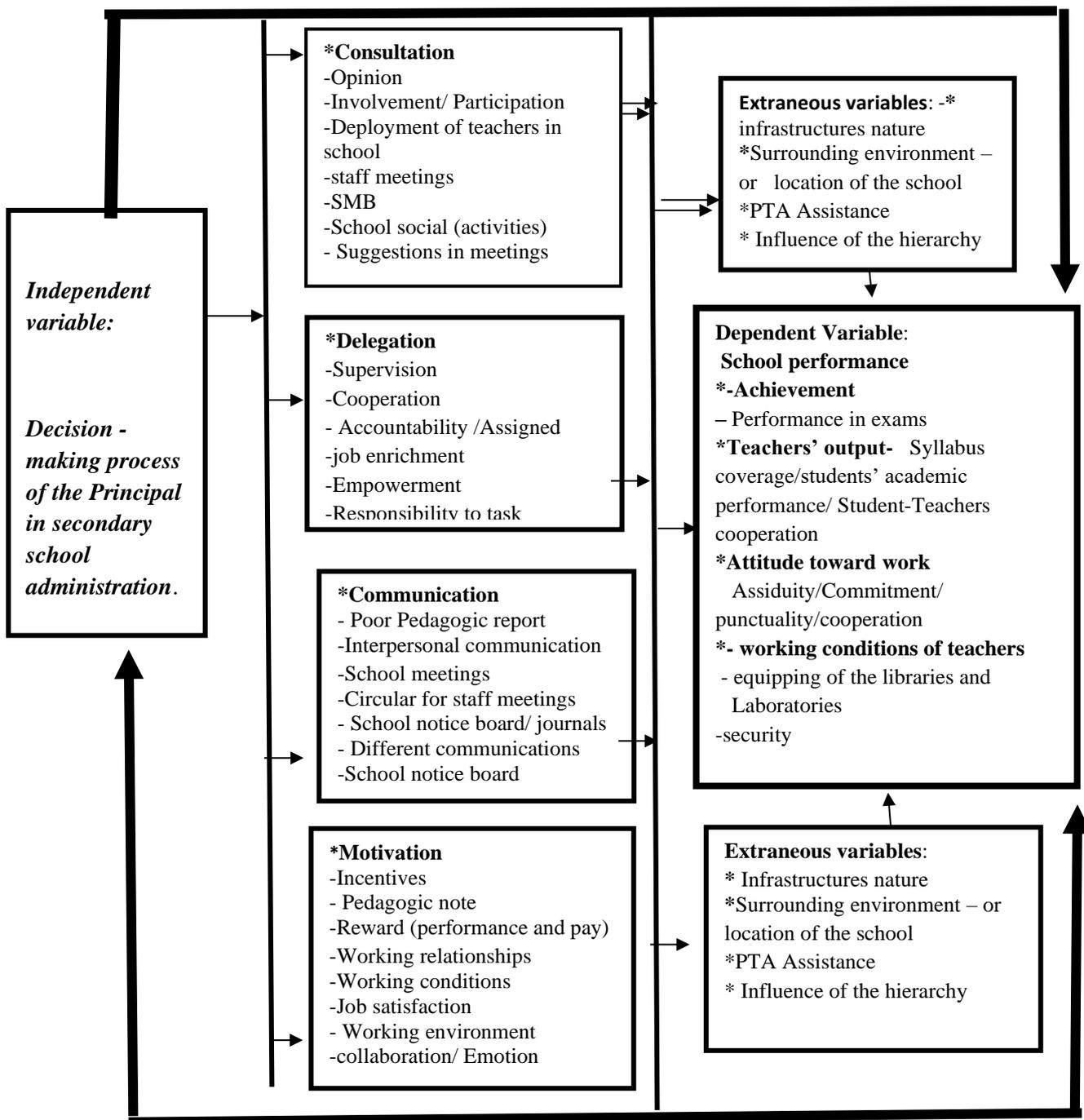


Figure 2.2.1 : Conceptual – Diagram

2.2.2 The Concept of Decision Making

A decision is a conclusion or resolution that is reached upon after a consideration. It is a conscious and deliberate resolution that cause individuals or group to act in a special way.

Decisions-making take place at all stages of school organization starting from the level of the Ministry. The Ministry make decisions about the goals and strategies to be accomplished by schools that are forwarded down to the Region and later to the Divisions and from the Division

to Sub-Divisions and later to schools. Ayeni (2018, p. 03), is of the view that decision-making is a sequential process that usually call for selecting the best workable alternative among others, either towards resolving problems or the achievement of an objective. To Androniceanu and Ristea (2014, p. 03) decision-making as a process of making a choice from a number of alternatives to achieve a desired result. That is to say, decision-making therefore, is the process of evaluating alternatives in the course of achieving an objective. This evaluation will push the administrator concerned to choose a course of action that will most likely bring about the desired result of what is expected. while Alsha'ah (2015, p. 55), is of the opinion that decision-making is different to different situation according to the managerial level of an individual, the importance of the decision that need to be made and the decision-making styles of the individual concerned. To him, some critical decisions reveal the mentality and way of life of the decision maker.

Decision-making is a fundamental process in organisations. Managers make decisions on the basis of the information they receive through the organisational structure and the behaviour of individuals and groups within it. It should not be thought of as an end but as a means to achieve organizational goals and objectives. Zastrow and Kirst-Ashman (1990, p. 516) say “decisions are the organizational mechanism through which an attempt is made to achieve a desired state”. That is, decision-making, are in effect, organizational responses to a problem. Ejimabo (2016, p. 02) after a study on what other authors have written, he looks at decision-making to be a choice from among two or more alternative courses of action, or objects, giving due regard to the advantages and disadvantages of supporting information about each. To Fonkeng and Tamajong (2009, p. 02) say decision making is a conscious deliberate choice of one alternative from among two or more possible alternatives. Tarter and Hoy (1995, p. 212) look at decision-making as a rational, deliberate, purposeful action, beginning with the development of a decision strategy and moving through implementation and appraisal of results. This is applied to all organizations even if the content might be different. To Uba-Mbibi (2013, p. 108) say decision-making is the process of choosing from two or more options that best suit a particular situation requiring altered action. Adebayo (2014) holds that decision-making is a process of identifying and selecting alternatives course of action in an appropriate manner according to the exigency of the situation.

Every decision is the outcome of a dynamic process that is influenced by a multitude of forces in an organisation. Ivancevich and Matteson (2005, p. 546) hold that for any decision to take place there must be a problem. It should be understood that where there is no problem, there is

therefore no call for any decision to exist or come into existence. That is why Hoy and Miskel (2012, p. 328) defines decisions as organisational mechanisms through which an attempt is made to achieve a desired state and cut through the whole administrative organisation. They are in effect, an organisational response to a problem. This is supported by Adebayo as quoted by Tijani (2020, p. 03) who view decision-making as a means of dealing with problem solving, tackling situations, handling crises, and solving conflicts, which are unavoidable in organisations. To Ejimabo (2016, p. 06) went ahead to say decision-making is the act of carrying out managerial task and responsibilities. That is, the commitment to action, a discrete and concrete phenomenon driven by situation. It is at times important for heads of organizations to evaluate any situation before deciding.

Furthermore, Calabrese and Zepede (1999, p. 07) saw decision-making as the fine thread which is woven throughout the fabric of the school day. To them, each interaction of the school head calls for a response and each of these response commands a decision. That is to say, the daily life of the school head is filled with the opportunities to create, through the use of decisions-making. They hold that, the essence of decision-making is the effort to do the right thing and all goes to determine the destiny of any organisation where the school is not left out.

Beside the above, Olcum and Titrek (2015, p.1946) looked at decision-making as selecting the most appropriate choice from among the probable alternative to the solution of a problem. Griffen (2014) found decision-making to be a choice among opposing alternatives and the application of a chosen alternative. Decision-making is a cognitive process that logically leads to the selection of a course of action among several available alternatives with a specified organizational constraint. Still on this view, Perry (2006) saw decision making, as principally a cognitive process that combines the mental process of perception, action, and coming to conclusion in the presence of ambiguity and uncertainty or stimuli. To Fonkeng and Tamajong (2009, p. 199) decision-making is taking action which may determine the nature of the administration and of course, the structure of the organisation itself.

Decision-making is very important to every organization where the schools is not left out. That is why Musau, Wanyama, and Mbae (2014, p. 82) are of the view that making-decision is one of the key role of educational management. They state that the educational manager makes decisions such as the allocation of scarce teaching and learning resources, enrolment of students, employment of teaching and non-teaching staff, the introduction of new curriculum or curriculum reformation, student and staff discipline, staff training and methods of improving

pedagogy and educational research. This is also supported by Calabrese and Zepede (1999, p. 11) is of the view that the dynamics of school administration will not change. It is a context filled with events connected to another that need action and those actions need solutions. For any solution of an action to be given it needs a decision and it is all these decisions that helps to shape the school administration.

2.2.2.1 The Nature of Decision Making in School

It should be understood that decision-making is a way of life for school administrators. Although everyone in a school makes some decisions, the sole responsibility of decision-making lies in the hands of the principal who puts in less preoccupation in performing routine operations. The quality of the decisions made is a strong determinant to the success of the institution. Furthermore, decision-making affects the performance of a school or the welfare of its stakeholders such as students, teachers, parents, and the community.

To Hoy and Miskel (2012, p. 329), they hold that decision making is a process of making a choice from a number of alternatives to achieve a desired result. To him, decision-making involves making a choice from a number of options. Secondly, it is a process that involves more than simply a final choice from among alternatives because there is a need for a result which involve mental activity that the decision maker engages to arrive at a final decision.

2.2.2.2 Characteristics of Decision making

In administration decisions can originate from higher, lower authorities or the head of administration that exist in the hierarchical pyramid. Hoy and Miskel (2012, p. 336) proposed that there are basically two types of decisions namely, the programmed and the nonprogrammed decisions or generic and unique decisions. They hold the fact that generic decisions arise from established principles, policies, or rules and the appellate or intermediary decisions that confront school Principals (middle level administrators) are generic. That is to say there are already established mechanisms and procedures from higher authorities in dealing with many of these problems. Since the problems belong to a general group of organisational problems that frequently reoccur and that the organisation wants to be prepared to deal with them.

Also, Fonkeng and Tamajong (2009, p. 44) following the work of Simon, are of the opinion that there are programmed and nonprogrammed decisions. To them decisions are said to be programmed when they are repetitive and routine to a level in which definite technique has

been made in handling them so that they do not have to be treated each time they occur within the daily activities of a school. While non-programmed decisions are new, unstructured, and important decisions for situations and problems that have not arisen before or because their precise nature and structure are exclusive or complex, or because they are vital and merit a special treatment. One should understand that, non-programme decisions are also called creative decisions and they usually need a lot of attention because they deal with strange situations that are not used to occurring. That is to say they are strange, and concern problems which do not arise daily and therefore, considered otherwise difficult without any clear idea on how to proceed dealing with them. This explains why Fonkeng and Tamajong (2003, p. 41) are of the opinion that transitional, or appellate decisions are also called programmed or routine decisions are needed when the head wants to put in place or in actions policies mandated by the board, monitor absenteeism among teachers, settle student - teachers' conflicts and interpret disciplinary procedures. This is supported by Njouny and Titanji (2016, p. 168) who were of the view that practical or applied decisions that have to do with issues of teaching and learning are generic decisions. That is to say, they are decisions that highly concern the instructional and student discipline policies. To them, routine decisions of a school are those that have to do with the allocation of resources, hiring staff, conducting performance appraisals, amongst others.

Whereas, Hoy and Miskel (2001, p. 328) hold that unique decisions, are probably creative decisions that required going beyond established procedures for a solution. These decisions may require a modification of the organizational structure. We should understand as they clearly hold that, this kind of situations are those that the administrator or decision maker deals with an exceptional problem that has not been adequately argued and supported by a general principle or rule. It should be recalled that situations that call for creative decision at times, require the decision makers to create time, develop unique, viable and alternative means to come up with the decision over the situation.

Also, the decision-making process is influenced by numerous environmental and behavioural factors seen through different values, perceptions and personalities. Decisions may be classified as programmed or non-programmed, depending on the type of problems. Most programmed decisions should be made at the first level in the organisation, while non-programmer decisions should be made mostly by top administrators. To Calabrese and Zepede (1999, p. 08) view that unique decisions call for a lot of thinking and creativity in order to come out with the decision. It should be understood that, creative thinking is of particular value in bringing about different options.

2.2.2.3 Administration and Decision Making

Administration and decision-making work together in every organization where the school is not left out. You cannot carry out decision-making without administration or management. Same as one cannot carry out administration effectively without making-decisions on daily bases. This explain why Ugurlu (2013, p. 255) the decision-making process in school administration is based on problem solving. Besides, Tarter and Hoy (1997, p. 212) look at administration as a general, abstract application of decision-making process.

Administration is shared according to Njouny and Titanji (2016, p. 167) when important decisions that shape the lives of the employee are jointly made by the head, subordinates in the institution and other stake holders, this will always go to positively influence the moral performance and productivity of the employees or subordinates. To Fonkeng and Tamajong (2009, p. 02) decision making during administration could be seen as action-taking and so, determines not only the nature of administration, but the structure of the school organization itself. And they hold that the central role of administration is basically, directing and controlling the decision –making process. Adding that, in administration, planning and coordination cannot be carried out without decision making.

According to Ivancevich and Matteson (2002, p. 585) hold that in administration, for an administrator to carry out any decision, he has to weight how important is that problem which calls for a decision, the resources needed for the process, and solution implementation. If the resources at the disposal of the administrator are unlimited, it is necessary to establish priorities for dealing with the problems.

Beside, some researchers also stand on the view point that teachers and other subordinates in schools only prefer involving in decision making that directly concern them and allow the day to today administrative decisions to be carried out by the principal and other administrators. Also, Wambua, Okoth and Kalai (2017, p. 228) are of the opinion that in administration, involvement in decision-making through consultation, is recommended because participants are always very satisfied to enthusiastically support a decision that they have collectively made. This is mostly seen with the decisions that they have collectively made and actively supported.

It should be understood that managerial decision making is the process of making a conscious choice between two or more coherent option in order to select the one that will produce the most desirable consequences. Good decisions are very crucial if principals need to succeed.

That is why Musau, et al (2014, p. 81) are of the opinion that principals in secondary schools need to put together a number of elements so that they can be able to make good decisions in their institutions.

2.2.2.4 Impact of certain decisions

Some decisions that administrators make and implement are sometimes very negative to them though they may be very positive to the success of the organization where they are leaders. That is why Agbor (2017, p. 155) is of the opinion that as an administrator when you have made a decision you should be ready to bear the consequences because some can be reversed while others are irreversible. He went ahead to say that administrators who are impatient may make rash decisions, may even alienate staff members or volunteers or allies, and can even move to the extent of making situation worse rather than better.

Beside, Ivancevich and Matteson (2002, p. 591) pointed out that as an administrator during decision-making in administration, it is always difficult to arrive at a final solution to a problem. To them, this is so because the decision maker may not be able to know all of the available alternatives, their consequences and the probability of the occurrence of these consequence. Good decisions are very crucial if principals need to succeed. That is why Musau, et al (2014, p. 81) are of the opinion that principals in secondary schools need to put together a number of elements so that they can be able to make good decisions in their institutions.

2.2.2.5 Disadvantages of decision-making

In the process of decision making, some decisions usually delay because some facts need to be put together before the decision is taking. Hoy and Miskel (2001, p. 245) hold that in making unique decisions in administration, there is always a called for more thinking, creativity and time wasting in order to create decision of this category. Whereas, Calabrese and Zepede (1999, p. 08) hold that, Principals who are successful do not allow themselves the opportunity to delay in decision making. They hold that the jobs of principals required them to carry out urgent good decisions in situations that require immediate action.

Principals and other administrators need to be aware of not always dictating decisions to workers because at times it might create tension and disgruntlement in the minds of workers. Musau, et al (2014, p. 85) say that people do not always make decisions in a strictly rational or autocratic manner. For any organization to be successful, it must guide against making bad or

autocratic forms of decisions. Since if care is not taking, such forms of decisions can go to handicapped the functioning of that organization.

Also, some administrators as stated by Hoy and Miskel (2012, p. 337) see the solution to a situation as a simple dichotomy it is either this or that. They usually fail to take time to develop a complete set of possible options but at times they prefer speed in taking some of the decisions or in dealing with certain situation. Nonetheless care should be taken to understand that when time is taken for a good decision to be made, the impact of the solution in administration is much more important than the technique.

2.2.2.6 Advantages of decision making

Decision making is the most important function of management and the decision may mean that more or less change is needed. According to Ejimabo (2015, p. 06) decision making is of vital importance in organization because it cut across all managerial functions and all area of business including recruitment, selection, job description, organizing, planning; training, marketing policy and compensation among others. To Titrek and Olcum (2015, p. 1937) decision-making is what leaders in organisation uses at times to positively change an organisation to be very efficient. Adding that administrations of organisations can use decision-making to prevent or solve a problem that may emanate from the organisation.

Decision-making is very important in every organization because it facilitate the entire management process. Without management decisions, no action can take place and naturally the resources would remain idle and unproductive. It should also be made known that management activities are not just possible without decision making. Decisions are very important for the growth of every organization most especially good decisions. That is why Calabrese and Zepede (1999, p. 08) hold that, successful principals make consistently better decisions than marginal principals. They go ahead to support the fact that principals with good decisions will bring about the expansion of the institution, problem solving, discipline of students, good communication with parents and teachers etc.

Decision-making play the most important role in the planning process. This explain why Ugurlu (2013, p. 254) hold the view that a healthy organisation is dependent on the true operation of the decision-making process. He went forward to say the life span of an organisation is related to the quality of the decisions that are usually put in place.

To Hoy and Miskel (2001, p. 246) they are of the view that Principals or heads of Institutions should always try to differentiate between routine and creative or unique decisions. Since this will help them to manage different daily situations and time in the school. That is why Ejimabo (2015, p. 04) is of the opinion that, heads of organization should be able to bear in mind that all rational decision making processes requires a great deal of time and a valid sharing or awareness of information before proceeding to the selection of alternatives. Besides, Titanji (2016, p. 167) holds that employees that are implicated in the process of making-decision that affects their work lives, will live a stronger sense of ownership of the decisions and consequently will be likely involved in the implementation process.

For an administration to succeed sometimes in the efficiency of his or her institution, it will depend on the type of leadership that he or she is using in his administration. Since leadership is centred on the ability to influence others to accomplish a goal. Also, we should bear it in mind that educational organizations need sound decision not clever techniques. That is why Ejimabo (2016. p. 01) is of the opinion that in organizations where the school is not left out, tough quality and sound decision making are the major element and essence of leadership.

In the running of the institution, if the principal fully involved teachers in the decision-making process, especially on matters that concerned them, there is bound to be a high level of cooperation and an interpersonal relationship between the principal and the teachers. To Wadesango and Bayaga (2016, p. 167) they are of the view that, when teachers actively participate in decision-making in school, they are motivated since through participation they also participate toward the vision and priorities of the school.

2.2.2.7 Effective Decision Making (Decision Making and efficiency or effectiveness)

We should bear in mind that effective decision-makers ought to know that the first step in every decision-making is to carefully identify the problem and situation that calls for a decision. (Calabrese and Zepede 1999, p. 09; Hoy and Miskel 2012, p. 322; Towler, 2010) and others hold that giving a good definition of the problem affects the quality of the decision. They hold that at times if care is not taking it is often easier to define what the problem is not, rather than what it is. So it is very important in decision making, to make sure that when a problem is identified it should as well be defined.

Also, for any decision to be successful in the decision-making process, workers will be ready to implement the decision when the final alternative is selected amongst others. This may be

why Hoy and Miskel (2001, p. 342) say the effectiveness of any decision is determined by both the quality of the decision and the acceptance and commitment of subordinate to implement the decision. This also explain why Onyango and Tuitoek (2014, p. 54) are of the opinion that extremely effective principals usually make it because, the goal that they and their staff have developed for the schools is always in relation to what their individual's schools need to look like and to carry out so that, those goals should be accomplished.

Besides, Hoy and Miskel (2012, p. 360) are of the opinion that during decision-making, for any decision to be effective, care should be taking on the quality of the decision. That is, the extent to which the decision can influence the commitment of the subordinates or to accept the decision in order that it may be successfully implemented. Also, quality and commitment considerations, a decision is not effective if it is too long to make or if it is hurriedly made without actually counting on the contribution of those who are concerned to make and implement the decision. Besides, care should be taking in understanding that if teachers and other subordinate effectively participate in a decision-making, they will effectively participate in the application of the decision most especially if their contributions were included in the final decision. This will help to improve on the working relationships with the whole, thereby increasing on their different concentrations to the teaching – learning process which will end the students and the school with better results.

Good decisions by the administration toward the teachers and the curriculum during the school year, usually give grades of better results to the institution concerned. Agbor (2017, p. 156) on his part maintains that, effectiveness is a matter of monitoring what you do and working to improve it and how you keep your enthusiasm for the work within the institution. He holds that it is the duty of the head of the Institution to maintain his enthusiasm and drive and to communicate and transfer them to others within the Institution.

2.2.2.8 Types of decision making

There are basically two types of decision-making process. The rational decision making model and the bounded rationality type. (Calabrese and Zepede 1999; Musau, et al 2014; Lunenburg, 2010; Towler 2010; Ugurlu 2013), came up with the rational and the bounded rationality or limited rationality model as the two basic models of decision-making.

2.2.2.8.1 The Rational Model of the decision making process

The rational model of decision-making, it is a technique of decision-making where rationality is sustained with rules and models which progress to rational choices. In this process, administrators know their alternatives; their outcomes; their decision principles; and they have the ability to make the best choice and then implement the decision.

Following the rational model, the decision making process can be broken down into six steps

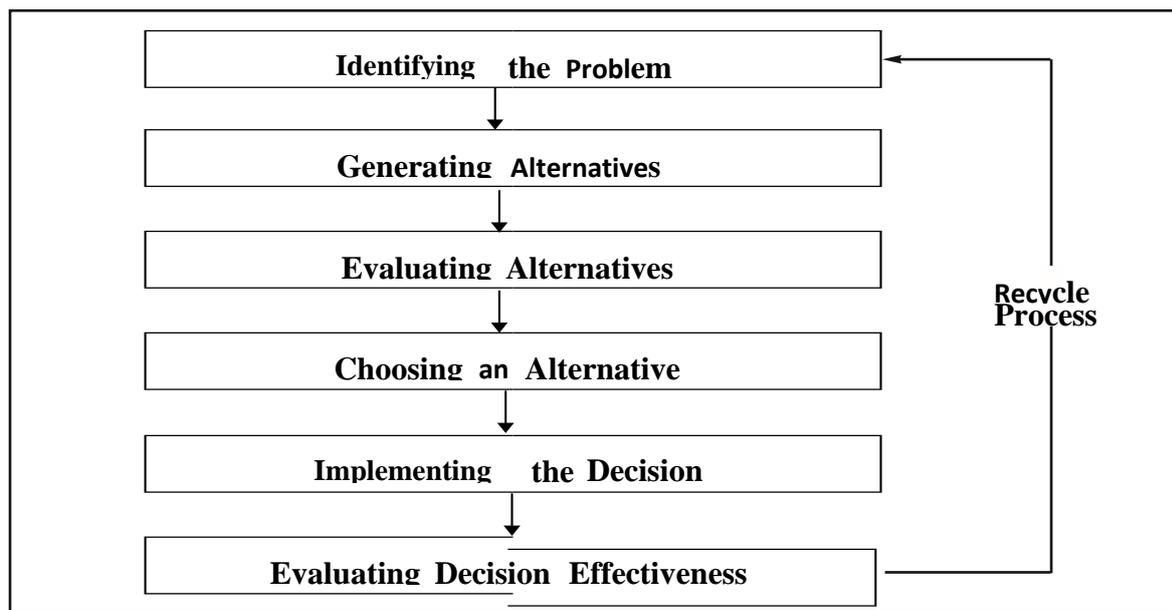


Figure 2.2: The Rational Decision Making Process.

Source: Towler, (2010)

From the diagram above, after a problem is identified, alternative solutions to the problem are generated. They are carefully evaluated, and the best alternative is chosen for implementation. The implemented alternative is then evaluated over time to assure its immediate and continued effectiveness. If difficulties arise at any stage in the process, recycling may be effected. Therefore, we see that decision making is a logical sequence of activities. Also, in the Figure above, decision making is a frequent event, and school administrators can learn from past decisions. A brief explanation of the steps and their relationship will be seen below. Looking at the diagram above, though it can be seen as the standard model, Donnelly, Gibson and Mancervich as quoted by Ayeni (2018, p. 06) postulated seven stages instead of six by adding risk condition between stage three and four above.

2.2.2.8.2 The Decision Making – Process - The Rational Model

Decision-making processes differ from one situation to another and from one person to another. Hoy and Miskel (2001, p. 317) define the decision-making process as “a cycle of events that includes the identification and diagnosis of a difficulty, the reflective development of plan and the appraisal of its success.”. Mescon, Bovee and Thill (1997, p. 166) looked at decision-making to be the process of identifying a decision situation, analysing the problem, weighing the alternatives, choosing and implementing an alternative, and evaluating the result. Whereas, Towler, (2010) came up with six stages in the decision-making process as seen above instead of five and looked at it to be logical sequence of activities. These included identifying the problem, generating the alternatives, evaluating the alternatives, implementing the decision and evaluating the decision effectiveness. Whereas, Shra’ah (1915, p. 55) says decision-making consist of seven steps, namely: appreciating of the problem, gathering of information and data, analysing of data and information, development of alternatives, evaluation of these alternatives and lastly, the choosing of appropriate alternative. We should have in mind that these processes differ from one organisation to another due to the administrator’s decision-making style, the level of decision-making or the importance of the decision has to be made in mind. In the process, the administrator or the principal should perceive himself as a controller of the decision-making situation in order that, all concern can effectively participate. They emphasize the point that, decision-making is a major responsibility of all school administrators and it is the process by which decisions are not only arrived at but implemented. So an understanding of the decision –making process, therefore, is very important for all school administrators because the school, like all formal organization is basically a decision-making structure. This is also supported by Griffin and Moorhead (2014, p. 210), who is of the view that decision-making process is considered an individual phenomenon that occurs in an organisational context consisting of superiors, subordinates, peers, and colleagues, as well as various groups, units, departments, and environmental factors.

Besides, there must be some stimulus or spark to initiate the decision-making process. The stimulus for a decision-making may be positive as well as negative for the organisation. It should be noted that an effective manager is able to anticipate major decision situations so as not to be caught unprepared. Therefore, a series of cues should serve to indicate that a decision situation is imminent. Towler, (2010) holds that for school administrators to gather information, they need to scan the world around them (students, teachers, parents, and community members) so as to measure the level of satisfaction, organizational climate, and to

determine whether the school is progressing satisfactorily toward its goals. This information should be gathered informally by individual observation and by conversing with teachers, discipline masters, or other principals so as to obtain ideas and information on a situation as a means of identifying problems.

Also, (Musau, et al 2014, p. 84; Clifton 1978, p. 304) hold the fact that in addition to recognizing the need for a decision or sets of decisions, the manager must also define the situation, which is partly a matter of determining how the problem that is being addressed arose. This is an important stage, because the situation definition plays a major role in subsequent steps. Fonkeng and Tamajong (2009, p. 42) describe this stage as the preliminary stage of decision-making which requires a clear understanding of the purpose of decision-making. They further explained that in the case of the school, this stage is concerned with when decisions have to be made by principals and the mechanisms set up to ensure that principals and collaborators note the existence of a problems at the right time. Note at this stage is that different principals may define the problems at times differently.

The second stage in the decision-making process is analyses of the difficulties. Though directly related to the first stage, it calls for either unique or a new manifestation of a typical difficulty for which a pattern of action has already been developed. Once a problem has been classified as generic or unique, the administrator is in a position to address a number of other questions. When school administrators have determined their goals, they can search for alternative means of reaching them. (Hoy and Miskel, 2012, p. 324; Fonkeng and Tamajong, 2009, p. 123) are of the opinion that information must be collected regarding each of the alternatives and their likely consequence. These may include, how important is the problem? Can the problem be fully specified? What information is needed to specify the problem? He/she will also need information on the importance of the problem, constraints and structures for data collection. The school administrator must seek to learn as much as possible concerning the likelihood that each alternative will result in the achievement of various outcomes, and the extent to which those outcomes will contribute to the achievement of the goals and objectives being sought.

The third stage according to Fonkeng and Tamajong (2003, p. 38) is establishing criteria for a satisfactory solution. To them this stage places emphasis upon how creative the individual or organization has to be in looking for solutions. Here the principal ranks possible outcomes along a continuum from minimal satisfying to maximal satisfying outcome. A criterion of

adequacy needs to be specified early so that the decision maker knows that a right decision is being made not just accepted.

Whereas (Towler, 2010; Musau, et al 2014) refer to the third stage as the evaluating stage of each of the alternative generated in stage two. In evaluating an alternative, the school administrators must inquire whether the alternative can be realized. Secondly, is the extent to which the alternative is acceptable and thirdly is to address the impact of an alternative on school personnel. The alternative that is chosen must be acceptable to those who must live with the consequences of the decision. Failure to meet this condition is the single most likely reason for failure of the decision-making process to solve problems. So as a matter of fact the principal must show a great concern on the acceptability of the proposed alternative.

The central step in the process which is the fourth step is the development of a plan or a strategy of action. After recognizing the problem, collected data and specify a problem and its boundary conditions, decision makers develop a systematic and reflective plan of action. Mbua (2003, p. 336) listed four steps in this process which included specification of alternatives, prediction of the consequences of each alternative, deliberation and selection of a plan of action. Towler, (2010) also call this stage the selection of alternatives.

According to Ejimabo (2015, p. 04) during the decision-making process, heads of organisations or the head of the Institution as the case may be, need to be creative and effective in choosing from the best alternatives as well as the establishment of a healthy working environment for everyone in their organisations. That is why in decision-making, several points should be considered when selecting an alternative. One approach is to choose the alternative with the highest combined level of feasibility, satisfactoriness, and affordable consequences. Since any decision situation is likely to affect several individuals or subunits in an organisation and, any feasible alternative will probably not maximise, or completely achieve all of the relevant goals. Also, it may not be necessary to select just one alternative and reject all the others.

It should be understood that, the fifth stage was called by Towler, (2010), as the implementation stage. During the decision making process, after the selection of alternatives, for effective implementation to occur, tactical plans, working plans, programs and standing plans all will be appropriate techniques to apply when solving organisational problems arising from decision situations. Henceforth, it is important for managers or administrators to anticipate potential resistance to change at various stages of the implementation process. Ahmed and Al-Dhuwaih (2020) say after choosing an alternative, the school administrator faces the challenge of

implementing the decision. It should be understood that, a sound decision can fail if implemented poorly. It is useful, therefore, to consider some suggestions for successful implementation.

Finally, managers need to bounce back to evaluate the effectiveness of their decision by looking at the alternative chosen and its implementation on whether they have accomplished the desired result or not. Among the possible causes of undesired result may be an inadequate definition of the problem. When the problem is incorrectly defined, the alternative that is selected and implemented will not produce the desired result. In addition to the above, Kazmier (1969, p. 78) say the sequence of decision-making activities is of considerable importance. Successful analysis of alternatives depends on previous discovery of appropriate alternatives, and this phase, in turn, depends on accuracy.

The last stage or final face of the decision-making process is to initiate the plan of action. This usually occurs after a decision has been made and the decision needs to be implemented. Mbua (2003, p. 335) asserts that for these steps to be successful, they require programming, communication, monitoring and appraising. Evaluation is important because decision making is a continuous, never-ending process. Decision-making does not end when a school administrator votes yes or no. Effective communication is necessary for effective implementation of the decision made.

Every organization is bound to make decisions and later implement so that the purpose or objectives of the organization can be realized. Looking at Simon (1987) holds that the purpose and structure of organizations should be to make decision and then to act upon them. If an organization wants to survive there must be the making, implementation and evaluations of decisions. Hoy and Miskel (2001, p. 322) came out with five stages of the decision-making process which they refer to as the action cycle as seen below. These included the identification, representation planning and design, selection, and evaluation.

Much has been done to decentralize and flatten the decision-making process by creating the parent teachers' association in schools. This is supported by Calabrese and Zepeda (1999, p. 09) who hold that effort has been done to decentralize the management of schools through the creation of a site-based decision-making teams that consist of teachers, parents, students and administrators. The Parent Teachers Association is a decision-making organ that assists the management of schools.

We need to understand that the decision-making process can easily be influenced by our temperament and positions over the situation on the ground or the situation under deliberation. This is supported by Musau et al (2014, p. 85) is of the opinion that Psychologist and interpersonal factors greatly affect the process of decision-making. That is why it goes with the saying that, people do not always make decisions in a strictly rational manner.

For any organization to be successful, it must guide against making bad or autocratic forms of decisions. It should be understood that, decisions of this nature may go to handicapped the functioning of the organization. This is supported by Ugurlu (2013, p. 254) who is of the view that the life span of every organization depends on the quality of decisions that are always made. This goes to buttress the reason why effective decision-making is a very important concern for administrators and make up a significant proportion of their professional life.

According to Ejimabo (2015, p. 04) during the decision-making process, heads of organizations or the head of the institution as the case may be, need to be creative and effective in choosing from the best alternatives as well as the establishment of a healthy working environment for everyone in their organization.

Also, Calabrese and Zepeda (1999, p. 10) are of the opinion that collaboration among community leaders, teachers, and school administrators should be highly encouraging if a smooth management of the institution need to be guaranteed. All these goes to buttress the fact that the management of schools does not solely depend on the Principal alone. Adding that, there are certain decisions that can only be carried out through join cooperation with the school Management board (SMB) and at times with the parents' teachers' association.

The school management board and at times the PTA and the principal, need to know that the decision making process is in stages that need to be followed for a decision, the manner and way that they may go about interpreting these stages in a decision-making process matters a lot. That is why Ugurlu (2013, p. 255) is of the opinion that in the achievement of the goals and objectives of an organization, the manner the decision-making process is perused plays a prominent role. Putting that, decision making is one of the significant processes that an administration has to perform.

For any decision to be accepted and implemented, the problem leading to the decision must be well analysed based on facts. The process of decision making must follow a certain sequence of steps as seen above so that nothing is neglected in order to arrive at a rational or objective

decision. The process as we have already seen above has five or six steps which are represented on the diagram below.

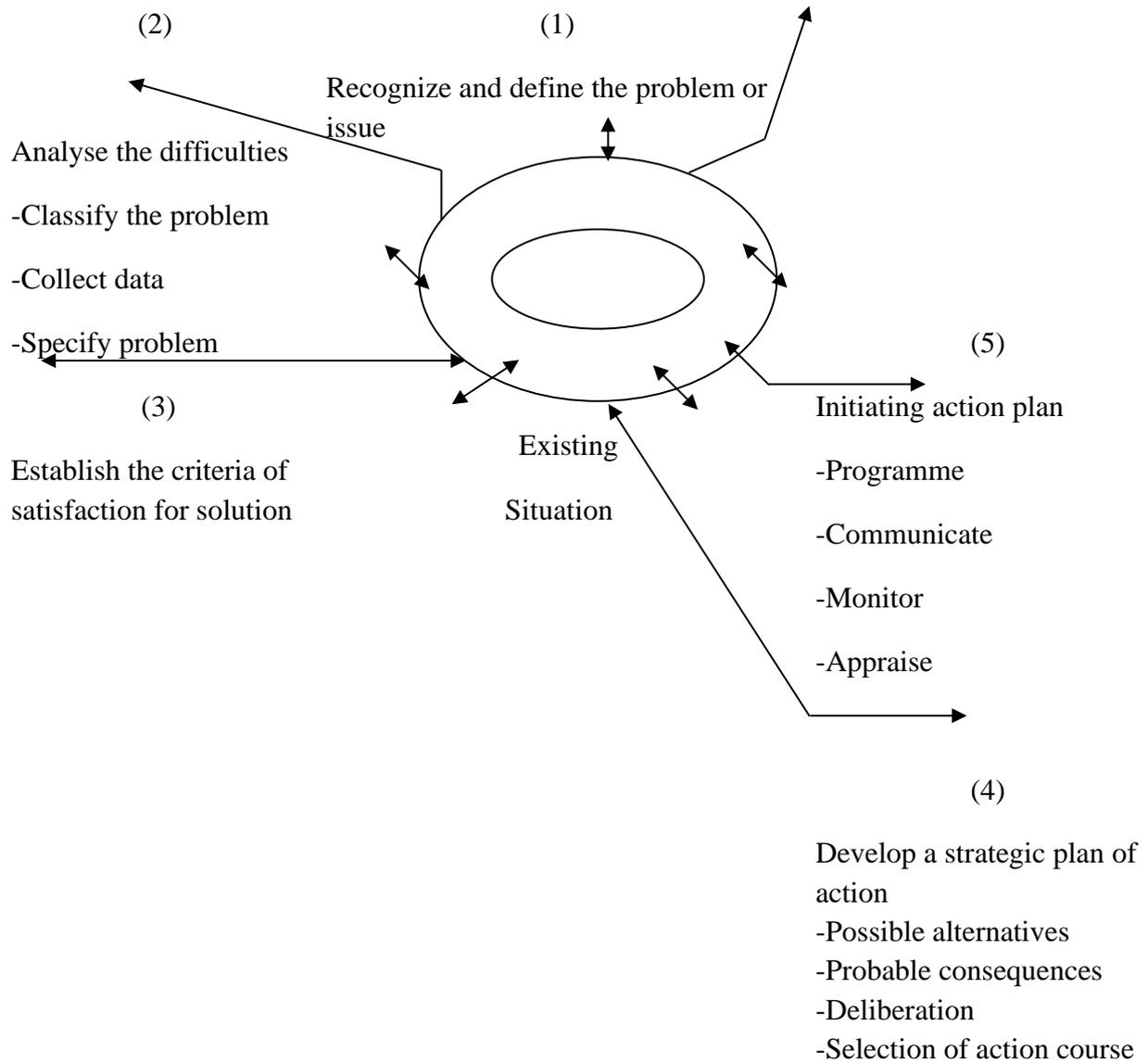


Figure 2.3: The decision-making process (An action cycle)

Source: Hoy and Miskel (2001, p. 221),

2.2.2.8.3 The Bounded Rationality or Limited Rationality Model

The rational model seen above, personifies the decision maker as completely rational. If a decision maker were completely rational, he or she would have perfect information, know all alternatives, define every consequence, and establish a complete preference scale. Moreover,

the steps in the decision-making process would consistently lead toward selecting the alternative that maximizes the solution to each decision problem.

Regularly, school administrators are not aware that problems exist and even when they are, they are limited by time constraints, cost, and the ability to process information. So they generate a partial list of alternative solutions to the problem based on their experience, intuition, advice from others, and perhaps even some creative thought. Rationality is, therefore, limited. This may better explain why Androniceanu and Ristea (2014, p. 03) are of the opinion that most of the decisions carried out in an educational problem are taken from an intuitive point of view. That is to say, they are always taken based on very little or basic information.

When we look at the above rational model in decision-making, Simon, (2009), Marchisotti, Domingos, and Almeida (2018, p. 05) proposed that in opposition to rationality is the bounded rationality, restricted, irrational or intuition model of decision-making. They hold that, many times the decision-maker may not have the competence, experience or capability to decide and adding that there is always the presence of risks inherent in the process, incomplete information, decisions are always based on an incomplete to some degree, inadequate understanding of the true nature of the problem situation. Adding that, it is always difficult to come up with all possible alternative solutions for deliberation and alternatives are always evaluated incompletely because it is impossible to predict accurately all consequences associated with each alternative and the ultimate decision regarding which alternative to choose must be based on some criterion other than maximization because it is impossible to ever determine which alternative is optimal.

We should bear in mind that bounded rationality model is at time based on the principle of satisficing because of limited information on a problem and no room is given for optimal choices. Turpin and Marais, (2004, p. 145) hold that decision-making by this method whether individual or organizational are based on choosing the first alternative that satisfies minimal standards of acceptability to those concerned without exploring all possibilities. Also, at times the school administrators make satisficing decisions, they may use a set of heuristics to guide their decisions. Yambo and Tuitoek (2014) on their view holds that applying heuristics often helps school administrators make satisficing decisions possible because they help simplify complex decision-making situations. To him some examples of heuristics in our daily life include "Do unto others as you would have them do unto you." "The customer is always right." He or she might often be influenced by the recency effect in the search, in which information

which was discovered early or late in the search process will influence his or her decision solution.

The search for information by the school administrator is biased. Many a time before accumulating the information on which to base a decision he or she may prefer one alternative to another. The decision-maker, therefore, searches for information that support the alternative he or she preferred and consider acceptable. Although such biases are bound to exist, it is important to understand that they can strongly influence a decision maker's ability to make accurate decisions.

Another aspect of bounded rationality, mentioned previously is intuition. Intuition according to Marchisotti, Domingos, and Almeida (2018, p. 05) represents a quick apprehension of a decision situation based on past experiences and the reinforcement associated with these experiences. It comes almost automatically and without reasoning. Besides the above, muddling though is another approach to decision-making. This involves making small changes in the existing situation. Turpin and Marais (2004, p. 145) however noted that Incrementalizing is a process of successive limited comparisons of alternative courses of action with one another until decision makers arrive at an alternative on which they agree. During the process, feasible changes are made.

2.2.2.8.3.1 The garbage-can model.

The garbage-can model is another form of decision-making that does not follow the pure rational decision making model. According to Zohlnhofer and Rub (2016, p. 23) says this approach of decision making was developed by Cohen, March and Olsen and they called it the garbage can model or GC model. They hold that it was not a rejection of the rational model of decision-making but it was aimed at identifying and specifying under what conditions the behaviour of decision-making in organizations is likely to appear more or less rational. To Zohlnhofer and Rub (2016, p. 23), they affirm that:

....one can view choice opportunity as a garbage can into which various kinds of problems and solutions are dumped by participants as they are generated. The mixture of garbage in a single can depend on the mix of cans available, on the labels attached to the alternative cans, on what garbage is currently been produced, and on the speed with which garbage is collected and removed from the scene.

Cohen, March and Olsen as quoted by Turpin and Marais, (2004, p. 146) found that this type of decision-making occurs when the view choice opportunity as a garbage can into which various kinds of problems and solutions are dumped by participants as they are generated. Here, problems, participants and solutions are all placed in a choice opportunity which is called a garbage-can and a decision is drowned when the garbage is removed. They looked at the garbage-can model as an organized anarchy in organizations where decision-making is chaotic and fragmented in nature. One should understand that since participants are the ones generating the garbage or problems and the solution and the type of decisions will reflect those who are in the can. To them, decision made in this model is the outcome or interpretation of several independent ideas in an organization. As members of a school generate problems and alternative solutions to problems, they deposit them into the garbage can. These problems and alternatives solutions are mixed into a collection of solutions that must be matched to problems. Participants are also deposited into the garbage can. Mixing problems, solutions, and decision participants' results in interaction patterns leading to decisions that, time and again do not follow purely rational decision-making.

Nevertheless, the above form of decision making is also limited by, the realities of organizational life such as politics, time constraints, finances, and the inability to process information. From the studies of several works including the works of Hoy and Miskel (2001) and Fonkeng and Tamajong (2009), it should be understood that, it is always not easy in many situations for administrators of secondary schools to apply rational decision-making. Schools lack clearly defined success principles to translate easily these problems and solutions into rational or logical sequence of steps as found in the rational decision making model. Nonetheless, one should not fail to bear in mind that although not in sequential form, there are situations that arise in school that usually up large secondary school administrators to put into use some aspects of the rational principle of decision-making.

However, one should not fail to understand that if an administrator fails to take into account that bounded or limited rationality approach of decision-making work hand in hand with the rational decision making then he is a failure. This is rightly supported by Marchisotti, Domingos, and Almeida (2018, p. 05) who are of the opinion that pure rational model shows a failure, by ignoring the subjective factors that always push the decision maker to make decisions that are default of any qualification. That is to say, the decision-making is not purely a rational process, but also include the values of the decision-maker, the personality and his awareness over the impact of certain decisions. They hold that due to the cognitive limitations

of the human beings, that is to say, the human being does not have all the information, does not perform all the necessary checks, and can't evaluate all the available options.

2.2.3 Secondary School Education

Secondary school education act as a link between the primary and tertiary levels and also give students access to higher education as well as preparing them for work. They are of great importance because of the role they play in preparing the students to be functional members of the society as well as for higher education. Udoh-Awah (2015, p. 01) is of the opinion that secondary schools are the transitional level of education which is an inevitable bridge between the primary school and higher institutions. Hoy and Miskel (2001, p. 243) are of the opinion that for school administrators and managers to achieve the set goals, their strong point of focus should be the attainment of high standards.

Also, Titanji (2017, p. 422) states that, some high schools in Cameroon have more than fifteen vice principals, above ten thousand students and some have about three hundred teachers. From this presentation, administrators are bound to face many challenges. Beside these challenges they are also bound to have problems in setting up agendas, building networks and accomplishing situations in the best interests of staff, schools and society.

Educational administrators and leaders of schools in Cameroon do not have any particular training in school administration and leadership. That is why in schools, many are much concerned with activities such as routine communication, and carrying out normal duties such as planning, controlling, and monitoring. Many fail to pay enough attention to human resource issues such as motivating, collaborating, providing continuous professional development opportunities and mentoring school communicating relationship. This is also supported by Amadi, (2008) who is of the opinion that adequate educational financing and innovative management of public secondary school can help to facilitate school administration and the attainments of the stated goals and objectives.

2.2.3.1 School Administration

Administration is the ability to assemble human and material resources towards the attainment of organizational goals. Whereas school administration is seen to be the manner in which the principal and other collaborators organize and manage all what make up the school so as to achieve it purpose. Akinwumi and Jayeoba (2004); Udoh-Awah (2015); Fonkeng and Tamajong (2009, p. 01) defined school administration as the scientific organization of

programs, human and material resources available for education and how they can be systematically and precisely used in order to realise educational objectives and goals.

That is to say, school administration involves a systematic utilization of available human and material resources to implementing educational programmes within the guidelines of educational policies in order to achieve the goals of education. On the same line, Goksoy (2014, p. 173) looked at school administration to be application of educational administration to ensure the wellbeing of school in harmony with its goals by utilizing all available human and material resources at the school effectiveness. Whereas, Otegbulu (2016, p. 67), holds that, administration is seen as the process of directing and controlling life in an organization while other investigators say, it is an organized process involving the use of human, financial and material resources in achieving specific goals and objectives. From this definition, we will have to understand that administration is an activity that is based on making people, activities and things to function and also involves directing and controlling the affairs of an organization so that, objectives and goals can be attained. Also, Ajay (2014, p. 3243) still on the very scope holds that in school administration, there is always the involvement of a number of things including human resources that the Principal with the assistance of other subordinates needs to put together for the achievement of the goals and objective of the school. It should be understood that, one of the main component of administration is coordination. Following this component, the head of the institution cannot do all on its own without the involvement of others because, coordination produces a degree of oneness, single - mindedness and collective effort.

Some administrators and managers of organization during administration usually handle certain decisions-making processes that are very vital to the success of the organization with a lot of negligence. That is why, Ejimabo (2015, p. 04) is of the opinion that administrators of organization either neglect or ignore decision-making process that are aimed at improving the standard of the strategic plans, mission, vision, and goal attainment of their companies.

According to Arya (2015, p. 02), administration include the planning, organizing, reporting and budgeting in an organisation. To Ndongko (1998, p. 03), administration can be defined as the formalised system which is intended to control, supervise, plan and make decisions about the various activities of an organisation on the basis of established authority. They hold that the administrative process that goes on in a school is much different from what goes on in other institutions.

In administration, for the principal to succeed in decision-making and implementation, he must consult, delegate, communicate, negotiate and motivate. Fonkeng and Tamajong (2003, p. 199) state that, consultation, communication, delegation, motivation and negotiation are indispensable component for effective administration regardless of the type and size of an organisation. They hold that, their importance implicitly, lie in the manner in which they are applied in the running of an organisation. This can be explained with the view of Ugurlu (2013, p. 253) who says school administration is the process of making the right choice to solve a problem that concerns the teachers in the school as well as any other school related issue.

These administrative management tools are procedures employed by administrators in organisations without calling them by names. The accountability of the whole process lies squarely on the back of the principal who delegates, consults, negotiates, motivate and communicates. Hardly can the principal of any school boast of having a concrete idea on every academic aspect of his school, neither can he declare total knowledge of the social affairs of staff and students. He or she is forced to consult because two heads are better than one and he must communicate because he is dealing with people who form an integral part of the system.

2.2.3.1.1 The Teacher

Teachers are indispensable elements in the school milieu. The teacher factor is one major input that should never be compromised in school. Without teachers we cannot talk about the school because they are there to deliver classroom instructions to students and to guide and help students to study. For students to succeed and one of the goals of the school to be achieved, the teachers must make sure they prepare effective lessons, grade students work and offer feedback, manage classroom materials, productively navigate the curriculum, and collaborate with other staff. That might explain why Uba-Mbibi (2013, p. 107) hold that, the teacher is an important factor of development and he or she exerts tremendous influence in interpreting and implementing school curriculum, which is the essence of education. Also, Tambo (2003, p. 332) and, Adiele and Abraham (2012, p. 142) stressed that the teacher factor is one of the major input that school should never be compromised. To them, the right type of knowledge, skill, values and attitudes needed by learners to permit them efficiently and effectively integrate within the society can best be achieved through disciplined and committed teachers.

At the school level, Edem (1990) suggests that any school head that wants to succeed must avoid falling victim to the sheep syndrome in which teachers are seen as a faceless herd to be led, directed and instructed without any creativity and knowledge to contribute to the success

of the school. This is somehow supported by Ayeni (2018, p. 03), who on his part says that effective teaching and learning can only take place in a good environment in which the principal possesses a high level of imagination, initiative, vision, and techniques in making a decision. Having in mind that, the immediate success or progress of the school is in the hands of the teachers and the students under the leadership of the principal.

Secondary school teachers establish and enforce rules for behaviour and procedures for maintaining order among the students for whom they are responsible. They give instructions to students in secondary public or private schools through lectures, discussions, and demonstrations in one or more subjects at the secondary level, such as in English, mathematics or social studies.

In school, teachers are important component of the decision-making process. That is why, Mualuko, Mukasa and Achoka (2009, p. 393) are of the opinion that, any decisions made in schools will affect teachers since they are the life wire of teaching and learning, the implementers of school policies and co-organizers for school activities alongside with head teacher in secondary schools. So as a matter of fact, they are better appropriate to make the correct decisions having in mind what is required of them as teachers. However, to them, it seems as if teachers are not involved in decision making or their decisions are not at times adequately implemented when they are consulted hence, this affect their satisfaction that they have toward their jobs.

The teaching process can only be achieved through effective staff personnel administration which is attached on the Principals' skills and competencies to ensure that staff especially the teachers work with commitment and devotion while attaining to their needs and aspirations. That is why Ezeugbor and Okoye (2018, p. 20) hold that, the failure of the Principal to cause teachers to work hard will lead teachers to be less concerned for their school and class duties. Following the perception of Adejumobi and Ojikutu (2013, p. 28) teachers' job performance could be measured through the rating of his activities in terms of performance in teaching, lesson preparation, lesson presentation, actual teaching and commitment to job among others. Meaning when the teachers are neglected by the principal, the school will fail to achieve its purpose. Beside, Nnebedum and Akinwale (2017, p. 357) are of the opinion that, a teacher can only be successful in his classroom task at the end of the day if he or she can be going for new ideas and knowledge through continuous training and retraining programs. And all these can only be attained with the strong cooperation of the principal.

Therefore, to avoid situations like this not to jeopardize the success of the school the Principal is called upon to adopt effective and efficient personnel administrative practices that will go to improve the quality of teaching in the institution. Hence, it is the function of the principals to adopt various administrative practices to ensure that teachers perform their duties creditably. Staff personnel administrative practices are geared toward attracting, retaining and developing a team of highly dedicated, committed and motivated workforce that is willing to contribute meaningfully to improve instructional delivery.

It is imperative to note here that teaching is a public service activity that requires exceptional expertise, knowledge and specialized skill sustained through vigorous and continuous professional development. To Dimmock and Tan (2016, p. 04), he notices that effective schools adopt collegial and professional rather than hierarchical stances in making decisions and problem solving where the input of the expert is sought. This is the expectation by the teachers at a time when we have had an influx of professionally trained graduate teachers in the schools that have a stake in running their schools. As suggested by, Ezeugbor and Okoye (2018), school principals should seize from been victims to the sheep syndrome in which teachers are seen as a faceless herd to be led, directed and instructed without any creativity and knowledge to contribute to the success of the school. He suggested that teachers should be involved in decision making to the level of their satisfaction in different school issues in school.

2.2.3.1.2 School Output

Output is a product of learning or in other words, the demonstration that learning has taking place in the students as the case may be. Output is extremely important in learning because it helps to show that students are able to take the knowledge that they have learned and apply it. A student educational outputs, such as test scores, are a function of the quantity and quality of a variety of school and teacher inputs (teachers' education, teachers experience, class size and per-student expenditure or parent support). This can explain why Egboka (2018, p. 584) is of the view that, it is important to note that teachers are a key determinant of students' academic performance. As a matter of fact, the degree to which teachers are committed to their job has a key role to play in students' academic achievement. We should not fail to understand that the learning outcome of students mostly in external examinations is what is always used as a measuring rode to determine a school success or failures.

Educational outputs are the direct effects on students in relation to their knowledge acquisition, skills, beliefs and attitudes. Ease of evaluation means that the most frequent measurements of

outputs are examination results and test scores. For an institution to be successful and the standard of the school improved, it must be a joint effort of the students and various stakeholders in education present. These stakeholders will include the parents, the teachers, the principal and even the Ministry of education directly concerned. All have very strong roles to play when it comes to the necessary contributions made for students to be successful in education. Udoh-Awah (2015, p. 02) is of the opinion that, students need to understand that all is for their good and cooperate with the school while exhibiting discipline behaviour and good study habits and that for students to succeed in school, they must shun all manners of social vices and channel their energy toward productive venture and co-curricular activities that will go to cause them to excel and also project the image of the institution through their good performance in external examinations (end of course examinations).

In order for students to succeed in school, the principal must work in full collaboration with the teachers who are placed to accompany students in the teaching- learning process so that they can succeed in their internal and external examination. Ezeugbor and Okoye (2018, p. 20) hold that, Principals are expected to assist teachers to undertake professional development programmes, keep them abreast with innovative strategies in teaching and in the performance of other instructional duties that will help to bring about a positive improvement in students' academic performance. Also, Njouny and Titanji (2016, p. 166) are of the opinion that for schools to boost their potential and achieve the desired outcomes in the institution, the principal must learn to share some of his responsibilities and the decisions that impact schools.

Besides, Parents have to establish friendly connections and good communication link with the school so as to be able to monitor their children's conduct and academic progress despite the fact that, they will still be there to see that they supply every needed support of their children as it might be demanded at times by the school.

It should be understood that poor planning usually affects almost all school programs. School administrators should be aware about those they place at the helm of affairs during the administration of the school. Udoh-Awah (2015, p. 02) is of the view that due to inadequate data coupled with the lack of experienced and qualified staffs, the planning of some school programmes cannot be achieved. This poor planning usually goes to affect the set goals of the school and output of the school as a whole. Besides, where there is no effective instructional delivery and classroom management and control with good students' discipline by teachers the school system cannot give out her best.

For an institution to succeed academically, the principal who is the overall leader of the school has a very strong role to play as long as decision making and supervision is concerned. That is why, Nnebedum and Akinfolarin (2017) is of the opinion that the principal must not ensure effective and efficient administration of the school. He or she must not be an armchair administrator but a seasoned and all-round leader who must be very strict to supervise and communicate what he inspects and not what he expects from teachers. The Principal must be one who motivates, supporter of innovations, must be open-minded and stable in discipline and always apply reward and punishment as the case may be if he need to be successful. The principal must try never to be very lenient in his administrative activities with teachers or parents when it is not called for, so that they may not be able to negatively influence his administration.

The principal should always learn to consider teachers in the institution as those who are there to make the school succeed. Besides, Ezeugbor and Okoye (2018, p. 20) are of the opinion that if teachers are not considered in the institution as those who are there to cause the institution succeed in the achievement of their objectives, many often times, these teachers will instead of concentrating in their class duties, many will be found engaging in other businesses which at times, they clock-into the school and leave carrying their wares from one place to the other. Other teachers, have made it as a routine of remaining in the staff room even during their lesson periods discussing and charting.

Furthermore, the Principal must be able to see into the need of teachers and struggle to satisfy them at all cost, most especially when it comes to the aspects that the teachers can help the students academically for the benefit of the institution. This goes to support the works of Udoh-Awah (2015, p. 02); Nnebedum and Akinwale (2017, p. 357) who made principals to understand that they must seek pedagogically ways that teachers can enhance their teaching performances and also, assess students' progress and report findings. However, supervision reports must be made available to teachers timely and there must be follow up supervision to ascertain the level of compliance to recommendations made during supervision. All these different aspects that can only be materialized through the different decisions that the principal will be making will all go to influence the students toward an excellent academic performance thereby projecting the image of the school.

2.2.3.1.3 Attitude toward Work

Most often teachers are found engaging in other businesses that at times, they clock-into the school and leave carrying their wares from one place to the other. Some others remain in the staff room even during their lesson periods discussing and charting. There are others who complain of not being sponsored for works, conferences and other in-service training courses. Apparently, this attitude is most likely to be counterproductive for the achievement of school objectives.

In the perception of Limon and Sezgin-Nartgun (2020, p. 567), teachers' job performance could be measured through the rating of his activities in terms of performance in teaching, lesson preparation, lesson presentation, actual teaching and commitment to job among others. Nevertheless, these are observed to be unsatisfactory in Awka Zone. This scenario informs the need for principals to adopt effective and efficient staff personnel administrative practices to improve the quality of teaching in the system. Aja-Okarie (2016, p. 16) defined staff personnel administration as an important management function concerned with obtaining, developing and motivating the human resources required by an organization to achieve its objectives. Staff personnel include both teaching and non-teaching staff employed by the government and posted to various schools to teach and work. However, the interest of this work is on the teachers alone because they are solely responsible for providing instructional delivery to the students.

Also, it is the function of the principals to adopt various administrative practices during decision making in the management of the institution to ensure that teachers perform their duties creditably so that the school will be able to attain efficiency. Staff personnel administrative practices are geared toward attracting, retaining and developing a team of highly dedicated, committed and motivated workforce that is willing to contribute meaningfully to improve instructional delivery. Likewise, Ikegbusi. (2014) stated that, staff personnel administrative practices include: orientation, decision making, delegation of duties, supervision, staff professional development and motivation. Seemingly, this staff personnel administrative practice was what has been adopted in this study so that they may have an impact on school performance somehow.

Likewise, the principals' disposition in promoting and enhancing cordial relationship in the schools through proper coordination of various motivational practices is necessary. This is important because, it will go to boost teachers' morals toward their performance of their

instructional duties. It is imperative to note here that, teaching is a public service that requires exceptional expertise, knowledge and specialized skill sustained through vigorous and continuous professional development. The Teachers' professional development are basic instrument that provides principals and teachers with the tools to meet professional challenges, ensuring that they are up-to-date with information; materials, adequate financial outlay and commitment. Staff development practices Aja-Okorie (2016) range from structured activities such as workshops, seminars, training, observation and assessment and discussion and others. And he argued that, in-service training for teachers has been one of the major practices of school heads to develop their teachers. This professional development will be of advantage to the students and the school as a whole through the good performance of the students in external examinations.

