



## ADMINISTRATORS' DECISION-MAKING STYLES FOR EFFECTIVE ADMINISTRATION OF PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE

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### Cite this article:

Anakaa, Ngohile Esther. (2022), Administrators' Decision-Making Styles for Effective Administration of Public Senior Secondary Schools In Rivers State. International Journal of Education Policy and Administration Studies, 1(1), 1-19.

DOI:.

### Manuscript History

Received: 10 Oct 2022

Accepted: 07 Nov 2022

Published: 22 Dec 2022

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### ABSTRACT

This study investigated Administrators' Decision-Making Styles for Effective Administration of Public Senior Secondary Schools in Rivers State. Four research questions and four hypotheses were used for the study. The correlational research design was used for this study. The population of the study consisted of all the 6, 893 teachers in the 286 Public Senior Secondary Schools in Rivers State. The sample of this study comprised 900 teachers in 20 public senior secondary schools in Rivers State, representing 13 percent of the total population of the study. The stratified random sampling technique was used for the study. The questionnaire instrument titled: "Administrators' Decision Making Styles and Effective School Administration Questionnaire" (ADMSESAQ) was used for the study. The questionnaires were divided into two sections: section A was for collection of demographic data while section B contained 12 items addressing the research questions. Furthermore, the coefficients index value obtained was 0.84 and therefore the reliability of the instrument was established. Data gathered from this study were collated and statistically analyzed. The statistical tool used for answering the research questions were Mean and Standard Deviation statistics while the null hypotheses were tested using regression analysis at 0.05 Alpha level of significance. The findings of this work revealed that delegative and collaborative decision-making influence effective administration of Public Senior Secondary Schools in Rivers State. The study concludes that decision-making an important aspect of school administration, hence, the principal should the principals must be fully involved in the process to ensure efficiency. Thus, the recommend that the principals should not only adopt delegative decision making style but also supervise them to ensure efficiency, and collaborative decision making style should be given a high place in the school administration.

**Keywords:** Administrator, collaboration, delegation, Decision-making



## INTRODUCTION

Decision making is a way of life for school administrators. Although everyone in a school makes some decisions, school administrators are paid to make decisions. Their main responsibility lies in making decisions rather than performing routine operations. The kind of decision made by the school administrators of senior secondary schools will determine the extent the school administration would achieve the school goals. Hence, the decision made will nevertheless go a long way to influence the entire school system, either positively or negatively. In this perspective therefore, making accurate and rightful decisions in the school system is very crucial for the development and sustainability of school goals, objectives and standards. And this is dependent on the choice of the administrators' decision making style(s).

Having noted the importance and crucial function of decision making in the school system, it is however very expedient also to mention that making the right decision is always challenging and a taskful step to every school principal. The ability of the principal (School administrator) to make the right decision and adopt the right decision-making style is a path to effective administration. Hence the decision-making style adopted by the school principal even if it is based on his perception, experience, education, training, managerial capacity, should especially be engineered by the school requirements as at that point in time. In other words, it is expected that the school principal has to, in addition to the above approach, satisfy the basic decision making process, namely; identifying the problem, gathering information, identifying alternatives, weighing the evidences, choosing among alternatives, acting accordingly, evaluating decision and its consequences, for a worthwhile and sustainable decisions to be made.

The above stated decision-making processes when correctly applied in the school system, function as an innovative and problem solving procedure and can also assign decision making responsibilities to subordinates in the school system. This is emphasizing the fact that the school principal in utilizing any decision-making style should take into consideration the factors which can determine the effectiveness of the decision making style in order to attain the set educational goals of the school. In agreement to this, Bursaliogu (1998) in Adzongu (2014), opined that the life span of an organization is related to the quality of the decision and the decision-making style adopted by the administrator. Effective decision-making in the school is a major concern for the principal which must occupy a significant proportion of the principal's professional administrative life. These arguments further imply that the principal must weigh the decision making style and its implications to the entire school system before adopting it.

Base on this, Goldman (1998) and Mcber (2002) found that decision-making styles are deep-seated learned behaviours and greatly influenced by the emotional intelligence of each administrator, and include attributes such as; being coercive, authoritative, democratic, pacesetting and coaching. This emotional intelligence allows a principal to lead the school with soul and not merely guide the teachers.



An effective administration on the other hand is the active or successful running of the school system or organization by the principal. Effective administration is an important element of the school and the administrators' administrative life. Administration department is the pillar of the school system. An effective principal is an asset to the school; he is the link between the administrative department and other departments in the school responsible for creating rules and regulations and directing the activities towards the achievement of the school goals and objectives. A school without effective administration cannot achieve its targeted goals and objectives. The responsibility of the principal or administration depends on the school he or she is heading. Through the main responsibility of the school principal or administrator is ensure the efficient performance of the teachers and other staff in the school system.