Therefore, the Principals should assist teachers to undertake professional development programmes, keep them in touch with new strategies in teaching and in the performance of other instructional duties that will bring about positive improvement in students' academic performance. Notwithstanding, Ezeugbor, and Okoye, (2018), observed that the probable declining of quality in secondary education in Awka zone in particular and Anambra state in general could be attributed to principal's inability to regularly engage teachers in professional development training. More so, the principal is likely to fail if he does not adopt effective motivational practices that could promote teacher's job performance. In the thought of Egboka (2017), teachers' job performance refers to the extent to which teachers are dedicated to pedagogical delivery and display of moral uprightness as well as academic excellence in the teaching profession. It is explained as teacher's commitment in the discharge of their duties at any given time in the school directed toward achieving the daily classroom, school and entire goals of education. Teacher's job performance indices include: their level of attendance to classes, lesson preparation, presentation and delivery among others. It therefore foretells that, for teacher's to be highly involved in their job performance, requires that effective administrative practices should be properly harnessed by the principals if he/she is to achieve school goals. It is against this backdrop that principals' personnel administrative practices for promoting teachers job performance was investigated.

2.2.3.1.4 School Performance: -

A successful school is that whose students, teachers, parents and the principal leadership roles play an important role in the functioning of the school. Since a successful school is measured in terms of achievements of the objectives and learning outcome of the students through the leadership behaviour of the head of the school.

School efficiency emphasises on the improving conditions of schooling and academic achievement of students [output]. That is why Onyali and Akinfolarin (1917, p. 35) holds that, the ability of the principal to effectively supervise instruction and manage school time will help to facilitate quality instructional delivery that will help to offer rich learning opportunities for students so that they can academically perform well in school, leading to school performance.

In our society today, the issue of school efficiency is seen in two levels, internal efficiency and external efficiency. To Ivancevich and Matterson (1993, p. 34), efficiency is the ratio of out puts to inputs. Also, Mbua, (2003, p. 472) still on the same line holds that school efficiency is seen to be the relationship between the inputs into a system such as students and the output from that system such as graduates.

Looking at the Cameroon Educational System and the Ministry of Secondary Education in particular, appointment of principals is not based on merits but most are based on longevity in service. If these appointments had to take in to consideration some administrative qualities, it will turn to improve the successful and standards in our schools. The saying that, principals have no particular modality of appointment turns to be a problem to policy makers and the standards in the various institutions, since different principals manage their schools the way they think is appropriate to them.

A school is considered efficient if its students can achieve a maximum academic result with a minimum use of scholars' resources, all things been equal. The problem is that, the efficiency of a teaching establishment is not only affected by its resources or academic practices, it is also influenced by exogenous variables such as the socio-economic status and behaviour as well as other environmental characteristics like various types of social infrastructure (provision of water, energy, sewage, roads, safety, etc). However, the matter of efficiency can only be satisfactory explained if those exogenous variables can be properly separated from the effect of the school practices and resources.

Participation in decision making will improve area closely related to individual teacher's performance within the classroom and teaching schedule. Wadesango and Bayaga (2012, p. 1690) hold that participation in decision-making is a strategy that is normally used by some

administrators to improve teachers' performance when they consult teachers in areas that concerns them. To them, during decision making on particular issues such as, forms of teaching aids and teaching schedule, time tables, classroom activities and lesson preparation some administrators should consult experienced teachers in their individual capacity and those with required expertise and skills.

At times the inefficiency nature of those who are placed in certain areas of the institution may go to affect the management of the institution, teachers and if care is not taken will affect the general atmosphere of the Institution as a whole. That is why Yambo and Tuitock (2014, p. 53) emphasized that the selection of less educated BOG (Board of Governors) members who hardly question the principal in his actions in the cause of running the institution create a lot of problems. These problems at times usually lead to the manifestations of indiscipline in school both on the part of teachers and students.

External efficiency in education: -

External efficiency in education as defined by Ivancevich and Matterson (1993, p. 72), is the effective and efficient utilization of the graduates or output of the educational system. Also Mbua (2003, p. 473), defines external efficiency in education as the effective and efficient utilization of the graduates or outputs of the educational system. In the context of this study, external efficiency in education is the ability of the graduates to have skills needed for the provision goods and services in society.

Internal efficiency in education: -

Fonkeng and Tamajong (2009, p. 130) define internal efficiency in education as, when more education outputs are produced at given education resources or fewer education resources are used in producing the same amount of education outputs. In the context of this study, internal efficiency in education is how well the principal through decision making can manage his institution such that the coefficient of efficiency is 100 %. Therefore, coefficient of efficiency as defined by Mbua (2003, p. 570), is a measure of the internal efficiency of an educational system.

2.2.3.2 Factors that affect decision making process and school performance

There are so many factors in school that can affect the decision making process and school efficiency. Some of these factors as clearly stated by Udoh-Awah (2015, p. 02). They include, the misappropriation of funds by the school head. There are very little funds allocated and released to principals. Even with the little funds, some principals misappropriate the funds and

this has posed a great challenge to implementation of those laudable programmes in secondary schools.

Some school administrators carry out unmerited admission during certain decision making process as they singly do so in the long run. This go to influence the general result of the institution negatively. That is why Edem (1990) states that, some parents have taken it as a habit to withdraw their children prematurely from primary three, four and five to secondary school. These innocent children neither complete their primary curriculum nor mature in age to cope with the secondary school curriculum. Those principals who compromise with them for monetary reasons do not only destroy the students' intellectual capabilities but also jeopardize their future academic performance. Studies conducted by (Udoh-Uwah, 2015) revealed that 40% of the population of 600 secondary one students admitted into public and private schools in Calabar metropolis ranged between 8years and 10 years and left primary 3, 4 or 5, most of them performed poorly in core subjects (Mathematics, English Language and Science) from second term in their Junior Secondary School 1 to 2.

Some school principals usually make certain decisions to promote students to other classes even if they did not merit it through their performances. In the later years in school such students will go a long way to negatively influence the performance of the institution in national examinations. This goes to confirm the view of Udoh-Uwah (2015, p. 02) who discovered that many students in junior secondary school could not write their names correctly and perform completely below average. Yet they are admitted into senior secondary school classes. This case is predominant in private secondary schools. It has almost become a norm that no student is asked to repeat a class for poor performance, all in the name that the cost of education of such a student is borne by the parent. It should be noted that when parents began to decide for the school, what class/subject a child should do, then the school has failed in her legal responsibility.

Besides, some teachers and students are perpetual late comers in school and this usually goes a long way to influence the performance of the institution. That is why, Mbua, F.N. (2003) posits that teachers and students' lateness constitutes a challenge to the administration of secondary schools. When a teacher arrives late in school, it takes time for him or her to organize them to start the day's work and this would hinder effective classroom work.

2.2.4 Secondary school administration in Cameroon

Secondary school is the intermediate level of education which is an inevitable bridge between the primary school and higher institution. It can only be productive if there is effective and efficient management of human and material resources available to it

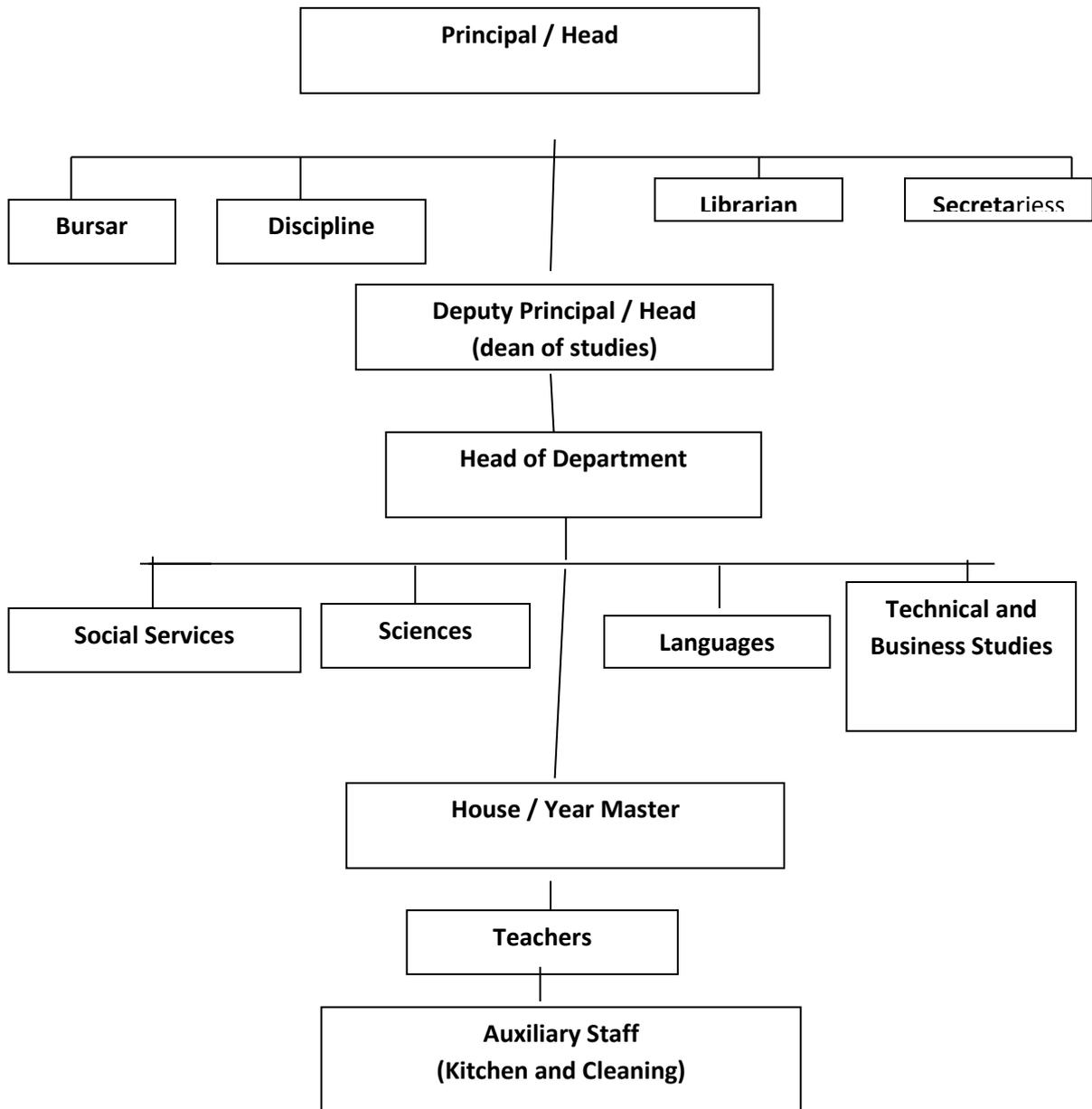


Figure 2.3: Organisation of a Large School (Secondary School)

Source: Fonkeng and Tamajong (2009, p. 53)

The above is a typical organizational chart of formal organization in a large school showing the pattern of authority, communication lines and areas of responsibility. This is in principle,

how an institution has to operate for efficiency, but most institutions do not operate like this thus leading to inefficiency. Mbua (2003, p. 12) found that school administration is a unique area of formal study and research only emerged in the mid 1960 in Nigeria, Cameroon and other African countries. It should be understood that Cameroon does not yet see the need for specialised training in educational administration. There is no formal institution reserve in Cameroon for the training of educational administrators. That is why Ndongko (1989, p. 08) viewed that “the appointments of school administrators in the country are made more on political basis, professional qualifications and experience notwithstanding”. This also holds with secondary school principals, whose appointment many a times is never based on merit but on longevity in service, political background, favouritism and many other criteria. If these appointments had to take in to consideration some administrative qualities, it will turn to improve the efficiency and standards in our schools. The saying that principals have no particular modality of appointment turns to be a problem to policy makers and the standards in the various institutions, since different principals manage their schools the way they think is appropriate to them.

There are many types of administrators in secondary schools where the Ministry, the Regional Delegations and Inspectorates are not left out. In schools, as seen on the diagram above, we have the Principal, the Vice-principal, heads of departments, House masters and others. Also out of the above formal organisation, we have others like the Parents Teachers Association. It is the Principal who is at the helm of affairs in the secondary school and who is bound to manipulate the human and material resources at his disposal so as to steer the institution towards the full improvement of teaching and learning. That explains why Fonkeng and Tamajong (2009, p. 39) are of the opinion that, the duties of the school principal embody, instruction, administration proper, students’ affairs, staff management and community relations.

2.2.4.1 The School Principal

In Secondary education institutions, principals are the administrative heads. Principalship is an administrative position considered to be highest in hierarchy of authority in secondary school. They are loaded with numerous responsibilities in the administration of secondary schools some of these responsibilities include tasks of planning, controlling and coordinating human, material, financial and time resources so as to foster the attainment of the school goals and objectives. The school’s principal, as the instructional leader is assigned with the responsibility

of refining the quality of instructional delivery through adequate supervision of teachers. To support this, Ugboka (2012) specifies that school principals are the administrative personnel whose duties are to provide diversity of supervision techniques for teachers to see the need for change, plan for transformation and practice fresh behaviour for effective teaching and learning. Instructional supervision is the actions taken to mentor and monitor subordinates or teachers and provide supportive and conducive atmosphere for improvement. Akpan (2016, p. 239) states that, for a school head to succeed in effective administration, he must have some qualities that will attract followers to work. These qualities may include direct influencing and guiding his followers toward the effective achievement of the school goals. Arya, (2015, p. 103) posits that if an administrator adopts certain behaviour patterns due to age, experience, training, reduce stress, workloads, job satisfaction, decision-making abilities and motivation, he or she is going to be more effective.

Magnetic disposition of the principal act as a motivational strategy, that assist in all decisions that they make and in their implementation. Ugurlu (2013, p. 256) is of the view that heads of institutions are there to make effective decisions concerning subordinates (teachers) in their institutions. Similarly, Onyali, and Akinfolarin (2017, p. 36) argued that in order for teachers to be highly committed towards the realization of school goals, heads of institutions must provide strong instruction or directive leadership in setting and developing school goals, creating a unity of purpose, facilitating communication and management of the institution. To support the above idea, Ezeugbor and Okoye, (2018) hold that education administrators have a great influence in the enhancement of the teaching and learning process in schools by producing and managing facilities and equipment as well as establishing and maintaining school-community relations. To Arya (2015, p. 100) that the senior secondary school's principals usually fail to involve their subordinates in their daily routine administrative duties. As a result of this, principals turn to do a lot of things themselves.

The principal as a school leader occupies an exceptional and tactical position in the Secondary school administrative structure since he or she is loaded with the responsibility of leadership and accountability. That explains why Olorunsola and Belo (2018, p. 49) unanimously, hold that for educational institutions to fulfil their role in bringing about a positive change in the area of knowledge, skills and attitudes of their students and teachers, a lot need to be done by the leaders/principals and other administrators of such institutions. To Fonkeng and Tamajong (2009, p. 40), the Principal is seen to be the key person in an institution by which his abilities and competences influences teachers on the one hand and on the other. It should be understood

that a principal can only succeed in achieving the objectives of education policy only when he has the necessary competency, leadership ability, administrative efficiency, managerial and planning skills and competency to motivate the teachers and students to pursue such effort which can help in the achievement of the national goals.

The responsibility of the overall management and administration of the school rests with the school Principals. As the head of the school, he is responsible for the overall major decisions that concerns the curriculum and instruction, management of student discipline, school organization and staff personnel matters, financial matters, school and community relations among others.

Besides, an institution should not be left in the hands of the administrator alone if he or she wants to be efficient in administering the activities of the institution. Akpan (2016, p. 240) senior secondary school's principals usually fail to involve their subordinates in their daily routine administrative duties a result of this, principals turn to do a lot of things themselves. That is why Njounj and Titanji (2016, p. 166) are of the view that shared leadership is as the best approach to prepare and run formal organization in general and educational institutions in particular. Other writers like Calabrese and Zepeda (1999, p. 10) hold that the principal is the single most important factor that can cause an institution (school) to succeed or fail. But they went ahead to argue that this personality is a call for concern and has been argued by other writers. In this case, care should be taken so as not to over generalize the principal as the determinant of a school success or failures. Also, Ezeugbor and Okoye (1918, p. 20) posits that the Principal as the administrative head of the Institution, has the responsibilities of coordinating the resources and staff efforts for the achievement of the school goals, school output through effective teaching and learning. Njounj and Titanji (2016, p. 167) are of the opinion that the effectiveness of a Principal will also depend on situational variables within the work place and potential to substitute, neutralize or enhance the effects of a leader's behaviour in his administrative duties.

The head of the Institution being the executive officer, in the management of the institution, bears the responsibility of the outcomes of the decision made in the school. That is why Musau, et al (2014, p. 84) are of the opinion that, principals during their process of decision-making may adopt coherent decision-making model, in which those on the table may analyse a number of possible alternatives from different earlier situations before selecting a choice based on its importance to the institution. Similarly, Obi, (2004, p. 06) stated that administrators by virtue

of their position are leaders and the quality of their leadership with regards to personnel administration determines to a large extent their success or failure. Olorunsola and Belo (2018, p. 49) hold that the Principal as a school leader occupies a unique and strategic position in the secondary school administrative structure.

The principal is seen as a facilitator of people brought together for the common purpose of providing effective instruction. It should be understood that, though the functions of the Principal are clearly stated, yet it could be seen that the demand of the job on the field require them to spend most valuable time doing other things related to the school as a whole. That is why Calabrese and Zepeda (1999, p. 07) holds that school principals while on the school milieu, they encounter far different jobs than that which is envisioned by many theorists. They also state that nearly 88% of the principals' daily activities is filled with human exchanges and the rest of the remaining part of the day is spent on paper work.

Principals are always engaged in many administrative activities in a day. Ndongko (1989) reported that principals engage in 50 to 100 different events a day and at times about 400 interactions are attached to each event. Hoy and Miskel (2008, p. 228) are of the opinion that during administration, the Principal should be able to handle any situation by applying the appropriate rule, principle, or policy to the concrete circumstances of the case.

However, it should be understood that the way an organization is organized can determine its success or failure. When an organization such as the school has an effective leader, the different activities of the school can generally be influenced positively. Whereas in a situation where the leadership is poor, it will go a long way to bring about handful results for the organization.

Beside, Njouny and Titanji (2016, p. 167) also holds that, heads of institutions should understand that for them to succeed they need to coordinate all the achievement of common goals for which the school stands. That is why Udoh-Awah (2015, p. 01) remarked that for principals to dispose their instructional competences of helping others to succeed. They need to be firm, honest, objective and fair. There is a serious need of capacity and professional development of school principals with the ever changing demands of the school system in this age of world competitiveness.

2.2.4.2 The School Principal and Decision-Making

Principals of public secondary school are people who work under the government and they are answerable to the school management board (SMB) as it is stated on papers and the Ministry of Secondary Education as they make and control school decisions on the management of their various institutions. Principals are there to see into the day to day running of the secondary school. They work hand in glove with subordinates who may or may not have much say in his or her decision making process.

At the school the head teacher is placed in a position of responsibility and authority where all major decisions that concerns the school are made by him or her. Titanji (2017, p. 421) looks at the principal as an administrator as one who is more concerned with seeing that the school achieves its goals. This further explains why the (Ministry of Secondary Education) says the principal is there to see in to the curriculum and instruction, management of student discipline, school organization and staff personnel matters, financial matters, school and community relations among others. To support this statement, Musau et al (2014, p. 84) strongly believe that, most decisions of the Principal are decisions that, touch on the well-being of their schools. That is to say, they are there to see in to the effectiveness and efficiency of the institution. This is also supported by Ugurlu (2013, p. 256) who is of the view that, heads of institutions are continuously in charge of making effective decisions concerning subordinates (teachers) in their institutions. Besides, Arya (2015, p, 100) on his part says that, to build a strong teacher commitment towards the realization of school goals, heads of institutions must provide strong directive leadership in setting and developing school goals, creating a unity of purpose, facilitating communication and their management of institutions.

For the principal to succeed, he must not sit and fold his hands hoping that all will come to pass in every aspect of administration of the institution. This view is supported by Udoh-Awah (2015, p. 21) who emphasizes that the heads of the institutions through decision making must see into the effective and efficient administration of the institutions. Since they are considered as leaders, human resources managers, implementer of educational policies and programs, finance manager and Public Relation Officers. Also, Mualuko et al (2009, p. 397) is of the opinion that decisions that are been made by the principal in school affects the teachers, students and even the parents. This explains why the principals' decisions making competence goes a long way to affect school efficiency. Ayar (2015, p. 103) on his part viewed that if an administrator adopts certain behavior patterns in the administration of his Institution, he is

going or likely to be more effective and efficient. Beside the above, Titanji (2017, p. 237) holds that Principals should be very tactical in making decisions that lead to the fulfilment of any vision. Since to him, a vision guided by poor decision making will be useless.

Majority of the principal's decisions must be made quickly by responding to teachers, students, parents or the superintendent. That is why Calabrese and Zepeda (1999, p. 07) holds that successful principals do not allow themselves the luxury of declared decision making. This is supported by Chima and Gloria (2016, p. 217) who are of the view that timely decision making can easily be arrived at by the school head since he is the only sole administrator who is in-charge of controlling school resource for the purpose of attaining the aims and objectives of his school.

To Ejimabo (2016, p. 02), leadership is associated with influence and the ability to empower, encourage, support and help others by an individual or group of individual to accomplish a goal. It should be understood that in decision-making, during administration, the Principal or any other administrator, focuses exclusively on choice and his or her ability to select the best alternative from the many options.

2.2.4.3 Effective school administration (the Principal and School Performance)

It should be understood that, the success or efficiency of a school, depends largely on how the administration of the school is handled. For an administrator to be effective, he or she needs to pay attention to issues of structure, politics, human resources and culture. That is why, it is argued by some scholars that Multi-frame thinking is necessary in the educational sector so that all its multiple realities will be captured. Beside, Ugurlu (2013, p. 256) held that, administrators and other heads need to put into place the various frames into the process of dealing with familiar and new challenges within today's and tomorrow schools. In decision making, the school head should be one with one eye in the present and one eye in the future if he or she wish to be efficient or say to make it. Donnelly, Gibson and Ivancevich (1992) noticed that to achieve greater administrative effectiveness, managers have to become skilful in identifying and using different approaches to organization and administration. That is for him, managers or leaders must be able to read the organization from different viewpoints and insights that may help develop action plans that are consistent with the perceptions they gather though at times some of these viewpoints and insights may complement others and others too may oppose. When we succeed to acquire on how to use these parameters, you can then become

creative and flexible to identify difficult organizational issues and be able to act with appropriate plans for modification.

It should be beard in mind that Griffin (2013) avers that, it is important for managers to understand that any situation can have multiple interpretations. A failure to have this in mind, will cause many administrators to find themselves falling into the unanticipated problems that have plagued so many corporate change programs seeking to restructure to restructure, reinvent, reengineer, or reform organizational life. This is supported by Udoh-Awah (2015, p. 01) who added that output can only be emphasized when there is effective and efficient management of the material and human resource that are at their disposal.

The teaching process can only be achieved through effective staff personnel administration which is anchored on the Principals' skills and competencies to ensure that staff especially the teachers work with commitment and devotion while attaining to their needs and aspirations. However, the rapid advancement in technologies and complexities of human needs appear to pose a lot of challenges to Principals and may have affected their desire to attain the expected height.

For any organization to achieve predetermined goals there must be effective and efficient leadership whose responsibility it is to plan, organize, coordinate, control, budget and report the effort of others. Titanji (2017, p. 324) suggested that in the secondary school, for an administrator to be effective in his administration, he or she must set up an agenda that requires collective action and responsibility and it must contain the vision and strategies to achieve it. That is to say, the administrator must have a sense of direction and the actions of achievement. He must have an implementation strategy without which he will not achieve the vision and must also make sure he or she address possible forces that may work for or against the vision. That is why Calabrese and Zepeda (1999, p. 11) viewed that for the principal to act as a leader, he must be one who is filled with the vision and other qualities associated with his role of leadership in the school. This is also supported by Amadi (2008, p. 13) whom on his part added that for efficiency to occur in school administration, administrators need to be knowledgeable in the theories, techniques and principles of school administration will help to act as a guide for necessary actions.

Also, Calabrese and Zepeda (1999, p. 11) mentioned that every administrator come to learn effective decision making skills, but the extent that this knowledge can influence their thinking is always an individual issue. He therefore proposed that administrators and leaders with innate

skills need to be identified and assisted in refining those skills that will help to facilitate the making of good decisions which in turn they will use to lead our organization where the school is not left out.

However, care should be taken to understand that the above view of Calabrese may not be applicable to this context of ours. Administrators of school do not have any particular institution they attend. They are always appointed due to longevity in service as secondary school teachers. Whereas, Arya (2015, p. 102) on his part held the view that factors such as age, know-how, training, sex, stress, over load, job satisfaction, decision making abilities if well taken care of, will increase the effectiveness of the administrator. This is because, they are elements that are closely connected to efficiency in administration.

Furthermore, it should be understood that, in secondary school administration, if the principal wishes to succeed in decision making, he or she must apply personnel administrative practices such as: orientation, delegation of duties, supervision, staff professional development and motivation. They are very necessary if the principal wishes to succeed in schools' efficiency. Also, the principal must promote and enhance cordial relationship in the school through proper coordination of various motivational practices to boost teachers' morals toward their performance of their instructional role. That may be why Titanji (2017, p. 421) looked at the principal as an administrator who is more concerned with seeing that an organization achieves its goals. That is to say they are there to see in to the effectiveness and efficiency of the institution. Besides, the Ministry of National Education (1996, p. 15) were of the view that, heads of institutions should be encouraged to stimulate students and teachers by regular competitions, facilitate the development of such subjects taught in the school since all these will go a long way to influence school efficiency. From this statement, it is evident that for good development of the different subjects taught in schools, the head will be helpful to stimulate everyone in the environment.

2.2.4.4 Leadership (Effective administration)

School Leadership is submitted as the process of enlisting and guiding the talents and energies of teachers, pupils and parents toward achieving common educational goals. Leadership is an indispensable tool in the school organization because of its far reaching effects on the accomplishment of educational objectives and goals. It is the key for school effectiveness and excellence. The leadership of schools are responsible for ensuring that the schools meet their objectives in an effective and most efficient way. The success of any organization greatly

depend on it leadership. That could be the reason why Akpan (2016, p. 237) viewed leadership as the process of directing, guiding and influencing followers to work willingly and cooperatively towards the achievement of a set of goals. He went ahead to see the leader as one that focuses on education management, diagnosis of school problems and enhance professional development and teaching improvement. Meanwhile, Kumur and Shilpa (2013) on their own part mentioned that leadership should be a position of authority and respect accompanied by the ability to direct, motivate and to assist others in achieving a specified purpose. Leadership according to Chima and Gloria (2012, p. 221) was the process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task.

From these definitions above, we can say that for the principal to succeed in achieving school efficiency, he or she need through decision-making to influence the actions, need to motivate, need to inspire and stimulate all the teachers and other subordinates in the school using a required leadership style. That is why Onyali and Akinfolarin (2017) are of the view that Principals' leadership approach and behavior in the school determines the effectiveness or ineffectiveness of school administration and management. Also, Ezeugbor and Okoye (2018, p. 20) went ahead to side with Kumur and Shilpa (2013) who also were of the view that, administrators by virtue of their position are leaders and the quality of their leadership with regards to personnel administration determines to a large extent their success or failure.

In secondary schools, principals are the leaders who provide direction, guide group activities and make sure that the goals of the schools are achieved. Akpan (2016, p. 239) viewed the school principal as a school leader who has as duties to direct, lead, guide, and motivate the personnel towards the achievement of the school goals and objectives. The principal's leadership approach and behavior in the school determines the effectiveness or ineffectiveness of school administration and management. Smith and Cruz, as quoted by Arya (2015, p. 101) says in order to make teachers to be much committed towards the achievement of school goals, principals must provide strong directive leadership in setting and developing school goals and creating a unity of purpose. It should be understood that when the leadership in an organization say the school is effective, it signifies that there is great progress, but when it is defective, the organization declines and decay.

We can never talk about administration effectiveness without us mentioning that there is a link that exist between organizational effectiveness and leadership. That is why Titanji (2017, p. 240) on his part viewed that the principal's leadership attributes determine the organizational

climate of the school and the level of teacher's commitment. It is still in this light too that Hoy and Miskel (2001, p. 232) strongly hold that leadership embodied in the Principal is very important in setting the way the institution should function through decision making.

Besides, Calabrese and Zepeda (1999, p. 08), were of the opinion that decision making is a vital component in effective school leadership. For an administrator, to make good decisions you need to understand the dynamics of leadership. That is why it is said that strong leadership embodied in the principal is very important in setting the way the institution should function.

Leadership has a strong influence on the productivity of subordinates in any organization. An organization can be described as a scene of confusion and chaos without any good leadership. This may also explain why Arya (2015, p. 102) looked at administrative effectiveness as the extent to which satisfactory results are been produced through the control, directions and management exercised by the executive authority. To him, the extent to which the school system is able to accomplish stated objective determines its level of effectiveness.

The principal as a school leader occupies a unique and strategic position in the secondary school administrative structure because he/she has been given the responsibility of leadership and accountability. To Olounsole and Belo (2018, p. 49) viewed that principals need to work very hard in order to achieve positive changes in areas of knowledge, skills and attitudes.

For any organization to succeed, the leader or heads' administrative style of leadership has to be taken in to consideration. That is why Udoh-Awah (2015, p. 22) thought that for any organization to achieve predetermine goals there must be effective and efficient leadership whose responsibility is to plan, organize, coordinate, control, budget and report the effort of others.

Leadership has a strong influence on the productivity of subordinates in any organization. An organization can be described as a scene of confusion and chaos without any leadership. That is why Arya (2015, p. 102) is of the opinion that when leadership in an organization say the school is effective there are progress, but when it is defective, the organization declines and decay. Other scholars look at leadership as a process whereby an individual influence a group of individuals to achieve a common goal. This goes to explain that, the type of leadership instituted by the principal will determine the level of achievement of the goals of his or her secondary school.

2.2.4.5 Decision making styles and Leadership style of the school principal during administration and school performance.

Decision-making is one of the most chief responsibilities of administrators but it differs on the bases of individual's differences because every person has different thinking and information processing style and this makes a difference among their decision making styles. The decision-making style of a school principal is similar to his or her leadership qualities which all goes to influence the decision-making process and school performance. The term decision-making styles to Greenberg, (2016) was regarded as the blend of the way a person recognizes and understands the situation and the manner in which he or she uses information to formulate a decision. That is to say, the way the information for a decision given situation is gathered and processed. Some individuals can think quickly, some are slow in thinking, others are creative in their ways of thinking and some even prefer doing things rather than thinking about them. One will have realized that in identifying these differences and knowing about an individual's decision style help us to know how the school principal thinks about various situations, processes information and makes decisions. To Kumur and Shilpa (2013) leadership styles could be conceptualized as the pattern adopted by superior officers in directing and relating with subordinates in the accomplishment of organizational task. It is also described as the art or process of influencing people so that they will strive willingly and enthusiastically toward the achievement of group goals. Njouny and Titanji (2016, p. 167) and Alsha'ah (2015, p. 56) look at decision style to be a mental process which includes one's personality in relation to one's needs, values, and self-concept. These goes to support the view of Ejimabo (2015) who revealed that decision making style reflects an individual's characteristic for perceiving and responding to a decision making situation. It should be understood that this response pattern is determined by the decision making situation, the task that is involved in the decision making process and the individual decision maker.

We need to recall that administrators or decision makers have individual differences in their attitudes, mental abilities such as information processing, self-regulation and self-evaluation which goes to affect the different response pattern of the various decision-making task and situation. The style of decision making for any manager or administrator in any organization depends on the learning process and experience. One can further explain that decision making styles, usually affect knowledge acquisition, sharing and utilization. Iqbal, Akhtar and Saleem (2020, p. 182) explained that the differences among individuals when making a decision depend on the information use and the number of solutions considered.

There is not only one single style of decision making. According to Ugurlu (2013, p. 253) the head of the decision-making process (the principal) can possess different decision-making styles following the decision making behaviour that he or she will exhibit over different situations. He holds that different personality traits possessed by different individuals may produce different decision-making styles. Also, when we look at the works of Harren (1979), we can classify decision-making styles to consist of, rational, intuitive, dependent, spontaneous, and avoidant. He revealed that decision making style reflects an individual characteristic for perceiving and responding to a decision-making process. He classified the decision making styles as seen on the diagram below

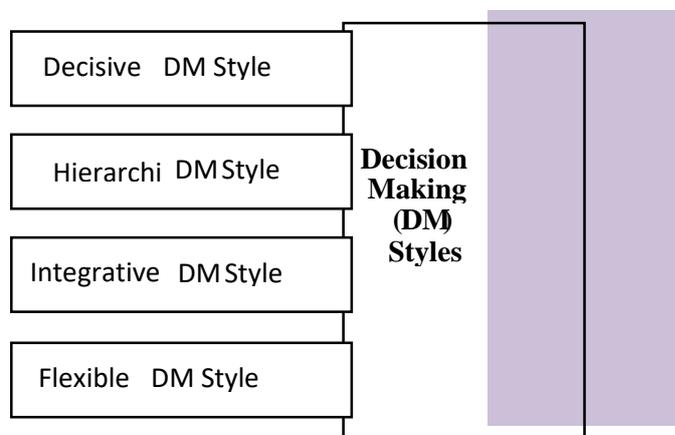


Figure 2.3 The Decision-Making Styles

Source: Harren, V. A. (1979, p. 128)

As seen on the diagram above, Harren (1979) and Iqbal et al (2020) and, Akhtar and Saleem (2020, p. 183) are of the view that administrators who practice the decisive style or autocratic style of decision making, uses minimum amount of information by themselves for a rapid solution to solve problems. Those who practice this form of decision-making style are interested in efficiency and consistency. The decisive style of decision making, is satisfying and unis-focus in that any small amount of information assembled, is used to generate a good decision. Once a decision is made, it is final. There is no going back and reanalysing data. According to Shra'ah, A. E. (2015) they viewed that this style of leadership, favours speed, efficiency, and achievement of results. Although some people consider it too rigid and simplified, it is action-oriented, strong, and reliable. Individuals with decisive styles have the idea that being quick is good and being slow and hesitant is faulty.

As seen above, they are similar to the dictatorial or authoritarian styles of leadership. The hierarchy decision-making styles are interested on a thorough analysis and base on the quality of the outcome and their focus on hierarchical relationships and mutual trust. For those who practice the integrative style of decision-making, they are creative, explorative and are highly important. They always try to use several ways to solve problems. They focus more on team work, cooperation and trust. They are similar to those who use the democratic form of leadership style. The flexible style of decision makers is much interested on adaptability and several meaning and implication over a situation before making any decision. According to Iqbal et al (2020) the flexible style of decision-making is a satisfying and multi-focus style. This style continually absorbs new data and generates new solutions as needed. Flexibility, speed and efficiency are prized. It is a style that is strong in intuition, getting along well with others, as well as rolling with the punches. However, critics find it shallow and "indecisive." People with such a style value speed, but more important, they dislike debate and confrontation.

Principals have to employ and manifest such characteristics during decision-making which will help them achieve their intended objectives and these characteristics are similar to their decision making styles. It is in this light that Arya (2005) argued that principals must provide strong directive leadership in setting and developing school goals. Musau, et al (2014) suggest that as far back as the 1950s leadership style has been put forward and expressed in terms of authoritarian versus democratic styles. It was due to this problem of principals or head teachers' leadership styles, that the Ministry of National Education in Cameroon came out with an action plan to redress the situation of school heads. This Forum was organised from the 2nd to the 27th of May 1995 in Yaounde. During the forum, they came up with some recommendations to school heads if their schools have to be efficient. Among other point spoken, was that leaders of institutions must be of good conduct and learn to work well with others so as to ensure quality.

Furthermore, the commonwealth head teacher's conference held in Yaounde from the 11th to the 12th of August 1997 with about one hundred selected head teachers from all over the nation came together and were lectured on some school management styles and pedagogic supervision. These heads had to go back to their respective regions and educate other head teachers who did not attend the conference. All was aimed at seeing that the device different manners of managing their individual institutions in decision making which will help to improve on the performance of different institutions.

Despite all these, there are some principals of institutions who, during the process of decision-making do not still collaborate with others so as to reduce and avoid the idea of autocracy decision making. Njouny and Titanji (2016, p. 166) is of the view that shared leadership is increasingly acknowledged as the best approaches to organize and run formal organization in general and educational organizations. Likewise, Yambo and Tuitoek (2014, p. 43) affirms that the leadership style that the Principal uses in certain situation greatly influences the kind of decisions that he makes. They hold that the principal's role must change from that of a dictator to that of a leader of leaders. Since this will even assist the principal to be able to facilitate the implementation process of these decisions.

Principals have to employ and manifest characteristic which will help them achieve their intended objectives and these characteristics are similar to their decision making styles. Ejimabo (2015, p. 04) on his part holds that, some leaders in administration lack the education, knowledge, quality and leadership styles that are needed for good decision making. That may be the reason why Arya (2005, p. 101) is also of the opinion that principals must provide strong directive leadership in setting and developing school goals.

Leadership styles correspond to the patterns or styles generally recognised in administrators during decision-making such as authoritarian, democratic and laissez faire. Besides, Wright (1996, p. 217) affirmed that leadership styles refers to the pattern or leadership behaviours that characterise a given leader, he went ahead emphasising that:

The leader should be one who possesses effective leadership qualities such as excellent communication skills, good principal teacher relationship, resourceful enough, have good motivational principles, understanding identification with another person's feelings, should be determined, have good supervisory or monitory techniques, have good ethical behaviour, have good management styles, should be one who gives sound judgement, should be one who takes effective decisions, should be adaptable and flexible, that can inspire his or her subordinate to work well.

This effective type of leadership style seen above, it can also be called the democratic leadership style. This type of leadership style, produces two aspects of school efficiency, which are internal and external efficiency. This is supported by Mbua (2003, p. 216), who holds that if the methods of control adopted by a leader satisfy the subordinates, command respect and win their commitment there shall be collaboration and efficiency.

Since no one's philosophy about leadership would apply during decision making to all problems faced by administrators, a number of concepts should be useful for formulating guidelines for any individual problem faced by administrators. In the administration of the institution during decision making, some principals use the democratic leadership style which is also called Transformational leadership style. This type of leadership style focuses on changing and motivating subordinates. Heads of organizations who practice this type of leadership style focus their interest in innovations that will go to affect his decision making leading to the achievement of school goals. This kind of school leaders look at the school values and how he could manipulate them in order to bring about his or her vision. Akpan (2016, p. 238) holds that leaders who carry out transformational leadership are more effective, have better work outcomes and they play a very strong role to encourage their subordinates through motivation to be innovative, more productive and to be successful individuals. These style of leaders have the characteristic or ability to gain trust and confidence of subordinates. When subordinates are motivated, they become committed to the vision of the organization through innovation and creativity.

Democratic leadership style it is good for an administrator who may want to work in a cordial atmosphere so that the different sections of the institution will work in collaboration for the success of the institution as a whole. Mbuja (2003, p. 225), is of the opinion that democratic leadership was an actions in which leaders carry out consultations with subordinates in decision-making, giving greater importance to individual or group participation. To the researcher, this leadership style permits self-expression, creativity and group interaction. One should understand that, democratic leadership represents a style of control which supports social activities, which gives strength to the feeling of personal dignity and self-respect to followers. Its emphasis is both personal and task oriented. According to Mintzberg (1983, p. 174), since schools are professional institutions, the head teacher should adopt a democratic leadership style through the collegial model where teachers are directly involved in the school administration. By this token, we maintain that the school principal should work with the teachers in a sense of, mutual respect, trust, delegation, communication, consultation, autonomy and friendliness during decision making which will go to favour school efficiency. In a democratic organisation, the leader allows freedom of communication between him and workers during decision making. He maintains good human relationship realizing that human beings are the most important asserts of any organisation.

The process of consultation and feedback naturally results to better decisions-making and or effective and efficient operations. The free flow of ideas and positive work environment is the perfect catalyst for creative thinking. The benefit from this is efficiency because creative thinking is required to solve problems in every single organisation, Companies that run under democratic leadership tend to run into fewer mistakes and catastrophes or failures. To put it simply, followers can tell a democratic leader when something is going wrong, while employees are encouraged to simply hide it from an autocratic leader. By allowing subordinates to use their ideas and even more importantly –gain credits from them, you turn to neatly reduce the amount of tension employees generate with their manager. When autocratic leaders refuse to listen to their workers, or ignore their ideas, it leads to inefficiency.

Authoritarian leadership style according to Mbua (2003, p. 225), refers to a leadership style where the leader dictates or imposes tasks to subordinates giving prominence to the organisational demands. According to this researcher, the role of such a leader is to dictate all policies and procedures to the leader with little or no group participation in the decision-making and the absence of effective communication between the leader and the group.

The autocratic leadership style during decision making is seen as an old fashioned technique. It is still employed by many leaders across the globe. The fate of each individual within the school is in the hands of the head teacher. An autocratic principal is therefore a busy person and does not care whether people like him as long as he feels he is doing what is right and for the best for the welfare of the school. Teachers will probably not be allowed to deviate from the status without substantial documentation as to the consequence of the style.

2.2.4.6 The School Management Board

The school management board (SMB) or the board of Governors BOGs as some countries will call it, it is a unit of authority in Secondary school that is aimed at giving each school its own personality and decentralization of authority for effectiveness. And the SMB or the BOGs are widely regarded as the principal democratic body capable of representing citizens in local education decisions. According to Yambo and Tuitoek (1914, p. 53) the Education Act Cap. 211 and sessional papers No. 1 of 2005 stated that the boards of governors have been given the role of managing human and other resources so as to facilitate smooth operations, informational development and provision of teaching and learning materials.

They went ahead to say that in Kenya, the Education Act of (1968), cap 211 laws of Kenya, section 10, gave rise to the establishment of school boards of governors for secondary schools,

teachers colleges, polytechnics institutions of technology, where the principals are the secretaries. While Kindiki (2009, p. 260) held that this Board of Governors (BOGs) is responsible not only for secondary schools but also for middle schools, technical, industrial, vocational and entrepreneurship training institutions. They are responsible for the management of both humans and other resources so as to facilitate smooth operations, management of infrastructure the development and provision of teaching and learning materials. He held that in some countries these bodies are called or known as school Governing Bodies (SMBs). Moving on the same point of view, as quoted by the (Education Act of 211, in 1980; Mualuko et al 2009, p. 392) were of the opinion that, the Board of Governors in schools, assist the Principal in decision-making, policy formulation and their implementations. They participate on important decision-making such as the employment of support staff and budgeting for the school. They also advocate that teachers who are the implementers of school policies, should be allowed to participate in the decision making process of the school.

Note should be taken that, in creating this S M B, the government had a good vision, but this vision can be mishandled through the execution. That is why Titanji (2017) said the government occupied the recommendations on man power training. With this he stipulated that members of boards of governors and school committees to be appointed by allowing any person who has qualities of commitment, competence and experience which will enable the management and development of educational institutions to be left out.

Also, Yambo and Tuitoek (2014) hold that the education act cap. 211 of the laws of Kenya section 10 (republic of Kenya, 1980) indicates that the minister appoints members of the boards of governors through a selected committee comprising of provincial administration, local leaders, members of parliaments and local councillor, sponsors, local education officer and the head teacher. These committees' select 3 persons representing local community it represents bodies and organization like sponsor and 3 representing special interest groups. Once officially appointed by the minister, the 10 members select the chairperson of the board and other persons from the parent's teachers' association.

The Parent Teachers Association to be part of the board Moest (1988) posits that, the secondary school boards of governors in Kenya have not been expressed to adequately manage training. Also, the PTA to associate with them also lack adequate supervisory competences to utilize available information for management purposes. As such, many secondary school principals lack the capacities to oversee and account for the utilization of resources under them. That is

why the inquiry of Koech report Republic of Kenya, (1999) pointed out that management of educational institutions in Kenya was found to be weak because most of board of governors lacked quality management capabilities. As he rightly put it

this are some of the causes or challenges for the poor performance in national Kenya certificate of secondary education. This poor examination performance lead to high wastage rate due to finances invested on education.

Besides it should also be clarified or pointed out that the appointment of secondary school governing bodies in Kenya is occasionally coupled with political interference which is contrary to the government policy pertaining to the consideration of persons who have qualities of commitment, competences and experience which would enhance the management and development of schools.

2.2.5 The Concept of Consultation, Communication, Delegation and Motivation in Decision Making.

2.2.5.1 The Concept of Consultation

Mbau, looks at consultation to be:

a process based upon an equal relationship characterised by mutual trust and communication, it involves joint approaches to problem identification, the pooling of individual ideas, selection of strategies and implementation of the programme or strategy than has been initiated. Mbau (2003, p. 101)

Consultation in effect is participation which is essential and highly desirable in school management. The idea behind consultation in any organisation is to enable the head to draw upon the knowledge, experience, expertise and judgement of his colleagues while they in turn derive professional satisfaction from making their viewpoints known and from putting their advice at his disposal.

2.2.5.1.1 Consultation in Decision Making

Decision making is a crucial part of good business. Consultation is a means of seeking the ability of employers and employees, to admit their wrongs and change their minds and assist organisational smooth functioning in decision making. Basically, the main purpose of

consultation is for the head to draw upon the knowledge, experiences and expertise of colleagues. This is so that all will be of importance to the smooth running of the institution. To Goksoy (2014, p. 171) consultation during the decision-making will cause those concern to adopt and support the decisions when they actively take part. This is supported by Njouny and Titanji (2016, p. 167) who held that during administration those who are involved in a particular decision-making process and it directly concern them, will feel even more involve if it is implemented and will assist even in the implementation process. In an institution where this is successfully done, it will cause the administration of the institution concern, to work without interference and this might end up leading to the excellent performance of the institution.

During administrative meetings, the head of the institution needs to allow subordinates to also find a reason to contribute for the smooth functioning of the institution. That is why Mbua (2003, p. 102) believe that, through consultation, and participation, colleagues receive unconscious training for position of greater responsibilities. He also assumed that consultation take place so much in our school environments. To Olorunsola and Olayemi (2011, p. 78) defined consultation in decision making as higher level individual's effort to provide those at a lowest level with a greater voice in organizational performance. It is also seen as an expectation that people who participate in decisions that affect them will understand the issues better and accept the decisions more readily. Goksoy (2014, p.171) viewed consultation in decision making, as a means of letting those concern to adopt and support the decisions, which they have to actively participated in their implementation. That is why Wadesango and Bayaga (2013, p. 1689) are of the opinion that participation of teachers in the decision making process enable the teachers to have a wider and greater ownership of the school, its vision and priorities. This will help teachers to be motivated to carry their individual tasks and this will accord teachers the opportunities for professional development in the decision making skills.

Also, consultation in decision making is a proactive approach to information sharing among teachers and it makes teachers become good decision makers. Through participation teachers' creativity and initiative are nurtured and this goes to empower them to implement innovative ideas. This 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; participation results in increased trust between senior management and the teachers. Participation improves the quality of managements' decisions since there is greater diversity of views and expertise as inputs to decision making and participation.

If the school principal wishes to succeed, he or she needs to carry out decisions for educational supervision. This will help them to be able to consult the teachers concern so as to understand their weakness and strength in their different areas of studies. Denga (1986, p. 77), asserts that in order to share experiences with teachers and provide professional advice and assistance to them, the Principal should consult with the teachers on both routine and casual basis, he can gain experience from teachers, impart skills advise them and find out their professional problems with a view of offering possible solutions to them. Thus, consultation offers an opportunity for the Principal to give groups or individuals advice regarding personal, social and professional problems. Consultation could also be made effective using management by committees (MBC) which is a situation whereby committees of experts are set up to discuss technical issues in the organization. In the same line, Mbua (2003, p. 77), supported the fact that after their creation, each sub-system at the technical level can be organized into “reference committee” responsible for making recommendations to the general staff meeting or conference concerning the curriculum and activities.

Besides, Hoy and Miskel (2001, p. 232) held the view that some administrators during the process of decision-making, usually fail to gather enough information over a situation that a decision need to be carried out. They gather partial information and under the process of time, sometimes end up making wrong decisions that would not have been made if enough information was gathered upon. Notwithstanding, at times we should not fail to understand that an administrator may have all the information necessary on a situation but there are times when alternatives are difficult to discern and when consequences are hard to predict.

Employee participation in decision-making has been recognized as a managerial tool for improving organizational performance by striving for the shared goals of employees and managers. Heizer and Render (2013) viewed that workers’ participation in decision-making is allowing workers input in developing the mission statement and in the establishment of policies and procedures, pay determination, promotion, and determining incentives. Participation in decision making has become a significant topic in human resources management, and is regarded as one of the chief ingredient of employee voice, which many management scholars have observed to be a growing concept in the management of organizations where the school is not left out.

Several studies have shown that allowing employees to participate in decision-making leads to increase in innovation, engagement in job performance and organizational growth. However,

there are authors whose views are contradictory to the above views. In some institutions, teachers are treated more as recipient of decisions in the form of instructions rather than people who are contributors to the wellbeing of the school. It is an opportunity for a teacher to be called upon to participate in decision making and his or her ideas, are taken into consideration for the growth of the school. Simon (2008, p. 185) held that power sharing in work related outcome (WRO), assist information sharing, decision quality, predictability and acceptability of authorised decision by employees, job satisfaction, and motivation. It should be noted that participative practices in the work place are significant predictors of effective utilisation of competence. That is, knowledge, skill and ability of the workers. All in all, it is essential for public organisations to understand the importance of human capital utilisation and complexity of adjusting decision processes as well as organisational norms at various stages of capacity development. This will lead to job satisfaction and motivation of the workers at work. According to Resenholtz (1985, p. 357), viewed that unless workers have the feeling of ownership and commitment to the organization and in the process of decision-making, when they are called upon in the decision making process, they will not express their sincere feelings and innovations.

Teachers should always be giving the opportunity to participate in decision making in meetings and other gatherings so as to involve them in the administration of the school. Edem (1990) found that teachers both male and female expressed dismay and frustration in administration over their inability to influence the process of decision-making. They found that they were not called upon, irrespective of their ages, experience and qualifications and they were made to feel that they were not up to the task of making good decisions. Though at times, we should not fail to understand that an administrator may have all the information necessary on a situation but there are times when alternatives are difficult to discern and when consequences are hard to predict.

In certain decision-making in school, the participation of all is highly needed. Musau, et al (2014, p. 86) say participation in decision-making gives employees a sense of belonging and motivates individuals to improve in work performance though it may slow down decision making but there is always a need for workers to be consulted before any major decision is made. This will go a long way to facilitate the decision that was made to be implemented. Njouny and Titanji (2016, p. 167) hold that other researchers, suggest that teachers are likely to be interested in making decisions in areas in which they have competences, care about, and decisions that are to bring about changes in teaching and learning.

However, there are authors whose views are contradictory to the above views. Goksoy (2014, p. 172) held that teachers and students do not take part in decisions-making at schools as much as they would like to. In some institutions, teachers are treated more as recipient of decisions in the form of instructions rather than people who are contributors to the wellbeing of the school. It is an opportunity for a teacher to be called upon to participate in decision-making and the ideals are counted and out in the growth of the school. Titanji (2017, p. 327) he was of the opinion that, teachers with input into certain school decisions will be more likely to be satisfied because it is an acknowledgment of their professional status.

Participation is a conscious and intended effort by individuals at a higher level in an organisation to provide visible extra- role or role-expanding opportunities for individuals or groups in a lower level in the organisation to have a greater voice in one or more areas of organisational performance. In decision making, participation influences sharing between employees and managers and it is essential and highly desirable in school management. Fonkeng and Tamajong (2009, p. 109) view the idea of participation through consultation in decision making as a means of enabling directors, managers, or heads of organisations to draw upon the knowledge, experience, expertise and judgement of his colleagues while they in turn derive professional satisfaction from making their viewpoints known and from putting their advice at his disposal.

The School should be seen as corporate social responsibilities. In this light Edem (1999, p. 242), postulated that the principal should ensure active and total participation during deliberations in meetings by brainstorming and using nominal group technique in order to bring about team and consensus building within the school. In the same vein, Denga (1986) further said principals should furnish the proposed terms of reference of meetings well in advance so that necessary facts, findings and information gathering can be done to ensure deliberations for the school benefit. To Ndongko (1989) held that, the teaching staff should have formal representation within the various decision-making bodies and structures in line with the approach of management by committees as school-site governance policy. The various committees such as personal, finance, sports, socio-cultural etc, will make teachers to adopt a more proactive role in school administration in particular and the life of the school in general leading to a sense of belonging, engagement, and responsibility.

In decision making, according to Rosenholtz, (1985, p. 357) teachers feel ownership and commitment of the process when they are called upon to participate in the decision-making

process. On the contrary Chima and Gloria (2016, p. 218) argued that sometimes in certain decision making, teachers opinions do not count they are treated mainly as recipients rather than participants in the process of making critical decisions. Whereas, Hoy and Miskel (2001, p. 242) found that teachers both male and female expressed dismay and frustration in administration over their inability to influence the process of decision making. They found that they were not called upon, irrespective of their ages experience and qualifications and they were made to feel that they were not up to the task of making good decisions.

The increase in participation of all is very essential when there is a need for a change in performance or improvement in output. Dessler (1998, p. 424) supported firm that “participation through the obtainment of group agreement to a particular course of action in selecting from several alternative solutions as specified in advance by superiors is important”. This approach involves neither problem identification nor problem solving. However, we should bear in mind that there is more to “participation” than just calling a meeting and asking some carefully calculated questions. Lawrence as cited in Ndongko (1989, p. 425), said that participation is a feeling on the part of people, not just the mechanical act of being called in to take part in the discussion. Participation helps to enhance change as employees feel that you are honestly interested in their opinions and that they are actually involved in the change. A failure of workers to have these feelings would mean all the attempt at “participation” will probably backfire. That is why Gosksoy (2014, p. 172) added that, in decision-making those involved, they should be valued and their ideas considered because when individuals understand that they are respected they can express their sincere feelings about innovations.

Besides, managers in making decisions also need a supportive environment from colleagues and superiors where they will not be unfairly criticised for making wrong decisions. This may explain why Griffen and Moorhead (2014, p. 385) affirmed that:

“A climate of criticism and fear stifles risk- taking and creativity as a result managers react by minimising the risk of criticism which diminishes the business effectiveness in responding to market changes”.

Decision-making increasingly happens at all levels of a business. The Board of Directors may make the grand strategic decision about investment and direction for the future growth and managers may make the more tactical decisions about how their department may contribute most effectively to the overall business objectives. But quite ordinary, through consultation, employees are increasingly expected to make decisions about the conduct of their own tasks,

responses to customers and improvements to business practice. Anderson (2015, p. 06) was against the standard model which view emotion as simply one input into decision but he goes further to see that emotions influences decisions at multiple points and in more complex ways than typically considered. For example, emotions are involved before the inception of a decision, in determining whether an individual skill perceive the need for a decision, in implementing decision, and in avoiding decision.

Jones (1997, p. 02) discovered that like managers in the cooperate world, educators are now being asked to flatten organisational structures, reduce central office directives and give employees the opportunity to take ownership for institutional decision-making. This initiative, it is argued, will tap the expertise of those employees most closely associated with the instructional process while making schools more responsive to institutional stake holders. Wadesango and Bayaga (2012, p. 1690), were of the opinion that group decision-making can generate a greater number of alternatives that are of higher quality than the individual decision-making and may also lead to a greater collective understanding of the eventual course of action chosen.

If an organisation wants to succeed the Director in charge must make sure before the making and the implementation of certain decisions, he need to consult the subordinates and gather enough information from them also. That is why Griffin (2013, p. 223) said that any consultation carried out by using employee' creativity is essential for organisational survival. Since it results in more and innovative, alternatives to aid decision-making and increases the possibility of a maximizing rather than a satisfying solution. Besides, Bell and Will (1996) viewed that during consultation in decision-making, all people should be heard and conflict should be avoided on issues because it creates a loss of face for all involved. And at times if not taken care of it will go to affect efficiency because cooperation that is highly needed at the job place has been tempered with.

For administration to be effective in secondary school, the teaching learning periods of the teachers should not be manipulated or misused. This will permit them to be able to have enough time for effective teaching and learning. This goes to support the view of Njouny and Titanji (2016, p. 167) and others who are of the opinion that teachers only prefer involvement in making-decisions that have direct teaching and learning implications and allow routine day – to – day administrative decisions to be made by Principals and other administrators. These

ideas by teachers permit them to spend enough time to teaching and ensuring that students are learning.

The consultation of subordinate in decision-making assists the head of the institution to make good decisions though Hoy and Miskel (2008, p. 322) see participation in decision-making, as a procedure where time is always a potential constraint because groups decisions-making, characteristically require more time than individual decisions. To them this process of consultation and participation, usually produce important conflict and these conflicts can prevent action through decision making to be taken. This particular decision-making involves discussion, debate and at times conflicts and coordination becomes difficult because the numbers of actors may increase and management becomes more difficult. Although Goksoy (2014, p. 172) says teachers and students are not always involved to take part in decisions making at schools as much as they would like to. Nevertheless, Njouny and Titanji (2016, p. 166) holds that for principals to come out with desired outcomes that give a name to its existence they must learn to share certain decisions that impact the school with subordinates.

Musua et al (2014, p. 82) are of the opinion that principals who cherish and manage carefully the knowledge among the experienced members of staff will often succeed in making decisions that will gain popular support within the institution. Beside the above, these authors held that it is desirably and democratic to include as many stakeholders as possible in making decisions. It should be understood that in administration when leadership is shared, it helps to enhanced the growth of the organization. That is, the subordinate will always find joy in doing anything that will help to enhance the growth of the organization because their presence in the organization is somehow taking into consideration. That is why Njouny and Titanji (2016, p. 167) is of the opinion that the moral performance and productivity of employees will improve when important decision that shape employees and the organization are jointly made by the leaders, subordinates and others stake holders. This goes to confirm the view of Omobude and Igbudu (2012) that, there is high probability that decision made by the Principal with other subordinate will be better than those that the head of the institution usually sits and make alone.

The public which is the educational consumers, to a large extent determines what goes on in the school organization. That is why Amadi (2008, p. 42) said that, it was the place of the education administrator to identify what the education consumer wants from education and provides them accordingly. To him, once the community is in harmony with the school

organization, some measures of accomplishment to the school goals is guaranteed. So it is the place of the Parent Teachers Association (PTA) and others Stake holders in the school to join hands with the administrator to formulate policies and reach major decisions as the situation demands.

The environment where the school is planted can be seen to have a strong role on the functioning of the Institution. That is why Ikegbusi (2014, p. 121) is of the view that good community relation through consultation and negotiation enables the school to receive learning means, enabling environments and possibly, attracts capable and professional educationist from the community to the school. Chima and Gloria (2016, p. 217) are of the view that if a healthy relationship exists between the school and its host community, it becomes almost easier for the community to absorb the graduate, putting that they have been part of the learning programmes of the student from the beginning.

For any organization to succeed in its mission, it must try to admit or abide to certain cultures or customs that make up the organization. Ugarlu (2013, p. 256) view the school as an organization with diverse cultural backgrounds which can be well affected by the decision of the administrator and at times these decisions will go a long way to influence the academic performance of some of these students.

Principals do not know much about the school curriculum when it comes to matters that concern a better implementation of the school curriculum. The Principal need to always consult the Dean of Studies and the Vice-Principal for any decision on the school curriculum because, they are those who are very vest with the implementation of the school curriculum. But, some Principals take upon themselves to do the implementation. As a result, some fail to accurately implement the curriculum in their different establishments. This usually ends up with a lot of problems in the institution on the part of the teachers and the students. That is why Udoh-Uwah (2015, p. 02), and Chima and Gloria (2016, p. 2018) support the view that poor understanding and implementation of the new curriculum content by teachers and students has much to play on the learning of students. They say that a failure in the good implementation of the curriculum will lead to ineffective instructional delivery, poor classroom management and control, and indiscipline amongst students and teachers thereby leading to low output from the teachers or the school.

2.2.5. 2. Delegation

2.2.5.2.1 The Concept of Delegation

Delegation in administration is one of the most of all human endeavours. It started even from the time of the creation of organisations and administration of all levels where the school is not left out. The school is a complex organisation in which many activities are carried out with the aim of achieving the objectives of teaching and learning. The principal above all cannot do everything alone. He needs a helping hand not only from his teachers but sometimes from other support staff and even the student body. That is, he has to delegate certain responsibilities to the teachers and other members of the school community. According to Ndongko (1989, p. 175), the principal must delegate duties according to each individual's degree of integrity, interest and ability. When delegating, the principal has to give each delegated teacher some support in the course of executing the task delegated to him.

Delegation is very important in every organisation if the manager will want to be successful. Yuki and Fru (1999), looks at delegation to be a complex process in which the managers of organisation assign new tasks, increase the load of responsibilities and attribute authority to their subordinates to act without any authorization. They hold that it is not the sharing of power but it is the distribution of powers to others by moving the locus of decision making authority from the higher levels to the lower levels in the hierarchy. To Fonkeng and Tamajong (2003, p. 95), delegation of authority means the entrusting to another the execution of some power or duty vested in oneself. Delegation does not imply the parting of powers by the person who delegates but rather points to the conferring of an authority to do things which otherwise would have been done by whoever is delegated. It is more or less an extension of one's authority rather than a reduction. This is supported by Ndongko (1989, p. 174) who confirmed that, delegation of responsibilities to teachers does not mean that the principal has given up all his powers but simply that the teachers to whom certain duties have been delegated are performing such duties on behalf of the principal. If anything goes wrong in the process of performing such a delegated function, the final responsibility rest on the principal. This implies that, the principal does not rid himself of the responsibilities that he has delegated. To Titanji (2017, p. 422), delegation is a process of handing over responsibility and authority without any accountability to a subordinate. It should be understood that as a leader or school head, even though you may push or assign your duties to a subordinate, during this process, any short

coming will still come back to you to give account to your superiors. That is to say, the principal will remain accountable to any situation that happens in the school.

During administration, the reason behind the delegation of powers or the sharing of leadership with subordinates regardless of the form it takes is to see that everyone (stake holder) contribute to the success of the institution following their different abilities. This was supported by Zastrow and Kirst-Ashman, (1990, p. 514) whom on their part held the view that, managers carry out delegation of power to subordinates as means of fully involving them to highly participate in the decision-making process. But it should be understood that at the end of the day, it is the manager who ultimately is responsible for the outcomes of a decision. So it is advisable for managers and other administrators to be conscious of the individual to be delegated a responsibility.

All various aspects of school administration are directly the responsibility of the school principal/head but since he is not physically or humanly disposed to exercise all these duties effectively and efficiently, he is forced to rely on the services of other staff members who are of necessity, required to collaborate with him for the smooth running of the school.

After delegating power to some personnel, the principal does not necessarily pull him away from the daily affairs of the school otherwise he becomes remote and less accessible. He must carry out supervision and control because confidence in his subordinates does not exclude surveillance or control. Also, the school structure should have within itself, procedures for self-evaluation. Through this process of evaluation, it will be possible for the head to come to terms with the merits or demerits of delegating powers. Besides, Njouny and Titanji (2016, p. 169) are of the view that, sharing decision-making with subordinates is also a strategy to socialize your teachers for future role as school administrators. Since this process might assist them to grow professionally for future tasks.

2.2.5.2.2 Delegation and Decision making

To experience change in an organisation, delegation of authority and functions is sometimes very important. Dessler (1998, p. 425) holds the view that, for an organisation to experience change, managers must sometimes adopt the delegated power approach in the organisational development. Here, they will get workers themselves to work out the necessary changes through data discussion and sensitivity approaches. This will encourage workers to develop their own analyses of the data, which are presented in the form of summary findings, data

reports etc, thereby given the employee much time to analyse the data, identify problems, and develop solutions which may go to improve on the functioning of the organisation. If an organisation wishes to make a change in its output or other changes, the managers concerned may decide to delegate some of his or her responsibilities in to the hands of the workers. This action if well implemented will go a long way to improve on the output and the functioning of other areas of the organisation since the workers are those who carry out the day to day running of the organisation.

For an organisation to function successfully, the manager must learn to give out some of his duties that are not very demanding, to some of his or her subordinates so that he or she will be able to concentrate in the day to day running of the organisation. According to Griffen and Moorhead (2014, p. 328), delegation has to do with the process by which the manager assigns a portion of his or her total workload to others in the organisation. This is to enable managers get more work done. By participating in decision-making and problem solving, subordinates learn more about overall operations and improve their management skills thereby developing for the wellbeing of the organisation and for future promotions.

When power or authority is giving to subordinates, the head need to supervise and control so as to make sure that, the services rendered by the subordinate will still be of high value. That was why Ebert and Griffin (1995, p. 135) maintained the fact that, a refusal of an employee to do an assigned task correctly and on time, might result to a reprimand, a delayed promotion, or even dismissal from his or her job. This was because managers have authority over employees due to power that had been legitimized by the organisation. Ivancevich and Matteson (2005) avers that the delegation, which is an execution function should be given to people who have the most relevant and timely information or the most appropriate skills that may go to assist the smooth functioning of the organisation.

It is very important today for the heads of the institution to delegate certain duties to subordinates so that they can have enough time to carry out administrative duties in the institution. That is why Njouny and Titanji (2016, p. 165) are of the opinion that, the principal as the school head cannot be everywhere at the same time to ensure that things are working the way they should work. Besides, School Principals usually work in environment characterized by limited resources. To manage these scarce resources, it should not be the problem of the Principal alone. He or she has to work hand in glove with the subordinates who are in the institution so that they will be able to accomplish the organisational goals.

One of the challenges that heads of institution face is how to empower or create an environment in their institutions that will give room to the competence of teachers and other personnel through their different opinion and ways of doing things. Heizer and Render, (2013, p. 250) look at empowerment which is delegation to be the process in which a manager shares power with a subordinate. Managers may empower subordinate managers to participate in the decision – making process, and by given them access to relevant and important information. This will facilitate and improve on their responsibility, skills and confidence to do. Beside, in decision-making authorities have opportunities to make significant decisions and to gain skills that enable them to advance in the company. It should be noted that, by virtue of their right to make decisions on a broad range of issues, managers develop expertise that enables them to cope with problems of higher management that permit them to be effective in the day to day running of the organisation.

During administration, the reason behind the delegation of powers or the sharing of leadership with subordinates regardless of the form it takes is to see that everyone contributes to the success of the institution following their different abilities. That is why Chima and Gloria (2016, p. 246) suggested that teachers should not only be left in the classrooms, to carry out their normal duties of participating in the teaching learning process. If need arise, they too should be called upon to assist in the administrative duties in the school or out of the school. This may at times act as a motivator to some of them. Titanji, (2017, p. 203) holds the opinion that teachers and other subordinates will feel happy to execute their duties when the head of the institution, in the course of his administration, create and foster the working environment by giving them other responsibilities that makes them more responsible. This is supported by Arya, (2015, p. 32) who posits that teachers should be empowered by the administration so that this will go a long way to increase their contribution to decision making in school. This might sometimes act as a form of motivation to the teachers concerned. Besides, if schools are to succeed in encouraging teachers' participation in administration and decision making, they must redesign their management process to help teachers to develop the skills and discipline needed for them to participate in order to reap all the benefits of participation.

Similarly, Dessler (1998, p. 160) affirms that decision-making is associated with job enrichment general demand corresponding to changes in organisation's selection, placement and training procedures. It was realised that workers who have the ability to learn the new techniques have to be trained in their proper execution, new selection criteria, have to be developed and more care has to be taken in placing employees in the more demanding jobs.

Some heads of institutions still mismanage the little funds that are always placed at their disposal to assist to run their institution. Though Udoh-Uwah (2015, p. 02) observes that even with the little funds, some still misappropriate the funds and this has created a lot of problems in implementing those laudable secondary school programmes. There are also problems in the distribution of incentives and other little motivations to teachers that at times will never reach them. Ogba and Igu (2014, p. 59) are of the view that one of the biggest challenges of secondary school management and administration is poor funding. They added that adequate educational programmes can only be achieved depending on the extent of the economic provisions to support the programme. We have to bear in mind that, the responsibility of the Principal is to delegate other administrative staff like the Director of academic affairs and the Vice Principal to execute other school project so as to avoid mismanagement of funds since the Principal might be much occupied and may not have enough time for control.

School administrators need to assign responsibilities clearly in their various institution. In other words, for effective administration to occur in school, what should be done by who need to be clearly defined. This is so because, the solution of most administrative problems requires the combine effort of many school members and each individual should understand the role he or she has to play during each phase of the problem, right up to the implementation process. This can be supported by the resolutions of a conference that was organised from the 2nd to the 27th of May 1995, in Yaounde. During the forum, they came up with some recommendations to school heads if their schools have to be efficient. Among other point spoken at that forum, was the idea on delegation of powers to other staff members for effectiveness and efficiency.

2.2.3. Communication

2.3.3.1. The Concept of Communication

The term communication is derived from a Latin word “communicate” meaning “to make common, to share, to impart, and to transmit”. Communication is the sending and the receiving of information from one person or group of people to another. Fonkeng and Tamajong (2003, p. 110), noted that communication has become an integral part of the process of school administration and it is impossible to conceive of organization, administration or any major step in the administrative process without communication. Donnelly, Gibson, and Ivancevich (1992, p. 427) and, Bucăța and Rizescu (2017, p. 49) supported the ideas on the importance of communication which must be obeyed and learned. They went ahead to say communication makes efforts to influence and persuade which must be acted upon. That is to say, the way an

administrator communicates is essential and crucial in obtaining efficiency at the work place. According to Hoy and Miskel (2000, p. 292) communication meant sharing messages, ideas, or attitudes that produce a degree of understanding between a sender and receiver or among people. Since our focus is on the school organisation, we will assume that the sharing of messages, ideas or attitude occurs in a school structure among administrators, teachers, students, parents, and other interested constituencies. Communication is so pervasive in schools. That is why, it is a fundamental and integrative process in educational administration.

Communication assists the understanding of one another through information sharing. Looking at the work of Warren (1988, p. 177), communication is the passing of information and understanding from one person to another. It is seen as an active process because it involves at least one sender and one receiver. Information and understanding are passed to the receiver, and knowledge of its effect is passed back to the sender in the form of feedback. Human action is needed to accomplish goals in schools, and goal-directed behaviour is elicited through communication. Therefore, the greater the clarity of the message, the more likely teachers and student's actions will proceed in fruitful direction. Administrators want receivers such as teachers and students' firsts to understand and accept their ideas and to act on them.

Also, communication should not be seen as a one-way process. Dessler (1998, p. 248) views communication as not just sending information. To him, this distinction between sharing and proclaiming is crucial for successful management. Management communication should be understood to be a two-way process that is why managers or directors in some companies are motivated with the desire to share understanding with employees as a result they move down to the shop floor or eat breakfast with them. We should understand that what the manager or principal learn from direct communication with subordinates help to shape their understanding and their cooperation during management.

2.3.3.2 Communication in Decision Making

For an administrator to be successful in administration, he or she must make sure he gathers enough information on a situation before making any decision. That is why Hoy and Miskel (2008, p. 320) held the view that successful administrators in making decisions have to first of all engage in substantial preliminary work, seek more information, differentiate between fact and opinion, and frequently encourage subordinates to take part in the process. During the decision making process, school administrators need to make sure that the alternative was clearly understood. This is accomplished by communicating the decision to all involved staff.

Effective communication is necessary for effectively implementing decisions. School administrators need to encourage acceptance of the alternative as a necessary course of action.

But on the other hand, care should be taking when involving the hierarchy because their hierarchical differentiation interferes with the free flow of information thereby slowing down decision making on certain situations that may arise. That is why Griffin (2013, p. 310) was of the view that an effective administrator needed to be sensitive to organizational actions and attitudes that do not measure up to the prescribed standards.

In the process of communication, it should be understood that, successful communication take place only through the desire effect of the receiver's behaviour. On the one hand, if there was an absence of an effect of his behaviour it means the receiver of the other message was not recorded. This was strengthened by Daft (1999, p. 279) who says successful communication will be seen in a case where a supervisor reprimands a female employee, and as a result she leaves in tears. The tears are the immediate effect of the reprimand.

Face to face interpersonal communication is very essential during consultation with employee in decision making. To Hellriegel, Slocum and Woodman (1986, p. 178) confirmed that face – to – face interaction disclosed more information and provides immediate feedback so that the employers can check the accuracy of their understanding and make corrections or other suggestions if needed. During this exercise the employer or administrator is able to observe body language, tone of voice, and facial expression of workers on any proposition or suggestions raised. There by assisting to guide him on the type of decision to pursue.

Communication is not just getting anything, the person who is communicating must have an information to pass across to the receiver. Davis and Newstrom (1985, p. 626); Robbins and Timothy (2013, p. 336) held that “communication process is the method by which a sender must reach the receiver with a message in communication. These processes require six steps which included;

- To develop ideas was the first step: An idea must be established and understood. That is the key step, because unless there is a worthwhile message, all other steps are somewhat useless.
- To encode is step 2. For the sake of transmission, to encode, is to convert the idea into suitable words, charts, or other symbols that may later be organised to suit the type of

transmission. For example, back – and forth conversation usually is not organised in some way as a written memorandum.

- To transmit is steps 3; it is to convey the finally developed message by the method chosen, such as by memo, phone call, or personal visit. Senders also choose certain channels, such as by passing or not by passing the manager, and they communicate with careful timing. At times it is said by workers, “Today may not be the right day to talk to one’s manager about that pay raise”. This is to say, senders also try to keep their communication channel free of barrier, or interference, so that their message have a chance to reach receiver and hold their attention.
- To receive is step 4; it is the initiative transferred to receivers, who turn to receive the message. If it is oral, they need to be good listeners, because if the receiver does not function, the message is lost.
- To decode which is step 5. It is the attempt to understand the intended message. The sender wants the receiver to understand the message exactly as it was sent. It should be cleared in mind that, even with the best of intentions, a receiver may not understand exactly what the sender intended, because the perceptions of the two people are different. It is the receiver who conditions his mind to understand and may choose to understand or not.
- Many employers overlook at decode when given instructions to explanations. They think that telling someone is sufficient, but communication is not truly successful until there is understanding. This is known as “getting through” to a person. Managers and other decision makers should always ask themselves everyday: “Am I getting through to others if they want their organisations to be successful?”
- Use, the last step in the communication process. This last step is for the receiver to use the communication. The receiver may ignore it, perform the task assigned, store the information’s provided, or do something else.

A school administrator should always establish an effective channel of communication with his teachers during decision-making. To Hoy and Miskel (2008, p. 292), he was of the view that, school administrators should understand their staff and school problems in general when carrying out decision-making. The school administrator was needed to have a full picture of the school’s activities all the time, so that he was able to keep his staff informed of the plans,

policies and programmes and the staffs was then able to communicate with him or her and each other. Ikegbusi (2014) in describing internal and external communication in schools' asserted that, schools like organisms are dependent upon an efficient network of communication between the administrations and people who make the school community if they operated as intended. When a decision is made in a school it must be communicated to all its subsystems that will be affected by it. Also, Robbins and Timothy (2013, p. 335) noted that in order to persuade, instruct, directs, request, present, inform, stimulate or develop an understanding, the head of the organisation must communicate.

According to Ugurlu (2013, p. 256) a school can become more effective if the staff and other subordinates are well coordinated and effective ways of communications are used. The principal or head of the institution need to always be timely for any feedback to students or teachers be it the activity. This view was also supported by Udoh-Awah (2015, p. 03) who on his part said that supervision reports must be made available to teachers timely and the head has to follow up to see that the necessary advice that were given during inspection have been implemented. It should be known that if the people who must carry out a decision participate in the process, they are more likely to endorse enthusiastically the outcome. Thus, the degree to which persons have or have not been involved in prior steps may substantially affect the success of the total decision-making process.

The importance of the quality of communication during decision-making in schools cannot be estimated. Superior-subordinate communication, between principal and teachers should not be underestimated. To the researcher, this is so because Principals always want job related information from teachers and teachers seek information that gives scope to their efforts. Communication as an interpersonal skill is very important to school principals and it enable them bring school problems to stakeholders. According to Farrant (1986), the principal should institute an open door policy with a time frame for reception and granting of audience.

Also, the teaching staff under the chairmanship of the principal should meet at least twice a term to discuss important issues affecting the school. The school principal who should summon all staff meeting should ensure that date, time and venue for meeting is communicated to the staff at least three days in advance except for emergency meetings. It is also advisable to ensure that the topics to be discussed are listed on the agenda and where possible short briefs produced for the guidance of all.

Communication pervades all organizations because most organizational processes require communication to solve problems, and accomplish goals. Robbins and Timothy outcries the importance of communication when he stated that

“Communication is the ingredient which makes organization possible, it is the vehicle through which the basic management/administrative functions are carried out. Managers and administrators direct through communication, they coordinate through communication and they plan and control through communication”. Robbins and Timothy (2013, p. 336)

On the other hand, other people make mistakes in trying to make their point through arguing, or by cajoling or prodding. This kind of behaviour is rarely effective at getting another person to change his or her position and has the added disadvantage of distracting the listener himself. The listener may become so preoccupied with “making his point” that he missed the meaning behind the speaker’s words. This Misinterpreted information that the listener carried will go a long way to affect his work behaviour at work. Beside, Mescon, Bovee and Thill (1997, p. 189) held that communication was the transfer of information and understanding from one person to another through ideas, facts thoughts, feelings, and values. It could be seen as a bridge of meaning among people so that they can share what they feel and know by crossing safely the river of misunderstanding that sometimes separate people. Communication is as necessary to an organisation as the bloodstream is to a person. That is to say an organisation such as the school will not be able to survive if there is no form of communication.

According to Hoy and Miskel (2000, p. 265) during the process of decision-making in administration, administrators needed to put in to place those things that enhance the coordination process (effective coordination) in administration such as centralized direction and they had to avoid difference and restricted communication since they hinder the free flow of communication in any organization. Beside, Ayar (2015, p. 101) was of the opinion that principals must provide strong directive leadership to facilitate communication, manage instruction and in all, set the tone of the school.

Communication is essential to the functioning of all organizations. It should be understood that in the process of decision-making in administration, every manager must be a communicator. That is to say, everything a manager does communicate something in some way to somebody or a group. That is why Ivancevich and Matteson (2008, p. 482) held that despite the tremendous advances in communication and information technology, communication amongst people in organizations leaves much to be desired because it does not depend on technology

but rather on forces in people and their surroundings. It is a process that occurs within people in organization.

Sometimes it is very difficult for administrators to make decisions. That is why Agbor (2017, p. 155) was of the view that administrators are confronted to carryout decision at all times, often with very little time to consider the decision. At some times they are forced to carryout decisions without gathering enough information. And decisions of this nature may go to affect the functioning of the organization. Besides, Robbins and Timothy (2013, p. 446) suggested that, during chaotic situations in an organisation, a unilateral approval to change may be appropriate where a person with high formal authority such as the manager can simply make a decision to issue a decree that push through to generate a change. It could be a “one way” announcement. Also, in situation like that instead of decreeing or injecting new blood into work relationships, management make decisions to change the required form of relationships or subordinates working in the situation. As a result of the change in the structure of the organizational relationships, organisational behaviour is also presumably affected.

Managers need to effectively put in place effective means of communication whenever a decision is made. Daft (2006, p. 179) proposed that, a manager’s plans and decisions may be the best in the world, but until they can be communicated they are worthless. Great management ideas are strictly arm chair until a manager puts them in to effect through communication in the organisation. Besides, it should be understood that, in all organisations, management and controlling pass through the bottleneck of communication. No organisations can function without communication. Consequently, the relationship between the managers and employees in an organisation is communication. This was because, the manner in which the manager or director’s message is conceived, processed and used by employee makes the organisation meaning full or meaningless to its objectives and to the society at large.

There are different methods of communicating information to the next party. According to Hoy and Miskel, (2001, p. 273) they noted that administrators should not only convey meaning in words but they should also use different means to communicate certain information to those concerned. The same word may have a wide variety of meanings because people have different communication abilities, levels of knowledge, and background. In the communication relationships senders should always, communicate with care, because communication is a potent form of self –revelation to others. It tells something about the kind of people

communicators are, the way they think, and what their values are. Therefore, communication is the basic in all interpersonal and group relationships.

Two-way communication during a decision making may be hampered to the effective application of certain decisions. Devis and Newstrom (1985, p. 429) viewed that two way communications can hamper or change the intentions of decision makers. This means that, received mismatched information can change already existing value systems, prior decision, or other information that decision makers may have had in mind. As this might cause them to obtain the new communicated inputs, change their interpretation of the inputs, reverse their decisions, or change their values.

Interpersonal communication needs to be effective for any instruction or information to be executed. That is, the sender and the receiver must understand each other. Hellriegel, Slocum and Woodma (1986, p. 178) proposed that, effective interpersonal communication is fundamental to the management process, however, the most eloquent speaker is doomed to failure if the receiver does not actively listen. But if there is active listening, the messages intended by the one who is the sender is likely to be acutely understood and interpreted there by facilitating the functioning of the organisational activities be it the school. Also, Hoy and Miskel (2012, p. 365) supported that, two ways communication motivates members of a group to make expert suggestions in order to win the respect and esteem of fellow participants. But they go ahead to say that, unrestricted communication may drown effective action in a sea of conflicting ideas. Though true information helps in selecting good ideas but too many ideas hinders agreement, and coordination will require agreeing on a single master plan which might create a lot of difficulties for any resolution to be taken.

Working in line with the above, Fonkeng and Tamajong (2009, p. 124) hold that, to effectively ensure a two-way communication, it is important to support all oral communication with written reminder and to repeat instructions on strategic occasions. Besides, it should be understood that not only oral communication should be supported by written reminder. As a matter of fact, the principal should be aware of the needs to follow up a previous written action at the appropriate moment.

Many managerial tasks are partially or totally carried out through interpersonal communication of one type or another. For example, one to one contact between superior and subordinate or between two peers, formal meetings, of decision – making groups and informal person – to – person communication. That is why Ndongko (1986, p. 179) presented the facts that, face – to

face interpersonal communication is probably the best way to discuss and resolve issues especially those that involves ascertaining and ambiguity task and the chances of identifying an error in thinking is increased. Also, Hoy and Miskel (2012, p. 364) said that open and free – flowing communication brings a variety of perspective, experiences, and information to bear on the common issue to be examined.

Communicated information can only be successful when it is well deduced by the receiver and therefore going to serve the purpose for which it is meant. That was why Hellriegel et al (1986, p. 179) confirmed that words spoken face – to – face, telephone calls, letters, memos, and computer become information when they reinforce or change the understanding of receivers with respect to their ideas facts, opinions attitudes or feelings. This is also supported by Dessler (1998, p. 93) who holds the fact that, even decision and policies would have no effect or any real existence unless they are recognized and understood by those who put them into effect. Ivancevich and Matteson (2008, p. 442) stipulate that, instructions, guidelines, and policies must be communicated verbally to subordinates in most work situations. The needs to discuss job – related factors influence the span of control. As a matter of fact, an individual who can clearly and concisely communicate with subordinates is able to manage more people than one who cannot do so.

Managers need to be considerate by keeping employees informed about matters that affect their work. That is why Powers (1992, p. 526) went ahead to add that, employees whose assignments must be changed deserve an adequate explanation of what changes are to be made and why they must be made. If the situation affects an entire group, the group should receive enough information to understand what is going on. Much of this is always accomplished or carried out during regular staff and departmental meetings. This will go a long way to boost their individual moral at work. Managers must have that empathy spirit in dealing with their workers. The ability to put themselves in the workers or colleagues' shoes in a conversation can be crucial in understanding and dealing with their reactions to situations.

A school administrator should always establish an effective channel of communication with his teachers, Perry (2006) puts it in this way, the school administrator will understand his staff and school problems generally and will have a full picture of the school's activities all the time. This will help him or her to be able to keep his staff informed of the plans, policies and programmes and the staff will be able to communicate with him and with each other. Farrant (1986), in describing internal and external communication in schools' asserts that, schools like

organisms are dependent upon an efficient network of communication between the administration and people who make up the school community if they are to operate as intended. When a decision is made in a school it must be communicated to all its subsystems that will be affected by it. Robbins and Timothy (2013, p. 166) notes that in order to persuade, instruct, directs, request, present, inform, stimulate or develop an understanding, the school administrator must communicate.

It is very important for every communication to be effective. Ayar (2015, p. 100) viewed that some principals usually fail to communicate or relate well with their teachers and even the students. For a principal to achieve free flow of communication in decision making among teachers and students the principal should devise the following:

Communication carried out during meetings and school assembly. The principal should hold occasional meetings with the teachers and the student's representatives if there is a need. The meetings should be conducted in a relaxed atmosphere so that teachers will feel free to voice out their grievances if any opinions about what is going on in the school. They may even offer useful suggestions for improvement in the administration of school affairs. Misunderstandings and points of grievances can be talked over amicably. The school assembly can be another good forum for disseminating current news of general interest, making announcement and passing instructions to students.

Furthermore, communication through the school notice board – The school notice board is another medium for passing information and instructions to teachers and students. Important news items and instructions should be posted on the notice board following the announcement in the assembly. To protect the news items or notices from being destroyed or removed, the notice board should be centrally located. If possible such notice boards should be provided with locks so that it will be impossible for people to tamper with the news items posted on them. Also, the issue of technology should be acknowledged in recent years to dramatically increase our access to the information that goes a long way to facilitate the decision making process. This is supported by Reitz (1987) who holds that people, will make economically rational decisions if only they could gather enough information.

Communication by school journals and magazines: staff and students should be encouraged by the principal to make contributions in writing to the school journals or magazines. A school editorial board should be appointed to scrutinise articles sent in for publication in the journal or magazine. Only writings or articles that are lofty in tone should be published. Such magazine

and journals give the mirror image of the school and serve as useful and reliable sources of information and knowledge for the students.

The importance of the quality of communication in schools cannot be estimated superior-subordinate communication between principal and teachers should not be underestimated. To the researcher, this is so because Principals always want job related information from teachers and teachers seek information that gives scope to their efforts. Communication as an interpersonal skill is very important to school principals and it enable them in bringing school problems to stakeholders. According to Farrant (1986), the principal had to institute an open door policy with a time frame for reception and granting of audience.

Some people, even some principals during work assignments at times were not very effective in interpersonal communication. Dessler (1998, p. 382) held the view that during interpersonal communication in organisations some people make a number of common mistakes. For example, while most people hear what the person speaking is saying, much of it is not register, because the listener is busy trying to figure out the actual meaning and feelings behind the speaker's words. Also, this may go to explain why Ayar (2015, p. 100) viewed that some principals usually fail to communicate or relate well with their teachers and even the students. It should be cleared in mind that communication is what the receiver understands, not what the sender says. In an organisation, managers may tend to think that where their bulletins are sent, they have communicated but transmission of the message is only a beginning. A manager may send a hundred bulletins but there is no communication until each bulletin is received read, and understood.

Communication through negotiation is a means of that is used to make decisions and manage disputes. Negotiations is a means of discussion between two or more disputants who are trying to work out a solution to their problems. It could be that a party to a negotiation comprises a person or a group of persons and it should be understood that negotiation occurs in business, non-profit organizations, government branches, legal proceedings, amongst nations and in personal situations such as marriage, divorce, parenting, and everyday life as a means of communication.

Communication through negotiation is used by the school principal during the implementation of the decision in a problem - solving process in school and other organisations. In resolutions and consensus during decision making, negotiation assisted the principal to manage teachers' behaviours and even those of students by emphasizing on personal responsibility and self-

discipline when minor or major disputes arise in school. Besides, communication through negotiation in decision making is at times not only used to implement effectiveness in other educational administrative related activities that could assist the Institution to function well. This could explain why Titanji (2017, p. 327) held the view that, decisions on the goals of education as well as the strategies to achieve them are often debated upon because of deep-rooted differences among the various stakeholders.

Some principals usually falsify the number of students that they have in their various institutions. This falsification of student data goes a long way to affect the staffing situation, the student-teacher ratio and the output. Udoh-Awah (2015, p. 02) was of the view that decisions made by the head that falsified population census figures and students' statistics with incomplete records of resources in school constituted serious impediment of secondary school administration. Since this might lead to understaffing of some institutions and students overcrowding of the available infrastructures which might be good grounds for future tension in school.

It should also be understood that the existence of conflict does not actually reveal that there is a problem. Conflict at times in an educational system is seen to be very normal because of the issue of scarcity of resources, diverse interests of its stakeholders unsatisfied needs of teachers working condition and other differences. It is necessary for us to understand that we cannot do away with conflict in education though they may have positive and negative effects. We should always learn to make best use of them whenever they come up.

Titanji (2017, p. 304) held the view that managers, leaders of institution and other leaders need to acquire a mastery of conflict management skills, play the role of mediators when others are in conflict. It is important for administrators to possess conflict management competences so as to avoid their destructive consequences. For an administration to be effective, leaders must learn on how to communicate during conflict management in school and possess the strategies of conflict resolution before they are even thought of.

2.2.4. Motivation

2.2.4.1 The Concept of Motivation

The term motivation is the internal drive that stations human beings to achieve goals. Motivation is the force that initiates, guides and maintains goal-oriented actions or behaviours. Greenberg (2016, p. 75) motivation is the process of arousing, directing and maintaining

behaviour towards particular goals. This act of arousing to him, was linked to the vigour and readiness to produce. According to Clegg, Kornberger and Tyrone (2011, p. 148) motivation was a psychological process that drive behaviour towards the attainment or avoidance of some object (be that object a person or relationship, an abstract concept such as love, or a material good such as money). Though money may not make the world go around, but heads in service-sector organisations firmly believe that recognition and rewards are powerful twin appliances for employee motivation. That is why Ivancevich and Matteson (2005, p. 227) held that money is a powerful motivator to all workers. Since to them people don't work for the sake of fun but because they need to buy the necessities and luxuries of life.

Motivation could be seen as the power within an individual or group to satisfy a need. That is why Titanji (2017, p. 420) was of the opinion that leadership in school is all about satisfying the needs of personnel and others as well as achieving the goals of the institution. That explains why it is difficult to talk on school leadership without placing it within the context of the needs of educational personnel. To Newstrom and Bittel (2000, p, 215), they looked at motivation to work to be the process that requires a person to behave in a certain manner in order to satisfy highly his or her individual needs. Also, Eleje, Maduagwu and Odigbo (2013, p. 16) pointed out that for a teacher to deliver effective service at work, he or she must keep track of new ideas, knowledge and development in the world through continuous training and re-training programs. Invariably, as teachers are obliged to engage in various professional development programmes, their motivation tendencies are intrinsically enhanced towards effective and efficient job performance.

2.2.4.2 Motivation and decision making.

Motivation during-decision is a necessary tool that needs to be employed by all administrators involved in the running of all organisations that requires human endeavours such as the school. During administration in the work place, personnel can either be motivated through job satisfaction, intrinsically or extrinsically in the course of carrying out their duties. That may be why Gbollie and Keamu, (2017, p. 02) looked at motivation during administration to involve the use of internal and external factors to stimulate desire and energy in people to be continually interested and committed to job and role or to make effort to attain a goal. In secondary school, Principals' motivational practices include: the use of good communication pattern, regular meeting with teachers, praise and appreciation of excellent performance of teachers, as well as ensuring teachers' welfare. Aja,-Okorie and Usulor (2016) looked at principals' motivational

practices to also include; recommending staff for promotion, maintaining good interpersonal relationship with them, creating atmosphere for teamwork, rendering counselling services to staff, among others. All the above if well employed during decision-making the principal will be able to have a good school atmosphere among teachers that might go a long way to support the teaching-learning process among staff and even at the level of the students.

The operation of a certain administration of a school may push workers or teachers of the institution to work in frustration. Ndongko (1989, p. 128) held that when a teacher is faced with certain circumstances of frustration, through the administrative decisions the tendency is for the teacher to employ him or herself gainfully outside the school either by operating a small store or by taking up private studies somewhere else. This will mean that the teacher will not only come late to school but he will also absent himself from school regularly. As a result, the students will be left alone to manage their own affairs in the classroom. It should be understood that with such a situation, the children can hardly pass their examination in the end of the academic year. This will mean the school will not be able to achieve its stated objectives and goals.

Following the above, Titanji (2017, p. 201) suggested that Educational administrators and principals need to create and control the school environments so that the teachers and others working in these places will feel satisfied in their social esteem needs and as well as their self-actualization. Working in line with the above definition, Nnebedum and Chidi (2017, p. 357) viewed that, decisions that could lead to the motivation of staff, maintaining mutual interpersonal relationship and creating conducive atmosphere are among the factors that could push workers to be highly committed for the attainment of the school goals.

Job Satisfaction through good working conditions could influence attendance and other factors relating to work. It should be understood that when a worker manifests a lack of satisfaction is one sure sign that all is not well in the organisation. For example, employees who are more satisfied generally have better attendance records than those who are not. These individuals participate less in unionization activities, and tend to be more satisfied with their jobs as well. Besides, attendance depends not just on an employee's satisfaction, but also on the nature of the organisation. That is why an employee who fears that staying home may jeopardize her job will probably come to work regardless of whether she is satisfied with her working condition around her job or not. Also, employees' attendance will be affected in situations where decisions are being put in place for attendance has been compulsory and there are penalties on

nonattendance. On the other hand, where attendance is more or less voluntary and absences are not penalized, we might expect employees' satisfaction to have a considerable effect on whether or not employees come to work. According to Kaya (1995), job satisfaction can be defined as:

the sum of all negative and positive aspects related to the individual's salary, his/her physical and emotional working conditions, the authority she/he has, the autonomous usage of this authority, the level of success she/he maintained and the rewards given due to this success, the social statute maintained in relation with his/her colleague and administrators.

We can talk of job satisfaction if all these elements exist in the job place in harmony. Also, job satisfaction is the condition of establishing a healthy environment or good working conditions in an organisation. An individual will maintain statute, high ranks and authority by given their capabilities such as knowledge, ability, education, health to their jobs for which they spend most of their time. And those who cannot meet their expectations with regard to their jobs become dissatisfied.

There is little doubt that working conditions is a major reason why workers turn to unions in large organisation. A research study carried out showed quite clearly that employees who were more dissatisfied were more pruned to engage in unionization activity and to unionize. It was realised that, in all cases the units with no unionisation activity had employees who were more satisfied than did the units with unionization activity.

It should be understood that the higher the educational level of an employee, the higher his or her job satisfaction, particularly with pay since people with higher educational level also have higher "reference groups". There are groups both inside and outside of the company which an employee compares his or her own entrustment. And, the higher a person's reference points the higher he thinks he should be and the less satisfied he may be at any particular point. Davis and Newstrom (1985, p. 336) said there was a relationship between occupation level and employee satisfaction through the good and poor working conditions. As a result, executives are, on the whole, more satisfied than managers, managers are more satisfied than subordinates, and so forth. In all, employees for whom work is a central life interest also tend to have the highest job satisfaction, while those with a non-work oriented central life interest have the lowest job satisfaction. All these influence negatively in one way or the other as the case the level of concentration of workers to attain the objectives and the goals of the organisation.

It is observed that some teachers in schools, are never giving the opportunity to participate in seminars and refresher courses which at times help to professionally upgrade them with new

ideas and skills. This may explain why Titanji (2017, p. 210) came up with the view that teachers need to be given opportunities to attend workshop, seminars, conferences and they should be granted study leave when necessary. Also, teachers should be encouraged to attend refresher courses and orientation programs and symposium should be organized for them since this will positively enhance their duties in the classroom and also the efficiency of the institution through the output of the students they teach.

Decision-making to adequately mentor teachers is essential for enhancing staff personnel administration through staff recruitment, scheduling, placement, motivation, discipline and controlling of employee or subordinate in order to achieve predetermined goals and objectives. Perry (2006, p. 14) held that, there was a stronger relationship between performance and Pay. Merit pay is moderately effective - consistently shown to be related to positive attitudes at work and goal achievement. To him, if teachers want to be motivated through their pay package or financial incentives given in school, they need to change their work behaviour by putting on positive attitude and proof that improvements are going on by the performance of the students in school and in public examinations. This will prove that there is efficiency in the administration.

Still in line with the above, Reitz (1987, p. 374) stated that there were millions of workers who were dissatisfied with some specified part of their job such as working conditions. These usually go a long way to affect their output and at times management as a whole. For Zastrow, and Kirst-Ashman, (1990, p. 140) on their part stated that, some managers may assume that, high job satisfaction always leads to high employee performance but this assumption is not correct. Satisfied workers may be high, average, or even low producers and they will tend to continue the level of performance that previously brought them satisfaction in the organisation. But it should be understood as rightly said by Davis and Newstrom (1985, p. 111) that, high performance contributes to high job satisfaction. The sequence is that, better performance typically leads to higher economic, sociological, and psychological rewards. If these rewards are seen as fair and equitable then improved satisfaction develops because employees feel that they are receiving rewards in proportion to their performance. Besides, if rewards are seen by workers as inadequate for their level of performance, dissatisfactions will then arise. That is why in some organisation, employees with lower satisfaction and high rates of turnover, choose more likely to go for greener pastures elsewhere and leave their employers. This is better explained in the performance – satisfaction – effort loop diagram below.

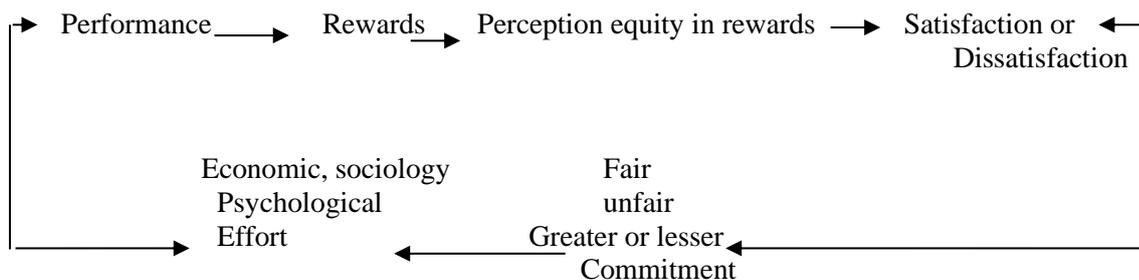


Figure 2.4: The performance satisfaction effort loop.

Source: Devis K. and Newstrom, W.I; Human at work: Organizational Behaviour. New York, McGraw – Hill Book Company (1985, p.112).

Figure 2.4 state that, where the decision making of the administrator encourages economic, sociological and psychological effort, there is bound to be performance and in the performance there is reward. The reward an individual gets after a performance is seen as his perception. Workers can be aware that there is justice in reward or no justice, when there is equity or justice there is satisfaction and this satisfaction lead to a greater commitment and fairness at the job side. And when there is no equity or justice in reward there is no performance. Hence, no satisfaction and this consequently lead to a worker less commitment and no fairness to his or her work.

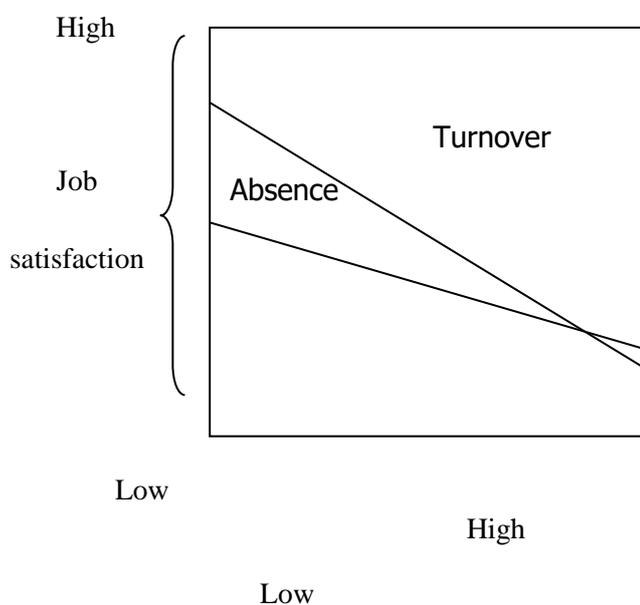


Figure 2.5: Relationship of job satisfaction to turnover and absences.

Source: Devis K. and Newstrom, W.I, Human at work: Organizational Behavior New York, McGraw – Hill Book Company (1985, p.112).

The above diagram explains the relationship between job satisfaction to turnover and absence. When decisions that have been made favours high job satisfaction, absences will reduce and the turnover of workers will be high. Whereas, when decisions made does not much favour job satisfaction, there is going to be low job satisfaction which cause workers to indulge to high absences which will influence a fall in turnover or output.

As might be expected that higher job satisfaction is associated with lower employee turnover, which is the proportion of employee leaving an organisation. Zastrow, and Kirst-Ashman (1990, p. 406) said more satisfied employees are likely to stay with their employer longer. Similarly, those employees who have lower satisfaction usually have higher rates of turnover. They are more likely to seek greener pasture elsewhere and leave their employers, while their more satisfied associates remain. From research studies, it has been identified that, in addition to employee dissatisfaction, workers who are going, have limited job tenure and lack commitment to the organisation, and those who perceive their jobs to be insecure usually go to search for alternative jobs. It should be noted that, employees with less satisfaction tend to be absent more often at work although, at times they do not necessarily plan to be absent, but they find it easier to respond to the opportunities to do so.

In addition, Hellriegel et al (1998, p. 488) stated that lack of working conditions of various sought coupled with the unrealistic expectations or ambitions of an individual worker can lead eventually to a state of complete physical, mental, and emotional exhaustion. Since workers under such conditions will no longer cope with the demand of the job and willingness to try will drop dramatically. As a result, managers should guide against constant pressure, insecurity, competition, conflict alienation, uncertainty and isolation which might lead to unfulfilled expectations, over work and lack of control. All these may push workers to stress, fatigue, frustration and helplessness at the work place which will all go to negatively affect their output and consequently the efficiency of the organisation.

Also, Reitz (1987, p. 276) held the fact that, individual who are not satisfied or happy at work and who find little reinforcement in their jobs due to certain poor decisions that were made, will tend to miss work or show up late occasionally. From time to time these individuals will go for more attractive alternatives such as taking a three –day week end trip or staying in a warm bed on a cold morning. It should be realised that workers who are punished by certain aspects of their jobs due to the type of decisions that were made, will tend to avoid these

punishments through chronic tardiness or absenteeism which will all drastically go to affect output and performance.

Beside the above, the environment surrounding a school also sometimes influences the work behaviour of teachers. In certain big towns, schools are situated either near markets, big and busy roads, stadiums and drinking parlours. The loud noises and sometimes the music distract the students and teachers as well. This fact is supported by Ndongko (1989, p. 133) who was of the view that teachers sometimes leave the school compound to do their shopping and sometimes take a drink in the drinking parlours during school hours. It should be noted that after having a drink or two, one cannot expect the teacher to carry out any effective teaching in class. On the other hand, if a school is located in a peaceful environment the teachers will not be distracted from teaching and learning.

The skills an individual has as a professional sometimes influence his level of satisfaction on the job. Also, Devise and Newstrom (1985, p. 113) was of the view that all employees for whom work is a central life interest tends to have the highest job satisfaction, while those with a no work –oriented central life interest have the lowest job satisfaction. All these influence in one way or the other workers' concentration for the interest of the firm and hence forth productivity.

Decisions on the pay package is a factor that affect the concentration of workers at the job place. Zastrow, and Kirst-Ashman (1990, p. 408) recommended that, workers tend to be satisfied when they feel they are well paid. And it is known that a satisfactory job provides a sense of accomplishment and an opportunity to learn since interests and abilities are stimulated. Beside, workers are more satisfied with jobs that have promotions from within policies, training programs personnel policies that assure equal opportunity for advancement and education, and that have good physical facilities and conveniences.

Administrators and heads of organisations should always try to make and implements decisions that take into considerations the moral of workers in the organisation. Dessler (1998, p. 206) viewed that boosting morale may have positive effects on the organisation but that it will not necessarily lead to better performance. When this happen in an organisation it will go a long way to raise morale, and may even improve performance. It should be noted that in an organisation where there are rewards and satisfaction, the consequence is that, it will lead to good performance through the satisfaction that workers have received. Also, Eleje, Maduagwu and Odigbo (2013) pointed out that for a teacher to deliver effective service, he or she must

keep track of new ideals, knowledge and development in the world through continuous training and re-training programs.

Involving workers in decision making and especially those decisions that has to do with them is a very enjoyable form of motivation to the workers concerned. That is why Njouny and Titanji (2016, p. 168) are of the opinion that employees who have input into decisions-making that affect their lives are likely to experience greater job satisfaction that will go to support the efficiency of the administration than others.

Beside, Hoy and Miskel (2008, p. 168) supported the view that shared leadership is associated with enhancing employee's moral, commitment and productivity. There by promoting administrative growth of the institution. Also, Titanji (2017, p. 232) held the view that when subordinates receive regular invitation to participate in decisions-making that concerns them, this will help to increase commitment to the organization and there by promoting a common goal for the school.

2.2.4.2.1 Interpersonal Problem and Decision Making

During decision-making it is the duty of the Principal to provide some measures of job satisfaction and high morals among his staff. Ndongko (1989, p. 56) was of the view that, principals should realise that, their attitude towards their staff members is an important factor in securing their co-operation and commitment to the organisational set-up. Administrators should try to establish a satisfactory working relationship with their teachers in school. They should try to understand that, when the needs and aspirations of teachers are taking into consideration, these will bring definite harmony between the principal and their teachers. Beside, (Nnebedum and Akinfolarin 2017a, p. 357; Akinfolarin, Babalola and Aladetan 2017, p. 09) suggested that principals were required to adequately supervise teachers so as to ensure the dutiful compliance of all teachers that will go to enhance staff personnel administration. That is, seeing into the recruitment, scheduling, placement, motivation, discipline and controlling of subordinate or employee so that predetermined goals and objectives can be achieved.

Some people during work assignments are not effective in interpersonal communication. Dessler (1998, p. 382) held that during interpersonal communication in organisations some people make a number of common mistakes. For example, while most people hear what the person speaking is saying, much of it is not registered, because the listener is busy trying to

formulate an answer or because his mind is wondering, or because he is not working hard enough to figure out the actual meaning and feelings behind the speaker's words.

On the other hand, other people make Mistakes of trying to make their points through arguing, or by cajoling or prodding. This kind of behaviour is rarely effective at getting another person to change his or her position and has the added disadvantage of distracting the listener himself. The listener may become so preoccupied with "making his point" that he missed the meaning behind the speaker's words. This misinterpreted information that the listener carries will go a long way to affect his work behaviour. Akpan (2016, p. 239) was of the opinion that principals as leader needed to be creative in solving interpersonal and work related problems, being quick in assessing situations and finding solutions.

Principals should treat their teachers and other staffs with a lot of dignity and respect so that they too can feel comfortable in school to execute all their duties. Teachers demand or questions should be treated with a lot of care during staff meetings and other gatherings where they also need to contribute. Since a failure to do so will affect the way the school will be functioning.

There are some barriers that disrupt interpersonal communication. Criticism is a barrier to effective interpersonal communication and is almost guaranteed to have an adverse effect on the speaker, this been because instead of listening the individual will be interested in thinking on points to buttress his arguments. If problems like these are taken care of, these will help ensure effective interpersonal communication, which in turn, can improve administrators' own behaviour and performance and that of their subordinates at work.

It should be understood that, the worth and dignity of an individual need to be respected if people want to succeed in organisations and achieve their stated objectives. That is why Ndongko (1989, p. 127), supports the fact that during staff meetings and other gatherings the principal should not obstruct teachers from making their views or from participating in the decision – making process.

Interpersonal relationship according to Ike (2017, p. 19) is seen to refer to the relationship between co-workers, subordinates and superior. He went ahead to say for managers to successfully work well with their subordinates, they need to have interpersonal skills such as listening to others empathy understanding others needs and feeling, encouraging them to present their ideals, expose feelings and exposes opinions, and giving feedback. Akpan (2016, p. 239) the principal been a leader needed to be creative in solving interpersonal and work

related problems, being quick in assessing situations and finding solutions. According to Ayar (2015, p. 100) many principals of senior secondary schools do not provide good administration of the school systems. He said some fail to motivate their teachers too well. It should be understood that, some teachers in schools usually put up non-challenged attitude towards their job and this consequently lead to school effectiveness. Some principals usually put on some types of behaviour that are not pleasant to some teachers as a result.

It should be understood that when teachers are allowed to contribute what they have in mind for the growth of the school, they feel involved and satisfied to work or execute their duties effectively in school, that is why Titanji (2017, p. 227) is of the opinion that subordinates in the institution when given an opportunity to participate in decision-making, those whose suggestions are included in making any decision that affect them, will be more satisfied than those with little or no idea to contribute.

2.2.4.2.2 Working Condition (motivation) in decision making

It is the duty of the Principal to provide some measures of job satisfaction and high morals among his staff during decision making. Ndongko (1989, p. 56) held that, principals should realise that, their attitude towards their staff members is an important factor in securing their co-operation and commitment to the organisational set-up objectives and goals. Administrators should try to establish a satisfactory working relationship with their teachers in school. They should try to understand that, when the needs and aspirations of teachers are taken into consideration, these will bring definite harmony between the principal and their teachers to achieve a common goal.

Principals should treat their teachers and other staff with a lot of dignity and respect so that they too can feel comfortable in school to execute all their duties. Teachers demand or questions should be treated with a lot of care during staff meetings and other gatherings where they also need to contribute. Since a failure to do so will affect the way the school will be functioning. Whereas Hoy and Miskel (2001, p. 263) looked at the principal to be the person who take the final responsibility on the way the school should function. They argued that, it is not valuable for the principal to throw most questions open for discussion and to listen to the views of his colleagues. But it should be understood that, the principal is not bound to accept all the views made available to him by teachers since at times he might convince teachers on the value of his actions by logical presentation, representation and discussion.

It should be noted that those who make up the school such as the teachers, students and other administrators strongly influence the decisions that are always taken in school. This can be in a positive or negative manner. This is supported by Musau et al (2014, p. 82) who strongly believed that subordinates contribute to influence positively or negatively on the decisions made in schools.

2.3 Review of Related Literature by Objective (Empirical Framework or Review)

Decision making

In Decision making, the principal need some professionalism in order to create an impact in achieving school efficiency or the institutional goals and objectives. Good decisions are very crucial if principals are to succeed. That is why Musau, et al (2014, p. 81) were of the opinion that principals in secondary schools needed to put together a number of elements so that they can be able to make good decisions in their institutions that will go promote the effective functioning of the institution.

In administration, for the principal to succeed in decision making and implementation, he must consult, delegate, communicate and motivate. Fonkeng and Tamajong (2003, p. 199) stated that, consultation, communication, delegation and motivation are indispensable component for effective administration regardless of the type and size of an organisation. They hold that their importance implicitly, lie in the manner in which they are applied in the running of an organisation. These administrative management tools are procedures employed by administrators in organisations without calling them by names and the accountability of the whole process lies squarely on the back of the principal who delegates, consults, negotiates, motivate and communicates for the performance of the institution.

Hardly can the principal of any school boast of having a concrete idea on every academic aspect of his school, neither can he declare total knowledge of the social affairs of staff and students. He/she is forced to consult because two heads are better than one and he must communicate because he is dealing with people who form an integral part of the system.

2.3.1 Consultation in decision making and school performance

Consultation in decision making is a process of involving all stakeholders affected by the decision in the decision making process. When teachers are involved in the decision-making process in school, it helped them to feel involved and encouraged in carrying out their workload in the school. That is why Musau et al (2014, p. 86) said that participation in

decision making gave employees a sense of belonging and motivates individuals to improve in work performance though it may slow down decision-making, subordinates at times need to be consulted before any major decision is made. They also held that principals who valued and manage carefully the knowledge among the experienced members of staff often succeeded in making decisions in administration that will gain popular support and this will increase cooperation and efficiency within the institution. Above all, it is desirably and democratic to include as many stakeholders as possible in making decisions. Whereas many things might go wrong if the head of the institution failed to involve teachers, in the process of decision making. This explain why Ayegbusi and Ogunlade (2020, p. 02) argued that a non-involvement of teachers in the process of decision making could cause low productivity, less commitment, and nonchalant attitude toward the performance of their real duties. All these if not well taking care of, will lead to inefficiency to the institution concerned.

In any organization, consultation and participation with those concerned is very important in the decision making process and when it is effectively done, it always lead to cooperation and growth of the organization. That is why Olayemi and Olorunsola (2011, p. 78) were of the view that in school management, teachers needed to be very involved in the decision-making process. To them a failure of the school head to involve teachers may lead to conflict, a lot of rift which might go to hinder the realization of the school goals, thereby affecting the success of the institution. Also, Uba-Mbibi (2013, p. 108) was of the opinion that involving teachers in decision-making was very imperative as they are the life wire of teaching and learning in secondary schools. Besides, Agbor (2017, p. 157), was of the opinion that during decision-making in administration, it was important to involve as many people as possible, and make sure they have a good influence on what concerns them. He held the view that, when they realized that they have a say over their job and the institution as a whole they will be more enthusiastic and more effective in their duties to the administration that they are working with. This will go a long way to improve on their output and thereby making the organization to achieve efficiency. Moreover, Boyle, Boyle, and Brown as quoted by Somech (2010, p. 179) were of the view that, explicitly or implicitly, participative decision-making always go to enhance school functioning and outcomes. To support this saying, they went ahead and presented the case of a “human relations” rationale, which held that, participative decision-making is considered as a means by which an institution will achieve productivity, efficiency, innovation, or other appreciated school results.

Furthermore, it is always advisable to always take into consideration the suggestions of those who work with you so as to encourage them for more cooperation. Zastrow and Kirst-Ashman (1990, p. 408) viewed that when worker's ideas are taken into consideration in establishing work schedules they are more supportive in cooperating with in the work place which will go to foster productivity. To them, they augured that, since opportunities will be given to those who want to start earlier and those who will want to start work later in the day. This further explains why Musua et al (2014, p. 82) were of the opinion that, consultation during motivations in decision making, assists administrators and other high authorities in understanding the state of their workers at work so as to improve on their working condition. That is why Powers (1992, p. 519) strengthened the fact that, in situation where the morale is weak, work itself dull and unrewarding much can be done by fostering a friendly climate at work, praising good performance and recognizing workers as people who make important contributions. This will go a long way to improve on school performance.

Participation in decision making is an important component in enhancing effectiveness in organisation. (Abiona and Bello 2013; Arya 2015; Ayeni, 2018) held that, by nature, participatory decision making guarantees acceptable implementation. It allows the deployment of local resources, divergent interests are reunited, and agreement among all stakeholders is secured on how to tackle priority issues. Taking all these reasons into account, it is clear that participation is a key element in enhancing effectiveness in school administration.

Decision making on the staffing of any institution should be done with a lot of caution. This is so because, any wrong decision or poor staffing has greater ramification on the efficiency of any organization where the school is not left out. That is why Chima and Gloria (2016, p. 216) were of the opinion that the success of secondary school administration depends on the availability of teachers. They hold that, the quality and efficiency of staff is determine more by the extent to which a secondary school will be able to succeed in the achievement of its educational objectives and goals.

In most private and mission institutions, due to poor staffing situation in some specialities, the principal is bound to carry out consultation and negotiation with the available teachers before redeployment of staff is carried out in the school. As a result of this staffing problems, Goksoy (2014) affirmed that, in the beginning of an academic year during Parents' Teachers' Meetings, the principal is forced to speak much by hammering out plans to solve immediate staffing problems.

Principals carry out communication through consultation and negotiation in many issues that involve school management. According to Dunham (1992) consultation through negotiation is usually carried out by the principal in school on matters such as the curriculum, payment, testing policies and their implementations. Trade unions, teachers, support staff and parents are largely locked out of this process of negotiation, which is being conducted behind closed doors by bureaucrats advised, selectively by consultants and employer interest.

Also, consultation will enhance effectiveness, efficiency and productivity by improving the schools' ability to respond rapidly to problems or opportunities in the environment. This view is supported by Hoy and Miskel (2001, p. 264) said consultation meetings bring a variety of perspectives, experiences, and information to bear on the common task set for a work situation. All these will help to boost the working conditions of the workers. Hence, increase in productivity. Besides, Wadesango and Bayaga (2013, p. 1689) are of the opinion that participation of teachers in the decision-making process enable the teachers to have a broader and greater ownership of the school, its vision and priorities. Through consultation, there is increased trust between senior management and teachers which will go to increase development of harmony, trust, competence and joy among heads and teachers, in the school environment. All these will go to encourage and improve on the performance of the institution.

On the other hand, one should understand that for teachers to better cooperate with their heads and assist them realised their objectives, they should always try to involve them in decision making that concerns them. To Ayegbusi and Ogunlade (2015, p. 02) were of the opinion that, the non-involvement of teachers in the process of decision-making could cause less commitment, and a nonchalant attitude toward their normal duties of teaching and learning which will all go to affect output. Besides, they were of the opinion that, a failure of teachers to participate in certain decisions may lead teachers to abandon students that will turn to indulged into indiscipline of all categories ranging from truancy, moral decadence, cheating, theft, fighting, poor academic performances, cultism, property destruction, examination malpractice to students wandering around the school compound. At the end of the day, the syllabus will not be covered and these will lead to poor performance in both internal and external examinations.

It should be agreed that poor financing is one of the biggest challenges of secondary school administration. That is why the head of the Institution, needs to be very careful when it comes to decisions that concerns finances. Since a failure in the management of finances may lead to

mismanagement and inefficiency in the management of the Institution. This goes to explain why Ogba and Igu (2014, p. 62) viewed that limited finances often lead to large classes for teachers, scanty libraries, inadequate trained teachers, low priced building construction and little or no instructional materials. All will go a long way to affect general output and the achievement of educational objectives.

Employee participation in decision-making has been recognized as a managerial tool for improving organizational performance by striving for the shared goals of employees and managers. Robbins and Timothy (2013) view that workers' participation in decision-making is allowing workers input in developing the mission statement and in the establishment of policies and procedures. Participation in decision-making has become a significant and one of the chief ingredients of employee voice which many management scholars have observed to be a growing concept in the management of organizations where the school is not left out. Several studies have shown that allowing employees to participate in decision making leads to increase in innovation, engagement in job performance and organization growth.

Beside Hoy and Miskel (2012, p. 332) hold that, some administrators during the process of administration, usually fail to gather enough information over a situation that a decision need to be carried and due to limited time, sometimes they end up making decisions that would not have been made if enough information was gathered upon.