The quality of the decisions made is a major factor in how the administrator views a principal's performance, or how a principal views a department head or team leader's performance. Furthermore, decision making affects the performance of a school in general and determine the welfare of its stakeholders: students, teachers, parents, and the community.

### **Statement of the Problem**

Decision making is a very important activity in which school administrators engage daily. The success of a school relies on effective decision making process and this depends on several alternatives. There are two major approaches to decision making process; rational and bounded rationality model. Most individuals use variations of these theoretical models to make decisions in their day to day lives. It has been noticed that in our school system today, most decisions are taken by various school principals without consulting teachers and other stakeholders who are also responsible and also contributes to the overall functioning of the school system. This have led to series of problems in the schools system as teachers and other responsible staff withdraw their support to the school. In some instances, the teachers may be unable to understand the principles behind such decisions, and the methodology to adopt in facilitating its implementation for effective school administration. Even the overall working climate was observed by the researcher to been grossly affected too. Looking at the above situation as identified, could there still be effective administration and quality education in such an environment. It is due to this, that the study intends to investigate decision-making styles for effective administration of Public Senior Secondary Schools in Rivers State.

### **Aims and Objectives of the Study**

The aim of the study was to ascertain administrators' decision-making styles for effective administration of Public Senior Secondary Schools in Rivers State. The study seeks to:

1. examine the extent administrators' use of delegative decision-making style influence effective administration of Public Senior Secondary Schools in Rivers State.
2. investigate the extent administrators' use of collaborative decision-making style influence effective administration of Public Senior Secondary Schools in Rivers State.

## Research Questions

The following research questions guided the study:

1. To what extent does administrators' use of delegative decision making style influence effective administration of public senior secondary schools in Rivers State.?
2. To what extent does administrators' use of collaborative decision making style influence effective administration of public senior secondary schools in Rivers State?

## Hypotheses

The following null hypotheses were postulated for the study and tested at 0.05 level of significance:

**H<sub>01</sub>:** There is no significant relationship between administrators' use of delegated decision making style and effective administration of public senior secondary schools in Rivers State.

**H<sub>02</sub>:** There is no significant relationship between principal's use of collaborative decision making style and effective administration of public senior secondary schools in Rivers State.

## LITERATURE REVIEW

### School Administration

Some authors see administration from the perspective of the goal expectation while others see it as role expectation. In other words administration is based on the goal the administrators hope to achieve or the role they are to play. Administration is universal and it goes on in so many organizations like, industries, business, schools, government, civil service, public service religion among others (Asiabaka, 2013). According to Ezeocha (2010) it is a process of directing and controlling life in a social organization. According to, Eya, Alu, Odo, Ede, and Ugwu (2008), Administration is a careful and systematic arrangement and use of resources (human and material), situation and opportunities for their achievement of a specific objectives of the given organization.

Administration according to Peretomode (2011), is concerned with the performance of executive duties, the carrying out of policies and decision to fulfil a purpose and the controlling of the day-to-day of an organization. Administration as defined by Ogbonnaya (2009), is a process which entails the utilization of human, financial, and material resources in maximizing the realization of goals or objectives. School administration can be seen as the coordination of human and material resources towards the attainment of some predetermined educational objectives. It means bringing all the attributes of administration to bear on educational issues and problem in an effort to realize the educational objectives.

School administration as defined by Ukeje (2010), involves the provision and maintenance of the necessary manpower (personnel) and plant (facilities) in order to render useful services to those who teach the students with a view to bringing about desired change in behaviour. Therefore school administration is the coordination of resources to ensure effective and functional teaching and



learning in schools. The central purpose of administration in any organization is that of coordinating the effort of people towards the achievement of its goals. Administration is therefore, an act of getting things done through the help of others. This implies that the principal who is the head of administration, directs, controls and determines what is to be done, which the vice principals and teachers (personnel) are used to get those things done.

School administration involves managing, administering the curriculum and teaching, pastoral care, discipline, assessment evaluation and examinations, resource allocation, costing and forward planning, staff appraisal relationship with the community, use of the practical skills necessary for surviving the policies of organization such as decision making, negotiation, bargaining, effective communication, team working, conflict handling, running meetings, among others (Ojo, 2009). All these tasks can be reduced to the following: planning, organizing, directing, supervising, and evaluating the school system. These activities are for the school principal who must ensure they are all directed towards efficient and effective teaching and learning in the school so as to be able to produce quality education. By implication, the principal of a school is a planner, director, controller, coordinator, organizer, adviser and a problem-solver (Maduabum, 2012).

### **Delegative /Laissez Faire Decision Making Style**

Delegative decision – making style, also known as Laissez faire style, is a style of decision – making in which the school administrator hand off and allow subordinates to make decisions concerning the organization.