2.3.2 Delegation of power in decision making and school performance

Delegation of some powers in certain school activities and certain ceremonies by the principal, permit the principal to effectively carry out more important school affairs. This also help him to function successively and efficiently. But care need to be taking if a principal wish to succeed, he should know to whom to delegate because, some collaborators may be pretending in school and may not want to cooperate with the principal in executing certain functions. That is why Fonkeng and Tamajong says that:

It is never advisable to delegate to anyone who is not willing to assume the role or tasks require of him whenever there is a sign of indifference, uncooperativeness and laxity...in anyone designed with same delegated tasks, immediate effort must be made to strip that person of the duty. Fonkeng and Tamajong (2009. p. 104)

It should be understood by all heads that: nepotism or favouritism must not interfere with the process of delegation and if possible the head must avoid delegation based on any kind of

sentiment – other than merit. Griffin (2013) emphasizes that when a manager and a subordinate have developed a good working relationship, the major parts of the process may be implied rather than stated. The manager may simply mention that a particular job must be done. A perceptive subordinate may realize that the manager is actually assigning the job to him or her. Also, from past experience with the boss, she may also know, without being told, that she has the necessary authority to do the job and is accountable to the boss for finishing the job as agreed. The manager-subordinate good working relationship will act as a motivator to the subordinates' work behaviour and hence a facilitator to accomplish assigned task of any degree.

It should be understood that, in administration, when leadership is shared by delegating subordinates at times to represent you when you deem necessary, it help to enhanced the growth of the organization. That is, the subordinate will always find joy in doing anything that will help to enhance the growth of the organization because their presence in the organization is somehow taken into consideration. That is why Njouny and Tatanji (2016, p. 167) is of the opinion that the moral performance and productivity of employees will be improve when important decision that shape employees and the organization are jointly made by the leaders, subordinates and others stake holders. Also, Zastrow and Kirst-Ashman (1990, p. 408) hold the view that workers are more satisfied in job where they feel they have some decision – making responsibilities and have some control over their work schedules. In addition, when responsibilities are made to be workers that are more flexible turn to reduce their alienation from the working environment and they concentrate for the wellbeing and success of the organisation, be it a school as the case may be. This will go a long way to improve on performance and productivity.

In every secondary school, the principal has some professional and administrative duties that he or she need to perform. Some of these duties include inspection of school records, curriculum planning and development, programme planning for the session, examination function, recruitment and development of teachers, provision of facilities, budgeting function to perform the virtue of his position in the school system. The principals are loaded with the administrative duties that include students' welfare, staff's welfare, regular meeting with staff and other bodies, public relations function, clerical functions, maintenance of school facilities, staff and students' discipline. It is apparent that, the principal alone cannot successfully carry out all the aforementioned duties without delegation of duties within the staff that surround him and embracing the idea of teacher during decision-making. If the administrator of the

school concern effectively carries out delegation to those around him, it will go a long way to motivate them in the execution of their required duties.

There are workers whose morals are best boosted when they are given funny titles in the work place or given function that places them on high scale more than their fellow colleagues. That is why Pawers (1992, p. 520) says social recognition through fancy titles is important to increase concentration at the work place. For example, young managers can be called “assistant vice – president”. This will go a long way to increase his attitude that he expresses toward work in the work place and a great increase in cooperation that will go to improve on the success of the organisation.

For a smooth functioning of the institution, principals should ensure that the staff members to whom duties have been delegated report to them from time to time about the results and any difficulties which they might encounter in the process of performing the delegated functions. Ndongko (1989, p. 178) viewed that principals should carry effective supervision and meetings with each teacher to whom a particular responsibility has been delegated is very necessary for a smooth running of the institution. These informed meetings with staff to whom specific duties have been delegated serve to reinforce their interest in the new duties and also as training opportunities in those areas that they might have gone wrong.

When power is delegated to an individual, there must be accountability to whoever delegated you. The principle of accountability according to Fonkeng and Tamanjong (2009), affirmed that people exerting delegated powers, to render good account of their stewardship to the higher authority who entrusted them with the said responsibility. Whereas, the higher authority on the other hand should also understand that they should give subordinates support and stand behind them if challenged, only if the subordinates have not misused or abused the delegated power nor exceeded the limit of such authority and must verify that at all times he or she knows how subordinates are using the power invested in them in the pursuit of organisational goals and objectives. Whereas, Titanji (2017, p. 424) held the fact that delegation is very important to the effectiveness and efficiency of school administration but care should be taken on those to be entrusted with certain duties because there is the probability of its being misinterpreted and wrongly practiced.

The head or administrator of the institution should always bear in mind that after the delegated powers or responsibilities he or she should still understand that at the end of it all, he is the one to render account in case of any situation. That is why, Zastrow and Kirst-Ashman, (1990, p.

514) was of the view that, managers carry out delegation to subordinates by fully involving them to highly participate in the decision-making process. But it should be understood that at the end of the day, it is the manager who ultimately is responsible for the outcomes of a decision. So it is advisable for managers and other administrators to be conscious of the individual to be delegated a responsibility.

It is important to note that in decision-making, for administrators to succeed in achieving school efficiency, they must depend highly on the teachers and other auxiliary staff that will assist in their different duties for the smooth functioning of the institution. To Fonkeng and Tamajong (2003, p. 02), they were of the opinion that for an institution to be efficient, it is increasingly important to involve staff members in the decision-making process particularly at the level of secondary schools where decision making is mystified.

Also, as a form of responsibility, principals usually involve teachers in the decision-making process. This is to increase some teachers' ways of thinking and to bring them to maturity even in the manner in which they might be handling their students on certain issues. That is why Wadesango and Bayaga (2013, p. 1689), are of the opinion that when the principal involves teachers in the decision making process it enable the teachers to be motivated to carry out their individual tasks. This will give teachers the opportunities for professional development in the decision-making skills.

2.3.3: Communication in Decision-Making and school performance.

For a good administration to succeed in any organisation, there must be effective communication between all the parties involved in the organisation. Ndongko (1989, p. 66) states that lack of effective communication between the school administration, staff and students often result in students and even teacher's unrests, riots and demonstrations. Effective communication means adequate and successful interpretation of the policies of the school, the Ministry of Education, the Management Boards in the case of private schools to the students and the staff on the one hand, and the correct presentation of the views of the staff and students to the Ministry of Education and the different management boards on the other hand. It should be understood that, to prevent any undesirable behaviour and promote the smooth running of the school, there should be a steady flow of communication among the students, the staff and the school administration.

Communication is a vital component that the principal and other administrators of schools have to guide against if they need to succeed in their objectives and goals. Arya (2015, p. 100) is of the view that for the Principal to succeed in developing school goals, creating a unity of purpose, and managing instruction, he or she must institute good communication channel that will help to facilitate the free flow of information within the institution. It should be noted that the extent to which the school system is able to accomplish its stated objectives and goals determines its level of effectiveness. This also explain why Akinfolarin et al, (2017, p. 03) added that in any school system, the presence of good information and communication system will go a long way to assist teachers and students in the teaching and learning process and to be successful to carry along school aims and objectives.

Some people are not efficient during work assignment in their institution or organisation because they are not effective in interpersonal communication. The information they may want to communicate may be known to them but to actually communicate it to the group or individuals to whom it is meant becomes a problem. Dessler (1998, p. 382) holds that during interpersonal communication in organisations, some people while most people hear what the person speaking is saying, much of it does not register, because the listener is busy trying to frame an answer or to figure out the actual meaning and feelings behind the speaker's words. On the other hand, other people make mistakes of trying to make their point through arguing, or commending. This kind of actions cannot permit another person to change his or her position and has the added disadvantage of distracting the listener himself. The listener may become so preoccupied with "making his point" that he missed the meaning behind the speaker's words. This misinterpreted information that the listener carry will go a long way to affect his work behaviour and his or her effectiveness at the work place.

Criticism is another barrier to effective interpersonal communication and is almost guaranteed to have an adverse effect on the speaker. This is because instead of listening, the individual will be interested in thinking on points to buttress his arguments. If problems like these are taken care of, these will help ensure effective interpersonal communication, which in turn, can improve your own behaviour and performance and that of your subordinates at work.

For success to be registered be it the activity, the principal or the head of the institution during decision making, need to always be timely for any feedback to students or teachers. This view is supported by Udoh-Awah (2008, p. 03) who says inspection reports must be made available

to teachers timely and the head has to follow up to see that the necessary advice that were given during the inspection have already been implemented.

Communication is a vital component that the principal and other administrators of the school have to guide against if they need to succeed in the school objectives and goals. To Arya (2015, p. 100) is of the view that for the principal to succeed developing school goals, and managing instruction, he or she must make sure he institute good communication channel that will help to facilitate the free flow of information within the institution. It should be noted that, the extent to which the school system is able to accomplish its stated objectives determines its level of effectiveness.

Communication during decision making is very necessary if an institution will have to experience efficiency. One can realise that, it is through good communication that the thought and vision of the principal can be made known to the members of the institution. Davis and Newstrom (1985, p. 424); Bucăța, and Rizescu (2017, p. 4) say communication is the transfer of information and understanding from one person to another through ideas, facts thoughts, feelings, and values. It could be seen as a bridge of meaning among people so that they can share what they feel and know by avoiding misunderstanding that sometimes separate people. It should be understood that when people harden their mind in the institution and develop attitudes, these will all go to impair their performance.

It should be cleared in mind that, communication is what the receiver understands, not what the sender says. In an organisation, managers may tend to think that they have communicated where their bulletins are sent, but transmission of the message is only a beginning. A manager may send a hundred bulletins but there is no communication until each bulletin is received read, and understood. When this is taken in to consideration, it will help improve on workers work behaviour in the organisation. Dessler (1998, p. 384) confirm the fact that organisation cannot exist without communication. Also, we can say with confidence that every act of communication influences the organisation in some way. If there is no communication, employees cannot know what their co-workers are doing, management cannot receive information inputs and supervisors cannot give instructions. As a result, cooperation and coordination becomes impossible, because people cannot communicate their needs and feelings to others and if care is not taken and situations like these are allowed for a long period, the institution or organisation will start experiencing low productivity due to the inability to coordinate the organisation.

The manner in which a head of an institution make decisions during administration matters a lot in the life and success of the institution. That is why Ugurlu (2013, p. 256) is of the view that the decision manners of school administrators are a means for effective administration of the school. He further holds that, schools can be more effective if the staff of the institution is well coordinated and effective communication tools are put into actions. It should be understood that when communication is effective, it tends to encourage better performance and job satisfaction. People understand their jobs better and feel more involved in them. In some instances, employers will make sacrifices of long-established privileges because they see that a sacrifice is necessary. More so, Ivancevich and Matteson (1993, p. 653); Bucăța, and Rizescu (2017) hold that managers should always communicate their visions to their employees since this will give a positive response to productivity. It is believed that once people know what you are trying to do, they generally will respond favourably if and only if you communicate the fact to them.

Staff meetings provide opportunity for communication. If staff's meetings are well conducted, they help to improve staff relationships. The opportunity for discussion enables everyone to understand various viewpoints, personal and social problems, policies and programmes in the school as well as government policies on particular matters. This will help to improve on the output of teachers through their devotion in the teaching learning process. Farrant (1986, p. 256), notice that staff meetings are occasions for coordinating the staff, and are invaluable for promoting unity among teachers and should be used by the Principal to plan the school programmes, to give routine notices to teachers and encourage friendship and discuss changes or improvements in the school discipline and practical matters that will all go to enhance the success of the institution.

We should bear in mind that for an institution to be successful at the end of the day, the administrator during decision making, need(s) to use different means of communication so that the information that is communicated is received by all Fonkeng and Tamajong (2003, p. 114) they are of the opinion that there are different means of communications within an educational system. Some of these means of communication include the notice board for routine information, the staff handbook, student's handbook, principal's open door method memorandum, staff welfare committee, or school council, the school or section assembly and public address systems. All these form of communication when they are actually exploited for the benefit of the teachers and the students will all go to promote the interpersonal relationship among staff and hence the success of the students and the school at large.

The above fact is supported by Denga (1986, p. 52) who states that the interpersonal relationship of people within work organizations is one of the most salient characteristics of social organizations that usually go to promote group work and efficiency. The interrelationship is best achieved through an effective communication network among the various units and hierarchies within the organization.

Nowadays, with the arrival of the new information and communication technology, in schools, the heads of institutions during decision making, uses them to store and collect information on past experiences of others. Tambo (2003, p. 260) look at computers as fast and precise machines with an extra ordinary ability to remember massive amounts of details. Computers help to free us from some boring task as they put vital information at our fingertips. This is computer age as a result it is imperative for us to use computer services during decision making in educational administration to improve educational activities so that the teaching learning process will be able to move efficiently in the school. Besides, Mbua (2003, p. 144), stated that the Principal should ensure that computers are provided to teachers to facilitate the teaching learning process and provide them with training programmes to improve on their competence. This will go to improve on the teaching learning process thereby improving on the output of teachers through students' high performances.

Administrators in schools should always employ effective means of communication if they wish to make it. Denga (1986, p. 82) notes that, communication should be relevant to school activities especially those related to the teaching and learning process. It should be clear, specific, timely, accurately and should avoid developing into explosive areas such as politics, religious upheavals and other issues that are potentially dangerous to the smooth running of the teaching learning process.

An open aspect of good communication skills by a principal is the fact that the principal should be a good listener. Edem (1990, p. 65) looks at the principal in this light as one who must listen daily to many people including teachers who acquire growing increasingly sensitive about educational matters. Devis and Newstrom (1985) stated that the biggest block to communication is man's inability to listen intelligently and understandingly. For or communication to be effective, it must be a two-way process which involve listening. As a good listener, the principal should be opened to his teachers, be able to recognize, respect individual differences and sensitive to others feelings. This will help in increasing the teachers'

work behaviour and output as they develop the spirit of belongingness, cooperation and hard work.

During the decision making process, it is very important for effective means of communication to be applied. This will help to facilitate even the implementation of a decision during the decision making process and a fast resolution of a situation. Robbins and Timothy (2013); Bucăța, and Rizescu (2017, p. 4) asserts that although acceptance and feedback are not essential to complete a single communication, for effective communication to take place, the sender will want the receiver to receive, understand, accept and use the message, and to provide feedback. When it is actually applied in school it will go a long way to settle many situations and will improve on the functioning of that section of the institution that was affected by the decision making.

Also, principals are always interested about feedback during staff meetings of the institution, because it tells them how far the information was understood and how it will then be used for the success of the institution. Clifton (1988, p. 337) holds that accuracy of work is much improved by a two - way communication as compared to the one-way variety. It provides better understanding for both parties, frustration is reduced, and positive feelings are generated which usually go a long way to improve on productivity in the institution or organisation.

Administrators should always use the receiver's background and attitudes if they want to improve on the transfer of meaning to communicate information at large in the work place and in the organisation. On the other hand, there are other communication barriers that usually hamper communicated information. Zastrow and Kirst-Ashman (1990, p. 578) believe that during communication in a work situation, the meaning that receivers deduce depends on their experiences and attitude to the situation not the communication. Davis and Newstrom (1985, p. 430) hold that, there are personal, physical and semantic barriers to effective communication in organisations. To them, personal barriers are communication interferences that arise from human emotions, values and poor listening habits. They are a common occurrence in work situation where personal feelings, psychological distance between people can limit their communication with one another in the work place. Also, for physical barriers, they are communication interferences that occur in the environment in which the communication take place. These physical barriers include distracting noise, distance between people, walls, or static that interferes with radio messages and semantic barriers, they are barriers that arise from limitations in the symbols with which we communicate. Symbols usually have a variety of

meanings and sometimes we choose the wrong meaning and then misunderstanding may occur hence, blocking further communication.

Principals should understand that effective communication is idea-centred rather than word-centred. Some individuals' words usually cause confusion until when put-into context. That is why an adage says "words do not mean people mean" Context provides meaning to words through the positive or negative bits of information in our environment that influence how we react to a decision making situation. Pictures are used specially to clarify word communication. Organisations make extensive use of pictures, such as blueprints, Charts, Maps, films, three-dimensional models and similar devices. There is a saying that "a picture can be worth a thousand words, which is certainly true when one observes a blueprint or sees a painting.

This was the case with a shoe manufacturer, who was having trouble getting his workers to maintain quality, made good use of pictures to restore careful work. Dessler (1998, p. 384) asserts that, a manufacturer placed finished – shoe rejects in a large room for several weeks and then brought representative employee groups into the room "to browse around and see for yourself". Few words were spoken, but much meaning was imparted when employees saw the mountain of rejected shoes. In this case, the manager effectively used a type of "picture" to supplement language communication at the work place.

Principals of lay – private, private and Mission schools always communicate with teachers on the pay package to be given monthly. The failure to arrive at a consensus cause of action during such moment, trigger some directors to lay off teachers and employ other staff to replace them in their various disciplines and this at times may go to disrupt the way the program was been executed, the attentiveness of the students and the general objectives and goal of the school. Davis and Newstrom (1985, p. 433) hold the opinion that, actions speak louder than voice in an organisation. One study carried out in an organisation concluded that the nonverbal behaviour of managers could be used to send a message to employees that their leaders are considerate. Leaders were encouraged to reduce the status discrepancy between themselves and their subordinates by consciously managing their nonverbal cues.

Thinking along the same line Bucăța, and Rizescu (2017, p. 4) noted that any action carried out in an organisation communicates certain information. For example, a manager who fails to compliment someone for a job well done or fails to take a promised action is communicating with that person. People communicate almost all the time at work, whether they intend to do or not. Also, employees who say one thing but do another will soon find that other "listen"

mostly do what they do. This will likely be followed by difficulties such as a loss of confidence in that person.

In organisations, people communicate meaning to others with their bodies in interpersonal interaction which at times goes to affect efficiency due to misinterpretation. The face and the hands are especially important sources of body language in work situations. Administrators and even employees at times use eye contact, eye movement smiles and frown, touching, and a furrowed brow to communicate to others in the work place. In one instance, a manager frowned when an employee brought a suggestion, and the employee interpreted the frown as a rejection when in fact it was a headache. In another instance, a smile at an inappropriate time was interpreted as a derisive sneer, and an argument erupted.

The one decided to carry out ecological control at the work place it is seen as another type of nonverbal communication carried out in the work place that affects work performance and efficiency. Davis and Newstrom (1985, p. 435) hold that ecological control is a situation where the interpersonal environment is altered so as to influence another's behaviour. The decisions to add in the work place status symbols, plants, and wall decorations may affect visitors' perceptions of an employee or manager. One study indicated that office visitors felt most welcomed and comfortable when the office design exhibited moderate tidiness and the officeholder used an open desk placement.

The decision to carry a face to face communication as seen through open conversation and action is the best form of communication at work. It provides multiple channels, including body language, thereby increasing opportunity for better understanding. This system is enriched with information and also allows immediate feedback so that each party can adjust to the individual needs of the other. This form of communication during administration and decision making may immediately help to adjust a situation that needed adjustment in the institution or the organisation. As a consequence, it helps to encourage work at the workplace and effectiveness since a situation on the ground might be handled immediately without too much waste of time.

In the life of any organisation, feedbacks during and after work are very necessary if the organisation need to grow and succeed. Hellriegel et al (1986, p. 189) were of the view that feedback in the work place should be given when the receiver appears to be ready to accept it. Thus, when a person is angry, upset or defensive is perhaps not the best time to bring up other new issues. It should also be understood that, feedback should not include more than the receiver can handle at any particular time. One should assume that, in an organisation, personal

feedback help people to look at their behaviour and see themselves as others do. Positive feedbacks such as words of encouragement are necessary because they make workers to work even harder.

In school and other organisations, there are certain forms of communication through conflicts of interest, values, feelings and action that pervade the working environment and affect productivity. That is why in decision making during this period, the administrator or head needs to be carefully and tactical in carrying out any form of negotiation through dialogue. Griffen and Moorhead (2014) suggested that in working with people, instead of trusting them and expecting trust in return, one should suspect others and expects others to suspect them. We should understand that conflict is a reality of life that can cripple an organisation but on the other hand if it is well handled it will go to improve on certain affairs of the organisation and thereby encouraging creativity.

School principals should always learn to communicate with their staffs when things seem not to be working well in the execution of their work load in school. This was supported by Göksoy, (2014) who proposed that what is happening with other occupation should not be exempted from teachers who cannot reach or maintain a certain level of expertise, skill enthusiasm, innovation and spirit of good teaching. Teachers of this nature ought to be given two or three written communications which act as forms of negotiations pointing out that lack and after a certain period of no improvement, the teacher can be asked to find another vocation. At the end of the day when decisions like these are implemented it will help to save the students directly concerned and the image of the institution as a whole.

The principal's decision to be a spokesman for the teachers' organisations as well as for the board is always rejected by secondary school teachers who believe in their strong teacher association involvement in collective negotiations. Whereas, Ted (2000, p. 37) held the fact that, elementary school teachers reject teacher organisation militancy and consider the principal to be a member of the teacher organisation and work for him for leadership. During this period, they prefer the principal to formulate a role on the collective negotiation or be left out. Trade unions in some organisations and even the educational sector fight for the right of their workers through communication. That is why Robbins and Timothy confirmed that, trade union San Diego Unified for teachers and its teacher union are communicating through negotiating their teachers' work contracts which comprises their pay, health benefits, how teachers will be evaluated and the Anthony issue of how to limit teacher workloads. Beside, during the

negotiation process unpleasant situations usually help to intensify issues such as budget woes, changing faces at the bargaining table and sour relations between the union and the superintendent.

Indiscipline is a major factor that usually and always disturbs most of the activities of our secondary schools. Indiscipline on the part of students and also the teachers usually create a lot of problems to the administrators of schools. That is why Ogba and Igu (2014, p. 59) suggested that, discipline and student control is not always easy to maintain, it calls for a lot of co-operation, wisdom, diplomacies, courage, fairness and firmness. They go ahead to confirm that indiscipline usually goes ahead to create a lot of difficulties to the heads of the institution. As a result, the head of the institution and other administrators of the institution need to guide against indiscipline from the students and even the teachers so that the institution will not experience any form of inefficiency.

Besides, they went ahead to argue that, serious situations of indiscipline like these, usually go to cause a decline in academic standards and a lack of authority to provide discipline, since the head of the institutions are exposed to a lot of difficulties. During moments of indiscipline, if care is not taking and the head of the institution fail to employ different methods and technique to prevent any prevailing situation from expanding, it will go a long way to destabilize the academic situation of the students and the school as a whole because goals may not be realized. As a result, for the sake of the progress of the institution, the head and other administrators need to guide against indiscipline from students and even the teachers.

2.3.4. Motivation in decision making and school performance.

In decision-making, the normal routine is top down flow. That is, the teachers and other subordinate only receive the decision from the top or their hierarchies and they apply. This explain why Titanji (2017, p. 227) who held the view that teachers will be motivated in a school where they are involved in decision-making that benefit them as individuals, they will be very happy to participate and to collaborate even more with the school head that is concerned. The teachers will even have greater satisfaction if what they had contributed in the decision-making process is successfully put in use. Besides, this action of the Principal will cause teachers to feel somehow influential in the affairs or wellbeing of the school. That is why Horenstein as quoted by Ahmed and Khan (2017, p. 02) pointed out that, satisfaction at work is a form of motivation that influences many aspects of work such as efficiency, productivity, absenteeism, turnovers rates and intention.

During decision-making in administration of secondary schools, principals need to apply motivation which involves the use of internal and external influences to stimulate want and energy in subordinates to be continually interested and committed to job and role or to make effort to attain a goal. This goes to support Gbollie and Keamu, (2017, p. 02) and Aja-Okorie and Usular, (2016) who were of the opinion that principals should employ some motivational practices such as the use of good communication pattern, regular meeting with teachers, praise, appreciation of excellent performance of teachers, as well as ensuring teachers' welfare, recommending staff for promotion, maintaining good interpersonal relationship with them, creating atmosphere for teamwork, rendering counselling services to staff, among others. All these if well put in place by the principal, there will be no doubt that the school will experience school efficiency through the excellent results of the students following the relentless effort of teachers and the students.

The educational administrators should always provide a school or learning environments that promote reputable relationships between school members for mutual satisfaction. That is why Amadi (2008, p. 13) viewed that high staff moral and harmony is a prerequisite to improved teaching and learning which will go a long way to enhance the attainment of success in examinations hence school efficiency. Staff safety, comfort or happiness as defined by Egboka (2018, p. 584) was not measured only in monetary terms, it involves attending to the needs, ensuring interpersonal relationship, seeing to their well-being and promoting their satisfaction on the job. This is very important to be taken care of if the school wishes to make it in life. Also, Wanjala and Wanjala (2017) argued that, the quality of teachers is very vital to any educational system. Therefore, school managers should propose and implement suitable job satisfaction policies that will improve on the quality of teachers and make the teaching - learning process more enjoyable to both staff and students, thus increasing their academic performance.

Principal relationship with subordinate in school and even out of school has a strong influence over workers' execution of their duties at the work place. That may be why Beary as cited in Ebert and Griffin (1995) looked at interpersonal behaviour as that which is related to another human being that has the pervasiveness of a caring, an empathetic regard and respect for teachers, that focus on individual and interpersonal growth and development which can result in measurable positive outcomes in schools. It should be understood that a caring school foster a sense of loyalty, belonging, and responsibility and provide the foundation for intellectual, socially and moral growth. When one turns to look at Maslow and Hertzberg in their theories

of hierarchy of needs and two factor theory respectively this aspect of a caring school lead to teacher's job satisfaction. This kind of administration with a caring and supportive school atmosphere, always cause teachers to be committed in their school activities and there is increased students – teachers' cooperation there by leading to increase achievement from students.

School principals should always try to carry out the decision making process that concerns the affairs of teachers in a manner that, situations that favours their own wellbeing should be taken into considerations. That is why Titanji (2017, p. 216) is of the view that teachers need to be provided opportunities to attend workshops, seminars and conferences, granting of study leave to them when necessary, encouraging them to attend refresher courses and organizing orientation programs and symposium for them among others. If the principal carefully carries these with a lot of considerations, it will positively influence the duties of teachers in the classroom thereby leading to the efficiency of the institution through the output of the students that the teachers are teaching.

Decision making will always influence efficiency in the organisation. That is why Duze (2012) acknowledges the fact that the changes through decision making in the educational system can find expression in school practice only if the teacher is able and motivated to introduce them. Herzberg as quoted by Spear (1987, p. 105) points out that it is not enough simply to remove causes of dissatisfaction such as improving working conditions and paying people more money. People need to be more positively motivated by the job itself, by the nature of the work and the sense of responsibility and achievement it offers. Farrant (1986, p. 234) states that the head teacher needs to break down barriers that separate classes so that there are occasions when the school is like a family, sometimes all together sharing a common talk or enjoying a social occasion. Since this will go to increase commitment and increase output. Consultation can at times be seen as a form of motivation, the Commonwealth secretariat stated that:

The staff should be involved in decision making and in matters which affect them directly. The more the staff becomes involved, the more they will have a sense of ownership in decisions and be prompted to help in achieving the objectives. If staff members receive the necessary recognition for work done, they will be inclined to work harder. Commonwealth secretariat 1993, section (3:17)

Motivation in decision making is very necessary in school since it enhances staff personnel administration. During staff personnel administration, the principal needs to sufficiently monitor teachers, since this is a managerial task that is concerned with recruitment, scheduling, placement, motivation, discipline and controlling of subordinates in order to achieve school efficiency through the realizations of the predetermined goals and objectives.

In decision making principals should be realistic in that, they should always try to implement decisions that are arrived at during a decision making process. According to Uba-Mbibi (2013, p. 108), it is important to see in to it that when teachers are involved in decision making and some resolutions are arrived at, the principal should see into it that those resolutions should somehow be implemented. One will realise that, at times, a failure to implement certain decisions jointly arrived at, can bring about frustration on the part of the teachers. And this can go to influence and affect even their attitude toward their school activities. A situation like this if not taken care of will go a long way to affect the performance of the students who are under these teachers.

According to Ayar (2015, p. 100) many principals of senior secondary schools do not provide good administration of the school systems. To him, some fail to motivate their teachers too well even when the incentives are available. This usually goes to influence the activities of some of these teachers in the classrooms. Since a failure also to satisfy teachers at times will mean less attention, low output and a failure to achieve objectives.

In the administration of organisations during decision making, Trade union carried out negotiation for their workers so that they can be guided against unfair dismissal practices to maintain and increase pay rules, to maintain and improve working conditions, to maintain and improve professional standing and respect conferred by belonging to a professional association. Robbins and Timothy (2013) hold that, there are four fundamental principles to the problem and trying to separate the various interests of those concerned, next is to seek the position to take in the negotiation following the interest in the negotiation. Thirdly, is to propose many choices before taking the final decision and you give room for discussion and the sharing of point of views before the formulation of solutions to the problem which will respect the interest of the parties concerned.

Some Principals usually put on some types of behaviors that are not pleasant to some teachers as a result some teachers usually work with a lot of disgruntlement. Besides, some teachers in

schools usually put up non-challenge attitude towards their job that usually lead to effectiveness of the school due to the atmosphere in which they find themselves.

Besides, there is always an increase in teacher's job performance when the relationship between the head of the institution and teachers is very cordial. This view is held by Igba and Igu (2014, p, 61) who held the view that when there is a healthy relationship between schools' heads and their teachers, there will be an increase in teacher job performance and this will go a long way to reduce the frequency of student indiscipline and an improvement in school – community relationship. In addition to the above, Chima and Gloria (2016, p. 47) stand on the view that, the level of productivity of teachers and other can be influenced positively or negatively following the manner in which the school head relates with his subordinates.

Administrators or principals in schools are supposed to create a good school climate that favors teaching and learning. Since this will encourage cooperation among staffs and students and will then lead to school efficiency. Titanji (2017, p. 201) hold that educational administrators and principals needs to create and nature the school environments so that the teachers and others working in these places will feel satisfied in their social esteem needs and as well as their self-actualization. Working in line with the above definition, Nnebedum and Chidi (2017, p. 357) view that, motivation of staff, maintaining mutual interpersonal relationship and creating conducive atmosphere are among the factors that could push workers to be highly committed for the attainment of the school goals. Motivation could be seen as the power within an individual or group to satisfy a need. That is why Titanji (2017, p. 420) is of the opinion that leadership is about satisfying the needs of personnel and other stakeholders as well as achieving the goals of the institution. That explains why it is difficult to talk on leadership without placing it within the context of the needs of educational personnel.

We have realised with Wambua et al (2017, p 228) who are of the view that, when all who make up the school are involved in one way or the other in the decision making during the administration of the school, it will help to improve interpersonal communication relationship in the school. That is, the students -teachers' relationship, teachers - teachers and administration - teachers' relationships are improved to the extent that they will be able to discuss freely matters concerning or affecting the school. All these will go a very long way to improve on the administration and the effectiveness of the school as a whole.

Adequate infrastructure, didactic materials and equipment in a school, might act as a source of motivation to encourage teachers and others to put in more effort. However, in a situation where

the above are inadequate, the teacher and others will not be motivated to put their best and the school goals and objectives cannot be achieved. That is why Chima and Gloria (2016, p. 2015) observed that some secondary schools lack the adequate infrastructural facilities for effective teaching and learning. They hold that circumstances like this will present enormous challenges to the principal and teachers who are directly concerned. This is also supported by Goksoy (2014, p. 178) who says teaching without the necessary materials is like taken a blunt cutlass to a farm to work with. Still on this same point, Ajayi (2014) holds that, many public institutions lack funds, lack educational infrastructure, have inadequate classrooms, inadequate and low quality teachers and polluted learning environment which all go to affect the effectiveness of the institutions concerned. All these influence some school principals in their effort to attain school goals and objectives to be fruitless. It should be understood that many at times head of institutions are confronted by a constant outburst of rowdy behavior on the part of students due to higher enrolment and lack of amenities which all goes to affect the running of the institution.

The principal should try to make decisions that encourage teachers who are hard working to work harder and those who are not interested in their duties to find a reason to improve or to be efficient toward their workload. If the principal is carrying out any decision on motivation, such as the distribution of incentives to teachers, he or she will make sure the incentives are rightly distributed according to their effort. That is, incentives should be given to teachers whose students show growth in their progress. However, Hoy and Miskel (2008, p. 215) on their part hold that, a performance management program should not be imposed on teachers, it should be created in collaboration with them. One will have realised that those programmes that are developed with teachers, are governed by collective bargaining agreement and do far more to support effective teaching and learning.

In an institution, the principal motivate subordinates by providing certain facilities to improve on their working conditions in the classrooms. People, both adult and children are motivated to behave in ways which will help them achieve a sense of significance in the groups in which they live. When people believe that they belong, they also feel connected, capable, and competent willing to contribute to meet the needs of the group. Wright (1996) affirms that, a leader should determine the psychological climate of the group and motivates individual members' level of performance in the achievements of the group's goal. This assertion shows that if the head teacher or leader creates working situations that make people feel belonging and willing to work, there will be increase in output.

Griffin (2013, p. 323) holds that, Manager can improve employees moral when boredom is eliminated in the workplace by reinforcing creative behaviour, establishing goals and deadlines, encouraging extended effort, recognising the value of affording employee's freedom and autonomy, and removing bureaucratic obstacles.

Notwithstanding, Mbua (2003) observed that the standard of education is falling in secondary schools maybe because the principals regularly fail to engage teachers in professional development training. Besides, they realize that principals usually fail to implement effective motivational practices to teachers who are committed to pedagogical delivery and display of moral uprightness as well as academic excellence in the teaching profession so that they could work even more harder.

A decision is said to be effective if it helps a school administrator to achieve a specific objective or set of goals for the school. Failure to achieve a desired goal becomes a problem, and the school administrator is ultimately responsible for solving it. Terry and Stallard (1980, p. 401), recognised that the more the subordinate can utilise his or her way the greater the subordinate's job satisfaction. They found out that many managers desire to be involved in some activities performed by a subordinate but suggested that some managers can accomplish this by retaining one section of the work, explaining why that section is being retained and must perform the work of that retained section on a regular basis.

CHAPTER THREE: METHODOLOGY

Introduction

The methodology that is was in this study is both the quantitative and qualitative research approaches. The qualitative is seen through the use of an interview guide while the quantitative is seen through the use of a questionnaire.

This chapter constitutes a step by step description of the procedures that will be used in carrying out this study. It therefore describes the research design, the research area, population of the study, sample and sampling technique used, the instruments used for data collection, the validation and reliability of the instruments, the administration of the instruments as well as the method used for data analysis and the operationalization of hypothesis.

3.1 Research Design

Creswell (2014) describes research design as the strategies that the researcher intends to use within a research that will talk of the methods, how data will be collected and analysed for the giving study. The descriptive survey design will be used for this study. It provides a procedural outline for the conduct of any given investigation. This study was descriptive in nature because it was carried out to evaluate the influence the principals' decision-making process in administering secondary schools had on school efficiency. That is, the performance of students in examinations, most especially during end of course examinations. This study is carried out using the descriptive survey design in which a group of people or items is studied by collecting and analysing data from only a few members of the population considered to be a representative of the entire group. The result arrived at are generalized on the entire population including those elements that were not studied.

The survey sample design will be used for this study because, Amin (2005, p. 235) says it is suitable to sample opinion of people on existing phenomenon, and it deals with the collection of data for the purpose of describing and interpreting existing conditions. This will be very appropriate to this study on the decision making process of secondary school principals and results of the sample will then be used to generalized to the population from which the sample is drawn.

3.2 Research Area

3.2.1-Presentation and Location of Limbe Sub-Division in Fako-Division

The research is based in South West Region of Cameroon, Fako-Division, precisely in Limbe Sub-Division. Limbe, which was formerly known as Victoria, is a town and port located in South Western Cameroon with a surface area of 185 square kilometres and a population of 120 000 inhabitants following 2014 statistics. This town lies along Amba Bay in the Gulf of Guinea, as the Southern foot of Mount Cameroon. It can be traced at the south of Buea. In Cameroon, Limbe has one of the largest port after the port of Douala. This town Limbe was founded by Alfred Saker a Baptist missionary on 09 August 1958, and various historical monuments dating from the colonial 1890s have been preserved.

Map of Limbe

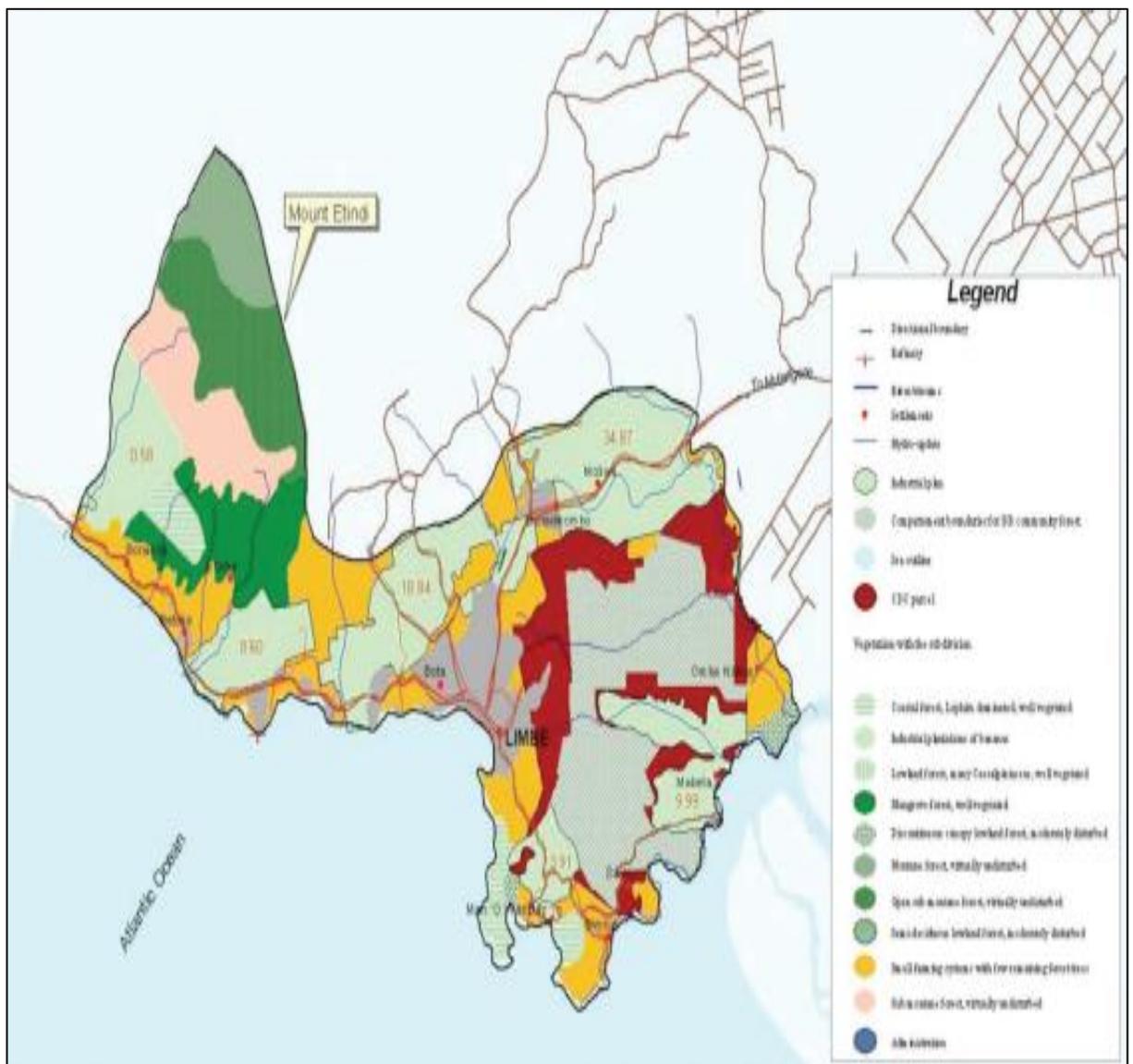


Figure 3.1 Map of Limbe

Limbe is a beach town in Western Cameroon. It's known for its black sand beaches and Atlantic surf. Limbe Botanic Gardens has an herbarium and diverse plant species. Limbe Wildlife Centre rescues and rehabilitates primates, such as lowland gorillas.

Economically, Limbe depends on migrant labour and the export produced of nearby plantations. Some of these produce include coffee, cocoa, rubber, palm oil and kernels, tea, bananas and rubber.

The climate in Limbe varies with terrain, from tropical along the coast to semi-arid and hot in the north. Exceedingly hot and humid, the coastal belt includes some of the wettest places on earth. For example, Debundscha, at the base of Mt. Cameroon, has an average annual rainfall of 10,300 millimetres (405 in).

The researcher selected this area because Limbe is an administrative Headquarter with many secondary schools in Fako Division and adding to the fact that, the prevailing Anglophone crises in South West, has slightly affected Limbe. Also, the researcher observed that some Principals' decision – making process affected the administration of their secondary schools in relation to consultation, delegation, communication, motivating with their teachers and school performance.

3.3 Population of the Study

According to Amin (2004, p. 235) population is defined as the complete collection (or universe) of all the elements (units) that are of interest in a particular in visitation. On the other hand, it is the limit within which the research findings are applicable and it is defined in such a way that the results of the investigation are generalized to it. The population of this study includes all the teachers and principals of secondary schools.

Table 3.1 : The distribution of secondary schools and the population of teachers in Limbe

SECONDARY SCHOOLS	TEACHERS' ENROLMENT
GOVERNMENT SECONDARY SCHOOLS	
Government Bilingual High School Limbe 1	140
Government High School Limbe 1	117
Government High School Mbonjo 1	62
Government HIGH School Bonadikombo 1	69
Government Technical High School Limbe 2	185
Government High School Batoke 2	64
Government Secondary School Mabeta 3	12
Government Technical College Bimbria 3	16
MISSION SECONDARY SCHOOLS	
Saker Baptist College Limbe	60
Presbyterian Girls High School Limbe 1	72
St Ann Girls High School Limbe 1	37
Enrichetta Secondary School Mukunda Limbe 2	30
PCHS Limbe 1	25
Total:	
PRIVATE AND LAY-PRIVATE SECONDARY SCHOOLS	
National comprehensive High School Limbe 1	40
Kulu Memorial College Limbe 1	30
Kofele Luma Limbe 1	25
New Horizon Limbe 1	20
Kemonde Vettran College Limbe 1	24
Gr. Scolaire Nguea Lottin Coolege Limbe 1	16
Good Shepherd College Limbe 1	24
Atlantic Technical Limbe College 1	20
College Espoir Limbe 1	18
Cold D'Excellence College Limbe 1	25
College SONARA Limbe 1	38
Kings B.C.C.C Bonadikombo 1	20
UNIC Secondary School Limbe 1	22
Renaissance Secondary School Limbe 1	20
TOTAL	1231

Source: Divisional Delegation of Secondary Education Fako - Division South West Region Limbe.

3.1.1: The accessible population of the study

The accessible population according to Amin (2004, p. 07) is the population from which the sample will actually be drawn.

Table 3.2: The distribution of Public and Mission secondary schools and the population of teachers and principals.

GOVERNMENT SECONDARY SCHOOLS	ENROLMENT OF TEACHERS'	ENROLMEN T OF PRINCIPALS
Government Bilingual High School Limbe 1	140	1
Government High School Limbe 1	117	1
Government High School Mbonjo 1	62	1
Government HIGH School Bonadikombo 1	69	1
Government Technical High School Limbe 2	185	1
Government High School Batoke 2	64	1
Government Secondary School Mabeta 3	12	1
Government Technical College Bimbia 3	16	1
TEACHERS TRAINING COLLEGES		
Government teachers training collage Limbe	97	1
TOTAL	762	09
MISSION SECONDARY SCHOOLS		
Saker Baptist College Limbe	60	1
Presbyterian Girls High School Limbe 1	72	1
St Ann Girls High School Limbe 1	37	1
Enrichetta Secondary School Mukunda Limbe 2	30	1
PCHS Limbe 1	25	1
Total	224	05

Source: Divisional Delegation of Secondary Education Fako - Division South West Region Limbe.

Table 3.3: The sample population of the study

GOVERNMENT SECONDARY SCHOOLS	TEACHERS' ENROLMENT
Government Bilingual High School Limbe 1	140
Government High School Limbe 1	117
Government High School Mbonjo 1	62
Government HIGH School Bonadikombo 1	69
Government Technical High School Limbe 2	185
Government High School Batoke 2	64
Government Secondary School Mabeta 3	12
Government Technical College Bimbisa 3	16
TOTAL	665

3.4 Sample Size and Sampling Technique

Amin (2005, p. 235), looked at a sample to be a limited number of elements selected from a population, which is a representative of that population. In this study, the sample was selected from Government and Mission secondary schools in Limbe Sub-division. To have the sample, the researcher used the Taro Yamane sampling technique, Monette, Sullivan, and Dejong (2005, p. 210) to determine the sampling size of the population in this study

$$\text{Where } n = \frac{N}{1+N(e)^2}$$

i.e, n = the sample size

N = total number of people in the population or population size

e = assumed errors (0.05)

This statistical formula was used to have the sample size of the population of teachers in each of the sampled schools as seen below:

Table 3.4: The distribution of schools, population of teachers and sample population of teachers and principals for each school

GOVERNMENT SECONDARY SCHOOLS	TEACHERS' ENROLMENT	SAMPLE POPULATION OF TEACHERS FOR EACH SCHOOL	PRINCIPALS FOR EACH SCHOOL
Government Bilingual High School Limbe 1	140	101	1
Government High School Limbe 1	117	91	1
Government High School Mbonjo 1	62	52	1
Government HIGH School Bonadikombo 1	69	57	1
Government Technical High School Limbe 2	185	127	1
Government High School Batoke 2	64	56	1
Government Secondary School Mabeta 3	12	12	1
Government Technical College Bimbia 3	16	16	1
TOTAL	665	512 teachers	08
MISSION SECONDARY SCHOOLS			
Saker Baptist College Limbe	60	52	1
Presbyterian Girls High School Limbe 1	72	61	1
St Ann Girls High School Limbe 1	37	34	1
Enrichetta Secondary School Mukunda Limbe 2	30	28	1
PCHS Limbe 1	25	24	1
Total	224	199	05

Table 3.5: The distribution of schools, sample population and it characteristics in terms of gender

GOVERNMENT SECONDARY SCHOOLS	SAMPLE POPULATION OF TEACHERS FOR EACH SCHOOL	CHARACTERISTICS IN TERMS OF GENDER,	
		Male	Female
Government Bilingual High School Limbe 1	101	34	67
Government High School Limbe 1	91	22	69
Government High School Mbonjo 1	52	20	32
Government HIGH School Bonadikombo 1	57	18	39
Government Technical High School Limbe 2	127	61	66
Government High School Batoke 2	56	21	35
Government Secondary School Mabeta 3	12	02	10
Government Technical College Bimbia 3	16	10	06
TOTAL	512	188	324
MISSION SECONDARY SCHOOLS			
Saker Baptist College Limbe	52	13	36

Presbyterian Girls High School Limbe 1	61	17	50
St Ann Girls High School Limbe 1	34	14	19
Enrichetta Secondary School Mukunda Limbe 2	28	09	16
PCHS Limbe 1	24	11	14
Total	199	64	135

Table 3.6: Characteristics of sample in terms of age

AGE GROUP	PUBLIC SCHOOLS	MISSION SCHOOLS
< 20	12	01
20- 30	07	02
31-40	130	57
41-50	268	98
50years+	95	41

Table 3.7: Characteristics of sample in terms of qualifications

Highest Qualification	Public schools	Mission schools
A 'Level	42	25
1 st Degree/Bachelors	91	87
DIPES I	118	--
Masters	111	87
DIPES II	150	--

Selection of schools:

While in Limbe Sub-Division, I went to the Divisional Delegate of Fako Division, who issued me an authorization to visit the schools. In the schools, a pilot testing was conducted in Public, Mission, Private and Lay private schools. From the results of the pilot study, the researcher purposely decided to work with Public and Mission schools. Amin (2005, p. 242) clearly states that, purposive sampling is a type of sampling that, the researcher uses his or her own judgment or common sense regarding the participant from whom the information will be collected. The researcher selected this sampling technique based on her experience on the field during the pilot studies.

Selection of teachers:

The researcher met the principals of each school who gave an authorization to attend the staff meeting of each school. During the staff meeting, I use the simple random sample technique to select the teachers. Here she wrote yes or no on pieces of papers. And all the teachers who picked yes were administered the questionnaires

3.5 Justification of the Sample Size

In this study, to have the sample size of the population of each school, the researcher scientifically used the Taro Yamane sampling technique as seen in Monette et al (2005) to determine the sampling size of the population in this study:

Where $n = \frac{N}{1+N(e)^2}$

$$1+N(e)^2$$

i. e n = the sample size

N = total number of people in the population or population size

e = assumed errors (0.05)

3.6- Research Instruments

The type of research will depend on how the researcher is going to use the respondents and the variables to effectively carry out the investigation. In this present studies, the type of research that will enable us to successively carry out the study by collecting our data will be, a mixture of quantitative and qualitative study. For quantitative study, the instruments that is used for data collection is a questionnaire to teachers and for qualitative study, an interview guide on decision-making and school efficiency is prepared for principals. The selection of an interview guide was necessary because the interview guide permit the researcher to gather more information that is very necessary for the investigation.

3.6.1-Construction of Questionnaire

The questionnaires were developed by the researcher based on the literature review. The items found on the questionnaires were aimed at getting information based on the impact of decision making on effective secondary school administration. The first section (A) of the two questionnaires, were made up of personal information about the teachers and principals. The second section (B) were based on questions related to the independent variable, the third part (C) were made up of issues related to the dependent variables and the fourth section (D) was on extraneous variable.

Questions are framed in a short and precise manner to reduce the risk of misunderstanding between the researcher and the sample. The questions are organised according to the various research themes. There are four sections in all. The first section seeks to obtain information concerning the sample, institution, sex, age, qualification and teaching experience, while the second addresses issues relating to the independent variable, the third section addresses issues related to the dependent variables, and the fourth section is on extraneous variables. Questions were asked to test the effects of the extraneous variables on secondary school performance.

The questions were closed ended with scale value of; always, sometimes and never.

For reasons of clarity, these three preoccupations have been corresponded with the following question numbers.

Table 3.8: Presentation of hypotheses and their corresponding questions

Hypotheses	Corresponding questions
H1) There is a significant relationship between consultation of teachers by the principal and school performance.	6...11, 30...45
H2) There is a significant relationship between delegation of powers by the Principal in decisions making and school performance.	12...17, 30...45
H3) There is a significant relationship between principal's communication and school performance.	18...23, 30...45
H4) There is a significant relationship between principal motivation to teachers and the school performance.	24...29, 30...45

3.6.2-Construction of the Interview guide

An interview could be defined as a conversation between two people in which one is the interviewer and the other respondent. Nick, Nigel, and Hunn (1998) look at an interview to be a technique which consist of organising a conversation between interviewer and the subject or is a gathering technique involving verbal communication between the researcher and the subject. Interview is commonly used in survey designs and in exploratory and descriptive studies.

The interview design and question phrasing will influence the depth and freedom with which a subject can respond. Some interviews encourage lengthy and detailed replies while others are designed to elicit short and specific responses. In this study the structured interview will be used. Here the interviewer will use the constructed questions to ask each respondent the same questions in the same way and at the same time limit.

The use of this structured interview is a way of trying to ensure comparability across the same sample.

3.7 Validation of Instrument

Validation here refers to the accuracy with which an instrument measures what it is supposed to measure. Amin, (2005, p. 285) looks at validity as the ability to produce accurate results and

to measure what is supposed to be measured. He went ahead to state that a research instrument is said to be valid if it actually measures what is supposed to be measured.

The validity of an instrument could be enhanced either at the level of its structure, content or both. From the literature review and stated hypotheses, the researcher constructed a questionnaire and an interview guide.

3.7.1 Content Validity

To ensure the content validity of this work, it was handed to the supervisor for proper scrutiny. Following this exercise, the supervisor indicated that the questions were long and not easily understood at first glance. Same was also done on the interview guide. This was promptly solved by rephrasing the questions. After the amendments were made, the test items were considered reliable and fit for administration thus, assuring the face validity of the instruments.

The second phase of the validation process was done through a pilot test in Limbe (as a pilot test) and the interview guide was also administered to some principals in Limbe. Responses on questionnaires and the interview guide indicated that the instruments were valid for administration. It should be understood that about 85% of the responses of teachers and the principals indicated that the items were going to measure the objectives thus, the content validity of the instruments were well assured.

3.7.2 Content Validity Index

This was obtained after the questionnaires and the interview guide were distributed to fifteen teachers and two principals of some secondary schools in Limbe respectively. The average validity indexes were positive. These therefore meant that the content validity index were positive as is stated by Amin (2005, p. 288) to be the average index for an instrument to be accepted valid. As a result, the researcher accepted the instrument as valid.

3.8 Reliability of Instruments

According to Amin (2005, p. 288), an instrument is reliable if it is administered on more than once to the same subjects or different groups of subjects and it gives the same results.

3.8.1 Reliability of the Questionnaire

Reliability was enhanced in this study through two methods:

- First, through a pilot test that was administered in two different occasions on a sub sample of teachers and principals in Limbe.
- Through this pilot study, certain questions which some teachers complained about were corrected and rephrased.
- Secondly, the responses were objectively graded since the answers were short and simple.

Also, Amin (2005, p. 302) stipulated that when items in the questionnaire have two or several possible answers, with each giving a different weight, in a case like this Alpha will be the appropriate method for computing reliability. Coming to this research, we realised that after a general view of the items under the dependent variable, we then understood that the reliability will be obtained by calculating the Cronbach's Alpha (α) mean which is given by the formula

$$\alpha = \frac{Nc}{v + (N - 1)c}$$

Where N = the number of items.

C = average inter-items covariance among the items

v = this is the average variance.

3.8.2 Reliability test one for Public schools

Table 3.9 Case Processing Summary

		N	%
Cases	Valid	499	100.0
	Excluded ^a	0	0
	Total	499	100,0

Table 3.10 Reliability Statistics

Cronbach's Alpha	N of Items
.797	45

Reliability test for mission schools

The test used here was the Cronbach's Alpha which shows how reliable the questionnaire used is. This test is so important because the research was carried out on the basis of a questionnaire and the reliability of that questionnaire is a very important factor to this research work.

Table 3.11 Case Processing Summary

	N	%
Valid	199	100.0
Cases Excluded	0	0
Total	199	100.0

Table 3.12 Reliability Statistics

Cronbach's Alpha	N of Items
.907	45

From the test, we see that the Cronbach's Alpha gives a value of .907 which shows that, this questionnaire was highly consistent. Hence, the questionnaire could be used in similar research works like this and will lead to good results.

3.8.3 Reliability of the Interview Guide

The process of epoche which means withholding from judgement increased the study's credibility by reducing bias. Epoche in the modern philosophy of phenomenology refers to a process of setting aside assumptions and beliefs. The data analysis section in chapter four will carry further explanation regarding epoche.

3.9 Administration of Instruments

This part was carried out after the questionnaires and the interview guide have been constructed and administered to the sample population concerned.

3.9.1 Administration of Questionnaire

Procedure

The researchers distributed the questionnaires to the respondents and collected them after two weeks. Five hundred and twelve (512) questionnaires were distributed Public schools and one hundred and ninety-nine (499) questionnaires for Mission schools. Four hundred and ninety-nine (199) questionnaires were answered and returned for Public schools and one hundred and ninety-nine (199) for mission schools as indicated below. Thirteen questionnaires from the five hundred and twelve were not returned either due to non-response or absenteeism of the respondents when the researchers went back on several occasions to collect the questionnaires.

Table 3.13 Questionnaire Administration for Public Schools

No	Items	Total	%
1	Number of questionnaire administered	512	100
2	Number of questionnaire returned	499	96.19
3	Number of Missing questionnaire	13	3.81

Source: field work (2019) by the researcher

Table 3.14 Questionnaire Administration for Mission Schools

No	Items	Total	%
1	Number of questionnaire administered	199	100.0
2	Number of questionnaire returned	199	100.0
3	Number of Missing questionnaire	0	0

Source: field work (2019) by the researcher

Table 3.15 Questionnaire reponses distribution for Public Schools

N°	Items	Total	%
1	Questionnaire distributed	512	100
2	Questionnaire returned	499	97,46
3	Questionnaire not returned	13	2,53
4	Incomplète questionnaire	38	7,61
5	Questionnaire Analysed	499	97,46

Source: field work (2019)

Table 3.16 Questionnaire reponses distribution for Mission Schools

N°	Items	Total	%
1	Questionnaire distributed	199	100
2	Questionnaire returned	199	100.0
3	Questionnaire not returned	0	0
4	Incomplete questionnaire	05	2.51
5	Questionnaire Analysed	199	100.0

3.9.1 Administration of Interview Guide

A structured interview of one-to-one in person interview was conducted with principals of the sample schools for the study. The interview was conducted where each principal found it very appropriate. An interview protocol (Appendix E) was used to provide an outline for the interviews and a plan to provide a level of uniformity to the process.

The interview was arranged for thirty minutes and the questions for the interview were included for the structured interview. The interview questions provided a structure for the interview, but the researcher prompted when necessary and asked for additional reflection or explanations. It should be understood that by a special request all interviews were audio recorded and transcribed. The partakers were called upon to think a loud document analysis to determine the impact, the decision making process of the principal in secondary school had on school efficiency. The structured interview guide gave room for the principals to think on the impact the decision making process had on school efficiency. Throughout the interview, focus was giving to asking the prepared questions and listening to the various responses of participants.

3.10 Methods of Data Analysis

3.10 .1 Methods of Data Analysis for the Questionnaires

This research gathered information from calculated sample teachers and from principals through a questionnaire and an interview guide respectively. The data from the field was analysed using frequencies and percentages that were sorted out and presented as descriptive statistics. Later, this data from the questionnaire was managed in order to prepare the data for analysis and for verifications of the hypotheses that were placed for the study.

To examine the data for this work, it was required to provide evidence of appropriate data management procedures with the intention to enhance the credibility and validity of the analysis so as to have a valid judgement for the study. It should be understood that this study was operationalized into five [5] variables which were communication, consultation, delegation and motivation as independent hidden constructs and school efficiency being the construct for the dependent variable.

Data management procedures started with the identification and treatment of missing data, followed by dimension reduction analysis, the parametric assumptions with specific interests on the treatment of outliers and lastly the hypothesis were verified. These sequences of steps

for the data management and the verification of hypothesis will be better explained in chapter four.

Therefore, the verification of hypothesis mandated the use of the Pearson product moment correlation index. This is because the work deals with a correlation between variables and they are continuous variables and, the researcher wanted to measure the strength and direction of the two continuous variables i.e. the decision making process and school efficiency. Further, the Pearson product moment correlation index was used to find out where there exists a relationship or correlation between the variables. The Pearson product moment correlation index has been chosen because the study has to do with relationship between variables. These variables are the decision-making process and school performance.

The correlation measures the direction and degree of the relationship between the two variables. That is, the independent variable and dependent variable (x and y). To know the direction of the relationship, the correlation index was classified as positive or negative. The independent and dependent variables are positively related if the value of the independent variable increases, those of the dependent variables also increase and vice-versa. On the other hand, if the independent and dependent variables are negatively related, the values of independent will increase while those of dependent variables will decrease and vice-versa.

The degree of the relationship

According to Amin (2005) correlation measures how well the data fits the specific form that is being considered. A linear correlation measures how well the data points fit on a straight line and a curvilinear correlation index measures how well the data points fit into the curve of interest.

The Pearson product – moment correlation measures the degree and direction of the relationship between two variables X and Y representing the independent and dependent variable.

If the independent and dependent variables satisfy the three conditions for the Pearson product – moment correlation, then

$$r_{xy} = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{[n(\sum X^2) - (\sum X)^2][n(\sum Y^2) - (\sum Y)^2]}}$$

Where

n = number of paired observations,

ΣXY = sum of cross products of X and Y. That is, multiply the corresponding values of X and Y and sum these products,

ΣX and ΣY are sum of the X and Y scores respectively,

ΣX^2 = sum of all the squared values of the X scores,

ΣY^2 = sum of all the squared values of the Y scores

$(\Sigma x)^2$ = sum of all X scores, this sum squared

$(\Sigma y)^2$ = sum of all Y scores, this sum squared

The calculated value will be compared with the read value of Pearson product moment correlation index (at the level of significance) leading to a decision rule which states that:

- If the calculated value is greater than the read value, we reject the null hypothesis.
- If the calculated value is less than the read value, we retain the null hypothesis.
- If the null hypothesis is rejected, then a relationship exists between the independent and the dependent variables.

As such, the nature of the relationship will be determined using the probability value approach.

3.10 .2 Methods of Data Analysis for the Interview Guide

Phenomenology is a qualitative research method designed to study personal life experiences. That is, to understand the meaning individuals place on a specific phenomenon. MacMillan and Schumacher (2001) look at the phenomenological approach as an attempt of a researcher to gain entry into the realities of the participant and understand how meaning is constructed about a particular phenomenon. Phenomenology of interest for this study was chosen in order to examine the experiences from the perspectives of secondary school principals on the decision making process in relation to the four constructs and school efficiency. This methodology required in-depth interviews with people who had direct experience with the phenomenon of interest. We should not fail to understand that it is not the researchers' perspective or viewpoint. Qualitative study allows for a deeper review of those factors that were put under study.

The phenomenon of interest for the present study was an investigation of the impact the decision making process has on school performance.

3.11 Operationalisation of Variables

This section is concerned with the variables of the study identified together with their indicators, modalities, the measurements scale and the statistical technique used:

3.11.1. Variables:

a) Independent variable:

-Decision making process of the Principal in administration

b) Dependent variables:

-School performance

3.11.2 Indicators:

- i) Consultation
- ii) Delegation
- iii) Communication
- iv) Motivation

a) Consultation

- Opinion
- Involvement/ Participation
- Deployment of teachers in school
- staff meetings/ PTA meetings
- SMB (School Management Board)
- Suggestions in meetings
- School social (activities)

b) Delegation

- Supervision
- Cooperation
- Accountability /Assigned
- job enrichment
- Empowerment
- Responsibility to task

c) Communication

- Poor Pedagogic report
- Interpersonal communication
- School meetings
- Circular for staff meetings
- School notice board/ journals
- Different communications
- School notice board

d) Motivation

- Incentives
- Advancement/ Pedagogic note
- Reward (performance and pay)
- Working relationships
- Working conditions
- Job satisfaction
- Working environment
- Seminars

3.12 Research Questions for the Study

3.12.1 General Research Question

How do principals' decision-making process in secondary school administration impact school efficiency?

3.12.2 Specific research questions

- How does consultation by the principal influences school performance?
- How does the delegation of powers by the principal influences school performance?
- How does the principal's communication with teachers influence school performance?
- How does the principal's motivation to teachers influence school performance?

3.13 Hypotheses of the Study

3.13.1 General Hypothesis:

The decision making process of the principal influence secondary school performance.

3.13.2 Research/Working Hypotheses

The study is guided by four research hypothesis

Hypothesis 1

Null (Ho): There is no significant relationship between consultation of teachers by the principal and school performance.

Alternative (Ha): There is a significant relationship between consultation of teachers by the principal and school performance.

Hypothesis 2

Null (Ho): There is no significant relationship between delegation of powers by principals to teachers and school performance.

Alternative (Ha): There is a significant relationship between delegation of powers to teachers by the Principal in decisions making and school performance.

Hypothesis 3

Null (Ho): There is no significant relationship between principals' communication with teachers and school performance.

Alternative (Ha): There is a significant relationship between principals' communication with teachers and school performance.

Hypothesis 4

Null (Ho): There is no significant relationship between principals' motivation to teachers and school performance.

Alternative (Ha): There is a significant relationship between principals' motivation to teachers and school performance.

Table 3.17: The recapitulative table showing the operationalization of variables

General hypothesis	Specific research hypothesis	Variable	Indicators	Modalities	Measurement scale	Statistical analysis
The decision making process in secondary school administration and its impact on performance	There is a significant relationship between consultation by the principal and school performance	Independent	- Opinion	Always	Nominal	Pearson product moment correlation index rxy
			- Involvement/ Participation	Sometime		
			- Deployment of teachers in school	Never		
			- staff meetings/ PTA meetings			
			- SMB (School Management Board)			
		Dependent	- Suggestions in meetings			
			- School social (activities)			
			Achievement	Always	Nominal	Pearson product moment correlation Index rxy
			- performance in exams	Sometimes		
			- School performance	Never		
- Syllabus coverage /						
- Student-Teachers cooperation						
There is a significant relationship between delegation of powers by the Principal in decisions making	There is a significant relationship between delegation of powers by the Principal in decisions making	Independent	-Empowerment	Always	Nominal	Pearson product moment correlation Index rxy
			- Assigned	Sometimes		
			- Accountability	Never		
			- Supervision			
			- Cooperation			
		- Delegation	- Assiduity/Commitment/ punctuality			
			- equipping of the libraries and Laboratories			
			-security			

and school performance		-job enrichment - Responsibility to task - socialization			
	Dependent	Achievement	Always Sometimes Never	Nominal	Pearson product moment correlation
	- School performance	- performance in exams - Syllabus coverage / - Student-Teachers cooperation Assiduity/Commitment/ punctuality - equipping of the libraries and Laboratories -security			Index rxy
There is a significant relationship between principal's communication and school performance	Independent	-School meetings -school notice board/Circular for staff meetings -pre-notice/School journals - Different communication (telephones radio, internet) -School notice board - Enough facts - Poor Pedagogic report	Always Sometimes Never	Nominal	Pearson product moment correlation Index rxy
	- Communication				
	Dependent	- Achievement	Always Sometimes Never	Nominal	Pearson product moment correlation
	-School performance	- performance in exams - Syllabus coverage /			Index rxy

There is a significant relationship between principal motivation to teachers and school performance.	Independent	- Student-Teachers cooperation	Always Sometimes Never	Nominal	Pearson product moment correlation Index rxy
		Assiduity/Commitment/ punctuality			
		- equipping of the libraries and Laboratories			
		-security			
		Incentives/motivation			
		-Advancement/ Pedagogic note			
		- Motivation			
		-Working relationships			
		- Working conditions			
		- Job satisfaction			
- Dependent	- School Efficiency	-Working environment - Seminars/workshops	Always Sometimes Never	Nominal	Pearson product moment correlation Index rxy
		- Job security			
		- Achievement			
		- performance in exams			
		- Syllabus coverage /			
		- Student-Teachers cooperation			
		Assiduity/Commitment/ punctuality			
		- equipping of the libraries and Laboratories			
		-security			

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF RESULTS

Introduction

The analysis of the impact of the decision making process on school performance of some selected secondary schools in Limbe sub-division was based on this scientific orientations, the study adopted a quantitative and qualitative methodology to test four [4] hypothetical relationships established from relevant empirical evidence. Key specific independent hidden constructs observed in the study were: Consultation, Communication, Delegation and Motivation. Equally, it is worth mentioning that the dependent variable school performance was also operationalized. The analysis process of data of the questionnaire was concluded using the following steps: the analysis of the distributional characteristics of demographic information of the respondents, responses of respondents, missing data identifications and treatment, outliers and the hypotheses testing using Pearson product moment correlation coefficient index (r_{xy}). Questionnaires distributed to Public and Mission secondary schools were analysed differently as seen below on 4.1 and 4.2 respectively.

To analyse the interview guide, the researcher used the phenomenological approach. Phenomenology of interest for this study was chosen in order to examine the experiences from the perspectives of secondary school principals on the decision making process in relation to the four constructs and school performance.

4.1. Data Analysis and Presentation of Results for Public Secondary Schools

4.1.1 Questionnaires Response Rate

Semi-structured questionnaires were used as data collection instrument. The instrument was divided into three sections in order to capture both demographic characteristics of the sample and the measurement of the core variables [communication, consultation, delegation, motivation and school performance. A total of five hundred and twelve (512) questionnaires were self-administered and four hundred and ninety-nine (499) were retained. This implies that a total of thirteen (13) questionnaires were not returned. The study recorded six (6) incomplete questionnaires and four hundred and ninety-three (493) complete questionnaires available for the actual analysis of data. Below is a descriptive presentation of the response rate for the study.

Table 4.1: Questionnaire Administration for Public Schools

No	Items	Total	%
1	Actual questionnaire analysed	499	100
2	Incomplete questionnaires	8	1.60
3	Total questionnaire not returned	13	3.81
4	Total questionnaire returned	499	
5	Total questionnaire distributed	512	

Source: field work (2019) by the researcher

The high rate of participants' response to the questionnaires survey was partly explained by the easy access to data and the use of self-administered strategy in the distribution and completing the questionnaires. The observed response rate with respect to the complete questionnaires which came back had a percentage of 97.5 % which therefore made the questionnaire to be considered appropriate for the analysis.

4.1. 1.1: Distributions of Demographic Characteristics

The demographic distributions of the sample were used to ensure that the sample frame of the study was appropriate. The measurement criteria for demographic information were based on categorical nominal and binary data as measurement of the items. These parameters include: Gender = (Female) and (Male), School locations (GSS MBONJO, GTC BIMBIA, GHS LIMBE, GTHS LIMBE, GHS BATOKE, GBHS LIMBE and GSS MABESA), Age (<20 years, 20-30 years, 31-40 years, 41-50 years, 50yeras+), Highest qualifications (A' Level, 1stDegree, DIPES 1, Master and DIPES 2) and Teaching experience (1-3 years, 4-7 years, 8 years and above). All these parameters are detailed below.

Table 4.2: Overall distribution of demographic data

Demographic Characteristics	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Gender	499	1.00	2.00	1.6624	.47388
School	499	1.00	8.00	4.5485	1.93834
Age	498	1.00	5.00	2.9703	.75735
Highest qualification	496	1.00	5.00	3.4353	1.30770
Teaching experience	496	1.00	3.00	2.1362	.78893
Valid N (listwise)	492				

Source: Field Data

It should be noted that the valid response of the sample is four hundred and ninety-two (492), thus implying the existence of some level of missing data as shown below.

Table 4. 3: Overall distribution of missing demographic data

Variables		Gender	School	Age	Highest qualification	Teaching experience
N	Valid	499	499	498	495	497
	Missing	0	0	1	3	3

Table 4.3 shows the overall distribution of the missing data. From the table, there was no missing data under gender and schools. When we look at age we discovered that out of the sample of 499 respondents, 01 was missing, for highest qualification 03 respondents were missing and 03 again for teaching experience.

4.1.1.2: Distribution of respondents by Gender consideration

Table 4.3: Distribution of (respondents) Teachers by Gender Consideration

The study seeks to investigate on the respective genders of the respondents. From our findings we can see the following:

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	172	34,5	34,5	34,5
	Female	327	65,5	65,5	100,0
	Total	499	100,0	100,0	

Source: Field data

The gender was both female and male considerations and was measured using binary data. The gender representation consists of 172 (one hundred and seventy-two) male and 327 (three hundred and twenty-seven) female representing a sample of 499 (four hundred and ninety-nine) respondents. There were no cases of missing data. Based on the gender distribution, the study consisted of more females than males. It should be noted that the teaching profession is female dominated at the level of secondary education. However, the inclusion of the male population (35% of the sample size) is evidence of the involvement of males' perspectives of the phenomenon understudy. This goes a long-way to enhance the validity and reliability of the study. In this light, it is evident that, the sample is appropriate for the analysis considering that,

it represents both male and female members of the population and as such the analysis is not gender bias.

4.1.1.3: Distribution of Respondents by School

Furthermore, the various schools in which the researcher targeted were also put under study and from which we got from our statistics. Majority of the participants were gotten from GHS LIMBE, GBHS LIMBE, GHS BATOKE and GTHS LIMBE. GSS Mabeta and GTC Bimbria recorded the lowest number of participants as shown below.

Table 4.4: Distribution of Respondents by School Location

		School			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	GSS MBONJO	52	10,16	10,16	10,16
	GTC BIMBIA	16	3,13	3,13	13,29
	GHS LIMBE	91	17,77	17,77	31,06
	GTHS LIMBE	127	24,8	24,8	55,86
	GHS BATOKE	56	10,94	10,94	66,8
	GBHS LIMBE	101	19,73	19,73	86,53
	GSS MABETA	12	2,34	2,34	88,87
	GSS BONADIKOMBO	57	11,13	11,13	100
	Total	512	100	100	

Source: Field Data

In order to have a sample, schools were selected from the Limbe municipality which is the area of the study. Based on the importance of making generalization of the results of the study, it was important that the ample to design an inclusive sampling frame to represent schools from both rural and urban communities. It is understood that schools in their different control and ownership are faced with different challenges regarding decision making process which goes a long way to influence their performance. Majority of the respondents were teachers from Public secondary schools. Those from general education were (GSS MBONJO, GHS LIMBE, GTHS LIMBE, GHS BATOKE, GBHS LIMBE, GSS MABETA and GSS BONADIKOMBO) and those from technical education institutions were (GTC BIMBIA and GTHS LIMBE) in the

Limbe sub-division. The sampling also considers schools in terms of their linguistic classification (GBHS LIMBE) and size. This relates to Government High Schools (GHS LIMBE and GHS BATOKE) and Government Secondary Schools (GSS MBONJO, GSS MABESA and GSS BONADIKOMBO). There were 0.6% of missing data for both categories. The distribution of school location of this study was appropriate as the sample frame was a true representation of the population in terms of size, language, specialization and location. The table and figure below summarizes these analyses.

4.1.1.4: Distributions of respondents by age

The age of the various respondents from the respective schools were also investigated by the study where the following statistics was gotten.

Table 4. 5: Distributions of respondents by age

		Age			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	20-30 years	6	1,2	1,2	1,2
	31-40 years	124	24,8	24,8	26,0
	41-50 years	266	53,3	53,4	79,4
	50 years +	90	18,0	18,1	97,5
	< 20 years	12	2,4	2,4	100,0
	Total	498	99,7	100,0	
Missing	System	1	0,2		
Total		499	100,0		

The distribution of respondents by age is a vital demographic characteristic to ensure valid and appropriate responses. The population of teachers must be of legal working age as defined by the Cameroon Labour code. Participants must be teachers of legal working age. The subject under study relates to the decision making process in secondary school administration and its impact on school performance. It is necessary that some school administrators should have some level of work experience. Usually, majority of individuals holding administrative positions are of ages above 30 years. Recruitment into the teaching profession starts from

eighteen (18 years) old. The training process of teachers takes a minimum of three (3) academic years to be completed.

To this effect, it can be ascertained that the teaching life cycle start as early as 23 years after completing teachers training program. To hold administrative positions required work experience and this takes time to be achieved. The official retirement age for secondary school teachers is 60 years.

In this study, age was measured using non-categorical data ranging from < 20 years, 20-30 years, 31-40 years, 41-50 years and 50years+. To this effect, opinions of all strata of teachers based on age were considered in the data collection process. This therefore mitigates any possibility of bias response. Majority of the participants were of the age range from 41-50 years (266), followed by 31-40 years (124) as seen on the table above.

4.1.1.5: Distributions of respondents by teaching experience.

Moreover, the various teaching experiences of the respondents were recorded. From this, the study was able to know how long our respective respondents have been in service.

Table 4. 6: Distributions of respondents by teaching experience.

		Teaching experience			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-3 years	123	24,6	24,8	24,8
	4-7 years	180	36,1	36,3	61,1
	8 years and above	193	38,7	38,9	100,0
	Total	496	99,4	100,0	
Missing	System	3	,6		
Total		499	100,0		

Source: Field Data

Teaching experience relates to the number of years of active teaching. In order for respondents to be considered appropriate for the study, they must have some level of work related experience. This therefore provides adequate evidence of the quality of data collected from this sample frame. In this study, teaching experience was measured based on three categories, ranging from 1-3 years, 4-7 years, 8 years and above. Majority of the respondents have teaching experiences above 8 years (38.7%) and followed by 4-7 years (36.1%). The teaching

experience of this study is appropriate as the sample frame is a representative of the population consisting of teachers with experiences. The opinions of all strata of teachers based on years of experience for the aforementioned range were considered in the data collection process.

4.1.1.6: Distributions of Respondents by Highest Qualifications.

The level of education was measured using nominal data with five (5) categorical levels including: A' Level, 1st Degree, DIPES I, Master and DIPES II.

Table 4.7: Distributions of Respondents by highest Qualification

		Highest qualification			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A' LEVEL	38	7,6	7,7	7,7
	1 st DEGREE	90	18,0	18,1	25,8
	DIPES I	111	22,2	22,4	48,2
	MASTER	109	21,8	22,0	70,2
	DIPES II	148	29,7	29,8	100,0
	Total	496	99,4	100,0	
Missing	System	3	,6		
	Total	499	499		

Source: Field Data

The inclusion of academic specification in the sample frame is to ensure that participants are knowledgeable to provide meaningful justification regarding the subject under examination. Based on the data, numbers of valid participants of A' Level, 1stDegree, DIPES I, Master and DIPES II corresponds to 38 (7,6%), 90 (18%), 111(22.2%), 109 (21.8%) and 148 (29.7%) respectively. There were 3 (0.6%) cases of missing data. The lowest participants were A/L holders consisting of 38 (7.6%) of the sample size. The highest participants were holders of DIPES I &II. The sampling frame is well distributed in terms of qualification and thus is considered relevant and a true representation of the population.

4.1. 2: Distribution of Respondents by Constructs of Variables

4. 1. 2. 1: Distribution of respondents for Consultation in decision-making

Table 4. 8: Does your opinion count during a decision making process?

Does your opinion count during a decision making process?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	50	10,0	10,0	10,0
	Sometimes	323	65,0	65,0	75,0
	Never	126	25,0	25,0	100,0
	Total	499	100,0	100,0	

Source: Field Data

The above table reveals that, out of 499 teachers, 323 teachers indicated that their opinion sometimes count, 126, indicated that their opinion never counts while only 50 teachers indicated that their opinion always count during a decision making process in school. This implies that most teachers' opinion sometimes counts and sometimes do not count during a decision making process in their schools. This is a good practice of considering teachers' opinions because these makes them feel important in the eyes of the administration and hence building more confidence and trust between the administration and her teachers.

Table 4.9: Does the principal resorts to consultation in the reassignment of certain teachers in the school program?

Does the principal resorts to consultation in sharing of the school workload?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	84	16,8	16,8	16,8
	Sometimes	286	57,5	57,5	74,3
	Never	128	25,7	25,7	100,0
	Total	499	100,0	100,0	

Source: Field Data

The table reveals that, out of 499 teachers, 286 indicated that sometimes the principal, consult the teachers during the sharing of the school workload, 128 teachers said never while only 84 teachers said the principal usually consult their teachers during the sharing of the school workload. From the analysis, we can see that majority of the teachers are on sometimes and never, meaning that most principals do not resort to consultation with their teachers before distributing school workload from the beginning of an academic year.

Table 4.10: If involved in a decision making, are your contributions implemented?

If involved in a decision making, are your contributions implemented?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	168	34.0	34.0	34,0
	Sometimes	210	42.0	42.0	76,0
	Never	121	24.0	24.0	100.0
Total		499	100,0	100.0	

Source: Field Data

From the above, out of a sample of 499 teachers, 168 teachers with a percentage of 34 % say their opinions are always implemented when involved in a decision making, 210 indicated sometimes while 121 said their opinions are never implemented during a decision making. Since only 210 teachers said their opinions are always implemented during a decision-making process, this implies that not up to 50 % of the teachers' opinions are always implemented during decision-making. From the above statistics, it can be deduced that teacher's contribution in government schools are many a time not implemented.

Table 4.11: Rate the role of SMB in decision making.

Rate the role of SMB in decision making.		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Above 80	158	31,7	31,7	31,7
	Above 60	250	50,1	50,1	81,8
	Below 50	91	18,2	18,2	100,0
Total		499	100,0	100,0	

Source: Field Data

The table indicate that, out of the sample population of 499 teachers, 158 teachers which make up a percentage of 31.7 % of the sample rated it influence in decision making in schools to be above 80 %, 250 teachers of the sample rated the SMB involvement to be 51.1 %, while 91 teachers who make up a percentage of 18.2 % also rated the SMB influence in decision making to be below 50 %.

From the analysis above we can see that the highest rating of the SMB involvement in decision making was at 60 percent which represented 36.6 % of the sample followed by 158 teachers

who rated the SMB involvement in decision making at 80 % representing a percentage of 31.7 % of the sample. From these two, we can say that the SMB does not always intervene in decision making in schools. While 91 teachers of the same sample, rated the SMB involvement in decision making to be at 50 % representing 18.2 % of the sample and only 11.4 % of the total sample rated the SMB involvement to be at 100 %. These two other groups show that the SMB is not very involved in decision making in schools.

Table 4.12: Do teachers participate in decision making during staff and other meetings?

Do teachers participate in decision making during staff and other meetings?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	166	33,0	33,0	33,0
	Sometimes	263	53,0	53,0	86,0
	Never	70	14,0	14,0	100,0
	Total	499	100,0	100,0	

Source: Field Data

Following table 4.12, out of a sample of 499 teachers, 263 teachers indicated that teachers sometimes participate in decision making during staff and other meetings in school, 166 indicated always and only 70 indicated never. From this analysis, it implies that, principals sometimes do involve their teachers to participate in decision making during staff and other meetings.

Table 4.13: Does the principal seek to understand various job difficulties of teachers during and out of staff meetings?

Does the principal seek to understand various job difficulties of teachers during and out of staff meetings?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	176	35.0	35.0	35.0
	Sometimes	226	45.0	45.0	80.0
	Never	95	19.0	19.0	99.0
	Total	497	99.6	99.6	
Missing	System	2	,4		
Total		499	100,0		

Source: Field Data

Table 4.13, it reveals that from the sample of 499 teachers, 226 teachers with a percentage of 45% indicated that they sometimes effectively seek to understand various job difficulties of teachers during and out of staff meetings, 176 respondents with a percentage of 35 % were for always and only 95 teachers with a percentage of 19 % were for never. This implies that, principals to an extent are not willing to attend to the various job difficulties that their teachers are facing so that the success of their schools are guaranteed. The failure of the head of the institution to try to understand the various job difficulties that the teachers are facing in the teaching learning process will implies that the schools concerned will not be able to experience good performance of their students most especially in Public examinations.

Table 4.14: Does the principal usually delegate his closest collaborators and teachers to represent him in ceremonies?

Does the principal usually delegate teachers to represent him in ceremonies?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	44	9.0	9.0	9.0
	Sometimes	300	60.0	60.0	69.0
	Never	155	31.0	31.0	100.0
Total		499	100,0	100,0	

Source: Field Data

Table 4.14 reveal that, out of the sample of 499 teachers, 300 teachers which made up a percentage of 60 % said that the principals sometimes delegates teachers to represent him in ceremonies, 155 teachers with a percentage of 31 % said the principal never delegate teachers to represent him in ceremonies while, 44 teachers with a percentage of 09 percent said the principal always delegates. From the above analysis, one can discover that the principal sometimes delegates teachers to represent him in ceremonies and based on the analyses, we can discover that other moments they do not delegate. This becomes a serious problem when teachers feel they cannot be trusted.

Table 4.15: Does the principal sometimes allow teachers to carry out some of his duties in school?

Does the principal allow teachers to carry out some of his duties in school		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	53	11,0	11,0	11,0
	Sometimes	250	50,0	50,0	61,0
	Never	169	39,0	39,0	100,0
Total		499	100,0	100,0	

Source: Field Data

Table 4.15 reveals that, out of a sample of 499 teachers, 250 teachers with a percentage of 50 % said the principal sometimes allow teachers to carry out some of his duties in school, 196 teachers with a percentage of 31 % said the principal never allow teachers to carry out some of his duties in school while 53 teachers with a percentage of 11 % said the principal always allow teachers to carry out some of his duties in school. From the above analyses, since sometimes and never carries the highest response, it implies that most principals sometimes do not allow teachers to carry out some of his duties in school. This can be a bad practice if the principal may wish the institution to experience school efficiency that can only come after a good collaboration with the teaching staff.

Table 4.16: Does the principal delegate based on experience and responsibility at work?

Does the principal delegate based on experience and responsibility at work?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	35	7,0	7,0	7,0
	Sometimes	300	60,0	60,0	67,0
	Never	164	33,0	33,0	100,0
	Total	499	100,0	100,0	

Source: Field Data

From table 4.16, one can discover that 300 teachers amounting to 60 % indicated that principals sometimes delegate functions based on experience and responsibility at work, 164 teachers with a percentage of 33 indicated that the principal never delegate based on experience and responsibility while, only 7% said that, the principal sometimes delegate functions in school based on experience and responsibility at work. From the analyses above, it is evident that the principal delegate based on their personal instincts and not based on responsibility and experience at work.

Table 4.17: Does the principal carry out proper supervision if powers or functions are delegated?

If powers or functions are delegated, does the principal carry out proper supervision?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	220	44,0	44,0	44,0
	Sometimes	250	50,0	50,0	94,0
	Never	29	6,0	6,0	100,0
	Total	499	100,0	100,0	

Source: Field Data

From the sample of 499 respondents, 250 respondents with a percentage of 50 % view that principals sometimes carryout proper supervision if powers and functions are delegated to teachers, 220 respondents with a percentage of 44 on their part, said that the principal sometimes carry out proper supervision if powers and functions are delegated to teachers whereas only 29 respondents with a percentage of 6 indicated that principals never carryout proper supervision when powers or functions are delegated to teachers in school and out of school. This implies that half of the total sample of the teachers is of the opinion that principals

sometimes carryout proper supervision when they delegate certain functions or powers to teachers.

Table 4.18: Does the principal uses expertise leadership to handle school affairs?

Does the principal uses expertise leadership to handle school affairs?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	51	10,0	10,0	10,0
	Sometimes	258	52,0	52,0	62,0
	Never	190	38,0	38,0	100,0
	Total	499	100,0	100,0	

Source: Field Data

In the table above one can see that, out of the 499 teachers used for the study, 258 teachers with a percentage of 52 indicated that principals sometimes use experience teachers to handle school affaires, 190 teachers making 38 % were for never and 51 teachers with a percentage of 10 were for that principals never exploit the advantages of experienced teachers to lead in the handling of certain school affairs. From the above statistical analysis, it therefore implies and confirm that most principal sometimes use experience teachers to act as leaders in certain school affairs.

Table 4.19: Do you feel satisfied if the principal prefers to be everywhere that his presence is needed?

Do you feel satisfied if the principal prefers to be everywhere that his presence is needed?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	112	22.0	22.0	22.0
	Sometimes	233	47.0	47.0	69.0
	Never	144	29,0	29.0	98,0
	Total	489	98.0	98.0	
Missing	System	10	2.0		
Total		499	100,0		

Source: Field Data

From table 4.19, 233 teachers with a percentage of 47.0 indicated that they were sometimes satisfied when the principal prefers to be everywhere that his presence is needed, 144 teachers with a percentage of 29 indicated that they are always satisfied and 112 teachers rated at 22 % on their part indicated that they are never happy if the principal prefers to be everywhere that his presence is needed. 10 respondents rated of 2 % did not have any responses to the question.

This therefore implies that, most teachers are sometimes satisfied and sometimes they are not satisfied if the principal prefers to be everywhere that his presence is needed.

Table 4.20: Are you informed on matters related to the functioning of the school?

Are you informed on matters related to the functioning of the school?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	166	33,0	33,0	33,0
	Sometimes	283	57,0	57,0	90,0
	Never	50	10,0	10,0	100,0
	Total	499	100,0	100,0	

Source: Field Data

The table above reveals that, 283 teachers said sometimes they were informed on matters concerning the running of the school, 166 teachers indicated always while 50 teachers said they are never informed on matters concerning the running of the school. This implies that most teachers in the schools are sometimes informed and sometimes they are not informed by their principals on matters concerning the functioning of the school. Whereas, only 50 teachers indicated that, they are never informed by the principal on matters concerning the running of the school.

Table 4.21: Does the principal follow the school calendar of meetings schedules?

Does the principal follow the school calendar of meetings schedules?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	296	59,3	59,3	59,3
	Sometimes	171	34,3	34,3	93,6
	Never	30	6,0	6,0	99,6
	Total	497	99,6	99,6	
Missing	System	2	0,4.0		
Total		499	100,0		

Source: Field Data

In table 4.21, from a sample of 499 teachers, 296 teachers with a sample of 60 percent indicated that the principals always follow the school calendar of meetings schedules in the organisation of most of his meetings, while 171 teachers with a percentage of 34 are of the opinion that the principal sometimes follow the school calendar of meetings schedules and only 30 teachers said never. This implies that most staff meetings and others scheduled programs follow the

school calendar of meetings schedules.

Table 4.22: Is the school notice board always utilized for its purpose?

Is the school notice board always utilized for its purpose?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	217	55,0	55,0	55,0
	Sometimes	209	42,0	34,3	97,0
	Never	15	3,0	3,0	99,6
	Total	497	99,6	99,6	
Missing	System	2	0,4.0		
Total		499	100,0		

Source: Field Data

From the sample of 499 teachers, 217 teachers with a sample of 55 % indicated that the school notice board is always effectively used for its purpose, 209 teachers with a percentage of 42 indicated that sometimes it is effectively used for its purpose and only 15 teachers with a percentage of 3 said it is never used for its purpose. 02 teachers with a 0,4 % did not have any responses to the question. Since 217 were for always and 209 were for sometimes, it therefore implies that the school notice board is effectively used for its purpose.

Table 4.23: Does the principal gather enough facts over a situation before taken a decision?

Does the principal gather enough facts over a situation before taken a decision?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	210	42,0	42,0	42,0
	Sometimes	245	49,0	49,0	91,0
	Never	44	9,0	9,0	100,0
	Total	499	100,0	100,0	

Source: Field Data

Table 4.23 indicate that 210 teachers with a 42 % are of the opinion that the principal always gathers enough facts over a situation before taken a decision, 245 teachers, with a percentage of 49 indicated that the principal sometimes gather enough facts while, only 44 teachers with a percentage of 8.4 % were of the opinion that the principal never gather enough facts over a situation before taken a decision. From the above analysis, there is high evidence that the principal sometimes gathers enough facts over situations and sometimes do not before taking

decisions. In this way, it makes his decisions to be sometimes rational and considerate and other times the decisions are not so.

Table 4.24: Can a stubborn teacher be given a prompt and punitive transfer?

Can a stubborn teacher be given a prompt and punitive transfer?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	80	16,0	16,0	16,0
	Sometimes	207	41,0	41,0	57,0
	Never	212	43,0	43,0	100,0
Total		499	100,0	100,0	

Source: Field Data

The above table indicates that, out of a sample of 499 teachers, 80 teachers making 16 % indicated that a stubborn teacher can always be given a prompt and punitive transfer, 207 teachers with making 41 % are of the opinion that that a stubborn teacher can sometimes be given a prompt and punitive transfer while 212 teachers with a percentage of 43 indicated that a stubborn teacher can always be given a prompt and punitive transfer. From the analyses, it implies that in most of the institutions, it is always difficult for stubborn teachers to be given a prompt and punitive transfer. In a school, if a stubborn teacher is not given a prompt and punitive transfer it may encourage other teachers not to respect the administration that be.

Table 4.25: Does the principal share ideas with teachers after a pedagogic inspection?

Does the principal share ideas with teachers after a pedagogic supervision?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	92	18,0	18,0	18,0
	Sometimes	209	42,0	42,0	60,0
	Never	198	40,0	40,0	100,0
	Total	499	100,0	100,0	

Source: Field Data

The above table reveals that, out of a sample of 499 teachers, 209 teachers with a percentage of 42 indicate that the principal sometimes share ideas with teachers after a pedagogic supervision, 198 teachers with a percentage of 40 say that the principal never shares ideas with teachers after a pedagogic supervision, while 92 of the teachers, with a percentage of 18

indicated that the principal always share ideas with teachers after a pedagogic supervision. This implies that, most principals in government schools under study never shares ideas with teachers after a pedagogic supervision in school. On the contrary, sharing ideas after a pedagogic supervision, will help teachers to identify their mistake and shortcomings and hence work had to ameliorate for the betterment of the students and the school.

Table 4.26: Are all teachers encouraged to attend seminars and refresher courses?

Are teachers encouraged to attend seminars and refresher courses without discriminations?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	199	40,0	40,0	40,0
	Sometimes	236	48,0	48,0	88,0
	Never	60	12,0	12,0	100,0
	Total	499	100,0	100,0	

Source: Field Data

The table above reveals that, 199 teachers with a percentage of 40 % indicate that all teachers are always encouraged to attend seminars and refresher courses without discrimination, 236 teachers with a percentage of 48 % show that all teachers are sometimes encourage to attend seminars and refresher courses while 60 teachers totalling 12 % say they are never encouraged to attend seminars and refresher courses. From this sample of teachers, it therefore implies that, some principals at times encourage all their teachers to attend seminars and refresher courses without discriminations while some others in doing so usually carry out some forms of discriminations.

Table 4.27: Does the principal’s decision in allocating school incentives take into consideration the efforts of hard working teachers?

Does the principal’s decision in allocating school incentives take into consideration the efforts of hard working teachers?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	200	40,0	40,0	40,0
	Sometimes	170	34,0	34,0	74,0
	Never	129	26,0	26,0	100,0
	Total	499	100,0	100,0	

Source: Field Data

From the above table, 200 teachers with a percentage of 40 indicated that decisions of principals in allocating school incentives to teachers always take into consideration the effort of hard working teachers, 170 teachers with a percentage of 34 indicated always, while 129 teachers with a percentage of 26 indicated that the principal decisions in allocating school incentives to teachers never take into consideration the effort of hard working teachers. This analyses implies that, most principals’ decisions in allocating school incentives to teachers, many at times always take into consideration the effort of hard working teachers and other too they do not at times do so. When school incentives are distributed with respect to efforts and hard work, teachers will be motivated to work harder so as to get high incentives and motivations.

Table 4.28: Does the principal buy and replace equipment in school laboratories?

Does the principal buy and replace equipment in school laboratories?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	172	34,0	34,0	34,0
	Sometimes	255	51,0	51,3	85,0
	Never	69	14,0	14,0	99,4
	Total	496	99,4	99,4	
Missing	System	3	0,6,0		
Total		499	100,0		

Source: Field Data

Table 4.28 depicts that, out of a sample of 499 teachers, 172 teachers making 34 % indicated that the principal always buy and replace equipment in school laboratories, 255 teachers with a percentage of 51 % indicated that sometimes the principal buy and replace equipment in school laboratories while 69 teachers with a percentage of 14 % were for never. 03 respondents, did not have any answers to the question. From the statistics it therefore implies that, sometimes the principals buy and replace equipment in school laboratories and sometimes they do not.

Table 4.29: Do you feel dissatisfied when lazy teachers are equally motivated?

Do you feel dissatisfied when lazy teachers are equally motivated?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	188	38,0	38,0	38,0
	Sometimes	237	47,0	47,0	85,0
	Never	74	15,0	15,0	100,0
Total		499	100,0	100,0	

Source: Field Data

The table reveals that 237 teachers with a percentage of 47 said that they sometimes feel dissatisfied when lazy teachers are given poor pedagogic notes, 188 teachers with a percentage of 38 say they always feel dissatisfied while, 74 teachers with a percentage of 15 say they never feel dissatisfied when lazy teachers are motivated. This is very obvious from the statistics that teachers will feel dissatisfied when lazy teachers are equally motivated. This will go a long way to influence the motivated teachers to become de-motivated because lazy teachers are also motivated.

Table 4.30: Does the principal distribute all school incentives and other forms of motivations meant for teachers?

Does the principal distribute all school incentives and other forms of motivations meant for teachers?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	101	21,0	21,0	21,0
	Sometimes	196	39,0	39,3	60,0
	Never	200	40,0	40,0	99,6
	Total	497	99,6	99,6	
Missing	System	2	0,40		
Total		499	100,0		

Source: Field Data

Table 4.30 indicates that, out of a sample of 499 teachers, 101 teachers with a percentage of 21 say the principal always distribute all school incentives and other forms of motivations meant for teachers, 196 teachers with a percentage of 39 indicated that the principal sometimes distribute all school incentives and other forms of motivations meant for teachers while 200 teachers with a percentage of 40 specified that the principal never distribute all school incentives and other forms of motivations meant for teachers. Only 02 respondents, did not have any answers to the question. This implies that, many principals do not distribute all school incentives and other forms of motivations meant for teachers while a hand full of others do.

Table 4.31: Is the principal prompt in implementing and assessing decision made?

Is the principal prompt in implementing and assessing decision made?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	153	31,0	31,0	31,0
	Sometimes	263	53,0	53,0	84,0
	Never	83	16,0	16,0	100,0
	Total	499	100,0	100,0	

Source: Field Data

From table 4.31 above, out of 499 teachers, 153 teachers totalling 31 % indicated that the principal is always prompt in implementing and assessing decision made, 263 teachers with a percentage of 53 indicated that the principal is sometimes prompt in implementing and assessing decision made while 80 teachers with a percentage of 16 said that the principal is sometimes prompt in implementing and assessing decision made. From the analysis we can see that only few principals find it as a reason in implementing and assessing decision made. However, many principals sometimes do and sometimes do not find it as a reason to implement and assess the decision that was made.

Table 4.32: Grade your students' academic performance

Grade your students' academic performance		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below average	251	50,0	50,0	50,0
	Average	171	34,0	34,0	84,0
	Excellent	77	15,0	15,0	100,0
Total		499	100,0	100,0	

Source: Field Data

From a sample of 499 teachers as seen in table 4. 32, 251 teachers graded their students' academic performance to be below average, 171 teachers indicated that the academic performance of their students were average, while 77 teachers with a percentage of 15 graded their students' academic performance to be excellent. Looking at the analysis, one can realised that 251 teachers with a percentage of 50 indicated that the academic performance of their students was below average and 171 teachers indicated average which therefore implies that the academic performance of students on this sample was below average.

Table 4.33: Do you organize catch up classes with your students?

Do you organise catch up classes with your students?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	150	30,0	30,0	30,0
	Sometimes	240	48,0	48,0	78,0
	Never	109	22,0	22,0	100,0
Total		499	100,0	100,0	

Source: Field Data

Table 4.33 illustrates that, 150 teachers with a percentage of 30 indicated that the teachers always organized catch up classes with students, 240 teachers with a percentage of 48 said that they sometimes organized catch up classes with students while 109 teachers with a percentage of 22 indicated that they never organised catch up classes with their students. Following the analyses, one can say that sometimes the teachers find it essential to organise catch up classes with their students while in other circumstances they do not do so. Everything being equal, it

will always be primordial to organise catch up classes so as to help weak students or students who didn't understand certain concepts to be on the paste.

Table 4.34: Does the Dean of studies frequently monitor students' assessment?

Does the Dean of studies frequently monitor students' assessment?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	183	37,0	37,0	37,0
	Sometimes	267	55,0	55,3	55,0
	Never	39	8,0	8,0	98,0
	Total	489	98,0	98,0	
Missing	System	10	02,0		
Total		499	100,0		

Source: Field Data

In table 4.34, out of the sample of 499 teachers, 183 teachers with a percentage of 37 indicated that the Dean of studies always monitor students' assessment, 267 teachers with a percentage of 55 said that the Dean of studies sometimes frequently monitor students' assessment, while 39 teachers with a percentage of 8 indicated that the Dean of studies does not monitor students' assessment. 10 respondents, did not have any answers to the question. From the analysis above, one is tempted to say that, most Deans of studies are frequent to monitor students' assessment in school while others are not. It is very normal if not obligatory for the dean of studies to follow up all students in her database very closely so as to know how to assist them if need arises.

Table 4.35: When you are poorly remunerated does it affect your class output?

When you are poorly remunerated does it affect your class output?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	306	61,0	61,0	61,0
	Sometimes	114	23,0	23,0	84,0
	Never	79	16,0	16,0	100,0
Total		499	100,0	100,0	

Source: Field Data

The above table specifies that from a sample of 499 teachers, 306 teachers with a percentage of 61 % indicated that when they are poorly remunerated it always affect their class output, 114 teachers with a percentage of 23 indicated that sometimes when they are poorly

remunerated it does affect their class output, while 79 teachers making 16 % said when they are poorly remunerated it never affect their class output. This implies that, many teachers' class output will always be affected when they are poorly remunerated and this may go to affect the general output of the school.

Table 4.36: Does the principal carry out pedagogic supervision during school periods to access the teaching learning process?

Does the principal carry out pedagogic supervision during school periods to access the teaching learning process?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	99	20,0	20,0	20,0
	Sometimes	116	23,0	23,0	43,0
	Never	284	57,0	57,0	100,0
Total		499	100,0	100,0	

Out of the 499 teachers in our sample, 99 teachers with a percentage of 20 indicated that principals always carry out pedagogic supervision during school periods to access the teaching learning process, 116 teachers making 23 % indicated sometimes while, 284 respondents (teachers) with a percentage of 57 said that the principal never carry out pedagogic supervision during school periods so as to access the teaching learning process. From the analysis, we can see that very few principals find it a reason, to carry out pedagogic supervision during school periods to access the teaching learning process. This becomes a problem when principals don't carry out pedagogic supervision during school periods to access the teaching learning process because you would not know if your students are properly given the materials they are to be given and in the right way.

Table 4.37: Rate your syllabus coverage by the end of the academic year

Rate your syllabus coverage by the end of the academic year		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	100% (Alws)	61	12,0	12,0	12,0
	70% (Stimes)	267	54,0	54,0	66,0
	50% (Nver)	171	34,0	34,0	100,0
Total		499	100,0	100,0	

Source: Field Data

Table 4.37 shows that, 171 respondents (teachers) amounting to 34 % indicated that the rate of syllabus coverage by the end of the academic year was below 60 %, 267 respondents (teachers) with a percentage of 54 % indicated above 70 % while 61 teachers with a percentage of 12 talked of 100 % as the level of their syllabus coverage. This implies that, most teachers do not cover the syllabuses of the academic year. This shows that many teachers do not complete their school syllabuses by the end of the academic year.

Table 4.38: Does the school environment promote and favour learning?

Does the school environment promote and favour learning?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	254	51,0	51,0	51,0
	Sometimes	222	44,5	44,5	95,5
	Never	21	4,2	4,1	98,6
	Total	497	99,6	99,6	
Missing	System	2	0,4		
Total		499	100,0		

Source: Field Data

Table 4.38 indicates that, 253 teachers with a percentage of 51 confirm that the school climate always promote and favour learning, 223 teachers with a percentage of 44,5 indicated for the fact that the school environment sometimes promote and favour learning while, 21 teachers with a percentage of 4 said the school environment never promote learning. From the analysis above, it therefore implies that though some of the teachers said the schools' environments sometimes promote and favours learning but majority of the teachers were of the fact that the school environments promote and favours learning.

Table 4.39: Do you make use of your school library?

Do you make use of your school library?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	106	21,0	21,0	21,0
	Sometimes	108	22,0	22,0	43,0
	Never	285	57,0	57,0	100,0
Total		499	100,0	100,0	

Source: Field Data

From the table above, it can be seen that out of the 499 respondents, 106 said that they always make use of their schools libraries, 108 teachers with a percentage of 22 indicated sometimes while 285 teachers with a percentage of 57 indicated that they never make use of their school libraries. From the above analysis, most school teachers do not make use of their schools' libraries. A library being a place where teachers and students could enrich themselves and is not being exploited can be a big problem and if not to the school as a whole.

Table 4.40: Does your principal employs and make use of security guards?

Does your school head employs and make use of security guards?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	342	69,0	69,0	69,0
	Sometimes	123	25,0	25,0	94,0
	Never	34	7,0	7,0	100,0
	Total	497	100,0	100,0	

Source: Field Data

Table 4.40 reveals that, 342 teachers with a percentage of 69 reveal that principal always employs and make use of security guards, 123 teachers with a percentage of 25 said their principal or school head employs and make use of security guards while 34 teachers making 7 % of the teachers said that the principal never make use of security guards. This implies that, many school principals always employ and make use of security guards in their institutions but very few still have not yet thought of doing so.

Table 4.41: Are you punctual in school and in class?

Are you punctual in school and in class?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	263	53,0	53,0	53,0
	Sometimes	186	37,0	37,0	90,0
	Never	50	10,0	10,0	100,0
	Total	499	100,0	100,0	

Source: Field Data

The above table indicate that, 263 teachers with a percentage of 53 of teachers confirm that they are always punctual in school and in class, 186 teachers making 37 % indicated that

sometimes they are punctual in school and in class while 50 teachers with a percentage of 10 % said they are never punctual in school and in class. From the analysis above, it therefore implies that though some of the teachers said they are sometimes punctual in school and in classrooms, most of the teachers indicated that they are always punctual in school and in class.

Table 4.42: Do you teach with prepared notes of lessons?

Do you teach with prepared notes of lessons?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	332	67,0	67,0	67,0
	Sometimes	124	25,0	25,0	92,0
	Never	43	8,0	8,0	100,0
	Total	499	100,0	100,0	

Source: Field Data

Out of the sample of 499 teachers as seen on table 4.42, 332 respondents with a percentage of 67 indicated that, they always teach with prepared notes of lessons, 124 teachers with a percentage of 25 indicated sometimes while 43 teachers with a percentage of 8 were for never. Following the analyses above, it implies that many teachers teach with prepared notes of lessons while some still teach without preparing notes of lessons.

Table 4.43: Do you feel as not to come to teach because of the class in which you were assigned?

Do you feel as not to come to teach because of the class in which you were assigned?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	271	54,0	54,0	54,0
	Sometimes	152	30,0	30,0	84,0
	Never	76	15,0	15,0	100,0
Total		499	100,0	100,0	

Source: Field Data

From a sample population of 499 respondents (teachers), 271 with a percentage of 54 percent indicated that they always feel as not to teach because of the class in which they were assigned, 152 with a percentage of 30 are for sometimes, while 76 teachers with a percentage of 15 are

for never. Following the above analysis, we can see that the class in which a teacher is assigned to teach can always affect their teaching and hence even the school performance. So teachers should be given the opportunity to choose classes in which they are to teach before afterwards little modifications can be made in order to make teachers feel comfortable with the classes they are being assigned and hence dish out properly the right materials to students.

Table 4.44: Does the principal leadership style encourage excellence in student-teachers academic progress?

Does the principal leadership style encourage excellence in student-teachers academic progress?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	115	23,0	23,0	23,0
	Sometimes	135	27,0	27,0	50,0
	Never	249	50,0	50,0	100,0
	Total	499	100,0	100,0	

Source: Field Data

Table 4.44 shows that from a sample population of 499 teachers, 115 teachers indicated that principal leadership style always encourages excellence in the teaching-learning process, 135 teachers were for sometimes while 249 teachers with a percentage of 50 % were for never. Following the above analysis, one is tempted to conclude that, most principals' leadership style does not encourage excellence in student-teachers academic progress. This becomes a very bad issue which can go a long way to hinder the academic growth and performance of some schools.

Table 4.45: Does the location of your school affect the teaching- learning process or favours learning?

Does the location of your school affect the teaching- learning process or favours learning?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	296	59,0	59,0	59,0
	Sometimes	122	24,0	24,0	83,0
	Never	81	17,0	17,0	100,0
	Total	499	100,0	100,0	

Source: Field Data

Table 4.45 shows that 296 teachers with a percentage of 59 indicated that the location of their schools always affect the teaching- learning process and this affect learning, 122 teachers with a percentage of 24 were for the fact that, sometimes the location of the school affect the teaching- learning process while 81 teachers with a percentage of 17 said the location of the school had no effect with the teaching-learning process. Following the above analysis where 59 percent of the teachers said the location of most of their schools have a great influence on the teaching- learning process, it implies that the location of most of their schools have a great influence on the teaching- learning process.

Table 4.46: Are parents ready to support the school administration financially when need arises?

Are parents ready to support the school administration financially when need arises?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	193	39,0	39,0	39,0
	Sometimes	210	42,0	42,0	81,0
	Never	96	19,0	19,0	100,0
	Total	499	100,0	100,0	

Source: Field Data

Table 4.46 indicates that 193 teachers said that the Parents Teachers Association are always ready to support the administration of the school financially when need arise, 210 teachers indicated sometimes and 96 teachers said parents are not willing to offer a helping hand to the school when financial need arises. Following the above analysis, it implies that the Parents Teachers Association are always ready to support the administration of the schools financially.

Table 4.47: Does decision from the hierarchy influence school performance?

Does decision from the hierarchy influence school performance?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	235	48,0	48,0	48,0
	Sometimes	217	43,0	43,0	91,0
	Never	47	9,0	9,0	100,0
	Total	499	100,0	100,0	

In table 4.47, from a sample population of 499 teachers, 235 teachers with a total of 48 % said that decisions from the hierarchy influence school performance, 217 teachers with a total of 43 %

were of the opinion that decisions from the hierarchy sometimes influence school performance while 47 teachers with a total of 9.0 percent said that decisions from the hierarchy never influence school performance. Following the above analysis, one can see that always had 235 teachers, sometimes 217 and never were only 47 which therefore meant that decisions from the hierarchy always influence school performance.

4.1.3 Data management

In the analysis of data relating to the aforementioned topic, it is required to provide evidence of appropriate data management procedures with the intention to enhance the credibility and validity of the analysis. However, it is worth mentioning that the quality of data has significant influence on the quality of decision making after the test of hypothesis. To this effect, the study considers data management and cleaning process as an important tool to make valid judgement of the study. To further restate, the study entitled “the decision making process in secondary school administration and its impact on school efficiency: a study of some selected secondary schools in Limbe sub-division was operationalized into five [5] variables including communication, consultation, delegation and motivation as independent latent constructs and efficiency being the dependent variable. Data management procedures starts with the identification and treatment of missing data, follow by dimension reduction analysis and lastly parametric assumptions with specific interests on the treatment of outliers. These sequences of steps are hereby explained below.

4.1.3.1 Data Cleaning and Management Processes

In line with the aforementioned review, it is necessary to highlight that data gotten from questionnaire survey is subjected to series of data errors which if not properly identified and treated would compromise the outcomes of the analysis and test of hypotheses. It is for such reasons that all variables observed in scholarly research are subjected to the test of validity and reliability in conformity with the requirements of parametric analysis. The phenomenon of incomplete records is often observed from the point of data collection to the point of data entry using statistical models. In this study, missing data were identified and treated using appropriate statistical techniques.

4.1.3.2 Missing data analysis

In data analysis, it should be stressed that missing data are natural process of occurrence considering the behavioural influence of respondents. It is highly likely to have series of non-response in a questionnaire survey. For some reasons, not all respondents’ will complete the

questions contained on the questionnaire. However, in broad term, missingness could be caused by either intentional or unintentionally motives. Sometimes, data can be missing due to inaccuracies during data entry process and or by unintentional data omission. In statistical analysis, data that are being omitted intentionally are termed as Missing Not At Random (MNAR) whereas, missingness resulting from unintentional actions is known as Missing Completely At Random (MCAR). For the purpose of validity and reliability, the Little's MCAR test was conducted to test the null hypothesis that data missing in the data sheet were missing completely at random and not being influenced by any deliberate intention. The distributions of missing data for the respective latent constructs [independent latent constructs - communication, consultation, delegation, motivation] and [dependent variable – school efficiency] are as shown below.

Table 4.48: Distribution of missing data

	Univariate Statistics				Missing	
	N	Mean	Std. Deviation	Count	Percent	
C1	499	2.0120	.46120	0	.0	
C2	499	1.9138	.64828	0	.0	
C3	499	1.4930	.60944	0	.0	
C4	489	2.6115	.91456	0	.0	
C5	499	1.5992	.55940	0	.0	
C6	499	1.6012	.62357	2	.4	
D1	499	2.0261	.44959	0	.0	
D2	499	2.0885	.54274	0	.0	
D3	499	1.7364	.57233	0	.0	
D4	499	1.5571	.60307	0	.0	
D5	499	1.5697	.54242	0	2.0	
D6	489	1.6353	.63312	10	.0	
COM1	499	1.7194	.59570	0	.0	
COM2	497	1.4108	.55750	2	.4	
COM3	495	1.4790	.55705	4	.8	
COM4	499	1.5996	.64652	0	.0	
COM5	499	2.2645	.71849	0	.0	
COM6	499	1.8189	.97313	0	.0	
MOTIV1	499	1.9178	.77048	0	.0	
MOTIV2	499	1.7399	.53833	0	.0	
MOTIV3	496	1.8517	1.45275	3	.6	
MOTIV4	499	1.7074	.55840	0	.0	
MOTIV5	497	1.6101	.64222	2	.4	
MOTIV6	499	1.7686	.74378	0	.0	

PERF1	499	2.0263	.49010	0	.0
PERF 2	499	1.9980	1.38431	0	1.6
PERF 3	489	1.7055	.60665	10	2.0
PERF 4	499	2.0263	.69797	0	.0
PERF 5	499	1.9858	.66090	0	.0
PERF 6	499	2.1136	.58023	0	.0
PERF 7	497	1.4589	.57719	2	.0
PERF 8	499	1.1972	.42784	0	1.4
PERF 9	499	1.3763	.60348	0	.0
PERF 10	499	1.5030	1.35085	0	.6
PERF 11	499	1.4930	1.39328	0	.0
PERF 12	499	2.2866	.71420	0	.0
EXT1	499	1.9980	1.38431	0	.0
EXT 2	489	1.7055	.60665	0	.0
EXT 3	499	2.0263	.69797	0	.0
EXT 4	499	1.9858	.66090	0	.0

Source: Field Data

The table above shows the distribution of missing data across all the respective constructs for both the dependent and independent variables. After the identification of missing data, further analysis regarding the terminology of missingness was completed using the provision of the Little's MCAR test. The Little's MCAR test is defined by the guidelines of the null hypothesis which opined missing data is completely at random. The implication of this provision holds that missing data is unintentional. For this test to be admissible there must be an insignificant statistical evidence not to reject the null hypothesis.

In statistical analysis and as part of data management procedure, the identification of missing data is just not enough. It is imperative to provide options to treat such situations. Missingness can be resolved through the computation of the arithmetical mean of the distribution of the respective latent constructs, the use of multiple imputation technique, likewise deletion, pair wise deletion techniques and the use of the expectation maximisation algorithm technique [EMA]. In this study, the Expectation Maximisation Algorithm (EMA) technique was used to regenerate a complete data set for the test of validity and reliability of retained constructs appropriate for the study.

The next phase of the analysis is the dimension reduction using Exploratory Factor Analysis technique for both the specific independent latent constructs and dependent variables as shown below.

4.1.3.3 Dimension Reduction- Exploratory Factor Analysis [Independent Variable]

After the identification and treatment of missing data, it is important to note that not every indicator used in a questionnaire survey are relevant measurement of their respective constructs. Such situations are caused by inconsistent measurement of variables or caused by using a wrong sample. Problems of irregularity in the data must be addressed appropriately. The Exploratory Factor Analysis provides solutions to such situations. In this study, EFA was concluded for consultation, communication, delegation and motivation.

In the analysis of exploratory factor analysis, two important assumptions must be fulfilled [Kaiser-Meyer-Olkin Measure of Sampling Adequacy and Bartlett's Test of Sphericity]. The Kaiser-Meyer-Olkin coefficient measures the appropriateness of sampling adequacy of the dataset. According to its provision, the approved coefficient must exceed 0.5 [KMO > 0.5]. On the other hand, the Bartlett's Test of Sphericity measures the likelihood of the existence of at least one [1] significant correlation in the data set. For this to happened, the test of significance of the P-Value must be < 0.05 [P-Value < 0.05]. It is only after these analyses of the two assumptions that the EFA is worthy. Based on the analysis of data, it was observed that the Kaiser-Meyer-Olkin Measure of Sampling Adequacy of the study was 0.734 greater than 0.5 [KMO = 0.734 > 0.5]. This thus indicates adequate sample size for the analysis. Equally, the Bartlett's Test of Sphericity which measures the likelihood of at least one (1) significant correlation revealed a P-value of .033 with a Degree of Freedom (DF) = 45 and sig. = 0.00 < 0.05 indicated the existence of some common significant correlation amongst observed items as shown below:

Table 4.49: Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.734
Bartlett's Test of	Approx. Chi-Square (p-value)	.033
Sphericity	DF	45
	Sig.	.000

Based on the aforementioned test of the assumptions, the analysis of EFA for four [4] specific independent constructs were conducted. The four factors involved in the study were extracted

using Principal Component Analysis (PCA) technique with Eigen value greater than one [Eigen Value ≥ 1]. The study used Principal Component Analysis for extraction and Varimax for rotation method with Kaiser Normalization converged in six iterations. The procedure for extraction was programmed to reject smaller coefficients of less than 0.4 being loaded. The results for the four new components extracted are shown below (Rotated Component Matrix^a).

Just to reiterate, the main function of EFA was to reduce redundant indicators involved in the data. Indicators of similar pattern must be grouped under the same component. Provisions for appropriate factors loading for all retained indicators must not cross-load into other components and must have a coefficient of factor loading of at least 0.5. Any indicator with factor loading of less than 0.5 and or have cross-loaded factor must be rejected. The rotated component matrix for the four retained constructs based on the extraction mode of Principal Component Analysis and Rotation Method of Varimax revealed the following factor loading pattern as shown on the table below.

Table 4.50: Rotated Component Matrix^a

	Rotated Component Matrix ^a			
	1	2	3	4
C1: Your opinion count during a decision making process	0.571			
C2: The principal resorts to consultation in sharing school work load	0.732			
C3: When involve in the decision making, your contributions implemented	0.787			
C4:Rate the role of SMB in decision making	0.550			
C5: Teachers participate in decision making during staff and other meetings	0.748			
D1: The Principal assigned teachers to represent him in ceremonies				0.739
D2: The principal allow teachers to carry out some of his duties in school				0.741
D3: The principal delegate based on experience and responsibility at work				0.654
D4: When powers or functions are delegated, the principal carry out proper supervision				0.781
D5: The principal uses expertise leadership to handle school affairs				0.871
COM1: You are informed on matters related to the functioning of the school			0.787	
COM4: The Principal gather enough facts before taken a decision			0.853	
COM5: You are usually satisfied when staff meetings do not respect the school calendar			0.591	
COM 6: The principal share ideas with teachers after a pedagogic inspection			0.781	
MOTIV1: The principal's decisions in allocating school incentives take into consideration the efforts of hard working teachers		0.748		
MOTIV 2: The principal move round during school activities to encourage teachers		0.685		
MOTIV4: The Principal buy and replace equipment in school		0.611		
MOTIV6: The principal distributes all school incentives and other forms of motivations meant for teachers		0.748		
Extraction Method: Principal Component Analysis.				
Rotation Method: Varimax with Kaiser Normalization.				
a. Rotation converged in 6 iterations.				

Based on the above-mentioned analysis, it is evident that there is no factor with coefficient of less than 0.5 and no cross-loading amongst the loaded components. To this effect, retained and rejected indicators for communication, consultation, motivation and delegation are shown below.

Table 4.51: Retained and Rejected Indicators

<i>Latent Construct</i>	<i>Retained Indicators</i>	<i>Rejected Indicators</i>
<i>Consultation</i>	<i>1, 2, 3, 4, & 5</i>	<i>6</i>
<i>Delegation</i>	<i>1, 2, 3, 4, & 5</i>	<i>6</i>
<i>Communication</i>	<i>1, 4, 5 & 6</i>	<i>2 & 3</i>
<i>Motivation</i>	<i>1, 2, 4, & 6</i>	<i>3 & 5</i>

Source: Field Data

4.1.3.4: Exploratory Factor Analysis – School performance

A total of twelve indicators were used to measure the dependent construct school efficiency. The assumption of sampling adequacy and evidence of significant correlation were tested and results were as follows: The Kaiser-Meyer-Olkin Measure of Sampling Adequacy was 0.635 greater than 0.5 [$KMO = 0.635 > 0.5$] indicating appropriate sample size for the analysis. Equally, the Bartlett's Test of Sphericity revealed Chi-square (p-value) = .041; Degree of Freedom (DF) = 36 and P-value = 0.41 < 0.05 indicating at least one (1) significant correlation amongst observed items as shown below:

Table 4.52: Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.635
Bartlett's Test of	Approx. Chi-Square (p-value)	.041
Sphericity	DF	36
	Sig.	.020

Source: Field Data

After completing the aforementioned analysis, EFA was conducted to identify irrelevant indicators involved in the data set. Based on the rotated component matrix for the four[4] factors components, the following table shows relevant factor loading for each components

without any cross loading or coefficient of factor loadings being less than 0.5. This is evident in the table below.

Based on the aforementioned analysis, there was evidence that there is no factor with coefficient of less than 0.5 and no cross-loadings among components. To this effect, the table below illustrates retained and rejected indicators for school efficiency.

Table 4.53: Retained and rejected indicators

<i>Latent Construct</i>	<i>Retained Indicators</i>	<i>Rejected Indicators</i>
<i>School performance</i>	<i>1, 3, 4, 5, 6, 7, 9 11 & 12</i>	<i>2, 8, 10</i>
<i>Total indicators for school performance</i>	<i>09</i>	<i>03</i>

Source: Field Data

4. 1. 3.5 Validity and Reliability Measurement (VRM)

Not all latent constructs used in scientific research represent appropriate degree of validity and credibility. Discrepancies are often caused by inconsistent data and wrong measurement. To ensure that all retained indicators are valid construct, construct validity (CV) test was conducted with 0.5 acceptable thresholds. The table below shows validity for all constructs involved in the model.

Table 4.54: Validity and reliability outputs – EFA

Constructs	Indicators	Factor Loadings	[Factor Loadings ²]	Alpha Cronbach
Consultation	C1	0.571	0.326	
	C2	0.732	0.536	
	C3	0.787	0.619	
	C4	0.550	0.303	
	C5	0.748	0.560	.860
Delegation	D1	0.739	0.546	
	D2	0.741	0.549	
	D3	0.654	0.428	
	D4	0.781	0.610	
	D5	0.871	0.759	.653
- Communication	COM1	0.787	0.619	
	COM4	0.853	0.728	
	COM5	0.591	0.349	
	COM6	0.781	0.610	.799
- Motivation	MOTIV1	0.748	0.560	
	MOTIV2	0.685	0.469	
	MOTIV4	0.611	0.373	
	MOTIV6	0.748	0.560	.609

4.1 3.6: Confirmatory Factor Analysis [Further Data Cleaning Process]

Confirmatory Factor Analysis is a statistical procedure that is used to test how well the measured variables represent the constructs. Confirmatory factor analysis (CFA) is used to confirm or reject a measurement theory or to Test whether the data fit a hypothesized measurement model. The three main model fit indices in CFA are: Model Chi-square, Confirmatory Factor Index (CFI) with values ranging between 0 and 1, Root Mean Square Error of Approximation (RMSEA) with values ([0.1 = Excellent, 0.05 = Good and 0.08 = mediocre fit). Another fit statistic is the Tucker Lewis Index (TLI) ranging between 0 and 1 with values greater than 0.90 indicating good fit. Hu and Bentler (1999) indicated that, a CFI value of .95 or higher is presently accepted as an indicator of good fit.

4.1.3.7: Identification of Outliers and their Treatment

Field (2000) defines an outlier as a unique data value that stands out because it is different from the rest of the data. Outlier management is important in research because the outlying observations can have a substantial impact on the analysis of results. It is therefore important to identify and exclude outliers from a data set before carrying out analysis since it may lead to poor and unreliable results. Outliers can be identified and treated using different statistical

methods. However, in this study outlier was conducted using the box plot methods and this process was carried out repeatedly until no outlier was identified. This is as shown below:

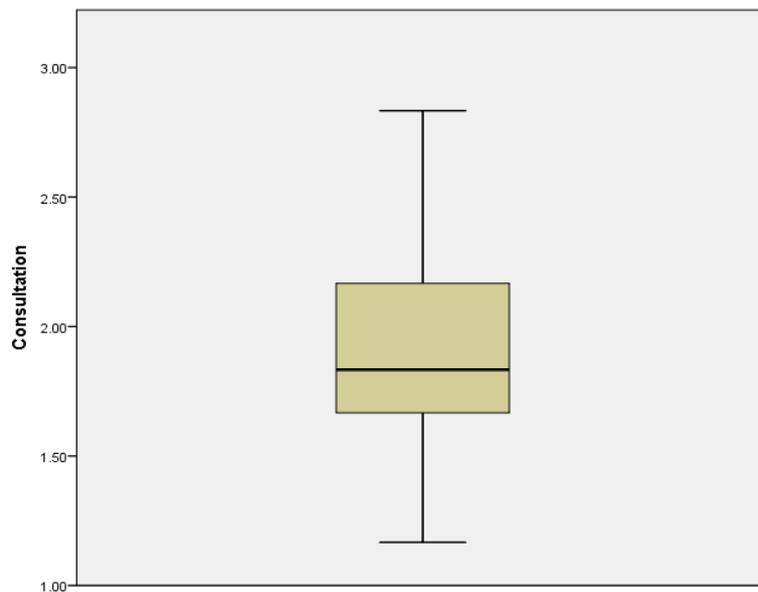


Figure 4.1: Outliers Identification for consultation

Outliers generally are out to detect abnormalities at the level of the various cases involved in throughout the study. When reviewing a box plot, an outlier is defined as a data point that is located outside the whiskers of the box plot. The points out of the whiskers are always detected or seen by the representation of stars or tiny circles associated with the case number in the research. From the above table no star was found out of the whisker, hence no major outlier.

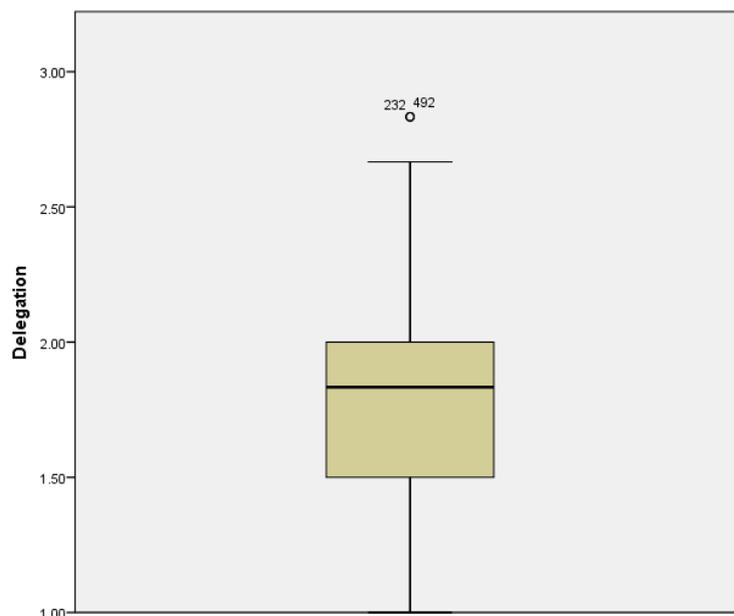


Figure 4.2: Outliers Identification for delegation

From the above box plot, main cases that were noted were case 232 and case 492. After proper review of the statistics given by them, the study actually concluded that they were not actually outliers. An outlier can only be confirmed to be one when it is represented by a star. For the tiny circles, we simply review the data given to us by those respective case numbers.

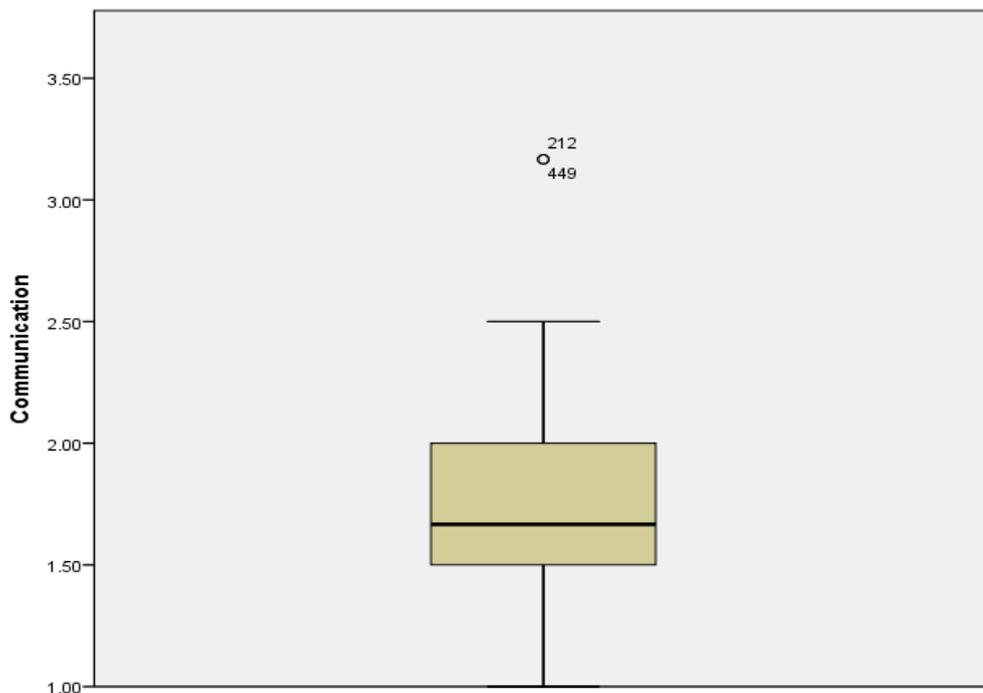


Figure 4.3: Outliers Identification for communication

From the above diagram, case 212 and case 449 were seen or detected to be outliers. This was later rejected by the study and wasn't considered as an outlier. Outliers actually show us respondents who were just so extreme in their responses and as researcher, we need to verify if actually they were outliers and if they are outliers, we can then eliminate them.

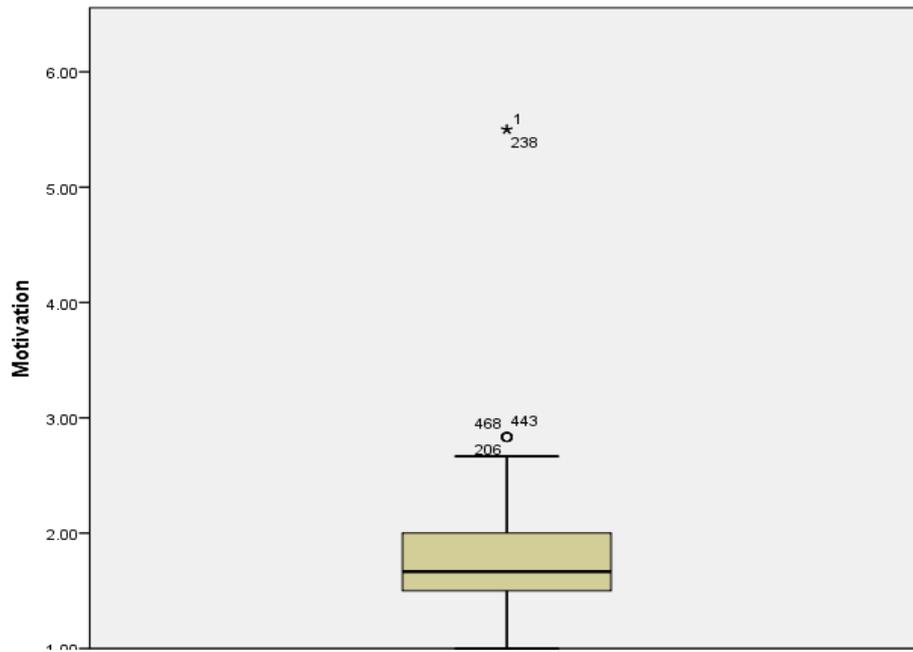


Figure 4.4: Outliers Identification for motivation

From the box plots generated on the variable motivation, case 468, case 443 and case 206 were detected to be outliers based on their questionnaire and data submitted. But from the box plot, it's a circle which was produced and after proper review with other researchers and my academic supervisor, they weren't considered to be outliers. But as to what considers case 1 and case 238, they were considered as outliers and hence with further analysis, the mean statistics were attributed to case 1 and case 238 for better treatment.

4.1.3.7.1 Treatment of outliers

After proper investigation and detection of outliers, they need to be treated if any is found or else, this might go a long way falsifying the results gotten from the research study. There are several ways to treat outliers which could either be by deleting or ignoring the entry given by the respondent or getting the mean response for that case and attributing it to the respondent.

The only outlier which was identifies was with the construct Motivation. Where cases 1 and 238 were attributed the mean responses of those particular questions. After the treatment, the new box plot obtained is seen below

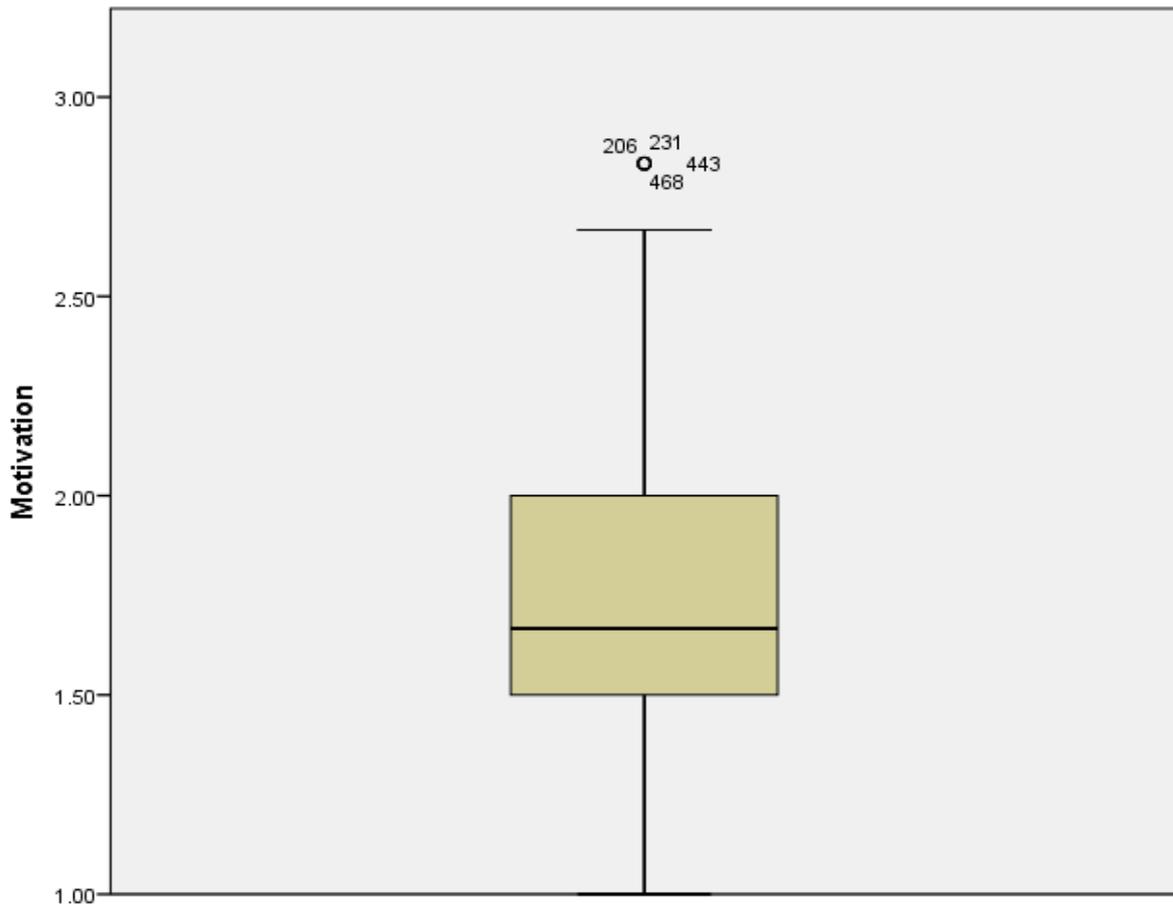


Figure 4.5: Outliers treatment for motivation

From the above box plot generated, case 206, case 231, case 433 and case 468 were considered by the SPSS (STATISTICAL PACKAGE FOR SOCIAL SCIENCES) software as outliers. Their responses were deeply reviewed and weren't considered as outliers due to the fact that a maximum of about two questions out of forty-five questions were responded using the extremities. Due to this, they weren't considered to be outliers.

4.1.3.8: Multivariate Normality test (using extreme ends of responses)

The test for normality in this study was carried out with aid of normality plots and skewness and kurtosis test. Both visual and statistical techniques were used because of shortfall of visual techniques. Field (2009) affirmed that, Skewness measures the symmetry in a given set of data, while Kurtosis on the other hand measures if the given data are peaked or flat. He therefore holds that a normal distribution is therefore a distribution where the skewness and kurtosis are zero.

4.1.3.8.1: Measures of Skewness and Kurtosis

Hu and Bentler (1996) propounded that the normality of distribution of data for the statistics of skewness and kurtosis should range between -5 and 5 and -3 and 3 respectively. Normality is equally observed where both the skewness and the kurtosis lie between -3 and 3. The table revealed that the assumption of multivariate normality was observed for all variables in the model.

Table 4.55: Measures of Skewness and Kurtosis

		Statistics			
		Consultation	Delegation	Communication	Motivation
N	Valid	497	489	493	494
	Missing	2	10	6	5
Mean		12.9719	10.5852	10.2786	10.5651
Std. Deviation		2.37017	1.86445	2.18257	2.79365
Skewness		.141	.272	.234	2.180
Kurtosis		-.243	.123	.194	2.232

4.1.4: Verifications of Hypothesis

Hypothesis testing is the act in statistics whereby analysts test an assumption regarding a population parameter. Hypothesis testing is used to assess the plausibility of a hypothesis by using a sample data. The Pearson correlation coefficient, r_{xy} , was used to test our hypothesis and measure the strength of the variables involved. The values for the correlation coefficient, ranges from 0 to 1. Also the sign of the correlation represents the direction of the relationship. Positive coefficients indicate that when the value of one variable increases, the value of the other variable also tends to increase. So when the r_{xy} turns to go towards one, the stronger the relationship while the more the value of r_{xy} goes towards zero, the weaker the relationship.

4.1.4.1: Correlation analysis

Correlation is a test used to test relationships between quantitative or categorical variables. The fit of the data can be visually represented in a scattered plot as will be the case for us.

The correlation coefficient is a value that indicates the strength of the relationship between variables. The coefficient can take any values from -1 (negative one) to +1 (positive one). Below is how we interpret the values.

Table 4.56: Correlation analysis results for Public schools

		<i>Performance</i>	<i>Consultation</i>	<i>Delegation</i>	<i>Communication</i>	<i>Motivation</i>
	<i>Pearson Correlation</i>	1	0.753	0.620	0.772	0.685
<i>Efficiency</i>	<i>Sig. (2-tailed)</i>	487	.001	.000	.000	.000
	<i>N</i>		497	489	493	494

Correlation is significant at the 0.01 level (2-tailed).

4.1.4.2: Interpreting the correlation analysis results for public schools

The results are from the analysis are seen on table 4.56 and will be interpreted base on the various hypotheses as seen below:

➤ **Hypothesis 1**

- **Null hypothesis:** There is no significant relationship between consultation of teachers by the principal and school performance.
- **Alternative hypothesis:** There is a significant relationship between consultation of teachers by the principal and school performance.

Table 4. 57: Correlation between consultation and school performance

	Correlations	Consultation	Performance
Consultation	Pearson Correlation	1	.753
	Sig. (2-tailed)		.001
	N	497	487
Performance	Pearson Correlation	.753	1
	Sig. (2-tailed)	.001	
	N	497	487

In testing our first hypothesis which is the correlation between consultation in decision making by the principal and school performance:

$$r_{xy} = .753$$

N = number of cases

$$N = 497$$

- Calculated level of significance = .001

- Pre-determined level of significance = .05 or (research level of significance)

Therefore, the calculated level of significance .000 is less than (<) the research level of significance .01, this therefore means that there is a strong positive significant correlation between consultation by the principal in decision making and school performance.

So consultation by the principal is related positively to school performance.

This could better be interpreted in that, when the principal sometimes consults teachers' point of view in decision making before their redeployment in the school, they feel happy and satisfied. This encourages them to cooperate well with the principal when the decisions are taken. Also, the more the principal listens and uses the suggestions of teachers in staff meetings to make decisions that concerns them, the more they increase their cooperation and their concentration on their workload and reduce absenteeism in school. All these will go to increase their school output through the results of the students most especially in national examinations leading to school performance. Besides, during the implementation proper since most of the decisions made teachers are those to implement the decision, if the decision arrived at is part of what teachers contributed, then they will be eager to assist in its implementation. But if the above is the reverse, the results will not be good.

➤ **Hypothesis 2**

- **Null hypothesis:** There is no significant relationship between delegation of powers by the principal and school performance.
- **Alternative hypothesis:** There is a significant relationship between delegation of powers by the principal in decisions making and school performance.

Table 4. 58: Correlation between delegation and school performance

	Correlations	Delegation	Efficiency
Delegation	Pearson Correlation	1	.620
	Sig. (2-tailed)		.000
	N	489	487
Performance	Pearson Correlation	.620	1
	Sig. (2-tailed)	.000	
	N	489	487

In testing our second hypothesis which is the correlation between delegation of powers in decision making by the principal and school performance:

$$r_{xy} = .620$$

N = number of cases

N = 489

- Calculated level of significance = .000
- Pre-determined level of significance = .05 or (research level of significance)

Therefore, the calculated level of significance .000 is less than (<) the research level of significance .05, this therefore means that there is a strong positive significant correlation between delegation of powers by the principal in decision making and school performance.

So we can see that, delegation of power by the principal is related positively to school performance. This could be interpreted in that, when the principal involves his closest collaborators and teachers to certain school responsibilities, they feel happy and involved. This satisfaction encourages the closest collaborators and the teachers to fully cooperate with the principal in school by fully executing their different class and school duties. When the closest collaborators and teachers are delegated by the principal to represent him in workshops and other gatherings, they feel satisfied because of the respect and honour the principal has entrusted in them. These feeling of trust couple with other things push the closest collaborators and teachers to put in their best in the execution of their duties leading to high school performance.

After delegating functions, the supervision carried out by the principal encourages those delegated especially the lazy teachers to work hard and not to misuse or abuse the rights that have been entrusted to them. This also encourages those not delegated to better cooperate with other members of the institution because they feel secured and protected hence, they find a reason to assist the administrative body to see that they are punctual in school, teach with prepared notes of lessons, organise catch up classes and struggle to complete their programs of studies.

➤ **Hypothesis 3**

- **Null hypothesis:** There is no significant relationship between principal's communication and school performance.
- **Alternative:** There is a significant relationship between principal's communication and school performance.

Table 4. 59: Correlation between communication and school performance

	Correlations	Communication	Performance
Communication	Pearson Correlation	1	.772
	Sig. (2-tailed)		.000
	N	493	487
Performance	Pearson Correlation	.772	1
	Sig. (2-tailed)	.000	
	N	493	487

In testing our third hypothesis which is the correlation between communications in decision making by the principal and school performance:

$$r_{xy} = .772$$

N = number of cases

$$N = 493$$

- Calculated level of significance = .000
- Pre-determined level of significance = .05 or (research level of significance)

Therefore, the calculated level of significance .000 is less than (<) the research level of significance .01, this therefore means that there is a strong positive significant correlation between communication by the principal in decision making and school performance.

So communication by the principal is related positively to school performance.

This could be interpreted in that, when the principal communicates effectively with teachers and other collaborators of the institution, there will be a free flow of information needed for certain decisions that will help the smooth functioning of the institution. One can see that if each and every one is somehow happy with the way things are done in school, subordinate will find a reason to put in more effort toward the progress of the school. This will go a long way to positively affect the performance of students mostly in external examinations. It should be understood that, when there is effective communication, that is the free flow of information from principal to teachers and from teachers to principal in the school, programs completion and other task execution will not be a problem.

When principals make use of different channels of communication in school, different information intended and expected from the teachers will be well received, hence teachers will find a reason to put in their best that will lead to high productivity through the achievement of students in examinations. That is, when teachers are well informed on the different activities

and what is expected of them, they will cooperate with their principals to see that there is high learning outcome from the students and hence the school as a whole.

➤ **Hypothesis 4**

- **Null hypothesis:** There is no significant relationship between motivation by the principal and school performance.
- **Alternative hypothesis:** There is a significant relationship between motivation by the principal and school performance.

Table 4. 60: Correlation between motivation and school performance

	Correlation	Motivation	Performance
Motivation	Pearson Correlation	1	.685
	Sig. (2-tailed)		.000
	N	494	487
Performance	Pearson Correlation	.685	1
	Sig. (2-tailed)	.000	
	N	494	487

In testing our fourth hypothesis which is the correlation between motivation by the principal and school performance:

$$r_{xy} = .685$$

N = number of cases

N = 494

- Calculated level of significance = .000
- Pre-determined level of significance = .05 or (research level of significance)

Furthermore, since the calculated level of significance .000 is less than (<) the research level of significance .01, this therefore means that, there is a strong positive significant correlation between motivation by the principal and school efficiency. So motivation by the principal in decision making is positively related to school performance.

This could be interpreted in that, when principals make decisions by motivating and allocating of incentives to teachers in school and take into consideration the effort of hard working teachers, it will encourage had working teachers and even the lazy teachers to struggle to work harder because they believe that their strong effort will be motivated. Also, if the principal buy and replaces equipment in the laboratory and encourage teachers professionally by sending them on seminars and refresher courses without discrimination, they will be encouraged to put in their extra best in the execution of their class duties and this will lead to school performance.

- **Extraneous variables**

Table 4. 61: Correlation between extraneous variable and school performance

	Correlations	Miscellaneous	Performance
Extraneous variables	Pearson Correlation	1	.708
	Sig. (2-tailed)		.000
	N	499	487
Performance	Pearson Correlation	.708	1
	Sig. (2-tailed)	.000	
	N	499	487

In interpreting the Pearson product-moment correlation index (r_{xy}).

We have to test the degree of relationship that the extraneous variables have on school performance.

$$r_{xy} = .708$$

N = number of respondents (cases)

$$N = 499$$

Calculated level of significance = .000

- Pre-determined level of significance = .05

The calculated significance is .000 is greater than (>) the research level of significance .05.

This therefore means there is a significant correlation between extraneous variables and school performance.

This could be interpreted in that the extraneous variables also have something to do in influencing the dependent variable.

When we look at the decision from the hierarchy to the institution at times have something to do in influencing the efficiency of an institution. For example, if the principal writes for more teachers and the immediate transfer of some heady teachers and the authority that be do not act on time, it might go to affect the running of the institution.

As concern infrastructure, when the infrastructure of an institution is limited, it will affect the school functioning because some periods that might not be able to take place during normal school period will be forced to be squeezed during the weekends and even during certain subjects thereby affecting the smooth running of the institution because, this might cause

certain syllabuses not to be covered. Also, the location of a school sometimes influences school efficiency. Schools located around a market or at the heart of a town affect discipline and the smooth running of the institution.

Table 4.62: Harmonized Test of Hypothesis for public schools

Hypothesis	P-Value at 95% (CI)	Decision / Conclusion
H1: Consultation [CON] in decision-making has a positive significant impact on school performance.	[H ₀ : $\mu = .001 < 0.05$, $\beta = .753$, CI =95%]. Strong positive statistically significant.	Reject the null hypothesis and conclude that there is significant statistical evidence to suggest that Consultation [CON] has a positive significant impact on school performance.
H2: Delegation [DEL] of powers has a positive significant impact on school performance.	[H ₀ : $\mu = .000 < 0.05$, $\beta = .620$, CI =95%]. Strong positive statistically significant	Reject the null hypothesis and conclude that there is insignificant statistical evidence to suggest that Delegation [DEL] has a positive significant on school performance.
H3: Communication [COM] with teachers by the principal has a positive significant impact on school performance.	[H ₀ : $\mu = .000 < 0.05$, $\beta = .772$, CI =95%] strong positive statistically significant.	Reject the null hypothesis and conclude that there is significant statistical evidence to suggest that Communication [COM] has a positive significant effect on school performance.
H4: Motivation [MOT] of teachers by the principal has a positive significant impact on school performance.	[H ₀ : $\mu = .000 < 0.05$, $\beta = .685$ CI =95%]. Strong positive statistically significant.	Reject the null hypothesis and conclude that there is significant statistical evidence to suggest that Motivation [MOT] has a positive significant effect on school performance.

4. 2: Analysing Data for Missionary Secondary Schools

4.2.1: Presentation of Results for Mission Secondary Schools

This concerns data on background information and some items related to the hypotheses. The background information is presented on tables using frequencies and percentages while the four main constructs remain the same but is now tested with the case of missionary schools. Before the presentation of these results, it should be recalled that, the original sample size of those who participated from the population were 199 teachers. And all teachers were able to

participate but just that some questions were not answered by some teachers and they will be cleansed in the course of our work for better analysis.

4.2.1.1: Distributional characteristics of demographic information of the respondents

Table 4.63: Distribution of teachers by gender

Distribution of teachers by gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	64	32.2	32.2	32.2
	Female	135	67.8	67.8	100.0
	Total	199	100.0	100.0	

Source; filed data

From the table above, we observe that, out of 199 teachers, 64 teachers are male which represent 32.2 percent while 135 teachers are female which represent 67.8 percent. This implies that, the sample had many female teachers than male teachers.

Table 4.64: Distribution of teachers by age

Distribution of teachers according to age		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-30 years	2	1.0	1.0	1.0
	31-40 years	57	28.6	28.6	29.6
	41-50 years	98	49.2	49.2	78.9
	50years+	41	20.6	20.6	99.5
	< 20 years	1	0.5	0.5	100.0
	Total	199	100.0	100.0	

Source; field data

From a sample population of 199 teachers as seen on the above frequency table, 1 came from the ages less than 20, giving a percentage of 0.5 %, 2 came between the ages of 20-30, given a percentage of 1.0 %, 57 came between the ages of 41- 50 years making a percentage of 28.6 %, 98 the age between the ages of 41-50 years making a percentage of 49.2 %, 41 came between the ages of 51 years and above given a percentage of 20.6 %. From the analysis we can see that, the highest percentage of teachers came between the ages of 41-50 years which represented 49.2 %, the next age group between 31-40 years which represented only 28.6 % and the others followed with 20.6 %, 1.0 % and 0.5 %.

Table 4.65: Distribution of teachers by highest qualification

Highest qualification		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A' Level	25	12.6	12.6	12.6
	Bachelor's degree	87	43.7	43.7	56.3
	Master	87	43.7	43.7	100.0
Total		199	100.0	100.0	

Source; field data

From the frequency table we notice that 25 teachers made up 12.6 % were having an Advance level, 87 teachers had a Bachelor's degree and another 87 had Master's degrees which make up 43.7 % each.

Table 4.66: Distribution of teachers according to teaching experience

Distribution of teachers according to Teaching experience		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-3 years	51	25.6	25.6	25.6
	4-7 years	68	34.2	34.2	59.8
	8 years and above	80	40.2	40.2	100.0
Total		199	100.0	100.0	

Source; field work

From the total sample of 199 teachers, 51 teachers with a percentage of 25.6 percent had a teaching experience of 1-3 years, 68 with a percentage of 34.2 percent had 4-7 years of experience, and 80 teachers with a 40.2 percent had above 8 years of teaching experience. This implies that, the highest percentage of those who have put in many teaching years came from above 8 years of experience, followed by 4-7 years of teaching experience and 1-3 years of teaching experience.

Table 4.67: Distribution of teachers according to School

Distribution of teachers according to School					
	Schools	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Saker Baptist College Limbe	52	26.1	26.1	26.1
	Presbyterian Girls High School Limbe	62	31.2	31.2	57.3
	St Ann Girls High School Limbe 1	33	16.6	16.6	73.9
	Enrichetta Secondary School Mukunda Limbe	28	14.1	14.1	87.9
	PCHS Limbe 1	24	12.1	12.1	100.0
	Total		199	100.0	100.0

Source; field data

We can notice from the above table that, the school with the highest number of teachers is the Presbyterian Girls High School Limbe with a percentage of 31.2 followed by Saker Baptist College then St Ann Girls School, Enrichetta Secondary School Mukunda and lastly PCHS Limbe with the lowest percentage of 12.1%.

4.2.2: Distribution of Respondents by Constructs of Variables for Missionary schools

Table 4.68: Does your opinion count during a decision making process?

	Does your opinion count during a decision making process?	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	116	58.0	58.0	58.0
	Sometimes	71	36.0	36.0	94.0
	Never	12	6.0	6.0	100.0
	Total	199	100.0	100.0	

Source; field data

The table above reveals that, out of the 199 teachers, 116 teachers indicated that their opinion always count while just 12 indicated that their opinion never count during a decision making process. 71 teachers indicated that their opinion sometimes count during a decision making process in school. This implies that most teachers' opinions were always considered during a decision making process in their schools. This goes to boost the confidence the administration

has with its teachers which in turn will encourage teachers to highly cooperate with the administration.

Table 4.69: Does the principal resorts to consultation in the reassignment of certain teachers in the school program?

Does the principal resorts to consultation in the reassignment of certain teachers in the school program?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	106	53.0	53.0	53.0
	Sometimes	71	44.0	44.0	97.0
	Never	12	3.0	3.0	100.0
	Total	199	100.0	100.0	

Source: field data

Following the above table, it reveals that 106 respondents indicated that the principal always consults teachers in the reassignment of certain teachers in the school program, 71 teachers said sometimes while just 12 teachers said the principal doesn't consult their teachers during the reassignment of certain teachers in the school program. From the analysis, it can be seen that the majority of the teachers are always consulted meaning that most principals always resort to consultation with their teachers before the reassignment of certain teachers in the school program in the course of an academic year.

Table 4.70: If involve in the decision making, are your contributions implemented?

If involved in the decision making, are your contributions implemented?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	180	90.0	90.0	90.0
	Sometimes	10	5.0	5.0	95.0
	Never	9	5.0	5.0	100.0
	Total	199	100.0	100.0	

Source; field data

In this table, out of 199 teachers, 180 teachers say their opinions are always implemented when involved in a decision making, 10 respondents indicated sometimes while 9 respondents said their opinions are never implemented during a decision making. This implies that more than 90 percent of the teachers' opinions are always implemented during decision-making.

Table 4.71: Rate the role of SMB in decision making

Rate the role of SMB in decision making		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Above 80	182	90.0	90.0	90.0
	Above 60	10	6.0	6.0	96.0
	Below 50	7	4.0	4.0	100.0
Total		199	100.0	100.0	

Source: field data

The table indicate that, out of the sample population of 199 teachers, 182 teachers which make up a percentage of 90 % rated the role of the school management board in decision making in school to be above 80%, 10 teachers which make up a percentage of 6 % of the sample rated it influence in decision making in schools to be above 60 %, while 7 teachers of the sample rated the SMB involvement to be below 50 percent which represent a percentage of 4 % of the sample. From the analysis above we can see that the highest rating of the SMB involvement in decision making was at 100 % which represented 72 % of the sample. Meaning that, the SMB is highly involved in decision making in Mission schools.

Table 4.72: Do teachers participate in decision making during staff and other meetings?

Do teachers participate in decision making during staff and other meetings?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	171	85.0	85.0	85.0
	Sometimes	23	12.0	12.0	97.0
	Never	5	3.0	3.0	100.0
Total		199	100.0	100.0	

Source: field data

Following the table, 23 teachers indicated that teachers sometimes participate in decision making during staff and other meetings in school, 171 respondents making a percentage of 85 % indicated always and only 5 indicated never. This implies that, principals always involve their teachers to participate in decision making during staff and other meetings.

Table 4.73: Does the principal seek to understand various job difficulties of teachers during and out of staff meetings?

Does the principal seek to understand various job difficulties during and out of staff meetings?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	156	78.0	78.0	78.0
	Sometimes	34	17.0	17.0	95.0
	Never	9	5.0	5.0	100.0
	Total	199	100.0	100.0	

Source: field data

From the above table, 156 teachers indicated that the principal seeks to understand various job difficulties of teachers during and after staff meetings, 34 were for sometimes and just 9 were for never. This implies that, principals always seek to understand the situation of their teachers during and after staff meetings, during the teaching learning process and other school activities that involve teachers and even students.

Table 4.74: Does the principal usually delegate his closest collaborators and teachers to represent him in ceremonies?

Does the principal usually delegate his powers to closest collaborators and teachers to represent him in ceremonies?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	126	63.0	63.0	63.0
	Sometimes	48	24.0	24.0	87.0
	Never	25	13.0	13.0	100.0
	Total	199	100.0	100.0	

Source: field data

From this above table, out of the sample of 199 teachers, 126 respondents said the principals always delegate power his closest collaborators and teachers to represent him in ceremonies while 25 teachers said the principal never delegate his closest collaborators and teachers to represent him in ceremonies. At the end, 48 teachers were for the fact that principals sometimes delegate their closest collaborators and teachers. From the above analysis, we can see that

principals always delegate their closest collaborators and teachers to represent them in ceremonies.

Table 4.75: Does the principal sometimes allow teachers to carry out some of his duties in school?

Does the principal allow teachers to carry out some of his duties in school		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	124	62,0	62,0	62,0
	Sometimes	51	26,0	26,0	88,0
	Never	24	12,0	12,0	100,0
	Total	199	100,0	100,0	

Source: field data

In the table above, 124 teachers said the principal always allows teachers to carry out some of his duties in school, 51 teachers said sometimes and 24 teachers said that the principal never allows teachers to carry out some of his duties in school. This clearly shows that missionary schools highly practice delegation of power which in turn facilitate work in schools and hence boost school efficiency.

Table 4.76: Does the principal delegate based on experience and responsibility at work?

Does the principal delegate based on experience and responsibility at work?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	156	78,0	78,0	78,0
	Sometimes	39	20,0	20,0	98,0
	Never	4	2,0	2,0	100,0
	Total	199	100,0	100,0	

Source; field data

The table reveals that, 156 teachers indicated that principals always delegate their functions based on experience and responsibility at work, 39 teachers indicated sometimes and 4 teachers indicated that the principal never does delegation based on experience and responsibility. This is obvious that the delegated teachers in question perform these respective task well due to the fact that they are delegated based on experience and responsibility at work.

Table 4.77: If powers or functions are delegated, does the principal carry out proper supervision?

If powers or functions are delegated, does the principal carry out proper supervision?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	133	57,0	57,0	57,0
	Sometimes	78	39,0	39,0	96,0
	Never	8	4,0	4,0	100,0
	Total	199	100,0	100,0	

Source; field data

From a sample of 199 teachers, 57 % of teachers hold that principals always carryout proper supervision if powers and functions are delegated to teachers, 39 % of the respondents say that the principal sometimes carry out proper supervision if powers and functions are delegated to teachers whereas only 4% of teachers indicated that principals never carryout proper supervision when powers or functions are delegated to teachers in school and out of school. This implies that, about 95% of the total sample of teachers are of the opinion that principals always carryout proper supervision when they delegate certain functions or powers to teachers.

Table 4.78: Does the principal uses expertise leadership to handle school affairs?

Does the principal uses expertise leadership to handle school affairs?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	158	79,0	79,0	79,0
	Sometimes	40	20,0	20,0	99,0
	Never	1	1,0	1,0	100,0
	Total	199	100,0	100,0	

Source: field data

Furthermore, 158 teachers indicated that principals always uses expertise leadership to handle school affaires, 40 teachers were for sometimes and just one teacher was for the idea that principals never used expertise leadership to handle school affaires. From the above statistical analysis, it therefore implies and confirm that most principals always use expertise leadership to act as leaders in certain school affairs.

Table 4.79: Do you feel satisfied if the principal prefers to be everywhere that his presence is needed?

Do you feel satisfied if the principal prefers to be everywhere that his presence is needed?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	56	28,0	47,0	29,0
	Sometimes	141	71,0	29,0	76,0
	Never	2	2,0	22,0	100,0
	Total	499	100,0	100,0	

Source; field data

The above table indicates that 56 teachers said that they were satisfied when the principal prefers to be everywhere that his presence is needed, 141 teachers indicated that they sometimes do not have any problem with the principal’s presence in everywhere that he is needed and 2 teachers were of the opinion that they are never happy if the principal prefers to be everywhere that his presence is needed. This therefore implies that, most teachers are sometimes satisfied if the principal prefers to be everywhere that his presence is needed.

Table 4.80: Are you informed on matters related to the functioning of the school?

Are you informed on matters related to the functioning of the school?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	127	63,0	63,0	63,0
	Sometimes	63	32,0	32,0	95,0
	Never	9	5,0	5,0	100,0
	Total	199	100,0	100,0	

Source: field data

The table above indicated that, 127 teachers said they are always informed on matters concerning the running of the school, 63 teachers indicated sometimes while 9 teachers said they are never informed on matters concerning the running of the school. It is clear that principals are strict on matters concerning the functioning of the school but must inform teachers on what they need to know for the smooth functioning of the schools.

Table 4.81: Does the principal follow the school calendar of meetings schedules?

Does the principal follow the school calendar of meetings schedules?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	158	79,0	79,0	79,0
	Sometimes	36	18,0	18,0	97,0
	Never	5	3,0	3,0	100,0
	Total	199	100,0	100,0	

Source: field data

In the table above, 158 teachers indicated that principals always follow the school calendar of meetings schedules in the organisation of most of his meetings, while 36 teachers are of the opinion that the principal sometimes follow the school calendar of meetings schedules and only 5 said never. This implies that teachers will always be there on time for the school meetings because they are aware about the meetings before time and will be able to chip in their respective ideas.

Table 4.82: Is the school notice board always utilized?

Is the school notice board always utilized for it's purpose?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	122	61,0	61,0	61,0
	Sometimes	74	37,0	37,0	98,0
	Never	3	2,0	2,0	100,0
	Total	199	100,0	100,0	

Source: field data

Furthermore, from the sample of 199 teachers, 122 teachers indicated that the school notice board is always effectively used for it purpose, 74 teachers indicated sometimes and only 03 teachers said that the school notice board is never used for it purpose. It is obvious that the researcher can say with no benefit of doubt that school notice boards in missionary schools are effectively used for their purpose.

Table 4.83: Does the principal gather enough facts over a situation before taken a decision?

Does the principal gather enough facts over a situation before taken a decision?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	174	87,0	87,0	87,0
	Sometimes	23	12,0	12,0	99,0
	Never	2	1,0	1,0	100,0
	Total	199	100,0	100,0	

Source: field data

On this table, 174 teachers are of the opinion that the principal always gather enough facts over a situation before taken a decision, 23 teachers are for sometimes while, only 2 teachers were of the opinion that the principal never gather enough facts over a situation before taken a decision. This is a very good indicator because if the principals were just to take decisions without getting enough facts on certain situations, the rightful once might go punished while the wrong doers go scot-free.

Table 4.84: Can a stubborn teacher be given a prompt and punitive transfer?

Can a stubborn teacher be given a prompt and punitive transfer?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	182	91,0	91,0	91,0
	Sometimes	17	9,0	9,0	100,0
	Never	00	00	00	
	Total	499	100,0	100,0	

Source: field data

Moreover, from table 4.95 above, in the sample of 199 teachers, 91% of teachers making a number of 182 teachers indicated that a stubborn teacher be given a prompt and punitive transfer, while 9% of the teachers were of the opinion that they sometimes collaborate. From the analyses, it implies that stubborn teacher be given a prompt and punitive transfer because, we had no respondent who was for never.

Table 4.85: Does the principal share ideas with teachers after a pedagogic inspection?

Does the principal share ideas with teachers after a pedagogic inspection?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	143	71,0	71,0	71,0
	Sometimes	43	22,0	22,0	93,0
	Never	13	7,0	7,0	100,0
	Total	199	100,0	100,0	

Source; field data

Out of a sample of 199 teachers in table 4.85, 143 teachers indicated that the principal always share ideas with teachers after a pedagogic inspection, 43 teachers with a percentage of 22% were for sometimes while 13 teachers say that the principal never share ideas with teachers after a pedagogic supervision. This implies that most principals share ideas with teachers after a pedagogic inspection in school to help them on certain matters or issues and hence making them to take corrective measures.

Table 4.86: Are teachers encouraged to attend seminars and refresher courses?

Are teachers encouraged to attend seminars and refresher courses?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	192	96,0	96,0	96,0
	Sometimes	7	4,0	4,0	100,0
	Total	499	100,0	100,0	

Source: field data

Moreover, from the above table, 192 teachers indicated that teachers are always encouraged to attend seminars and refresher courses, 7 teachers show that teachers are sometimes encouraged to attend seminars and refresher courses while no teachers said they are never encouraged to attend seminars and refresher courses. This implies that the principal always encouraged teachers to attend seminars and refresher courses.

Table 4.87: Does the principal's decision in allocating school incentives take into consideration the efforts of hard working teachers?

Does the principal's decision in allocating	Frequency	Percent	Valid Percent	Cumulative Percent
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school incentives take into consideration the efforts of hard working teachers?					
Valid	Always	145	73,0	73,0	73,0
	Sometimes	50	25,0	25,0	98,0
	Never	4	2,0	2,0	100,0
	Total	199	100,0	100,0	

Source: field data

From the above table, 145 respondents indicated that decisions of principals in allocating school incentives to teachers always take into consideration the effort of hard working teachers, 50 teachers indicated sometimes, while only 4 teachers indicated that principals' decisions in allocating school incentives to teachers never take into consideration the effort of hard working teachers. This implies that, most principals' decisions in allocating school incentives to teachers always take into consideration the effort of hard working teachers. This goes a long way to keep on motivating hardworking teacher and hence boost school efficiency.

Table 4.88: Does the principal buy and replace equipment in school laboratories?

Does the principal buy and replace equipment in school laboratories?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	191	96,0	96,0	96,0
	Sometimes	8	4,0	4,0	100,0
	Total	199	100,0	100,0	

Source: field data

Table 4.88 shows that out of a sample of 199 teachers, 191 teachers' (making a percentage of 96 percent) stand for the fact that the principal always buy and replace equipment in school laboratories and the remaining 8 respondents indicated that sometimes. This analysis implies that, principals often buy and replace equipment in school laboratories which go to improve more on students' understanding. This also makes students to feel comfortable when using school equipment in the laboratory.

Table 4.89: Do you feel dissatisfied when lazy teachers are equally motivated?

Do you feel dissatisfied when lazy teachers are equally motivated?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	189	94,0	94,0	94,0
	Sometimes	9	5,0	5,0	99,0
	Never	1	1,0	1,0	100,0
	Total	199	100,0	100,0	

Source: field data

In table 4.89 above, it is seen that most principals are always dissatisfied when lazy teachers are motivated because up to 94 % of the entire sample say that they are always de-motivated when lazy teachers are being motivated. Just one teacher was for the fact that he never feels dissatisfied when lazy teachers are equally motivated. Meanwhile just 5 % of the teachers said they are sometimes dissatisfied when lazy teachers are equally motivated.

Table 4.90: Does the principal distribute all school incentives and other forms of motivations meant for teachers?

Does the principal distribute all school incentives and other forms of motivations meant for teachers?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	175	88,0	88,0	88,0
	Sometimes	24	12,0	12,0	100,0
	Total	199	100,0	100,0	

Source; field data

Table 4.90 above reveals that out of the 199 teachers, 175 teachers with a percentage of 88 % say that principals always distribute all school incentives and other forms of motivations meant for teachers, 24 teachers indicated sometimes while no teacher indicated that principals never distribute all school incentives and other forms of motivations meant for teachers. This implies that, many principals always distribute all school incentives and other forms of motivations meant for teachers.

Table 4.91: Is the principal prompt in implementing and assessing decision made?

Is the principal prompt in implementing and assessing decision made?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	103	52,0	52,0	52,0
	Sometimes	73	37,0	37,0	89,0
	Never	23	12,0	12,0	100,0
Total		199	100,0	100,0	

Source; field data

From table 4.91, it shows that a greater part of principals are always prompt in implementing and assessing decision made. It is evident from the fact that 103 teachers making a percentage of 52 % and just 23 teachers (12 %) of the population of 199 teachers said the principal are never prompt in implementing and assessing decision made.

Table 4.92: Grade your students' academic performance

Grade your students' academic performance		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below average	4	2,0	2,0	2,0
	Average	35	17,6	17,6	19,6
	Excellent	160	80,4	80,4	100,0
Total		199	100,0	100,0	

Source: Field Data

From a sample of 199 teachers, as seen in table 4.92, 02 teachers graded their students' academic performance to be below average, 35 teachers indicated that the academic performance of their students were average, while 160 teachers with a percentage of 80,4 % graded their students' academic performance to be excellent. Looking at the analysis, one can realise that the academic performance of students on this sample was excellent average.

Table 4.93: Do you organize catch up classes with your students?

Do you organise catch up classes with your students?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	159	79,0	79,0	79,0
	Sometimes	29	15,0	15,0	94,0
	Never	11	6,0	6,0	100,0
	Total	199	100,0	100,0	

Source; field data

Table 4.93 indicates that 159 teachers indicated that the teachers always organized catch up classes with students, 29 teachers said that they sometimes organized catch up classes with students while just 11 teachers said that they never organised catch up classes with their students. This implies that teachers find it very necessary to organise catch up classes with their students to always keep their students up to the task. This further makes students understand the lessons better and draws the teacher closer to the students.

Table 4.94: Does the Dean of studies frequently monitor students' assessment?

Does the Dean of studies frequently monitor students' assessment?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	156	78,0	78,0	78,0
	Sometimes	43	22,0	22,0	100,0
	Total	199	100,0	100,0	

Source; field data

The table above indicates that 156 teachers making a percentage of 78 % said that the Dean of studies always monitor students' assessment while 43 teachers with a percentage of 22 % stood for the fact that the Dean of studies sometimes frequently monitor students' assessment. From the analysis above, one is tempted to say that the Dean of studies frequently monitors the assessment of students. This is a very good practice when the dean of studies constantly monitors students' assessments because the dean could always know subjects in which the students face difficulties and hence look for ways to make the students be comfortable at these subjects.

Table 4.95: When you are poorly remunerated does it affect your class output?

When you are poorly remunerated does it affect your class output?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	183	91,0	91,0	91,0
	Sometimes	11	6,0	6,0	97,0
	Never	5	3,0	3,0	100,0
	Total	199	100,0	100,0	

Source field data

From a sample of 199 teachers, 183 teachers propose that when they are poorly remunerated it always affect their class output, 11 teachers indicated that sometimes when they are poorly remunerated it does affect their class output while 5 teachers indicated that when they are poorly remunerated it never affect their class output. This implies that, many teachers' class output is always affected seriously when they are poorly remunerated and this may go to affect their general outputs of the school.

Table 4.96: Does the principal carry out pedagogic supervision during school periods to access the teaching learning process?

Does the principal carry out pedagogic supervision during school periods to access the teaching learning process?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	188	94,0	94,0	94,0
	Sometimes	9	5,0	5,0	99,0
	Never	2	1,0	1,0	100,0
	Total	199	100,0	100,0	

Source; field data

From table 4.96, we can notice that, 94% of the teachers say that the principals always carry out supervision during school periods to access the teaching learning process while 5% of the respondent making a total of 9 teachers were for the fact that the principal sometimes carries

out pedagogic supervision during school periods to access the teaching learning process. Just 2 teachers were for the fact that the principal doesn't carry out pedagogic supervision. Looking at the importance pedagogic supervision has on student performance it is not surprising that mission secondary schools are always having excellent results.

Table 4.97: Rate your syllabus coverage by the end of the academic year?

How can you rate your syllabus coverage by the end of the academic year		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	100% (Alws)	186	93,0	93,0	93,0
	70% (Stimes)	13	7,0	7,0	100,0
	50% (Nver)	-	-		
Total		199	100,0	100,0	

Source; field data

From table 4.97, about 93% teachers indicated that the rate of syllabus coverage by the end of the academic year was 100 %. On the other hand, just 13 teachers said that they estimated their syllabus coverage to be 70 %. This implies that, most teachers always cover the syllabuses of the academic year. This makes the students equipped for their exams and hence will eventually perform well at their upcoming exams.

Table 4.98: Does the school environment promote and favour learning?

Does the school environment promote and favour learning?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	180	90,0	90,0	90,0
	Sometimes	19	10,0	10,0	100,0
Total		199	100,0	100,0	

Source: field data

From the table above, 180 teachers were for the fact that the school environments promote and favours learning while just 19 teachers making a percentage of 10 % were for the fact that sometimes the school environment promotes and favour learning. Furthermore, no teacher denied the fact that the school environment has nothing to do with learning. From this statistics, it is clear that the environment in which students and teachers are found seriously had

something to do with the learning process.

Table 4.99: Do you make use of your school library?

Do you make use of your school library?	Frequency	Percent	Valid Percent	Cumulative Percent
Always	180	90,0	90,0	90,0
Valid Sometimes	14	7,0	7,0	97,0
Never	5	3,0	3,0	100,0
Total	199	100,0	100,0	

Source; field data

From the table above, 90% of the teachers were for the fact that their schools use library always while 14 % making a population of 14 teachers said that their schools sometimes uses a library and 3% never use library. This shows that most schools make use of library. A library should be an indispensable tool to all schools because it will encourage students who always go an extra mile.

Table 4.100: Does your principal employ and make use of security guards?

Does your principal employs and make use of security guards?	Frequency	Percent	Valid Percent	Cumulative Percent
Always	192	96,0	96,0	96,0
Valid Sometimes	5	3,0	3,0	99,0
Never	2	1,0	1,0	100,0
Total	199	100,0	100,0	

Source; field data

From the above table, 192 teachers reveal that principals always employ and make use of security guards, 5 teachers said sometimes while just 2 teachers said the principal never make use of security guards. From the responses one can see that the students and teachers feel secured while in school and are hence ready to give their best to students.

Table 4.101: Are you punctual in school and in class?

Are you punctual in school and in class?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	171	86,0	86,0	86,0
	Sometimes	19	10,0	10,0	96,0
	Never	9	4,0	4,0	100,0
	Total	199	100,0	100,0	

Source; field data

Table 4.101 reveals that, 171 teachers making a percentage of 86 % confirm that they are always punctual in school and in class, 19 teachers making a percentage of 10 % indicated sometimes while 9 teachers with a percentage of 4 % said they are never punctual in school and in class. This implies that most of the teachers are always punctual in school and in class.

Table 4.102: Do you teach with prepared notes of lessons?

Do you teach with prepared notes of lessons?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	170	85,0	85,0	85,0
	Sometimes	16	8,0	8,0	93,0
	Never	13	7,0	7,0	100,0
	Total	199	100,0	100,0	

Source: field data

From the above table, 170 teachers stand for the fact that they teach with prepared notes of lessons, 16 teachers said sometimes and just 13 teachers said they never teach with prepared notes of lessons. In general, we can affirm that most teachers in mission schools teach with prepared notes of lessons. This shows that the teachers know exactly what to come and give the students because it is properly written down and in a way that will be easily understood by the students.

Table 4.103: Do you feel as not to come to teach because of the class in which you were assigned?

Do you feel as not to come to teach because of the class in which you were assigned?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	13	7,0	7,0	7,0
	Sometimes	18	9,0	9,0	16,0
	Never	168	84,0	84,0	100,0
	Total	199	100,0	100,0	

Source; field data

The table above indicates that, from a sample population of 199 teachers, up to 13 teachers indicated that they always feel as not to teach because of the class in which they have were assigned, 18 teachers are of the opinion that sometimes they feel as not to teach because of the class in which they have were assigned, while 168 teachers say they never feel as not to teach because of the class in which they have been assigned. This implies that almost all the teachers never feel as not to teach because of the class in which they have were assigned.

Table 4.104: Does the principal leadership style encourage excellence in student-teachers academic progress?

Does the principal leadership style encourage excellence in student-teachers academic progress?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	170	85,0	85,0	85,0
	Sometimes	20	10,0	10,0	95,0
	Never	9	5,0	5,0	100,0
	Total	199	100,0	100,0	

Source; field data

From a sample population of 199 teachers, 170 teachers with a percentage of 85.4% said that the principal leadership style always encourage excellence in the teaching-learning process, 20 with a percentage of 10 % indicated sometimes while, 09 teachers with a percentage of 4.5% said that the principal leadership style never encourage excellence in the teaching-learning

process. Following the above analysis, we can therefore say that the principal leadership style encourages Excellence in student-teachers academic progress

Table 4.105: Does the location of your school affect the teaching- learning process or favours learning?

Does the location of your school affect the teaching- learning process or favours learning?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	165	83,0	83,0	83,0
	Sometimes	28	15,0	15,0	98,0
	Never	6	2,0	2,0	100,0
	Total	199	100,0	100,0	

Source ; field data

The table above depicts the fact that 165 teachers with a percentage of 83 percent said that the location of their schools always affect the teaching- learning process, 28 teachers with a percentage of 15 % are of the opinion that sometimes the location of the school affect the teaching- learning process and this does not favour learning while 6 teachers with a percentage of 2 % said the location of the school never affect the teaching- learning process. Following the above analysis where 83 % of the teachers said the location of most of their schools have a great influence on the teaching-learning process. We can therefore conclude that the location of most of the mission schools have a great influence on the teaching- learning process and this might go to affect output.

Table 4.106: Are parents ready to support the school administration financially when need arises?

Are parents ready to support the school administration financially when need arises?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	180	90,0	90,0	90,0
	Sometimes	16	8,0	8,0	98,0
	Never	3	2,0	2,0	100,0
	Total	199	100,0	100,0	

Source; field data

Most parents are always willing to support the school administration financially when need arises as seen in table 4.106 above. This is evident from the fact that 180 teachers were for always, 16 teachers were for sometimes and just 3 teachers making a percentage of 2 % stood for the fact that parents do not assist the school when there is any financial crisis.

Table 4.107: Does decision from the hierarchy influence school performance?

Does decision from the hierarchy influence school performance?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	140	70,0	70,0	70,0
	Sometimes	53	28,0	28,0	98,0
	Never	6	2,0	2,0	100,0
Total		199	100,0	100,0	

Source; field data

From the above table, from a sample 199 teachers, 70 % of the teachers were for the fact that decisions from their hierarchy influences the school performance. This implies that when the administration takes a good or a bad decision, this goes a long way to affect the school performance. On the other hand, just 6 teachers said that, a decision from the hierarchy does not influence school performance. This little percentage is so insignificant as compared to the whole sample of 199 teachers.

The table above shows the distribution of missing data across all the respective latent constructs for both the dependent and independent variables. In statistical analysis and as part of data management procedure, the identification of missing data is just not enough. It is imperative to provide options to treat such situations.

Table 4.108: Missing data analysis

	Univariate Statistics				Missing	
	N	Mean	Std. Deviation	Count	Percent	
C1	199	1.4774	.60989	0	.0	
C2	199	1.4925	.54928	0	.0	
C3	199	1.1005	.30143	0	.0	
C4	199	1.7035	.88051	0	.0	
C5	199	1.1658	.43535	0	.0	
C6	199	1.2613	.53377	0	.0	
D1	199	1.4925	.70974	0	.0	
D2	199	1.5126	.72376	0	.0	
D3	199	1.2462	.47639	0	.0	
D4	199	1.4774	.56697	0	.0	
D5	199	1.2211	.42801	0	.0	
D6	199	1.3116	.48557	0	.0	
COM1	199	1.4271	.59753	0	.0	
COM2	199	1.2613	.53377	0	.0	
COM3	196	1.4286	.54538	3	1.5	
COM4	199	1.1658	.43535	0	.0	
COM5	199	2.2312	.77644	0	.0	
COM6	199	1.3467	.59914	0	.0	
MOTIV1	199	1.4925	.61026	0	.0	
MOTIV2	199	1.2915	.49795	0	.0	
MOTIV3	199	1.7588	.66066	0	.0	
MOTIV4	199	1.2613	.48415	0	.0	
MOTIV5	197	1.2944	.53891	0	.0	
MOTIV6	199	1.2412	.47366	0	.0	
PERF1	197	1.1827	.49188	0	.0	
PERF 2	199	1.2312	.57457	0	.0	
PERF 3	199	2.7789	.55173	0	.0	
PERF 4	199	2.5930	.54137	0	.0	
PERF 5	199	1.3015	.55917	0	.0	

PERF 6	199	1.5678	.68473	0	.0
PERF 7	199	1.3618	.56831	0	.0
PERF 8	199	1.3367	.55251	0	.0
PERF 9	199	2.4221	.66112	0	.0
PERF 10	199	1.4573	.55681	0	.0
PERF 11	197	1.1675	.42542	2	1.0
PERF 12	199	1.3568	.56706	0	.0
EXT1	199	1.6012	.62357	0	.0
EXT 2	199	2.0261	.44959	0	.0
EXT 3	199	2.0885	.54274	0	.0
EXT 4	199	1.7364	.57233	0	.0

Table 4.109: Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) and Bartlett's Test

<i>KMO and Bartlett's Test</i>		
<i>Kaiser-Meyer-Olkin Measure of Sampling Adequacy.</i>		<i>.810</i>
<i>Bartlett's Test of Sphericity</i>	<i>Approx. (p-value)</i>	<i>.037</i>
	<i>Df</i>	<i>15</i>
	<i>Sig.</i>	<i>.002</i>

Table 4.110: Retained and rejected indicators for each constructs

<i>Latent Construct</i>	<i>Retained Indicators</i>	<i>Rejected Indicators</i>
<i>Consultation</i>	<i>1, 2, 3, 4, 5 & 6</i>	
<i>Delegation</i>	<i>1, 2, 3, 4, 5 & 6</i>	
<i>Communication</i>	<i>1, 2, 4, 5 & 6</i>	<i>3</i>
<i>Motivation</i>	<i>1, 2, 3, 4, 5 & 6</i>	

Table 4.111: Exploratory Factor Analysis – School Performance

<i>KMO and Bartlett's Test</i>		
<i>Kaiser-Meyer-Olkin Measure of Sampling Adequacy.</i>		.905
	<i>Approx. Chi-Square (p-value)</i>	.013
<i>Bartlett's Test of Sphericity</i>	<i>Df</i>	15
	<i>Sig.</i>	.000

Table 4.112: Retained and rejected indicators for school Performance

<i>Latent Construct</i>	<i>Retained Indicators</i>	<i>Rejected Indicator</i>
<i>School Performance</i>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12	11

4. 2. 3: HYPOTHESIS TESTING

After inputting our analysis into the SPSS software, the various values for correlation were obtained. These values can be seen on the table below;

Table 4.113: Correlation of constructs and efficiency for Mission schools.

	<i>Efficiency</i>	<i>Consultation</i>	<i>Delegation</i>	<i>Communication</i>	<i>Motivation</i>
<i>Pearson Correlation</i>	1	.903	.798	.951	.895
<i>Performance</i>	197				
<i>Sig. (2-tailed)</i>		.000	.002	.000	.000
<i>N</i>	197	199	199	196	199

Correlation is significant at the 0.01 level (2-tailed)

4.2. 3 Interpreting the correlation analysis results

The results from the analysis are seen on table ... and will be interpreted based on the various hypothesis as seen below

➤ **Hypothesis 1**

- **Null hypothesis:** There is no significant relationship between consultation of teachers by the principal and school performance.
- **Alternative hypothesis:** There is a significant relationship between consultation of teachers by the principal and school performance.

Table 4.114: Correlation between consultation and performance for Mission schools.

	Correlations	Consultation	Performance
Consultation	Pearson Correlation	1	.903
	Sig. (2-tailed)		.000
	N	199	197
Performance	Pearson Correlation	.903	1
	Sig. (2-tailed)	.000	
	N	199	197

In testing our first hypothesis which is the correlation between consultation in decision making by the principal and school performance:

$$r_{xy} = .903$$

N = number of cases

N = 199

- Calculated level of significance = .000
- Pre-determined level of significance = .01 or (research level of significance)

Therefore, the calculated level of significance .000 is less than (<) the research level of significance .01, this therefore means that there is a strong positive significant correlation between consultation by the principal in administration and school performance.

So consultation by the principal is related positively to school performance.

This could better be interpreted in that, when the principal sometimes consults teachers' point of view in decision making before their deployment in the school, they feel happy and satisfied. This encourages them to cooperate well with the principal when the decisions are taken. Also, the more the principal listens and uses the suggestions of teachers in staff meetings to make

decisions, the more they increase their cooperation and their concentration on their workload and reduce absenteeism in school. All these will go to increase their school output through the results of the students most especially in national examinations leading to school efficiency. Besides, if the decision arrived at is part of their contributions, then they will be eager to assist in its implementation.

➤ **Hypothesis 2**

- **Null hypothesis:** There is no significant relationship between delegation of powers by the principal and school performance.
- **Alternative hypothesis:** There is a significant relationship between delegation of powers by the principal in decisions making and school performance.

Table 4.115: Correlation between delegation and performance for Mission schools.

	Correlations	Delegation	Performance
Delegation	Pearson Correlation	1	.798
	Sig. (2-tailed)		.002
	N	199	197
Performance	Pearson Correlation	.798	1
	Sig. (2-tailed)	.002	
	N	199	197

In testing our second hypothesis which is the correlation between consultation in decision making by the principal and school performance:

$$r_{xy} = .798$$

N = number of cases

N = 199

- Calculated level of significance = .002
- Pre-determined level of significance = .01 or (research level of significance)

Therefore, the calculated level of significance .000 is less than (<) the research level of significance .05, this therefore means that there is a strong positive significant correlation between delegation of powers by the principal in decision making and school performance.

So delegation by the principal is related positively to school performance.

This could be interpreted in that, when the principal involves his closest collaborators and teachers to certain school responsibilities, they feel happy and involved. This satisfaction

encourages the closest collaborators and the teachers to fully cooperate with the principal in school. When the closest collaborators and teachers are delegated by the principal to represent him in workshops and other gatherings, they feel satisfied because of the respect and honour the principal has entrusted on them. These feeling of trust couple with other things push the closest collaborators and teachers to put in their best in the execution of their duties leading to high school performance.

After delegating functions, the supervision carried out by the principal encourages those delegated not to misuse or abuse the rights that have been entrusted to them. This also encourages those not delegated to better behave because they feel secure and protected hence they find a reason to assist the administrative body to see that they are punctual in school, teach with prepared notes of lessons and struggle to complete their programs of studies.

➤ **Hypothesis 3**

- **Null hypothesis:** There is no significant relationship between principal’s communication and school performance.
- **Alternative:** There is a significant relationship between principal’s communication and school performance.

Table 4.116: Correlation between communication and performance for Mission schools.

	Correlations	Communication	Efficiency
Communication	Pearson Correlation	1	.981
	Sig. (2-tailed)		.000
	N	196	197
Performance	Pearson Correlation	.981	1
	Sig. (2-tailed)	.000	
	N	196	197

In testing our third hypothesis which is the correlation between communication in decision making by the principal and school performance:

$$r_{xy} = .981$$

N = number of cases

$$N = 196$$

- Calculated level of significance = .000

- Pre-determined level of significance = .01 or (research level of significance)

Therefore, the calculated level of significance .000 is less than (<) the research level of significance .01, this therefore means that there is a strong positive significant correlation between communication by the principal decision making and school performance.

So communication by the principal is related positively to school performance

This could be interpreted in that, when the principal communicates effectively with teachers and other collaborators of the institution, there will be a free flow of information needed for certain decisions that will help the smooth functioning of the institution. One can see that if each an everyone is somehow happy with the way things are done in school, subordinate will find a reason to put in more effort toward the progress of the school. This will go a long way to positively affect the performance of students mostly in external examinations. It should be understood that, when there is effective communication, that is the free flow of information from top to bottom and from bottom to top in the school, programs completion and other task execution will not be a problem.

When principals make use of different channels of communication in school, different information intended for teachers will be well received, hence good work behaviour and high productivity through the achievement of students in examinations. That is, when teachers are well informed on the different activities and what is expected of them, they will cooperate with their principals to see that there is high learning outcome.

Hypothesis 4

- **Null hypothesis:** There is no significant relationship between motivation by the principal and school performance.
- **Alternative hypothesis:** There is a significant relationship between motivation by the principal and school performance.

Table 4.117: Correlation between motivation and performance for Mission schools.

	Correlations	Motivation	Performance
Motivation	Pearson Correlation	1	.895
	Sig. (2-tailed)		.000
	N	199	197
Performance	Pearson Correlation	.895	1
	Sig. (2-tailed)	.000	
	N	199	197

In testing our fourth hypothesis which is the correlation between motivation by the principal and school performance:

$$r_{xy} = .895$$

N = number of cases

N = 199

- Calculated level of significance = .000
- Pre-determined level of significance = .01 or (research level of significance)

Furthermore, since the calculated level of significance .000 is less than (<) the research level of significance .01, this therefore means that, there is a strong positive significant correlation between motivation by the principal and school efficiency. So motivation by the principal is related positively to school performance.

This could be interpreted in that, when principals make decisions by allocating incentives to teachers in school and take into consideration the effort of hard working teachers, it will encourage even the lazy teachers to struggle to work hard. Also, if the principal buy and replaces equipment in the laboratories and encourage teachers professionally by sending them on seminars they will be motivated to put in their best in their class duties thereby leading to school performance.

Table 4.118: Harmonized Test of Hypotheses for Missionary Schools

Hypotheses	P-Value at 95% (CI)	Decision / Conclusion
H1: Consultation [CON] in decision-making has a positive significant impact on school performance.	[H ₀ : μ = .000 < 0.05, β = .903, CI =95%]. Strong positive statistically significant	Reject the null hypothesis and conclude that there is significant statistical evidence to suggest that Consultation [CON] has a positive significant impact on school performance
H2: Delegation [DEL] has a positive significant impact on school performance.	[H ₀ : μ = .002 < 0.05, β = .798, CI =95%]. Strong positive statistically significant	We reject the null hypothesis and conclude that there is insignificant statistical evidence to suggest that Delegation [DEL] has a positive significant on school performance.
H3: Communication [COM] has a positive significant impact on school performance.	[H ₀ : μ = .000 < 0.05, β = .951, CI =95%] strong positive statistically significant.	Reject the null hypothesis and conclude that there is significant statistical evidence to suggest that Communication [COM] has a positive significant effect on the school performance.

H4: Motivation [MOT] has a positive significant impact on school performance. [H₀: $\mu = .000 < 0.05$, $\beta = .895$ CI =95%]. Strong positive statistically significant. Reject the null hypothesis and conclude that there is significant statistical evidence to suggest that Motivation [MOT] has a positive significant effect on school performance.

- **Extraneous variables**

Table 4. 119: Correlation between extraneous variable and school performance

	Correlations	Motivation	Efficiency
Extraneous variables	Pearson Correlation	1	.723
	Sig. (2-tailed)		.000
	N	199	197
School Performance	Pearson Correlation	.723	1
	Sig. (2-tailed)	.000	
	N	199	197

- In interpreting the Pearson product-moment correlation index (r_{xy}).

We have to test the degree of relationship that the extraneous variables have on school performance.

$$r_{xy} = .723$$

N = number of respondents (cases)

$$N = 199$$

Calculated level of significance = .000

- Pre-determined level of significance = .01

The calculated significance is .000 is greater than (>) the research level of significance .01.

This therefore means there is a significant correlation between extraneous variables and school performance.

This could be interpreted that, the extraneous variables also have something to do when it comes to influencing the dependent variable.

When we look at the decision from the hierarchy to the institution sometimes were very influential in affecting the efficiency of the institution. For example, if the principal writes for more teachers and the immediate transfer of some heady teachers and the authority that be act immediately, it might go to affect the other teachers who would have follow suit to sit up thereby promoting the performance of the institution.

As concern infrastructure and the school location all had something to do when it came to influencing school performance.

Table 4.120: Summary table of the findings for the hypotheses for Public schools

RH	rx_y calculated	Research level of significance	Calculated level of significance	Observation	Decision
RH1	.753	.05	.001	Calculated possibility < .05	We accept Ha and we reject Ho
RH2	.620	.05	.000	Calculated significance < .05	We accept Ha and we reject Ho
RH3	.772	.05	.000	Calculated significance < .05	We accept Ha and we reject Ho
RH4	.685	.05	.000	Calculated significance < .05	We accept Ha and we reject Ho
Extraneous variable	.708	.05	.000	Calculated significance < .05	

Table 4.121: Summary table of the findings for the hypotheses for mission schools

RH	rx_y calculated	Research level of significance	Calculated level of significance	Observation	Decision
RH1	.903	.05	.000	Calculated possibility < .05	We accept Ha and we reject Ho
RH2	.798	.05	.002	Calculated significance < .05	We accept Ha and we reject Ho
RH3	.951	.05	.000	Calculated significance < .05	We accept Ha and we reject Ho
RH4	.895	.05	.000	Calculated significance < .05	We accept Ha and we reject Ho
Extraneous variable	.723	.05	.000	Calculated significance < .05	

4.3 Interview Results for Government Schools

Specific and directly relevant quotes from the interview transcripts are made available in the following section of chapter four. While themes were identified, many of the statements are applicable across themes. The interview transcripts, field notes, and observation are used to evidence and support the emergent themes extracted by the study's principal investigator. Informed consent forms were received at both the Sub-division and participant level with an explanation of the goals and objectives of the study prior to the beginning of the interview. Prior to contacting individual secondary school principals, the application that was received by the Divisional Delegate of secondary Education provided consent for principal participation. Both the Divisional Delegate and the individual secondary school principals were informed on the purpose of the study which was to examine the decision making process of the principal in secondary school administration and its impact on the efficiency of schools. A completed interview required that the participants to engage in a think-aloud procedure while reviewing an academic enrolment file and respond to semi-structured interview questions. Identified themes and representative quotes relevant to each research question are provided.

Research Question 1

What is your working experience?

This question was aimed at targeting the level of experience of the various respondents due to the fact that experience plays a very major role when it comes to decision making especially over a work place. Many research works have proven that some leaders take decisions based on their past experiences and up to 75% of them have ended up with good outcomes. To that effect, one principal contributed that:

I have been occupying this post now for the past 5 years and so far have been doing well. More to that I have served as a vice principal for 3 years too.

Another stated:

I have 13 years of working experience as a principal of this institution, I started my career as a teacher in the year 1997 was nominated as a vice principal in 2006 then principal a few years later. Actually I am almost at my retirement age and hence, I have acquired a lot of skills as a principal.

One principal stated:

In two months' time I will be celebrating my 9th year as a principal of this noble school which is an evidence of maturity and experience as per my work post.

In keeping with the other principals, this principal added:

I have a strong experience that I believe it is the brain behind the success of my school because before being appointed as a principal, I had to work as a teacher, vice principal before getting to where I am.

The fourth principal related:

I have been a principal for a year now and although I am still very young on my career as a principal, I passed through the stages of discipline master, vice principal then finally I am a principal.

Another added:

I started as a school teacher in 2007 and was appointed as a principal in 2017 actually I have 4 years experience as a principal.

More so, another principal contributed:

I have a young career as a principal because i was appointed principal just two years ago but never the less I have enough experience as per the work needed of me concerning the domain.

The seventh principal contributed that:

I have 8 years of working experience as a principal and have been occupying this post in two different schools presently.

Lastly, this principal contributed that:

I am a principal for a year now and although I am still very young on my career as a principal, I passed through the stages of discipline master, vice principal then finally I am a principal.

Research Question 2

How are decisions that concerns teaching and other activities carried out in school for effectiveness?

The study pushed forth to get from its respondents how decisions concerning teaching and other activities carried out in school for effectiveness. From this, numerous answers and ideas were shared by our respondents and the transcripts were all recorded. The first principal shared that:

Teaching decisions and other activities are collectively planned at the beginning of every term in such a way that time tables for every teacher and their days of teaching are made known all together with the list of all the other activities that are supposed to be carried out during the term with the teachers of every departments and all the staffs

In the same line, another principal added:

Programs are made for all the pedagogic activities at the beginning of the year which runs all throughout the school year and with time adjustments are made when necessary from time to time to sooth a reason where possible.

The third principal contributed:

Teachings decisions are usually done every term through staff meetings where all matters concerning teachings are discussed and treated

One principal stated:

As per the class work load every class, teachers are assigned to various classes where they are given objectives and time table is drawn according to the work to be done by every teacher all this at the beginning of the school year after a staff meeting and the implementation is done by the teachers under the supervision of the principals.

Another principal advanced that:

Through meetings with their HODs who masters their individual capabilities at the beginning of every school term where we decide on pedagogic skills and objectives for the school year and equally how to achieve them effectively and efficiently with our available resources

In the same like, another said that:

Through holding of staff meetings, teaching activities are always planned at the beginning of every school term and plans for the achievement for yearly objectives are also made with goals and techniques to achieve them

Another added:

For greater effectiveness, all decisions about teaching and other related activities are taken collectively by the both the teachers and the administrative staff. Close collaboration of all on how to achieve them is very necessary.

Finally, the last principal said that:

Both I and all the staffs decide on the objective of the school for the year and how to attain that under the best conditions possible. Very often we also call on parents' teachers meeting which go a long way to help us attain our objective and plans that we have for the students.

Research Question 3

How do you and the Vice-principals carry out the classification of teachers in the different workloads?

Furthermore, the study investigated on how vice principals alongside the principal, did the classification of teachers based on the different workloads available. This question helped the study to understand on what criteria the administration was based on before sharing out the workload to her teachers. From this the various contributions were gotten where the first principal contributed that:

Normally classification of best teachers for the work load is done through punctuality, how fast they finish their work schemes, how their students succeed in exams, and their social relationship vis a vis student, teachers and the administration

In the same perspective, another principal added:

Through their ability to finish their work program on time, students' comments about them and the class result at the end of the term

The third principal contributed:

We provide a work program for the year and assign various heads of departments after concerting with them, to supervise the work carried out per teacher and then assign their classes to be thought

The fourth added:

Usually teachers for the higher section and lower section are identified after some consultations and the work is being shared as per their various classes and days of work, considering the work to be done, if it is too much for the available teachers then we can employ part time teachers

Another principal for mission schools was for the fact that:

As per the yearly work to be covered per year in every class, we assign teachers considering their speciality and domain of studies to various classes and a time table is drawn and supervised by various department heads classified according to his or her experience and know how in the subject matter

Another principal contributed:

After concerting with some departmental heads, every teacher whether secondary or high school their various subjects are listed all together with their time tables drawn including days and hours of teaching. They are then supervised by department heads

More so, one principal said that:

Usually workload is partition amongst the teachers considering their various programs and work they are supposed to cover for the year. If the workload is much, we can then make use of part time teachers sponsored by the PTA

Finally, the last principal for mission schools was for the fact that:

Teachers are classified according to the number of classes with respect to the number of teachers available and if possible, we bring in more part time teachers to help with the work load.

Research Question 4

When called for other invitations that warrant your presences as a principal and you are much occupied, how do you usually go about it?

Due to the fact that the principal can't make it everywhere at all times to all his responsibilities, the study seeks to know if they usually see it as a reason to delegate and if they do, what are the criteria they use in order to delegate their closest collaborators and teachers to represent

them when they are absent. To that effect, the following responses from our various respondents were obtained. The first principal contributed that:

Most of the times, I am always very occupied with office and administrative works but I always find time to attend to other pedagogic callings, for example I may decide to push my work for a day to the next day and at times I work over time to catch up

The second principal in the same like, contributed:

It is true, i am most of the time occupied by office work but i always find time to catch up with other programs where possible. If not, I assign my vice to take care of other works for me or at times I may delegate who ever I wish.

Moreover, another principal suggested:

Whenever I am occupied and i have other works to do, i assign the vice principal or a trust worthy teacher to attend to the work depending of its importance and urgency.

The fourth added:

Sometimes, I forgo one task for the other depending on their scale of preference. That is I attend first to the most important tasks and if possible i can assign my vice to help me with others

In the same like, the fifth principal contributed:

When I am invited to an important seminar I usually reschedule my work in order to be able to attend or better still I send the vice principal depending on how urgent and important it is.

It was also shared by another principal that:

When needed to assume other duties and I am occupied, i assign someone else to carry the activity and register present on my account depending on the importance of the invitation. I might also forgo other office activities and attend to the demands of the invitation.

Another principal added:

With technology participation of invitations can be done online, but if it warrants physical presence, I send a representative that is up to the task which can be the vice principal depending on his work load too.

In the same like, the last principal contributed:

Nowadays technology have advanced so much so that people do attend meetings and seminars are carried on the internet through chats group on whataup or Google meet but if my physical presence is needed i might make time to go or send my vice to represent me

Research Question 5

What criteria are usually put into consideration when delegating teachers in your institution?

More so, the study pushed forward to know how the various principals delegated their teachers in the institution. Some principals were rigorous on their delegation criteria while others weren't so hard on their delegation procedures. The transcripts gotten from the respective respondents are discussed below. The first principal was for the fact that:

Usually I use punctuality, seriousness, social interaction, pedagogic experience, longitivity in service and reliability to assign any teacher to a strategic post or to carry out a particular service for the school.

Another principal added:

Most of the time their seriousness, responsibleness, social conduct and their ability to respect the administration.

Also, the third principal contributed:

Before assigning any teacher, I take into consideration his seriousness, reliability, responsibleness, wisdom, longevity in service and availability.

In other words, another principal was of the opinion that:

We usually assign teachers or staffs which are trust worthy, responsible, punctual, hardworking, and have much experience in the task in which he or she is to be assign to undertake.

Another principal rounded off:

Before according any post or work to a teacher or a staff, I take note of the staff ability to be responsible, reliable, hardworking, patience, experience and make sure he or she is up to the task. That is why i mostly assign only internal teachers from the school and not part time

It was suggested by another principal that:

Before assigning or delegating any staff or teacher I make sure he or she is an example of a good leader and teacher per say. I make sure he is punctual, responsible, experienced and up to the task.

The seventh principal added:

To me I try to assign following their experience and availability that they express in the institution.

To conclude, the last principal said:

Usually I take into consideration the academic level, experience of the teacher and most especially in the domain that matters.

Research Question 6

How is communication channelled before a decision making meeting and how are the contributions of teachers treated?

Communication, being one of our key constructs, the study also tried investigating on the effect it is going to get on school efficiency. The principals shared their respective points of view with respect to communication and how they make use of it in their respective schools. Their contributions are seen below. The first principal affirmed that:

Usually through meetings with teachers and other staffs, where pedagogic ideas and others are shared in every term. The ideas from every teacher is taken into consideration and then we have a debate on what to adopt and those that are to be modified or not to be implemented.

Another principal stated:

Usually a communiqué is placed at the staff notice board précisising the date and time of the meeting. During meetings teachers are free to express their ideas about the subject matter and then we both decide on which ideas to adopt and which not to adopt.

Another principal added:

Most of the time a communiqué or a text is sent to all the teachers and members of the administration on the details of the meeting stating its importance and the need to attend the meeting. Every idea during the meeting is welcomed although the final decisions might not

please everyone. Food, drinks and other things are made available for the smooth and good functioning of the meeting.

The fourth principal contributed:

We communicate teachers through the notice board, text forwarding to staff their phones, emails or call on the details of the meeting and make sure during the meetings every suggestions is taken into consideration.

In the same view, another principal added:

Most of the time communication is done through a written note on the staffs' notice board one week before the meeting stating all the details of the meeting, venue and time very often.

Moreover, the next principal contributed:

Announcement is being done in the staff room every after two hours about the meeting and it is also posted on the staff notice board three or four days before the meeting with all its details.

The seventh principal added:

Messages are sent few days before the meeting and each teacher is free to express his or herself after which we come to a permanent and pertinent conclusion.

Finally, the last principal concluded:

We usually communicate our teachers' through our chat groups on whatsapp or any other social media. But to make it more official, a written note is published on the staff notice board with my signature few days before the meeting. And during the meeting ideas are shared by every teacher then we decide on the best suggestion to adopt.

Research Question 7

Do you carry out pedagogic supervision in school and communicate feedbacks for adjustments and encouragements?

Furthermore, the study investigated on how frequent pedagogic supervision was carried out in schools and feedbacks brought back for adjustments and encouragements. From past researches, pedagogic supervision and feedbacks are very important to the teaching learning process and the way and manner in which the feedback are brought to a teacher matters a lot.

Below are the transcripts of how the various respondents handle their pedagogic supervisions and feedbacks respectively. The first principal contributed that:

Yes, I carry out pedagogic supervision during different lessons of various teachers in the institution. I also check class teachers present sheet and notebooks where every teacher must indicate at the end of every lesson. This is very important because it help me to be able to follow up the individual teachers on how they execute their class duties without only receiving information from my vice principals or dean of studies.

One principal stated:

Yes, I do that through special supervision, the use of staff log books and also take into consideration students ideas and recommendations vis- a-vid the teacher then advise them and or encouragements or if possible I make adjustments to the different workloads.

Another added:

Obviously yes I carryout pedagogic supervision in the teaching learning process of each teacher as a means of controlling and monitoring their class activities so that there will be more concentration. It should be recalled that after every pedagogic exercise, the teachers concern are called upon to understand their weakness and if any area was found where they needed to also be encouraged, they are also encouraged so that they can work even harder so as to improve on the success of their students.

In the same light, the fourth principal contributed:

Pedagogic supervision is one among the many activities that cannot be ignored in school. After the supervision of the teaching activities of some teachers I try to call them in the office to advice and also encourage them. This if well carried out will go to improve on the performance of the students and the school at large.

More to that, another said:

Yes I do that every after two weeks. Most of the time i assign the discipline master to do that then give me feedbacks then I can make any adjustments or encourage where possible

Another principal contributed:

Yes it is an obligation for the smooth running of any educational institution and especially in my school. I carry out weekly check supervisions concerning teachers teaching methods and make adjustment where necessary

The seventh principal was for the fact that:

Yes I do even very often. I find that an obligation rather than a mere activity in school. That's why I take my time to reensure it is always done and properly done by the way.

Finally, the last principal wrapped off:

Yes I do. Pedagogic supervision is very vital to any institution because it helps to see and monitor the performances of your teachers. Its only from there that you can be able to retaliate or readdress some particular issues afterwards. And it is in this like that we always try to give back the various feedbacks in the nicest way possible to our teachers and other members of staff.

Research Question 8

How is motivation and other school incentives treated in relation to your teachers and hard work?

Another important construct used throughout this research work was Motivation. From several respondents, motivation was like a booster of energy for teachers to work hard and make students to understand better. As human beings, there exist several ways of motivating someone and hence building an inward push spirit in the individual. That's why the study seeks to understand how principals make decisions on this weapon in their respective institutions. In the same line, the first principal contributed:

Usually incentives are giving depending on assiduity, punctuality and the respect for deadlines at the end of every school term and year, teachers who complete their objectives on time and have the best pedagogic results are awarded prizes and given special treatments.

Another principal added:

Sessions of follow up and supervisions are being carried out on teachers to see their progress and what they need to do to become more productive. Meanwhile prizes are given to the best teachers

One principal stated:

Teachers are motivated either by special appointment, favours or gifts for their hard work every end of the school year considering that they most achieve all that was expected of them

The fourth principal shared:

With all made possible for optimum results, teachers are motivated at the end of the school term where prizes are given according to their performance and the ability for them to have good overall results from various observations

Another principal suggested:

We always motivate teacher for their hard works to encourage them to work harder. We also place prizes for the best teachers there by encouraging competition and hence make them to improve on their capacity and skills

One principal added:

Motivation is one of the tools which is most effective and so i make use of it very often to encourage my teacher every end of school year by offering prizes to the best teacher

The seventh principal was for the fact that:

Motivations are done according to the level of consistency of the teacher

The last principal concluded:

Prizes are given to best teacher every term ending so as to encourage them to work harder on their teaching skills

Research Question 9

How do you treat your teachers when it comes to seminars and workshops?

Seminars and workshops are indirect ways of making teachers acquire more knowledge and techniques on how to dish out lessons to students just to name a few. Some teachers see this useless while others consider them to be very important. So the research study seeks to know how the principals handle the situation of seminars and workshops in their respective institutions. The first principal suggested:

Teachers are encouraged to attend workshops during which they are giving transport fare. Before any seminar and workshop, preparations are done.

Another principal stated:

During seminars and workshops, everything is made available for staffs and teachers to be as comfortable as possible in order to achieve its goals and objective

In the same perspective, another principal added:

We make pedagogic seminars compulsory, encourage teachers to attend, suspend classes in order to permit teachers to attend and help cover the cost of transportation.

The next principal contributes:

During seminars or workshops, everything is made available and place at the disposal of teacher all together with comfort to assure an optimum result

To add, this principal suggested:

Before any seminar or workshop, preparations are made which entails entertainment and welcome activities. Everything is put in place for the smooth running and functioning of the seminar for it to achieve its objectives

Another for the idea that:

Workshops and seminars are always organized to check how far we have covered our yearly objective and I always do that taken into consideration the best methods which is comfortable and most suited for optimum productivity.

One added:

I treat them according to their contributions and comments. Sometimes I am even very strict about bad behaviours and very often stubborn teachers are punished accordingly

To round off, the last principal concluded:

Before any activity is carried out, preparations are made in such a way to ensure the smooth running of that activity which is the case with seminars and workshops

Research Question 10

Do decisions from your hierarchies and the location of your institution influence the teaching-learning process of the school?

Many a times we usually have the notion that decisions from hierarchies and the location of an institution usually affect the teaching learning process either positively or negatively. It was on this belief that the researcher wanted to find out from principals whether decisions from their hierarchies and the location of their various institutions had anything to do with the teaching-learning process (academics output) of their different schools.

The first principal contributed:

Yes, decisions from hierarchy influence studies positively. This is seen through the posting of more teachers in the school on certain discipline that goes to reduce the student teacher ratio and as such more concentration and high output.

Likewise, decisions from hierarchies such as the Minister usually influences the teaching - learning process in my school in that, teachers who like to absent from school are sanction with observation letters and other administrative sanctions and others who had started emulating are forced to seized from such behaviour.

Also, the location of the school has a great influence on the teaching learning process in that, students of school located out of the town does not suffer from the effect of distractions that are in town. They can pay much of their attention to studies than those who are found in town.

Another principal said:

The location of my institution has a great role to play when it comes to studies. Schools in the cities are expose to too much distractions that goes to influence at times the academic performance of some students while, those schools found in the suburb are free from some of these many challenges.

Yes, some decisions from hierarchies always influence the teaching-learning process of the institution. Decisions such as the posting of more teachers in my institution, usually goes to positively influence the student-teacher ratio and then high output. At times the failure of the power that be to post more teachers in the institution in some years always went a long way to affect the output of the students.

It was also shared by another principal that:

The location of a school has much to play when it comes to the teaching-learning process. Most of our institutions that are located in the town, are very much exposed to a lot of distractions that at times if good care is not taken by parents also, may go a long way to affect the achievement of some students especially those who are in examination classes.

Also, decisions from hierarchies may at times influence the teaching-learning process positively or negatively. If the hierarchy act promptly by removing and replacing heady teachers in an institution, it will assist the principal and other collaborators to work hitch free whereas if situations like this are not handled on time, it might go to affect not only the administration but also the education of the students that are under their disposals.

An other principal:

Yes, most of the times, decisions from hierarchies may influence the teaching-learning process of my school positively. There are moments when the Minister instruct the Regional Delegate and the Regional Delegate also instruct the Divisional Delegate and the DD also instruct the principals to forward the names of teachers who have not covered at least 30 % of their syllabus for first term against 40% that is required for first term. This at times hasty some of my teachers who were slow, to work sleeplessly so as to complete their syllabuses in school.

Equally, when we talk about school location, one will discover that some of our schools that are located in the out of town, suffers at times due to lack of transportation for those teachers who at times need to leave the town. Many sometimes come late to school and this affect the students most especially those of examination classes. Also, knowing that Saturday that was meant for catch up classes is now use for as a normal school day.

Moreover, another principal suggested:

Some decisions from hierarchy has a lot to do when it comes to the teaching learning- process. When we look today on the institution of mass promotion by the hierarchy it really affects output in some cases. Because some teachers of the examination classes are forced to work even more harder so that the results of their subject areas should not at the end of the day be poor.

Besides, the location of some of our schools at times may not actually affect the teaching learning- process but the town distractions between the home and the school for some students may affect their studies.

One other principal said:

Yes, the hierarchy has a lot to do when it comes to the teaching learning- process of the school. Many at times they may instruct principals to forward the names of lazy and obstinate teachers in the school. When many get this information or receive the first warning letters they will be forced to adjust some of their behaviors and sit up.

The location of my school highly affect the studies of the students both on the part of the students and the teachers. Many teachers who need to teach the students when they are posted hear they don't stay for a long time. They prefer to start searching for transfers to leave the place. Some students are distracted by the economic activity of the place. Some may start school well, and later abandon to go for what they think will give them fast money.

Moreover, another principal suggested:

Yes of course, decisions from hierarchy influence the teaching-learning process. The promotion average was instructed to be from 8 average and above, this went a long way to affect the teaching learning process at the level of evaluation. Also, the decision to post more teachers on certain disciplines has also gone a long way to reduce the student-teachers' ratio and hence forth encourage the teachers to be more focus.

For the location of my school actually, it has nothing to do with the teaching-learning process.

In the same like, the eighth principal contributed:

The location of an institution has a great role to play when it comes to the teaching-learning process. Schools that are located in the cities faced a lot of challenges when it comes much distractions while those in the suburb may not experience such challenges but they may also have other challenges like transportation in and out of school.

Yes, some decisions from hierarchy always influence the teaching-learning process of the institution. Decisions such as the institution of massive promotion and the control of work courage for first term 40%, second term 25% and third term 35% has help to influence teachers to work hard.

4. 4 Interview Results for Mission Schools

Research Question 1

What is your working experience?

This question was aimed at targeting the level of experience of the various respondents due to the fact that experience is very important when it comes to taking some decisions. Many research works showed that some leaders take decisions based on their past experiences and up to 75% of them come out with good outcomes. To that effect,

one principal contributed that:

My working experience for the past 16 years has not been easy. This is because you have different characters and to help them out you need to play the role of a parent to them. There are those who are calm and obedient, some stubborn and others recalcitrant. Working with such kinds over the years hasn't really been an easy task but if you are not strong you can give up. That's why anything one's desires should come from the heart. With all these, students gave me the name "The ninja "

Another stated:

I worked at Christ the king college in Wum for 4 years. Later on I was transferred to this my present school where I have been working for 3 years now. So I am practically having 7 years of experience at this post.

One principal stated:

I started working in September 2013 as a teacher in a primary school. At the beginning, it was difficult but as days went by, I adapted and i felt great. That's how I got promoted to various post of responsibility and finally I became the principal of this noble institution.

In keeping with the other principals, this principal added:

Sincerely, I've been working for 10 years and all I say is that the job is difficult and requires a lot of commitment

The fifth principal related:

I started as a principal in one high school in 2003. It was a really weird sensation because it was the first time I had such an authority. I spent 12 years there, and then I went to a private college, where I worked as a teacher too. It was really a great experience for me for I learned many things in the domain. Finally got appointed as a principal at this school where I have been working for 6 years now.

Research Question 2

How are decisions that concern teaching and other activities carried out in school for effectiveness?

The study pushed forth to get from its respondents how decisions concerning teaching and others activities in school are done for effectiveness. From this, numerous answers and ideas were shared by our respondents and the transcripts were all recorded. The first principal shared that:

For proper transparency, the majority of decisions are first of all voiced through staff meetings and school conferences to gather ideas and suggestions from teachers and sometimes class delegates. After such meetings, I generally sit and sample the opinions and take the best with the interest of the school as a primary objective.

In the same line, another principal added:

Decisions concerning teaching activities are done through general meetings with parents where their children cases are discussed with them and see on what solutions can be brought up to deal with it both at home and at school. All the situations are exhausted. Others are held with just the teachers on how to handle students who are stubborn and if more than them, they then bring it to me and I will have to handle them.

The third principal contributed:

My staff and I carry out so many activities together. Also through onsite and online meetings, we discuss beneficial and relevant ideas concerning our students. Furthermore, we organise little events where the entire administration goes out for a talk, site seeing and many other in order to make teachers feel free to express themselves. These then guide me on how to take decisions concerning teaching and other activities carried out in school

One principal stated:

For my opinion, the most effective way is through meetings and seminars in school. This is so because we can brainstorm on several ideas and finally vote what seems best and keep other propositions for future basis

The last principal advanced that:

Most of the times, it's through meetings conducted during weekends. Meeting carried out with the administration to discuss the course of activities for the students, teachers and the school as a whole.

Research Question 3

How do you and the Vice-principals carry out the classification of teachers in the different workloads?

Furthermore, the study investigated how the vice principal did the classification of teachers based on the different workloads available. This question help the study know on what criteria the administration was based on before sharing out the workload to her teachers. From this the various contributions were gotten where the first principal contributed that:

The work load for all teachers is proposed by the dean of studies and after, it goes to the teachers for validation and corrections. Sometimes too we permit teachers to swap if they don't feel comfortable with what was attributed to them. After all these, the final classification is brought to me for re verification and acceptance.

In the same perspective, another principal added:

Classification of teachers is strictly done based on certificates and experience of teachers. But I consider experience more. So teachers with greater experiences at certain topics or classes are being attributed these classes except otherwise.

The third principal contributed:

Classification of teachers and distribution of work loads are done based on various post of vacancies. When a teacher is employed, he is given the scheme of work to exhaust. At the end of the year we assess the teachers and the work load given.

The fourth added:

Teachers are being distributed workloads based on the head of departments in school. The vice talks with the head of the various departments on the task available and the changes that may be done if necessary on certain workload and the various head of departments portioned the work to the respective teachers.

Finally, the last principal for mission schools was for the fact that:

I personally can't handle or bare all the work on my own. That's why this task is officially left to the dean of studies to distribute the task to the respective teachers based their level of experience and level of study.

Research Question 4

When called for other invitations that warrant your presence as a principal and you are very occupied, how do you usually go about it?

Due to the fact that the principal can't make it at all times to all his responsibilities, the study seeks to know what they do or on what criteria they delegate teachers to represent them when they are absent. To that effect, the following responses from our various respondents were obtained. The first principal contributed that:

On the majority of cases, I always try my best to be present. But if not I send a representative. But I must admit that out of all my duties and responsibilities, I usually delegate just about 5% of my task to my subordinates.

The second principal in the same like, contributed:

Scale of preference. The scale of preference is my best technique used. I always have a list of all my tasks and duties made on a scale of preference. So I can easily know which one to attribute in case am not available. And hence the most important get my attention.

Moreover, another principal suggested:

To me, that's an issue that needs wisdom to be handled. In such cases, if a situation arises depending on the degree that's if something really pressing comes in and what I am doing is also pressing I hurry to finish before attending to the other. In a case where what I am doing is not pressing, I leave it and attend to what is pressing then come and complete it. In other cases, I can ask the vice to continue with the work while I attend to other duties.

The fourth added:

I delegate certain duties when they come up in order to be able to prioritise my task. I always plan ahead of time. So when something comes up, I know how to adjust to it. My staff are very important to me and are treated with care.

In the same light, the last principal contributed:

Yes. I'm not a superman where I can perform all tasks at a given time. So I usually delegate or share some of my functions that are not very professional demanding to permit things and some school objectives to be attained quickly.

Research Question 5

What criteria are usually put into consideration when delegating teachers in your institution?

More so, the study pushed forward to know how the various principals delegated their teachers in the institution. Some principals were rigorous on their delegation criteria while others weren't so hard on their delegation procedures. The transcripts gotten from the respective respondents are discussed below. The first principal was for the fact that:

Delegating duties regularly accomplishes more than just taking some work off the principal likely over-full plate. That's why delegation is something as principal we can't do without. So I delegate based on experience in previous post of service and the role and duty that teachers play in school.

Another principal added:

Simply, I delegate teachers who have post of responsibilities in school for example the discipline master, the academic officer and or even my vice if need be. The other staff members aren't delegated except their teaching jobs they have.

Also, the third principal contributed:

Any teacher can be delegated. We try our best to make all teachers feel trusted and that's what we get too in return. This goes a long way to build the teacher to administration and to students' relationship.

In other words, another principal was of the opinion that:

Teachers are delegated based on the various posts they occupy in school. We don't delegate who just come to school for the sake of their classes. On the contrary we could delegate teachers who aren't just mere teachers but occupy post of responsibility in school.

Finally, the last principal rounded off:

Delegating is something I personally never loves doing but sometimes when you have no choice, you must delegate. I am only able to delegate members of the administration and on very rare cases do I delegate teachers who aren't part of the administration. Based on those I succeed to delegate, you must be into a prior situation like that one before I can consider delegating you. After delegation I always follow up to be sure it has been properly done.

Research Question 6

How is communication carried out before a decision making meeting and how are the contributions of teachers treated?

Communication, being one of our key constructs, the study also tried investigating on the effect it has during decision making on school efficiency. The principals shared their respective points of view with respect to how communication is carried out before a decision making in their respective schools. Their contributions are seen below. The first principal affirmed that:

Communication is done through the normal channels of communication to the administration and the general staff body depending on the problem or situation at hand. So it depends as I earlier said. Teachers of course are given the opportunities to express themselves as one of our rules entails freedom to speak out your mind. We are all humans and all of us can't and will never be the same no matter what. No matter their contributions all is taken into consideration and treated fairly without any bias or favour.

Another principal stated:

Today, beside the school notice board and administrative circulars, we carry out communication through different channels, especially with the advancement in technology and the coming of the internet. Online Conference apps, Teachers communicate through applications such as Google class or zoom. In order to share ideas, we also use WhatsApp where we have our WhatsApp group. Physical meetings are also held every Friday where we deliberate on pertinent issues and during meetings, everyone is encouraged to talk and participate.

Another principal added:

Communication is done directly through the notice board and school circulars. During staff meetings, according to the situation on the ground, opportunities are first giving to teachers to table their opinions and problems. If this is not done, and is a situation that calls for teachers' participations, they will feel so uncomfortable and won't like to give in all their efforts because we don't give them the opportunity to express themselves. Then, administration will then also share their own point of views based on teachers' reactions and the issue on the ground.

The fourth principal contributed:

The different existing channels of communication are always put into use before a staff meeting. And during meetings, teachers are given the opportunity to express themselves since they relate directly with the students. Their opinions count a lot no matter the idea they bring up. We always find a way of sampling and getting the best contributions.

Finally, the last principal concluded:

The normal school channels of communications are always employed before a staff meeting. Teachers should always be given the opportunity to express themselves during meetings. They are the only ones who know what's good for them. It is from there that some major decisions concerning our teachers are taken into consideration. If it's just simple or minor school issue, the information is circulated either by the dean of studies, discipline master or even class delegate

Research Question 7

Do you carry out pedagogic supervision in school and communicate feedbacks for adjustments and encouragements?

Furthermore, the study investigated on how frequent pedagogic supervision was carried out in schools and how often the feedbacks were brought back for adjustments and encouragements. From past researches, after supervision, feedback is very important and the way and manner in which the feedback is brought to you matters a lot. If well done, it goes a long way to improve on productivity and efficiency. Below are the transcripts of how the various respondents handle their pedagogic supervisions and feedbacks respectively. The first principal contributed that:

As far as the teaching job is concerned, pedagogy is one of the activity that must be followed and respected by all teachers without any exception. This is because some people have the capacity and know how to teach but the desire is not there and some might not come regularly to teach. With this therefore, I do my pedagogic supervision to my teachers without informing them and since they are aware, they will always prepare notes of lessons for every subject and make sure not to skip lessons. At times I do check the student's books and make sure all what is to be taught in the syllabus is tested by the teacher without minding if chronological because, I believe the teachers' best know their students and level of understanding and will normally know how to handle them.

One principal stated:

Personally we do carry out such activities on monthly basis. Teachers are criticized and corrected when the needs arise. They are encouraged to work harder. Also, at the end of the year, prizes are awarded to the most focused and dedicated teachers.

Another added:

Yes I do carry out pedagogic supervisions during the teaching-learning in classrooms. Feed backs are communicated privately by me or vice principals directly to teachers involved and in a polite manner so that they can adjust.

In the same light, the fourth principal contributed:

Yes I do. No one is perfect and everyone has to be told his or her errors and encourage to change from them. And I will not fail to inform you that, carrying the works of pedagogic supervision helps to improve on the teaching and the general success of the students and the school as a whole. Even the principal has its own private suggestion box for his own errors where teachers and sometimes students can drop what they feel he is not doing right.

Finally, the last principal wrapped off:

Of course. what give the image of the school lie in the teaching- learning process. Pedagogic supervision is very necessary to the teachers during their class duties and the required feed backs communicated to them. The best thing to do is always to surprise them during their class duties and examine certain lessons from start to finish to see that all is well. And when lapses are noticed, we then call each teacher and share various feedbacks we got and together see what we can ameliorate and how we can do it.

Research Question 8

How is motivation and other school incentives treated in relation to your teachers and hard work?

Another important construct used throughout this research work was Motivation. From several respondents, motivation has been their main source of energy for them to teach and make students understand better. As human beings, there exist several ways of motivating someone and hence building an inward push spirit in the individual. That's why the study seeks to understand how principals use this weapon in their respective institutions. In the same line, the first principal contributed:

Motivation to teachers is very essential to teachers. As a good leader you must motivate hard working teachers and help weak teachers. And how do you help weak teachers? By sending them to attend, seminars and workshops, so that this is indirectly going to boost their school duties and most especially their teaching skills. Sometimes I send strong or hardworking teachers too, a way of making them more powerful and competent in class. At the end of each year, best teachers are given cash prizes as well as promotions in school.

Another principal added:

Teachers are motivated with cash prizes and sometimes we organise competitions so that we go and extra mile to motivate teachers with best class performances. Most at times all teachers go for seminars and workshops. Be it strong or weak teachers. This is so because; the weak teachers won't feel uncomfortable if we send only them.

One principal stated:

Motivation is mostly done at the end of each term where best teachers are given prizes by the school and even by parents. Also, as a means to give cash prizes to teachers, some are obliged to attend seminars and workshops so as to make them more competitive in school.

The fourth principal shared:

We motivate all our teachers at the end of the term and at every end of year occasions. This is done publicly in front of parents and students in order to build that confidence between the teachers, administration, parents and students. We mostly encourage, weak teachers to attend more seminars than the hardworking or powerful teachers. In this way bring everyone at the

same level and hence, indirectly making competition for incentives tough for the administration.

The last principal concluded:

Motivation is mostly based on effectiveness and efficiency in the evaluation of task done by the teacher. Every term ending, the vice principal takes the log books and sample of assessments given by teachers to students to evaluate the teacher. Best teachers are given cash prizes and others are being promoted to post of responsibilities in school. To what concerns seminars and workshops, all teachers are forced to bring attestations of their presence at different seminars.

Research Question 9

How do you treat your teachers when it comes to seminars and workshops?

Seminars and workshops are indirect ways of making teachers acquire more knowledge and techniques on how to dish out lessons to students just to name a few. Some teachers see this useless while others consider them to be very important. So the research study seeks to know how the principals handle the situation of seminars and workshops in their respective institutions. The first principal suggested:

Teachers must attend seminars and workshops. I always try to make internal seminars or workshops during school days so that teachers can attend instead of making them during weekends where teachers are occupied doing other things and might not come. And the end of each seminar and workshop, attendance of teachers is taken note of because, at the end of such activity, those who attended will gain a certain bonus at the end of the month.

Another principal stated:

Sincerely, I hardly talk about seminars and workshops to my teachers. Am just satisfied with results of the students and that's just all I need from my teachers. So seminars and workshops is more of an individual task and personal task to the teachers except otherwise.

In the same perspective, another principal added:

We encourage all our teachers to attend seminars and workshops i.e. the strong and the weak teachers. That's why we give out transport and allowance to the teachers who attend and some little extras to put in their pockets for the time sacrificed

The next principal contributes:

Most of the times if not all the times, only weak teachers are sent to attend seminars and workshops where we force them to bring back the feedbacks they got. This is a way of making serious teachers more serious and lazy teachers serious.

To round off, the last principal concluded:

Teachers must all partake in seminars. I repeat I say all teachers must take part in seminars and workshops without any exception. This is so because despite how good a teacher could be, he can never be perfect and will certainly need something extra to be better which for me i think they could be found in seminars and workshops.

Research Question 10

Do the decisions from your hierarchy and the location of your institution affect the teaching-learning process of the school?

Many a times we usually have the notion that the location of an institution usually affects the teaching learning process either positively or negatively. It was on this belief that the researcher wanted to find out from principals whether the decisions from their hierarchies and the location of their various institutions had anything to do with the teaching-learning process (academics output) of their different schools.

The first principal contributed:

Most of our mission schools are not always located in the center or busy areas of the town as a result, students and teachers are not always distracted by music and other distractions that always affect academics. Instead the quiet location always encourages our students to concentrates in their academics.

As concerns decisions from our managements, they always have a say at times on the teaching learning output. There are certain decisions they take on the period of exams that can go to influence output.

One principal stated:

Mission schools are many a time located in a quiet environment. This location many a time always encourage them to concentrate in their studies because they fail to have distractions in the form of noise.

Also, since the principal is answerable to the hierarchy of the institution, he or she is bound to apply decisions from the hierarchy that can influence academics and promotion.

Another added:

Yes decisions from hierarchy can influence the promotion of students in certain classes. The principal is always under the decisions of the hierarchy as a result, anything that is decided upon they are forced to implement.

For the location of the school, most of our institutions are located in isolated environments that at times may influence the teaching learning process and promote performance. This can be so because the students are free from all sought of distractions.

In the same light, the fourth principal contributed:

Yes decisions from hierarchy can promote and favours the teaching learning process by the recruitment of good teachers and adjusting the reclassification of teachers.

Whereas as concerns school location, most of our institutions are located in quiet environment that can help to promote learning.

Finally, the last principal said:

Yes of course decisions from hierarchies can promote and favour learning. There are certain decisions that are always carried out to restructure studies and it is forwarded to heads of institutions to follow. As concerns the school location, we must bear in mind from the look of things that, most of our schools are not found in the heart of the town. As a result, they permit the students to be freed from careless distractions and as a result, they are up large to concentrating in their studies.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

Introduction

This chapter deals with the discussions of findings in relation to previous findings. In addition to the findings, some recommendations are made while some suggestions for future research are presented. The discussions in this chapter are presented in terms of the four findings of the study in relation to general hypothesis which stipulate that there is a relationship between the decision making process of the principals in secondary school and school performance. Consultation, delegation of power, communication and motivation were the constructs that were used for decision making as indicated in chapter four.

These are:

- There is a significant relationship between consultation of teachers by the principal and school performance.
- There is a significant relationship between delegation of powers to teachers by the principal and school performance.
- -There is a significant relationship between principal's communication with teachers and school performance.
- There is a significant relationship between principal's motivation to teachers and school performance.

5.1 Discussion of Findings

This study was to find out the relationship between decision making process in secondary school administration and school performance. The research was carried out in eight selected Government secondary schools and five Mission secondary schools in Limbe Sub-division in Fako Division in the South West Region of Cameroon. The main instrument for data collection was a questionnaire to the selected teachers of the 13 schools and an interview guide to principals of these 13 secondary schools. Four research hypothesis were formulated as seen above and analysed based on the variables using descriptive and inferential statistics. The discussion of the findings would be done following the four hypothesis of this study as shown below.

5.1.1 Consultation in Decision Making by the Principal and School Performance

The findings of the first hypothesis revealed that there is a strong positive significant relationship between consultation used by the principal in decision making and school performance. This strong positive significant relationship is seen on table 4. 56 where the calculated level of significant 0.000 is less than 0.05 research level of significance that is, ($0.000 < 0.05$, $\beta = 0.698$, CI =95%). Also, this correlation coefficient was even more stronger positively when we look at table 4.123 bearing the statistics of mission schools where the calculated level of significant .000 is less than 0.05 research level of significance ($0.000 < 0.05$, $\beta = 0.903$, CI =95%).

On table 4.8, the question on whether, the opinion of teachers counts during a decision making process. Results indicated that, only 10% of the respondents were of the opinion that, principals always do consult staff for information during decision making while 64% of the respondents in mission schools were of the fact that their principals always seek their opinions during a decision making process. From the results of the analyses of different interviews of subjects for question one and two especially in mission schools, it was revealed that, there is a lot of consultation carried out in mission schools before certain decisions are materialised most especially, if the decision concerns the teachers. For the benefit of the school at large, it is advisable for principals to always understand that consultation of teachers in decision making is very vital for school efficiency since it affect performance. This is in line with the system theory as stipulated by Turkson and Coffie (2013, p. 127) who emphasis that during a decision making exercise it is necessary for all in the system [school] to be involve, since the school as the case is, is the combination of the different units or departments. Adding that decision making is there to bring about changes through the realisation of objectives for efficiency. This study is also in line with the work of Ayegbusi and Ogunlade (2015, p. 02) who are of the opinion that, the non-involvement or a failure of teachers to participate in certain decisions making will caused them to be less committed, and become nonchalant toward their normal duties of teaching and learning which will all go to affect their output through the poor performance of students.

Furthermore, we discovered that when the principal fails to seek the opinion of teachers by consulting them for information during a decision making situation that concerns them, teachers will turn not to cooperate with the principal. And a failure of teachers to cooperate with the principal in school, by organising catch up classes so as to complete their syllabuses,

will mean poor performance by the students in internal examinations and the school as a whole in the end of courses examination as seen in appendix six. In support of the above findings is the work of Wadesango and Bayaga (2012, p. 1690) who affirmed that participation in decision-making is a strategy that is normally used by some administrators to improve teachers' performance when they consult teachers in areas that concerns them. To them, during decision making on particular issues such as forms of teaching aids and teaching schedule, time tables, classroom activities and lesson preparation some administrators should consult experienced teachers in their individual capacity and those with required expertise and skills. Besides, Olayemi and Olorunsola (2011, p. 78) are also of the view that in school management, teachers need to be very involved in the decision making process. To them a failure of the school head to involve teachers may lead to conflict, a lot of rift which might go to hinder the realization of the school goals thereby affecting the success of the institution. Whereas, Chima and Gloria (2016, p. 218) argued that sometimes in certain decision making, teachers' opinions do not count they are treated mainly as recipients rather than participants in the process of making critical decisions. Situation like this will bring about disgruntlement and poor results at the end of the day.

As to what concerns the sharing of the school workload in school, it was discovered that in public schools, only 17% of the respondents were able to indicate that their principals always resort to consultation. Meaning that, many teachers are not consulted when it comes to the sharing of their workload. This is also confirmed by the different interview responses. Looking at table 4.124 for mission schools, almost all the teachers indicated that they were always consulted in the sharing of the school workload and this also, ties with responses of the interview analyses of their principals. It is always necessary that during the sharing of the school workload different opinions, ideas and feelings of teachers should be taking into consideration by the principal and his vice. A failure of the principal to involve teachers in decisions like this, will cause some of them not to be sound in the execution of their classroom duties. We should understand that, those who find themselves to teach in areas of the school program that they did not want, will find it very difficult to cooperate with the head of the Institution.

Furthermore, one will realise that if consultation in the sharing of the school workload is well implemented, it will go a long way to influence the efficiency in the institution as this is rightly seen with mission schools. This study is in line with the work Agbor (2017, p. 157) who is of the opinion that during decision making in administration, it is important to involve

as many people as possible, and make sure they have a good influence on what concerns them. He holds the view that when they realized that they have a say over their job and the institution as a whole they will be more enthusiastic and more effective in their duties to the administration that they are working with. And this will go to boost the efficiency of the organization. This is in line with the system theory which stipulates that during decision making for efficiency to be attained, it is necessary that all the parts that make up the school should be involved. Whereas, Wambua, et al (2017, p. 228); Ayegbusi and Ogunlade (2020, p. 02) argued that a non-involvement of teachers in the process of decision making could cause low productivity, less commitment, and nonchalant attitude toward the performance of their real duties leading the students to with very poor academic performances that will affect the efficiency of the school as a whole.

Also, was the finding of the study on the responses of teachers as concerns the implementation of their contributions after a decision making. When we look at the data analysis, 42% of the respondents of public schools were for always while up to 90% of the respondents for mission institutions were also on the view that their opinions were always taking into consideration during the implementation process. It should be noted that it is always good to implement the opinions of teachers, over matters that concerns or involve them during a decision making since they are those to implement the decisions. A failure to do so sometimes will call for a lot of frustration and challenges during the implementation of the decision. Situation like this if not tactically handle will go to affect the efficiency of the school through poor output of teachers. This is in line with the work of Hoy and Miskel (2012, p. 348) who are of the opinion that during decision-making, for any decision to be effective, care should be taken on the quality of the decision in order that, it may be successfully implemented. Also, Mualuko, et al (2009, p. 393) are of the view that, any decision made in school will affect teachers since they are the life wire of teaching and learning, the implementers of school policies and co-organizers for school activities together with the Principal. To them, if the opinions of teachers are not considered at times, to implements such decisions may become a problem. Still in support of the above findings is the work of Wambua, et al (2017, p. 228) who are of the opinion that in administration, involvement in decision-making through consultation, is recommended because participants are always very satisfied to enthusiastically support the implementation of a decision that they have collectively made. However, if what they agreed upon is not what is effectively made, this might even go to instead affect their satisfaction toward their jobs and hence forth low output. This could also be in line with the satisfaction effort loop as seen below.

As concerns the issue of the involvement of the school management board in decision making process. It was discovered that in public secondary schools, 158 teachers from a sample of 499 indicated that, the school management board is always involved in the decision making process while in mission institutions it was 90%. The school management board in schools, is there to assist the principal in the running of their different institutions. In the school management board the principal is the secretary of the board and not the head. For the betterment of the institution, the students and the parents, heads of institutions should find it very necessary to always involve the management board in the decision making process of the institution so that, they might at time put into action what was decided in their gathering. Since this might call for some high cooperation and transparency in the management process of the various institutions. And with this involvement, many things that does not seem to be very straight in management will become okay. One will realize that through their involvement, the institution will be assisted at their level when need be. Thereby, supporting the institution, to function successfully in the attainment of it stated objectives.

Notwithstanding, the responses as concerns teachers' participation in decision making in staff and other meetings, it was found in the study that, only 33% of the respondents in Public secondary schools were for always and the interview analyses of some of the principals indicated that, they always participated in decision making during staff and other meetings. This was not the case with mission secondary schools where about 86% of the respondents were of the opinion that they always participated and this was in line with the interview analyses of principals of mission schools. It is the duty of the principal to see into the various job difficulties of teachers during staff and other meetings by allowing them to have a say in the decision making and most especially, those that concern their duties. When teachers are not fully allowed to participate in the decision making during staff and other meetings, they can decide to abandon the school head by not paying much attention to the students. They might not teach with prepared notes of lessons and might not even be punctual in class. At the end of the day students who found themselves in such classes will be embarrassed in an external examination with areas that their teachers did not come across or hurriedly went through. This is in line with the work of Uba-Mbibi (2013, p. 108) who is of the opinion that involving teachers in decision making is very imperative as they are the life wire of teaching and learning in secondary schools.

In addition, when teachers who are there to see that the image of the school is protected, are been neglected somehow by the principal in decision making, the school will fail to achieve it

purpose of efficiency which is always recorded at the end of course examinations. when syllabuses are not covered this will lead to poor performance in both internal and external examinations which will all go to affect school efficiency negatively. This could be one of the reasons why the GCE results for the three years under study is low for all the public secondary schools under study see appendix six attached. This was not the case with mission secondary schools, where during staff and other meetings, the principals always involved teachers in decision making most especially those decisions that concerns classrooms activities. This is supported by Edem (1999, p. 242); Ndongko (1989, p. 127) who hold the fact that during staff meetings and other gatherings, the principal should not obstruct teachers from making their views or from participating in the decision making process. This also is in line with the system theory and the path goal theory. This is supported by Fonkeng and Tamajong (2009); Denga (1988); Hoy and Miskel (2000) who argued that, consultation is very important in decision making because it enables principals, directors, managers and heads of organizations to draw upon the knowledge, experience, expertise and judgment of their colleagues.

The study also revealed that in public secondary schools, only 35% of the respondents indicated that the Principal always seek to understand their various job difficulties during and out of staff meetings. For Mission institutions, it was discovered that up to 78% of the respondents said their Principals always seek to understand their various job difficulties during and out of staff meetings. We should understand that for an institution to achieve the set up goals and objectives of efficiency, it is always very important for the Principal to seek and understand the various job difficulties of teachers who are the back born of the institution. This study is in line with Chima and Gloria (2016, p. 47) who stand on the view that, the level of productivity of teachers and others can be influenced positively or negatively following the manner in which the school head relates with his subordinates. This is also in line with the system theory which state that, for the school to function properly, the different parts of what make up the whole (school) must work in collaboration. A failure of the principal to effectively collaborate with the teachers by trying to understand their individual job difficulties and seek for some solutions, will go a long way to affect their class output and consequently the results of the students under their control. This could be seen in appendix six on the poor performance of public schools and excellent performance of mission schools in the General Certificate of Education Examination for the three years that were put under studies. That is, from 2016 – 2019 academic years.

5.1.2 Delegation in Decision Making by the Principal and School Performance

Following the findings of the second hypothesis, it is statistically revealed that there is a strong significant relationship between delegation of powers in decision making and school performance. From the data analyses on the test of hypothesis we can confirm that there is a strong positive significant relationship which is seen on table 4. 22 where, the calculated level of significant 0.000 is less than 0.05 which is the research level of significance [$0.000 < 0.05$, $\beta = 0.698$, CI =95%]. It was then concluded that there is a significant relationship between delegation in decision making by the principal and school performance. This could be due to the different statistical field results for delegation of power and school performance. In delegation, when a teacher is delegated, it has a physical effect on the individual. This is so because, the teacher will realize that the principal trust and has confidence in him to participate in the decision making process of the school. As a result, the teachers concern will work hard to do their best so that the principal does not realize any abuse of authority and confidence that was bestowed on them. When workers feel that they are trusted they try by all possible means to do their best in their class duties. Their attitude toward work will be very okay and others will feel free to work with them rather than with the principal whose physical presentation might be very fearsome due to his or her leadership style that might not encourage cooperation. It is also understood that since teachers will be happy to work with their colleagues much will be done rather than if they were to work with the principal. In support of the above, Griffen and Moorhead (2014) looking at the importance of delegation asserts that, by participating in decision making and problem solving, subordinates learn more about overall operations and improve their management skills thereby improving on their productivity at work.

looking at the data on table 4.14 on the issue of whether subordinates are delegated to represent their principals in ceremonies, we found out that only 9% of the respondents in public schools were for the fact that they were always delegated while up to 63% of the respondents in mission schools indicated that they were always delegated to represent their principals in ceremonies if need be. looking at the interview analyses of principals most especially those of mission institutions they also advocated on delegating certain responsibilities. We should bear in mind that, teachers feel involved and they are motivated when delegated by the principal to represent him or her in ceremonies. And this at times will cause some of the teachers to find a reason to concentrate in their class duties having in mind that the principal recognised and considered them and this might consequently lead to good GCE results as seen on appendix 6. From the statistics of public schools, one will discover that teachers and other close collaborators who

had wanted to do it and are not giving the opportunities, will find themselves been frustrated and they may not want to cooperate again with the principal who prefers to be everywhere. They will later engage in other activities out of school and they will no more be duty conscious in the execution of their class duties. The consequences of such look warm behaviours from teachers especially those in examinations classes, will be low output, which will be seen in the general poor performance of the schools. This is in line with the work of Fonkeng and Tamajong (2009) who are of the opinion that principals must exhibit their abilities to organise, and delegate responsibilities and authority to their subordinates. They in reality cannot cover everything themselves and attempt to uphold this would lead to inefficiency. Also, Njouny and Titanji (2016, p. 166) are of the opinion that, for schools to boost their potential and achieve the desired outcomes in the institution, principals must learn to share some of their responsibilities to their subordinates in schools.

Also, still on the issue of whether the principal allow teachers to carry out some of his duties in school, it was discovered that in public schools only 11% of the respondents were of the opinion that principals always allow teachers to carry out some of their duties in school. This was still confirmed by the interview analyses of some principals which showed that they hardly delegate. For mission schools, up to 62% of the respondents were of the fact that principals always allow teachers to carry out some of their duties in school and this was confirmed by the interview analyses of their principals. Besides, we should bear in mind that all aspects of secondary school administration are directly, the responsibility of the principal or head but since he is not physically or humanly disposed to exercise all these duties effectively and efficiently, he is forced to rely on the services of other staff members who are of necessity, required to collaborate with. This will help to foster the smooth functioning of the school because teachers will be very happy to cooperate with the principal since they are trusted and also rely on the administration of the school. This is true as seen with the analysed interview results, where many principals emphasised that, experience has shown that there will be high cooperation and even efficiency in school affairs when some powers are delegated to teachers and other collaborators. This is in line with the views of Wadesango and Bayaga (2013, p. 169) who stated that increased trust between senior management and teachers will increase development of harmony, trust, competence and joy among heads and teachers, in the school environment. These will encourage and improve on the efficiency of the institution. Also, in line with these findings is the work of Mbua (2003) who affirms that when teachers are given the opportunity to share in formulating policies and decisions, they are morally encouraged,

gain self-satisfaction and their eagerness for school organization and output will be positively very high.

Following the findings on delegating based on experience and responsibility at work, it was discovered that only 35% of the respondents in public schools were for always while up to 78% of the respondents in mission schools were of the same opinion that principals always delegate based on experience and responsibility at work. This was still the same case when their interview responses on this issue were analysed. Principals should understand that, teachers who also may have wanted to do it, will find themselves in a state of frustration and they may not want to cooperate again since the principal prefers to do it alone. Due to this act of the principal, some teachers will show no more seriousness in the execution of their class duties and the consequences of this will be poor results most especially those who are in the final year classes. These poor results will affect the image of the institution. Working on the disadvantages of frustration Ndongko (1989, p. 128) hold that when a teacher is faced with certain circumstances of frustration, the teacher may decide to employ himself gainfully outside the school either by operating a small store or by taking up private studies somewhere else. And this will mean that the teachers will not only come to school late but he or she will also absent himself from school regularly and he will no longer be performance. This is the complete opposite of what is happening in mission secondary schools where majority of their teachers are being delegated based on their experience and responsibility at work as seen from the views of some principals following the analyses of the interview guide.

Principals should understand that by delegating based on experience and responsibility to work, teachers will acknowledge the fact that, their schools consider their longevity in service hence this will act as an intrinsic motivator to teachers to put in their best for the students academically as seen on appendix six on the performance of students in the GCE examination. This goes to affirm what Mbua (2003, p. 338) emphasis on McGregor's Theory Y that shared decision making and decentralisation governance of power and authority to lower staff increases their participation to task development in the work environment. Also in line with the above, Terry and Stallard (1980, p. 444) suggest that, to enhance efficiency, among employees (teachers), it requires that the manager (the principal) should assign employees to special projects, or to short terms of duty and to observe how they perform these tasks. Generally, it is pertinent to note that satisfying these needs will enable teachers to work hard so as to achieve the goals and objectives of the schools and thus enhancing school performance.

Also, Zastrow and Ashman (1990, p. 408) hold the view that, workers are more satisfied in jobs where they feel they have some control over their work schedule. And this will act as a form of motivation that will permit teachers to work hard for the interest of the students and the school.

In trying to observe on the issue of powers or functions been delegated, whether the principal carry out proper supervision. From our findings in public schools, 44% of the respondents were for the fact that principals always carry out proper supervision when they delegate their powers or functions. In mission institution, 57% of the respondents were for the fact that principals always carry out proper supervision when they delegate their powers or functions. But it is advisable for any principal to make sure that delegated task or responsibilities should be properly supervised because, some teachers can take advantage of this to instead do that which is not required of them and thereby bringing about a falling standard in the institution. This is strongly supported by Fonkeng and Tamajong (2003, p. 95) who hold that, delegation is the assigning to another the execution of some functions duly vested in oneself which must be strictly followed up for implementation due to accountability. Duze (2012) also added that, much accountability on the area of delegated functions is needed, particularly from the head, and this action will push those concerned to fulfil the challenges that accompanied the assigned task, so as to focus on performance.

Furthermore, following the notion that man can do and undo at any moment, it is advisable for the principal to always go round to see if the delegated task during decision making is misinterpreted or abused. This is in strong collaboration with the work of Fonkeng and Tamajong (2009, p. 102) who assert that after delegation, the principal does not necessarily pull himself away from the daily affairs of the school otherwise he becomes remote and less accessible. He must carry out supervision and control because confidence in his subordinates does not exclude surveillance or control. Also, looking at the work of Ndongko (1989, p. 174) he confirms that delegation of responsibilities to teachers does not mean that the principal has given up all his powers but simply that the teachers to whom certain duties have been delegated are performing such duties on behalf of the principal. As a matter of fact, heads of institutions should understand that after delegation of functions there should be a proper supervision and follow up in order to ensure a proper implementation of the assigned task.

Looking at the issue in which the principal wants to be everywhere his presence is needed, only 29% of the respondents in public schools were for the opinion that they were always

satisfied when the principal wants to get involved in all activities of the school. In mission institutions up to 71% of the respondents were of the fact that, they were always satisfied when the principal wants to get involved in all activities of the school. Since the school is a system, as the systems theory stipulate it is advisable for the principal to involve his collaborators so as to jointly put in their different effort for the academic success of the students and the school as a whole. Also, in institutions where responsibilities to task are made to be more flexible as it was found in mission institutions, workers will turn to reduce their distancing from the working environment and the principal will have maximum cooperation from these teachers. Putting that some teachers will not be favoured and others left in the cold. Also, when some teachers are left without been delegated they will become frustrated. Working on this line, Njouny and Titanji *ibid* (2016, p. 166) are of the opinion that for schools to boost their potential and achieve the desired outcomes in the institution, the principal must learn to share some of his responsibilities and the decisions that impact schools. Thinking in the same line is the work of Jones (1997) who holds that, like Managers in the cooperate world, educators should flatten organizational structures, reduce central office directives and permit employees the opportunity to take ownership for instructional decision making. To him, this initiative will help tap the expertise of those employees most closely associated with the instructional process. This will go to improve on their output which will be seen through the performance of the students and the school as a whole.

5.1.3 Communication in Decision Making by the Principal and School Performance

In looking at the relationship which communication in decision making has on school performance using the Pearson correlation index, it was discovered that the calculated level of significance is less than ($<$) the pre-determine level of significant .05. The null hypothesis which talks of no significance relationship was rejected. It is then concluded that there is a significant relationship between communication in decision making by the principal and school performance. This positive strong relationship between communication and school efficiency was still the case in the Pearson correlation index of .772 for public school and .951 in mission secondary schools as seen on table 4.56 and 4.123 respectively.

From the perception of respondent on information and the functioning of the institution, it was revealed from our finding that communication influences school performance. Only 33% of the respondents were of the opinion that some principals do inform teachers about the functioning of the school whereas in mission schools, 63% of the respondents were for always.

This was also supported by the interview analyses of principals of institutions that were put under study. It is advisable for principals to recognise communication as an integral tool for efficient management in the day to day running of the institution. It should be noted that, for an institution to function successfully, it is always advisable for the school head to communicate with other subordinates most especially the teachers on matters relating to the functioning of the institution since they are the life wire of the school. This view is highly supported by the system theory which says that the whole is more important than the parts. That is to say for principals to succeed in running their institutions, information sharing should be looked upon from a holistic point of view. In line with the users' perception is the work of Farrant (1986, p. 286) who holds that, opportunity for discussion in an institution enables everyone to understand various viewpoints, personal and social problems, policies and programmes in the school as well as government policies on particular matters. Also, Akinfolarin and Rufai (2017), were of the view that, there must be a good communication mechanism among teachers', students' and school administrators' within and outside the school for goals achievement at all levels of education. The presence of good information and communication system in school management will help teachers and students to achieve school aims and objectives which will be seen through the good performance of the students most especially in external examinations.

Following our findings on the use of the school notice board by principals, it was discovered that, 55% of the respondents of public schools indicated that their school principals always use their school notice board purposefully whereas 65% of the respondents in mission institution specified that their principals always made use of the school notice board. This was still embraced by some principals of public and mission schools that were put under study. School principals should be aware that, despite their involvement in to the different modern communicative channels, the importance of their school notice board as the main information disseminator to the school body for a quick diffusion of information, for promptly implementation and efficiency should never be neglected.

Principals of institutions should still see the importance of always making sure that important information are placed in the school notice board though they may be dispatched speedily today. Supporting the above fact is Fokeng and Tamajong (2003, p. 114) who assert that school notice boards are another medium for passing information and instructions to teachers and students. And important news items and instructions should be pasted on the school notice board following the announcement in the assembly. Besides, principals should be aware that

the telephone can fail at any moment and the individual concern will no more be connected to others but with the school notice board, there is nothing that can obstruct this means of communication in school, except the information was not pasted or those concern did not go to the school notice board.

As concerns on whether the principals follow the school calendar of meetings, 59% of the respondents in public schools were for the fact that their principals always follow the school calendar of meetings schedules while 79% of the respondents in mission schools indicated for always. School principals should always make sure that staff meetings and others scheduled programs follow the school calendar of meetings schedules. This is very important because all the school staff at the beginning of the academic year are aware on the period of meeting schedules for the school year and if the principal is to organise any extraordinary meeting, they need to carry a lot of sensitization before the meeting. It should be understood that if not very pressing, many teachers will feel very disgruntled to attend certain meetings that are not found in the school calendar. All these may go to jeopardize the efficient functioning of the institution if the principal is fond of calling extraordinary meetings.

Following the issue on gathering sufficient facts over a situation before taken a decision, it was realized that almost half of the respondents were of the view that the principal always gather enough facts over a situation before taken a decision, the rest indicated sometimes and never. In mission institutions, statistics showed that almost all respondents were of the view that principals always gather sufficient evidence over a situation before taken a decision. For a good decision to be taken, the principal need to gather enough facts over the situation before taken the decision so as to avoid criticism. This is supported by the interview analyses of many principals who hold that they always struggle to gather enough facts over decision making situations. This is supported by Denga (1986), who holds that in order to share experiences with teachers, provide professional guidance and assistances, principals should consult teachers on both routine and casual bases. This will give opportunities for principals to give group or individual advice to teachers regarding personal, social and professional problems so that the teachers concern will adjust where necessary for the betterment of the students and the school as a whole.

Also, in the functioning of an institution and other organizations two way effective communications is very vital. Since this will help to furnish their administrators or principals with enough information before making any decision. And it will also go a long way in boosting

the moral of teachers and others at work. This been because they have made their problems clear and they have been listened to. This will also help to encourage teachers to concentrate effectively on their different assigned task. In looking at the work of Clifton (1988, p. 337) who affirms that accuracy of work is much improved in two way communications as compared to the one-way variety. Since it provides better understanding for both parties, frustration is reduced, and favourable feelings are generated.

As concerns the findings on the prompt and punitive transfer of stubborn teachers, in public schools it was revealed that, only 16% of the sample were for the fact that stubborn teachers are always giving a prompt and punitive transfer while for mission schools, 91% in almost all the sample were for always. It is always necessary that in an institution, any teacher who is very heady to the principal and may not want to adjust, the particular teacher or teachers concerned, should immediately be transferred to another institution as a punishment. When an action like this is promptly carried out, it will prevent any other teacher who wanted to copy such behaviour to immediately adjust. It should be understood that, actions like this if immediately handled will help the academic standards of the students and the school as a whole not to fall. This is in line with the work of Ezeugbor and Okoye (2018:20) who hold that the teaching process can only be achieved through effective staff personnel administration which is attached on the principals' skills and competencies to ensure that staff especially the teachers work with commitment and devotion. The failure of the Principal to cause teachers to work hard will lead teachers to be less concern for their school and class duties. And following the perception of Ojikutu (2013) which he holds that, teachers' job performance could be measured through the rating of his activities in terms of performance in teaching, lesson preparation, lesson presentation, actual teaching and commitment to job among others. Meaning when the teachers are neglected by the principal, the school will fail to achieve it purpose.

From our results on the perception of respondents on the rate at which principals share ideas with teachers after pedagogic supervision. It was found that, 42% of the respondents of public schools were of the opinion that sometimes principals share ideas after pedagogic supervision while 71% of respondents of mission institutions indicated that their principals always do so. These was highly supported by principals in their different interview analyses. Principals should be cognisance of the fact that teachers will love to know their strength and weakness after a pedagogic exercise so that they work on them to better enhance their students' achievement from the teaching-learning process. Since supervision is very important for students, teachers and the image of the institution as a whole, it is therefore the duty of the

principal or the head of the institution to be timely for any feedback to teachers after the exercise. The timely feedback is necessary because, adjustments will be made where it was needed at the right time. This is supported by Udoh-Awah (2015, p. 03) who on his part said that supervision reports must be made available to teachers timely and the head has to follow up to see that the necessary advice that were given during inspection have been implemented. When this is well followed up it will go to adjust certain short coming thereby leading to good results for the students and the school at large.

It should be understood that good decisions by the administration toward the teachers and the curriculum during the school year, usually give grades of better results to the institution concerned. That is why Agbor (2017, p. 156) on his part maintains that, effectiveness is a matter of monitoring what you do and working to improve it and how you keep your enthusiasm for the work within the institution. He holds that, it is the duty of the head of the Institution to maintain his enthusiasm and drive and to communicate and transfer them to others within the Institution. This is in line with the expectancy theory of motivation at work that was put forth by Victor H. Vroom which state that people will be motivated if they believe that their strong effort at work will lead to good performance and these good performances will lead to a desired result or output. In this study, teachers who understand that they can be supervise will want to work hard for better performance and this performance will encourage the principal to appreciate their work. Many teachers who are appreciated and encourage for their work after supervision, will be moved to work harder and this will help to enhance the image of the school through good results from the students.

5.1.4 Motivation in decision making by the principal and school performance

The findings of the fourth hypothesis revealed that there is a strong positive impact between motivation used by the principal in decision making and school performance. This relationship is seen on table 4. 56 and 4.123 where the correlation coefficient is .685 for public schools and .895 for mission schools. That is, the calculated level of significant .000 for public schools and mission schools is less than the read level of significant .05.

From our findings that teachers go for seminars and refresher courses without discriminations. It was discovered that, 48% of the respondents in public schools were for always while 96% from mission institutions were for always. When one looks at the interview analyses of most of the principals they tried to make realised that all teachers are treated same without any discrimination. Understanding the importance of seminars to teachers, it is advisable for

principals to organize internal seminars and to make sure that the school sends out teachers to attend external seminars and refresher courses routinely, without discrimination. It should be understood that, if this issue is not well organised, it might cause some teachers to work with a lot of frustration and this might lead to inefficiency in some areas of the institution that might in the long run, affect the institution through poor performance. This might also be one of the reason why the end of course examination results for public institutions under the three years of studies were very poor as seen in appendix six. This is in line with the works of Titanji (2017, p. 216) who is of the view that teachers need to be provided opportunities to attend workshops, seminars and conferences, granting of study leave to them when necessary, encouraging them to attend refresher courses and organizing orientation programs and symposium for them among others. If the principal carefully implements the above with a lot of considerations, it will positively influence the duties of teachers in the classroom thereby leading to the efficiency of the institution through the output of the students that the teachers.

In support of the study, Nnebedum and Akinwale (2017, p. 357) are of the opinion that a teacher can only be successful in his or her classroom task at the end of the day if he or she, can be going for new ideas and knowledge through continuous training and retraining programs. All these can only be attained through the strong cooperation of the principal and the teachers. In order for students to make it in school, the principal must work in full collaboration with the teachers who are placed to accompany students in the teaching- learning process so that they can succeed in their internal and external examination. Ezeugbor and Okoye (2018, p. 20) viewed that, in school, principals are expected to assist teachers to undertake professional development programmes, keep them abreast with innovative strategies in teaching and in the performance of other instructional duties that will help to bring about a positive improvement in students' academic performance and the school as a whole.

The above view of this study, is on the same track with the expectancy theory of motivation at work that was put forth by Victor H. Vroom which holds that, strong effort at work will lead to good performance and these good performances will lead to a desired result or output. when teachers understand that their effort can be remunerated they will want to work harder for better performance and this performance will encourage the principal to appreciate their work. Many teachers who are appreciated and encourage for their work will be moved to work harder and this will help to enhance the image of the school through good results.

In this study, 34% of the respondents of public schools affirmed that the principal distribute all school incentives and other forms of motivations meant for teachers. In mission schools 88% of respondents were for always. From the interview analyses, one will see that most of the principals claimed to be giving motivation and school incentives to teachers as required. Teachers incentives and other forms of motivations has been clearly stated by the text on how they should be distributed. Principals are therefore advised to respect the text and to motivate teachers as stipulated. If the text is well implemented, these will lead to satisfaction and high job performance as mostly seen in mission schools. It should be noted that, when heads of institutions do not distribute all school incentives and other forms of motivations meant for teachers, it will lead to demotivation to teachers and this will indirectly influence the students' performance thus resulting to inefficiency as manifested by their difference in performance as seen in appendix six. This research is in line with the work of Devis and Newstrom, (1985, p. 112) in the performance – satisfaction – effort loop diagram which they explain that the reward an individual gets after a performance is seen as his perception. When workers are discovered that when it comes to rewards at work there is equity or justice there is satisfaction and this satisfaction will lead to a greater commitment and fairness at the job side. And when there is no equity or justice in reward there is no performance hence no satisfaction and this consequently will lead to workers less commitment and no fairness to his or her work. Also in line is the work of Wadesango and Bayaga (2013, p. 169) who are of the opinion that when the principal motivates teachers be it directly or indirectly, the teachers will feel or perceive that inward push to carry out their individual tasks. This will encourage teachers to work hard by even organizing extra classes so that the students will not be left behind in the completion of their syllabuses.

Additionally, school incentives and other forms of motivation are very important to teachers because they go to encourage teachers to work harder in their various classes if and only if they are available and are distributed to teachers. When we look at the responses of mission schools, we discovered that majorities of the teachers were motivated based on their hard work which is felt in the results of their students. Reason why during school occasions as seen in the interview analyses, principals say the best teachers are always rewarded in the presence of the parents' body. One can see that, actions like this are indirect ways to encourage and motivate other teachers to work hard and improve on the performance of their students in both internal and external examinations. This research is in line with the work of Mbua (2003) who observed that the standard of education is falling in secondary schools may be because the principals

usually fail to implement effective motivational practices to teachers who are committed to pedagogical delivery and display of moral uprightness as well as academic excellence in the teaching profession so that they could put in more effort.

Based on our findings on the replenishment and purchase of new equipment in the school laboratories, it was discovered that, in Public schools, more than 51% of the respondents reported that principals buy and replace equipment in school laboratories. For mission schools, up to 95% of the respondents were of the opinions that principals always buy and replace equipment in school laboratories. It should be noted that school laboratories play an integral part in the success of students, principals are therefore advised to always equip their school laboratories as this will help to improve on teachers input thereby improving school performance.

This above might be one of the reasons why the results of public institutions are very low when compared to those of mission institutions see appendix seven. This study is confirmed by Chima and Gloria (2016, p. 2015) who observed that some secondary schools lack the adequate infrastructural facilities for effective teaching and learning. They hold that circumstances like this will present enormous challenges to the principal and teachers who are directly concerned. This is also supported by Goksoy (2014, p. 178) who says teaching without the necessary materials is like taken a blunt cutlass to a farm to work with. Still on this same point, Ajay (2014) holds that, many public institutions lack funds, lack educational infrastructure, have inadequate classrooms, inadequate and low quality teachers and polluted learning environment which all go to affect the performance of the institutions.

Furthermore, as concerns the question on dissatisfaction with the motivation of lazy teachers, 38% of teachers in public schools were for the fact that they always feel dissatisfied when lazy teachers are being motivated whereas, in mission schools, up to 95% of the respondents were for always. Principals in schools have to be very careful when it comes to the motivation of lazy teachers because if it is not well taken care of might instead go to jeopardize the effort of hard working teachers. Consequently, principals should be aware that, under normal circumstances and according to Mc Gregor, they should use the stick on lazy teachers and use the carrot on hard working teachers. This simple means that the principal should be hard on the lazy teachers by giving them observation letters, sanctions, very little or no incentives and no advantages. All these if well applied will cause these lazy teachers who do not want to do it to struggle to sit up and work like others. Also, these denial and sanctions will act as a form of

extrinsic motivation on the teachers concerned. These might even push some of these teachers to work hard to cover their school syllabuses thereby improving on their output. Moreover, the principal should encourage the lazy teachers to attend seminars and refresher courses so as to make them arise from their slumber and hence boost school performance.

As concerns the issue on whether principals are prompt in implementing and assessing decision made, only 31% of the respondents from public schools as of 52% in mission schools were for the fact that principals are always prompt in implementing and assessing decision made. In some institutions where the teachers were not over involved in decision making, implementation of such decisions was at times indolently embraced by the teachers who need to implement the decision. In some public institutions, principals complained that implementation of certain decisions that entails money are always faced with a lot of difficulties. To them even the PTA that was there to assist the institution financially is not always there to assist in the running of the schools. It is always appropriate for principals to be prompt in implementing and assessing decisions whenever they are agreed upon so that, they can timely serve the purpose for which they were agreed upon. Working in line with the above is the work of Hoy and Miskel (2012, p. 420) who were of the view that, if teachers and other subordinate effectively participate in a decision making, they will effectively participate in the application of the decision. This will help to improve on the working relationships and the working environment as a whole, thereby increasing on their different concentrations to the teaching – learning process which will end the students and the school as a whole with better results.

The Effects of the Extraneous Variable on School Performance

In investigating the effect, the extraneous variable has on school performance using the Pearson correlation index, it was found that the correlation value for public schools was .708 while that for mission schools was .723 which shows that, the two variables move in the same direction. We should therefore bear in mind that, the extraneous variables to some extent influences school performance. Following our inference, we can therefore conclude that, there is a significant relationship between extraneous variable and school performance.

5.2 Summary of Major Findings

Based on the above discussions, the following are the major findings:

- Consultation of teachers by the Principals influences school performance.

- Delegation of power to teachers by principals influences school performance
- Communication with teachers by principals influences school performance
- Motivation of teachers by principals influences school performance
- Extraneous variables influence school performance.

5.3 General Conclusion

Following the findings of this research work, we have come to conclude that there is a significant relationship between decision making process of the principal and school performance. It means that principals should adjust their decision making process which will negatively influence teachers' attitudes regarding cooperation, punctuality, assiduity, absenteeism and syllabus coverage which can go to affect school performance seen through the poor performance of students at the end of course results as mostly seen in the Public schools that were put under studies.

Consultation by the principal in the decision making process, influences school performance. Principals should understand that the ultimate aim of staff participation in the decision making process is to improve the nature of the decisions, either in the manner in which they are identified, assigned or taking, and implemented so that the school will experience efficiency through the good performance of the students after the hard efforts of teachers as seen with most of the Missions schools that were put under studies. Since a Principal is not a repository of knowledge and ideas, it is always desirable to subject all managerial decisions to comments and discussions bearing in mind that a faulty decision has the potential and probability of affecting the performance of the entire institution.

There is a significant relationship between delegation of power in decision making and school performance. To be successful in bringing about changes in output and other areas in the school, delegation of responsibilities to teachers apart from teaching is very necessary. Since this will influence the employments of their own expertise and other skills so as to succeed in the running of the institution. When other tasks and responsibilities are handed to teachers, these will help to boost their morale, job satisfaction, their competence and skills in school administration, and their concern for school affairs and the curriculum coverage hence leading to school performance.

Communication in decision-making has a significant relationship with school performance. Every aspect of communication influences the functioning of the school in some way. Through

communication cooperation and coordination become possible because, principals are able to know what their teachers are doing, experiencing and thinking about their various duties and teachers too are able to communicate their needs and feelings to one another and to the principal. Also, teachers are informed of matters concerning their jobs, the school, their area of improvements and their areas of failures.

Effective communication in decision making has a significant relationship with school performance. Effective communication facilitates adequate and successful interpretation of policies of the school, those of the Ministry, and the management boards in case of private schools, to the students and staff on the one hand and the correct presentation of the view of the staff and students to the Ministry of education and the different management boards on the other hand. This will help to prevent undesirable behaviour like teachers' riots, students' demonstration and promote school efficiency (better results) which is the end product of the smooth running of the school as the case is with most Mission institutions.

Motivation by the principal in decision making influences school performance. Motivation can intrinsically or extrinsically influence teachers output in the classroom. When teachers are motivated internally and externally by the way decisions on certain matters are made in school, they will find a reason to cooperate with the principal in all activities in school most especially in their class duties. At the end of the day, the schemes of work will be covered and students will be able to perform well in examinations since nothing will be strange to them thereby leading to school efficiency as mostly seen with the good results of mission secondary schools.

5.4 Recommendations

From the above findings the researcher made the following recommendations on:

Consultation:

- It is often necessary for the principal to consult the staff and other members of the institution during decision making most especially, during the definition of certain problems in school. This is very necessary because at times it is easier to define what the problem is not, rather than what it is and this might create problems that at times will affect not only the quality of the decision that will be made but also the functioning of the school.
- Principals should be aware that in reassigning teachers in some areas of the school workload or the reclassification of some teachers, they need to resorts to

consultation as carried out in Mission secondary schools so as to avoid autocratic forms of decisions that can create tension and disgruntlement in the minds of some teachers. Decisions of the autocratic style usually go to influence negatively or handicapped the smooth functioning of the school and even at times the output of the teachers and the school as a whole.

- In decision making, during staff and other meetings, principal should make sure that, they take in to consideration the opinions of teachers especially in areas that concerns them. They need to put the teachers in to consideration before certain decisions as it is done in Mission schools. So that, they are not badly affected as this might go to affect the teaching learning process and the performance of students.
- Principals should understand that during decision-making on particular issues, such as classroom materials and activities. If need be, experience teachers and those with required expertise and skills should be consulted in their individual capacity as it is carried out in Mission schools. Since if well implemented, might go to affect the teaching learning process and the general output and hence uplift their performance as the case is with Mission schools.
- Principals should consult when they need and are ready to use any given information. They should not consult when they do not intend to use some of the different views expressed. Since this can bring about distrust, suspicion and fear in the teachers who are there to assist the implementation process. This might go to affect their attitude at work and their output and thereby affecting the efficiency of the students.

Delegation

- Principals should always find it a reason to delegate some of their responsibilities to teachers instead of wanting to be everywhere that their presence is called upon. This is so because, many teachers will be very happy when assigned or delegated and it will go a long way to increase cooperation and assiduity thereby improving on performance and output of the students and the school as a whole as it is the case in Mission schools.
- Principals ought to be observant in the school community as their counterparts in Mission schools. This will help them to be aware of those who are duty conscious,

hardworking, responsible and respectful. Since all these will assist them to understand who can be better placed in handling which responsibility and to whom to rely or have certain information for certain situation in school for the efficient functioning of the institution.

- Principals should learn to always delegate some of their duties to staff members as it is done in Mission institutions. Since this will help them to discover and gain the expatriate skills of some of their staffs in the running of the institution.
- For principals to better succeed in their schools, it is advisable for them to reduce central office directives and at times give teachers the opportunity to take ownership in instructional decision making since at times, they will be very happy if allowed to do so. It should be understood that if allowed to do so under control, as done in mission schools, it will help to increase their cooperation and also improve on their output (performance of students and the school) as a whole.
- Besides, principals should avoid delegating based on nepotism, favouritism and any kind of sentiments other than merit because, these might go to affect the smooth running of the school and may lead to inefficiency or poor results.

Communication

- Principals are called upon to encourage teachers to always developed that interest of participating in the decision making process, by furnishing the principal with needed ideas and information on prevailing situations that need to be put under control, as usually done by teachers and other staffs of mission institutions. If this is not actually carried out, it might go to jeopardize the effective functioning of the institution seen through good results.
- Principals should guard against poor pedagogic notes to most especially the less resistant teachers since it goes to affect their class output. It should be understood that when a teacher has a poor mind set or worries he or she cannot produce any good results, so principals are called upon to make decisions in their institutions that will influence their teachers to work hard since this might go to influence the general output of the school.
- For the principal to succeed at all levels, he or she must institute an efficient communication network between the administration and staff who have a direct influence over the school community. Other institutions need to emulate this

effective communication system as instituted in Mission schools. Since this will assist an easy communication of decisions to the different units of the school system so as to promote efficiency.

- Principals are called upon to understand the importance of pedagogic supervision in improving the teaching-learning process in their classrooms and the school as a whole. As a matter of fact, for better results from the students as it is the case with most Mission schools, principals are advised to regularly observe teachers' classroom instructional delivery and provide professional guidance and assistance to them where necessary so as to follow up teachers and enhance the teaching-learning process for better school results.
- Principals are called upon to timely relate to the hierarchy or administration that be for a prompt and punitive transfer for any stubborn teacher that may not want to change after issuing several letters of observation. Since teachers of this nature may corrupt other teachers to misbehave like them and consequently affect the results of those students under them and the school as a whole. Principals and other powers that be of Lay private and private institutions are called upon to copy from the Mission institutions that always dismissed teachers of this sort and immediately replace them so that they can maintain their academic standards.

Motivation

- Principals should bear in mind that, motivations and other forms of incentives should be distributed satisfactorily to those who actually merit them in the institution. Since this will help to improve on the efficiency of the institution through the increase cooperation of hard working teachers and others who must have seen the need to increase effort in the execution of their duties as carried out in Mission schools.
- Principals should assist teachers to undertake professional development programmes that can keep them abreast with innovative strategies in teaching and in the performance of other instructional duties. Since this will help to bring about a positive improvement in students' academic performance as the case is with Mission institutions. So principals are called upon to see the need to encourage all teachers to attend seminars and refresher courses. Since decisions like this if well implemented, will act as a form of motivation and will also go to improve on the

execution of their different work load in their individual programs of the school syllabus.

- Principals should find a reason to buy and replace equipment in school laboratories because, equipment in the laboratories are very important in the teaching-learning process in certain subject areas. Consequently, if equipment in laboratories are broken and obsolete their replacement need to be urgent. When the replacement is done on time, this will help teachers and students concern, to smoothly carry on with their practical's of the subject involved thereby leading to a total coverage of those subject areas. This will then lead to increase output to both the teachers and the students and the image of the school as a whole.
- Principals should try to encourage lazy teachers to work hard by using the hard methods. They should learn to make decisions to give them responsibilities of certain task that, they will strictly supervise as they carry the duty. At other moments, principals should not give them any form of motivation or incentives instead, principals, may give them observation and queried letters. If principals carefully apply these methods according to the case, they will discover that they may act as an encouragement for lazy teachers to work hard and those who may have wanted to copy their poor example to instead find a reason not to do so.
- Principal should try to work with their closest collaborators beside their teachers in seeing into it that certain decisions that were made were promptly implemented. They should also go further to enquire and assess if the implemented decisions had some short comings so that they will be able to adjust if need be or to correct it if it surfaces again.

School Performance

- Looking at the poor results of students in public examinations most especially in public schools, principals are therefore advised to encourage their teachers to work hard and improve on the academic performance of their students as the case is with Mission schools.
- Principals should use different motivational strategies that might encourage teachers so that they will be moved to work had and improve on the academic performance of their students.

- Principals should try to understand the meaning of uncompleted syllabuses to the students and the school as a whole. As a result, principals are called upon to encourage teachers to put their best by even organizing catch up classes so that they can always complete their syllabuses most especially if they were in examination classes.
- Principals should try to equip their school libraries with recent books so that teachers and even students will find a reason to always make use of their school libraries for research in their different areas of studies.
- Principals are also reminded to make it possible to always carry out consultation and even negotiation, to some of the teachers during certain class changes, in their individual teaching programs, in their institutions. This is very important because, it was discovered that the class in which a teacher is assigned to teach can affect their teaching and their output.
- For an institution to be efficient, there must be high performance from their students which is seen in their end of course results as mostly seen with Mission institutions. Principals are therefore call upon to highly collaborate with the Dean of studies, so as to make sure that the dean of studies frequently monitors students' assessments in all classes and most especially those who are preparing to go for the examination class.
- As concerns the school libraries, principals are called upon to try and encourage teachers to see the need and use of the school library for research by updating the books. Since this might encourage some teachers and students to find a need of always going into the school library for research and hence forth there will be an improvement in the output of teachers that will be witnessed through the high performance of the students.

Others

- Government should provide opportunity for principals to attend conferences, workshops, seminars and colloquiums on supervisory techniques at least once a year both nationally and internationally for more acquisition of skills and knowledge for effective instructional supervision in order to keep them current on the latest developments on the technics that need to be applied during the teaching- learning process, so as to achieve efficiency through the outputs of teachers.

- Through communication by negotiation, principals and other administrators should guide against constant pressure, conflict, and uncertainty which might lead to unfulfilled expectations, over work and lack of control from workers. It is understood that if conflict and other pressure are not taken care of, they might push teachers and other workers to stress, fatigue frustration and helplessness at the workplace which will all go to affect their output.
- The Government and the Parent Teachers' Association in the different institutions concerned are called upon to assist the institution in solving the problem of insufficient infrastructural development. This if well taking care of, will go ahead to promote the teaching learning process and the efficiency of the institutions.
- Principals are called upon to guide against the autocratic and laissez faire style of decision making that can go to have a negative impact on the efficiency of the institution.
- Principals should use their skills and competencies in leadership to ensure that their staff especially the teachers work with commitment and devotion while attaining to their needs and aspirations because the teaching process can only be achieved through effective staff personnel administration. Since a failure of the Principal to encourage teachers to work hard will lead teachers to be less concern for their school and class duties and the consequences will be school inefficiency seen through poor results.

5.5 Limitation of the Study

Although education has come to adopt the scientific method, it is not too pleasant to observe that considerable reverence is still given to the opinions of people in the field. This has the effect of retarding the progress and development of education as a science. Education deals with human behaviours that is very complex and difficult to predict. That is why the survey research as seen with this study that demanded the opinions of teachers and principals reveals a weakness. Under such circumstances, the researcher was faced with the incidence of faking and how to reduce it.

Furthermore, the Anglophone crisis was a serious problem to the researcher. Actually, this research would have covered the whole of South West Region but due to the crises, when one looks at the various Divisions and Sub-Divisions of this region they were no go zones. However, in Fako Division, Limbe Sub-Division was a bit calm even though there was still

fright in the minds of teachers that caused many to be very irregular in some schools. As a result, while in Limbe, the researcher was forced to move in and out of some institutions before collecting some of the questionnaires. The researcher even employed the assistance of discipline masters in some schools to assist in the collections of the questionnaires.

Besides, the researcher faced a lot of challenges when she visited some of the private institutions of learning. They were very unusual in the sense that they were very hesitant to response to the questionnaires even when she took the time to explain the objective of the research. In some institutions, I was only asked to leave the questionnaires and come later, many haphazardly answered some of the questions. All these hide and seek from the administration, teachers, proprietors and their unwelcoming attitude made the researcher to concentrate with the research in public and mission secondary schools.

Also, it was not easy when it came to the application of the interview guide, many principals were very busy and even to allocate fifteen minutes of their time was actually not easy.

Besides, some respondents were reluctant to answer the questions. This cost the researcher several times to some of the schools.

Finally, the financial and material difficulties were serious problems that affected this study.

5.6 Suggestions for Further Research

- It is advisable for a similar research to be carried out in other parts of the Region and why not in other areas of the Country.
- The decision-making process in secondary school administration and its impact on the teaching learning process.
- Motivation in secondary school administration and its impact on teachers' performance.
- Leadership style in secondary school administration and its impact on teachers' performance.
- School climate in secondary school administration and its impact on students' performance.
- Interpersonal relationship in school and its impact on school performance.

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APPENDICES

- a) Always b) Sometimes c) Never

8- When involve in a decision-making process, are your contributions implemented?

- a) Always b) Sometimes c) Never

9- Rate the role of the SMB in decision Making

- a) 100 b) 80 c) 60 d) 50

10- Do teachers participate in decision making during staff and other meetings?

- a) Always b) Sometimes c) Never

11- Does the Principal seek to understand various job difficulties of teachers during and out of staff meetings? b) Always b) Sometimes c) Never.

PART TWO: DELEGATION

12- Does the Principal usually delegate his powers to his closest collaborators and teachers to represent him in ceremonies?

- a) Always b) Sometimes c) Never

13- Does the Principal sometimes allow teachers to carry out some of his/her duties in school?

- a) Always b) Sometimes c) never

14- Does the principal delegate base on experience and responsibility at work?

- a) Always b) Sometimes c) Never

15- Does the principal carry out proper supervision if powers or functions are delegated?

- a) Always b) Sometimes c) never

16- Does the Principal uses expertise leadership to handle school affaires?

- a) Always b) Sometimes c) never

17- Do you feel satisfied if the principal prefers to be everywhere that his presence is needed?

- a) Always b) Sometimes c) Never

PART THREE: COMMUNICATION

18- Are you informed on matters related to the functioning of the school?

- a) Always b) Sometimes c) never

19- Does the Principal follow the school calendar of meetings schedules?

- a) Always b) Sometimes c) never

20- Does the principal utilize the school notice board?

a) Always b) Sometimes c) never

21- Does the Principal gather enough facts over a situation before taken a decision?

a) Always b) Sometimes c) never

22- Can a stubborn teacher be given a prompt and punitive transfer?

a) Always b) Sometimes c) never

23- Does the principal share ideas with teachers after a pedagogic supervision?

b) Always b) Sometimes c) never

PART FOUR: MOTIVATION

24- Are all teachers encouraged to attend seminars and refresher courses?

a) Always b) Sometimes c) never

25- Do the principal's decisions in allocating school incentives take into consideration the efforts of had working teachers?

a) Always b) Sometimes c) never

26- Does the principal buy and replace equipment in school laboratories?

a) Always b) Sometimes c) never

27- Do you feel dissatisfied when lazy teachers are equally motivated?

a) Always b) Sometimes c) never

28- Does the principal distribute all school incentives and other forms of motivations meant for teachers? a) Always b) Sometimes c) never

29- Is the principal prompt in implementing and assessing decisions?

a) Always b) Sometimes c) never

SECTION B: DEPENDENT VARIABLES (SCHOOL PERFORMANCE)

30- Grade your students' academic performance

a) Below average (Always) b) average (Sometimes) c) excellent (never)

31- Do you organise catch up classes with your students?

a) Always b) Sometimes c) never

32- Does the Dean of Studies frequently monitor students' assessment?

a) Always b) Sometimes c) never

33- When you are poorly remunerated does it affect your class output?

a) Always b) Sometimes c) never

34- Does the principal carry out pedagogic supervision during school periods to access the teaching learning process?

- a) Always b) Sometimes c) never

35- Rate your syllabus coverage by the end of the academic years?

- a) Below 60 b) 75 c) 100

36- Does the school environment promote and favour learning?

- a) Always b) Sometimes c) Never

37- Do you make use of your school library?

- a) Always b) Sometimes c) Never

38- Do your school head employs and make use of security guards?

- a) Always b) Sometimes c) never

39- Are you punctual in school and in class? a) Always b) Sometimes c) never

40 -Do you teach with prepared notes of lessons? a) Always b) Sometimes c) never.

41- Do you feel as not to come to teach because of the class in which you were assigned?

- a) Always b) Sometimes c) never

SECTION C: EXTRENUUS VARIABLES

42- Does the Principal's leadership style encourage excellency in student-teachers academic progress? a) Always b) Sometimes c) Never

43- Does the location of your school affect the teaching- learning process or favours learning?

- a) Always b) Sometimes c) never

44- Are Parent ready to support the school administration financially when need arises

- a) Always b) Sometimes c) Never

45- Does decision from the hierarchy influence school performance?

- a) Always b) Sometimes c) Never

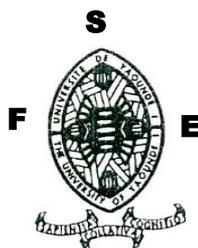
APPENDIX 2

REPUBLIQUE DU CAMEROUN

Paix – Travail – Patrie

UNIVERSITE DE YAOUNDE I

FACULTE DES SCIENCES DE L'EDUCATION



REPUBLIC OF CAMEROON

Peace – Work – Fatherland

UNIVERSITY OF YAOUNDE I

THE FACULTY OF EDUCATION

PROTOCOL OF INTERVIEW GUIDE TO PRINCIPALS OF SCHOOLS

Good day Sir/Madam,

I am carrying out a study for academic purpose under the theme, The Decision Making Process in Secondary School Administration and its Impact on School Performance. The below interview guide and the responses you will give to me will only help me to complete this work. I will be very grateful for your participation and sincere brief responses to the questions below.

1 What is your working experience?

CONSULTATION

- 2 How are decisions that concern teaching and other activities carried out in school for effectiveness?
- 3 How do you and the Vice-principals carry out the classification of teachers in the different workloads?

DELEGATION

- 4 When call for other invitations that warrant your presences as a principal and you are very occupied, how do you usually go about it?
- 5 What criterial are usually put into consideration when delegating teachers in your institution?

COMMUNICATION

- 6 How is communication done before a decision making meeting and how are the contributions of teachers treated?
- 7 Do you carry out pedagogic supervision in school and communicate feedbacks for adjustments and encouragements?

MOTIVATION

- 8 How is motivation and other school incentives treated in relation to your teachers and hard work?
- 9 How do you treat your teachers when it comes to attending seminars and workshops?

EXTRANEIOUS VARIABLE

- 10 Do the decisions from your hierarchy and the location of your institution affect the teaching-learning process of the school?

APPENDIX 3

Pearson r Table

α Levels for two-tailed test

	10	05	02	01	001
α Levels for one-tailed test					
(df-N.2)	.05	.025	.01	.005	.0005
1	.98769	.99692	.999507	.999872	.9999988
2	.90000	.95000	.98000	.990000	.99900
3	.8054	.8783	.93433	.95873	.99116
4	.7293	.8114	.8822	.91720	.97406
5	.6694	.7545	.8329	.8745	.95074
6	.6215	.7067	.7887	.8343	.92493
7	.5822	.6664	.7498	.7977	.8982
8	.5494	.6319	.7155	.7646	.8721
9	.5214	.6021	.6851	.7346	.8371
10	.4973	.5760	.6581	.7079	.8233
11	.4762	.5529	.6339	.6835	.8010
12	.4575	.5324	.6120	.6614	.7800
13	.4409	.5139	.5923	.6411	.7603
14	.4259	.4973	.5742	.6226	.7420
15	.4124	.4821	.5577	.6055	.7246
16	.4000	.4683	.5425	.5897	.7084
17	.3887	.4555	.5285	.5751	.6932
18	.3783	.4438	.5155	.5614	.6787
19	.3687	.4329	.5034	.5487	.6652
20	.3598	.4227	.4921	.5368	.6524
25	.3233	.3809	.4451	.4869	.5974
30	.2960	.3494	.4093	.4487	.5541
35	.2746	.3246	.3810	.4182	.5189
40	.2573	.3044	.3578	.3932	.4896
45	.2428	.2875	.3384	.3721	.4648
50	.2306	.2732	.3218	.3541	.4433
60	.2108	.2500	.2948	.3248	.4078
70	.1954	.2319	.2737	.3017	.3799
80	.1829	.2172	.2565	.2830	.3568
90	.1726	.2050	.2422	.2673	.3375
100	.1638	.1946	.2301	.2540	.3211

To be significant the obtained from data must be equal to or larger than the value shown in the table.
 Source: Table VII of Fisher and Yates: Statistical Tables for biological, Agricultural and Medical Research published by Longman (previously by Oliver and Boyd Ltd. Edinburgh).

APPENDIX 4

NUMBER OF STUDENTS ENROLLED FOR FORM FOUR, NUMBER GRADUATED AND PERCENTAGES FOR 2016-2018 (FORM FOUR THIRD TERM RESULTS)

Years School	2016-2017 Form Four			2017-2018 Form Four			2018-2019 Form Four		
	Number in class	Number graduated	% passes	Number in class	Number graduated	% passes	Number in class	Number graduated	% passes
Government Bilingual High School Limbe 1	213	160	75.1	395	342	86.5	355	270	76.0
Government High School Limbe 1	303	241	79.5	470	418	88.9	425	329	77.4
Government High School Mbonjo 1	114	89	78.0	220	181	82.2	209	175	83.7
Government High School Bonadikombo 1	94	72	76.5	164	144	87.8	142	114	80.2
Government Technical High School Limbe 2	40	20	50	25	15	60	18	8	44.4
Government High School Batoke 2	203	171	84.2	276	211	76.4	242	209	86.3
Government Secondary School Mabeta 3	32	14	73.8	94	79	84.0	82	52	63.4
Government Technical College Bimbia 3	10	4	40	12	6	50	14	5	35.7

MISSION SECONDARY SCHOOLS									
Schools	2016-2017			2017-2018			2018-2019		
	Form Four to Five			Form Four to Five			Form Four to Five		
	Number of students per class	Number graduated	% pass	Number of students per class	Number graduated	% pass	Number of students per class	Number graduated	% pass
Sakar Baptist college	140	132	94.28	86	82	95	84	84	100
Saint Ann	100	89	89	48	45	93.8	59	59	100
PGSS Limbe	82	78	95	78	72	92	42	35	83
PCHS Limbe 1	152	144	94.7	105	98	93	26	20	76.9

Source: Divisional Delegation of Secondary Education Limbe

APPENDIX 5

TABLE 5.5: NUMBER OF STUDENTS ENROLLED, NUMBER FAILED AND PERCENTAGES FAILED FOR 2016-2018 (FORM FOUR THIRD TERM RESULTS TO FORM FIVE)

Years School	2016-2017 Form Four			2017-2018 Form Four			2018-2019 Form Four		
	Number repeated	Number number drop out	% failed	Number in class	Number graduated	% failed	Number in class	Number graduated	% failed
Government Bilingual High School Limbe 1	32	21	75.1	395	342	86.5	355	270	76.0
Government High School Limbe 1	40	22	79.5	470	418	88.9	425	329	77.4
Government High School Mbonjo 1	20	05	78.0	220	181	82.2	209	175	83.7
Government High School Bonadikombo 1	15	07	76.5	164	144	87.8	142	114	80.2
Government Technical High School Limbe 2	40	20	50.00	25	10	40	18	10	55.5
Government High School Batoke 2	203	171	84.2	276	211	76.4	242	209	86.3
Government Secondary School Mabeta 3	40	31	73.8	94	79	84.0	82	52	63.4
Government Technical College Bimbia 3	2	4	50	00	06	50	02	7	60

Source: Divisional Delegation of Secondary Education Limbe

APPENDIX 6

NUMBER OF STUDENTS ENROLLED, PERCENTAGE PASSED IN THE GCE FOR 2016- 2018 (FORM FIVE)

Years School	2016-2017 G C E Result Form five			2017-2018 G C E Result Form five			2018-2019 G C E Result Form five		
	Number in class	Number graduated	% pass	Number in class	Number graduated	% pass	Number in class	Number graduated	% pass
Government Bilingual High School Limbe 1	152	55	37.33	288	176	61.11	321	205	61.06
Government High School Limbe 1	291	76	28.79	461	311	66.90	468	311	66.90
Government High School Mbonjo 1	35	12	41.67	213	133	45.27	247	121	66.90
Government High School Bonadikombo 1	81	08	11.11	240	129	53.75	263	144	60.10
Government Technical High School Limbe 2	07	02	40.00	12	8	66.6	28	11	39.28
Government High School Batoke 2	229	41	18.72	246	113	45.93	342	94	31.86
Government Secondary School Mabeta 3	15	03	20.00	03	01	33.66	-	-	-
MISSION SECONDARY SCHOOLS									
Sakar Baptist college	144	117	81.25	85	72	84.7	81	80	98.77
Saint Ann	98	82	83.7	46	43	93.42	58	49	84.5
PGSS Limbe	77	62	84.7	73	67	91.8	32	31	96.18
PCHS Limbe 1	189	122	64.6	92	81	88.04	22	18	82.00

APPENDIX 7

NUMBER OF STUDENTS ENROLLED, PERCENTAGE FAILED IN THE GCE FOR 2016-2019 (FORM FIVE)

Years School	2016-2017 G C E Result Form five			2017-2018 G C E Result Form five			2018-2019 G C E Result Form five		
	Number in class	Number failed	% failed	Number in class	Number failed	% failed	Number in class	Number failed	% failed
Government Bilingual High School Limbe 1	152	97	63.8	288	112	38.8	321	116	36.1
Government High School Limbe 1	291	215	73.9	461	150	32.6	468	157	33.6
Government High School Mbonjo 1	35	23	65.8	213	80	37.56	247	126	51.01
Government High School Bonadikombo 1	81	73	90.1	240	111	46.25	263	119	45.2
Government Technical High School Limbe 2	07	05	71.4	12	8	33.3	28	17	60.7
Government High School Batoke 2	229	188	82.1	246	133	54.1	342	248	72.5
Government Secondary School Mabeta 3	15	12	80	03	01	66.7	-	-	-
MISSION SECONDARY SCHOOLS									
Sakar Baptist college	144	27	18.75	85	13	15.29	81	1	1.23
Saint Ann	98	16	16.3	46	03	6.5	58	9	15.5
PGSS Limbe	77	17	19.5	73	06	08.2	32	01	3.1
PCHS Limbe 1	189	67	35.4	92	11	11.9	22	04	18.2

Source: Divisional Delegation of Secondary Education Limbe

APPENDIX 8

COEFFICIENT OF EFFICIENCY FOR THE THREE YEARS UNDER STUDIES

Years School	2016-2017 G C E Result Form five			2017-2018 G C E Result Form five			2018-2019 G C E Result Form five		
	Number in class	Number graduated	Coefficient of efficiency recipro(input-output ratio)	Number in class	Number graduated	Coefficient of efficiency recipro(input-output ratio)	Number in class	Number graduated	Coefficient of efficiency recipro(input-output ratio)
Government Bilingual High School Limbe 1	152	55	152:55 (37.33%)	288	176	288:176 (61.11%)	321	205	321:205 (61.06%)
Government High School Limbe 1	291	76	291:76 (28.79%)	461	311	461:311 (66.90%)	468	311	468:311 (66.90%)
Government High School Mbonjo 1	35	12	35:12 (41.67%)	213	133	213:133 (45.27%)	247	121	247:121 (66.90%)
Government High School Bonadikombo 1	81	08	81:01 (11.11%)	240	129	240:129 (53.75%)	263	144	263:144 (60.10%)
Government Technical High School Limbe 2	07	02	07:02 (40.00%)	12	8	12:08 (66.6%)	28	11	28:11 (39.28%)
Government High School Batoke 2	229	41	229:41 (18.72%)	246	113	246:113 (45.93%)	342	94	342:94 (31.86%)
Government Secondary School Mabeta 3	15	03	15:03 (20.00%)	03	01	03:01 (33.66%)	-	-	- -
MISSION SECONDARY SCHOOLS									
Sakar Baptist college	144	117	144:117 (81.25%)	85	72	85:72 (84.7%)	81	80	81:80 (98.77%)
Saint Ann	98	82	98:82 (83.7%)	46	43	46:43 (93.42%)	58	49	58:49 (84.5%)
PGSS Limbe	77	62	77:62 (84.7%)	73	67	73:67 (91.8%)	32	31	32:31 (96.18%)
PCHS Limbe 1	189	122	189:122 (64.6%)	92	81	92:81 (88.04%)	22	18	22:18 (82.00%)

APPENDIX 8

COEFFICIENT OF EFFICIENCY FOR FORM FOUR FOR THE THREE YEARS UNDER STUDIES

Years School	2016-2017			2017-2018			2018-2019		
	Form Four			Form Four			Form Four		
	Number in class	Number graduated	% pass	Number in class	Number graduated	% pass	Number in class	Number graduated	% pass
Government Bilingual High School Limbe 1	213	160	75.1	395	342	86.5	355	270	76.0
Government High School Limbe 1	303	241	79.5	470	418	88.9	425	329	77.4
Government High School Mbonjo 1	114	89	78.0	220	181	82.2	209	175	83.7
Government High School Bonadikombo	94	72	76.5	164	144	87.8	142	114	80.2
Government Technical High School Limbe 2	40	20	50	25	15	60	18	8	44.4
Government High School Batoke 2	203	171	84.2	276	211	76.4	242	209	86.3
Government Secondary School Mabeta 3	32	14	73.8	94	79	84.0	82	52	63.4
Government Technical College Bimbia 3	10	4	40	12	6	50	14	5	35.7
Sakar Baptist college	140	132	140:132 (94.28%)	86	82	86:82 (95%)	84	84	84:84 (100%)
Saint Ann	100	89	100:89 (89%)	48	45	48:45 (93.75%)	59	59	59:59 (100%)
PGSS Limbe	82	78	82:78 (95%)	78	72	78:72 (92%)	42	35	42:35 (83%)
PCHS Limbe 1	152	144	152:144 (94%)	105	98	105:98 (93%)	26	20	26:20 (76.9%)

Source: Divisional Delegation of Secondary Education Limbe

APPENDIX 9

TARO YAMANE STATISTICAL TABLE FOR SAMPLING SIZE

Required Sample Size[†]								
Population Size	Confidence = 95%				Confidence = 99%			
	Margin of Error				Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
300,000,000	384	784	1537	9603	663	1354	2654	16586

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AUTORISATION DE RECHERCHE

Je soussigné, Professeur **MOUPOU Moise**, Doyen de la Faculté des Sciences de l'Education de l'Université de Yaoundé 1, certifie que l'étudiante **NJONJE JOAN NALOVA**, Matricule 07F027, est inscrite en Doctorat dans ladite Faculté au Département de Curricula et Evaluation, dans la spécialité Management de l'Education, option : Administration des établissements scolaires.

L'intéressée doit effectuer des travaux de recherche en vue de l'obtention de son diplôme de Doctorat. Elle travaille sous la direction de Professeur **TAMAJONG Elizabeth Vukeh** sur le sujet: *The decision making process in secondary school administration and its impact in school efficiency: a study of some selected secondary schools in Limbe sub-division in Fako Division.*

Je vous serais gré de bien vouloir le recevoir et de mettre dans la mesure du possible à sa disposition toutes les informations et ressources susceptibles de l'aider dans ses travaux.

En foi de quoi, la présente autorisation de recherche lui est délivrée pour servir et valoir ce que de droit/.

Fait à Yaoundé le... 22 JUL 2020

Pour le Doyen et par Ordre