Lewin in the early 20<sup>th</sup> Century was credited with developing the concept of Laissez Faire style of leadership, Lewin was a pioneer in the field of social psychology and his experiments in the 1930's are still used by human resources experts today. Although, Lewin recognized Laissez-Faire leadership as one the primary management styles, he never adapted to it as the best, but rather described as the antonym of autocratic leadership (Anastasia 2011). The focus of this style is for the leader to allow the group to perform relatively freely with supportive role of the administrator (leader) without real involvement of decision making and guidelines. This style of decision making style is applicable when the subordinates are able to analyze the situation and determine what needs to be done and how to do it, it is a non-interference.

According to Ololube (2018), delegate\ Laissez – Faire decisions is to entrust a task, authority or responsibility to another person especially to a subordinate. It entails trust and confidence in the subordinates and maturity on the side of the leader to delegate authority. Agi and Adiele (2015) stated that, Laissez-faire denotes a carefree attitude, which means the absence of organization. In this situation little or no direction is provided, all power and authority is handed over to the subordinates to determine respectively. According to Wike (2008), Laissez –Faire leadership style provides micro or absence direction, guidelines and give the subordinates freedom of operation. The subordinates are entrusted with power to take decisions and handle challenges faced by the organizations. Bass and Avolio (1990) in the same vein described Laissez –Faire as the absence of



leadership and non-intervention in decision making. The administrators who adopt this decision making style tend to act as if they are not part of the responsibilities and duties assigned to them.

Mullins (1996) in Agi and Adiele (2015) opined that Laissez –Faire is categorized into two modes namely:

Faceless Laissez -Faire and Genuine laissez –Faire.

i. Faceless Laissez-Faire: This absolutely a handoff style, where the decision maker avoid making decisions as well as problem solving on issues relating to the organization .School administrators who adopt this method of decision making style refused to provide direction,control and guidance of school rules, duties and responsibilities to ensure adherence by the subordinates. Such mode of leadership style is breed with numerous consequences, such as:

- Absenteeism
- Lack of commitment by the teachers
- Refusal to commit to their duties
- Examination malpractice
- Student indiscipline
- Cultism, violence and drop out etc.

(ii) Genuine Laissez -faire:

This a mode of Laissez - Faire style where subordinates carryout their duties well on their own with the principals observation. Here, the principal deliberately and consciously trust and have confidence in his subordinates principals who adopt this method are always reachable if need arises.

The above illustration of Laissez Faire style of decision making in a school system, shows that the administrator shows concern for the subordinates, thereby trying to satisfy everybody in the system so as to promote peace and unity. The subordinate dictate how they operate. According to Lashway (2003). Principals lack time to reflect on their style or current practices, since they are faced with frustration, stress and other challenges as administrators. In spite of the weaknesses and short coming of this decision – making style, Khan et’al (2015) suggest that Laissez Faire is an effective style to use when

- (i). Subordinates are trust worthy and experienced
- (ii). Outside experts are being used
- (iii). Subordinates are highly committed, skilled, experienced and educated.
- (iv). Subordinates have pride in their work and strive to attain goals for the school.



### **Collaborative Decision - Making Style**

Collaboration decision - making style is a type of decision- making style that comprises of a group of persons with complementary skills and experiences which allow them to tackle the problems bothering or facing the organization from different perspective and make practical decisions from the different alternative been set (Ololube et'al 2018). Collaborative decision - making style also referred to as effective team decision –making which involves the leader or decision – maker (administrator) in:

- i. Helping the team understand the purpose and nature of the issue
- ii. Helping the team focus on working together to solve the challenges faced by the organization.
- iii. Harness their ideas, skills and experiences.

Twombly (2015) opined that collaborative decision making style is the most time consuming style among other styles of decision making, but also create effective administration and goals attainment when done right. She added that most school administrators and organization adopt this style of leadership especially when the subordinates outlined the ways to handle and accomplished the expected, quick, effective and sound follow-up and discussions.

Though Tallyfy (2017) argues that most administrators or managers of schools often avoid adopting team or collaborative decision –making style due to the interference of personal agendas and office politics involving arguments and more so he asserts that it is time consuming thereby leading to time wastage in goal attainment. The decision making style can be formal, or informal due to the goal and environment of the team involves.

Collaborative decision making – style require sharing of information to be deliberated on and listening to contributions and suggestions made (Warner, 2012). However, the school administrator should determine whether or not to adopt collaborative style, considering certain factors. The major factor to consider is time available at his disposal, if time is short, collaborative approach may not be the appropriate decision to adopt as crucial time will be wasted without any meaningful result that will yield to the attainment of the school goals and objectives in educational system, collaborative style is contingent on others, staff oriented, it is a style of leadership that is considerate, consultative, partite and subordinates- centered (Bass, 2008).

A collaborative principal involve his/her subordinates in the organization in decision – making process, the principal initiate discussion, outline problems that needs to be discussed, addressed and keep track of the entire school system rather than selected issues. Though decisions are made through collaborative process of discussion and some form of consensus agreement.

The principal who adopt collaborative decision making style has to let go the need for control, power and position for effective running of the school system. The goal of collaborative decision making is the ability to share in decision making which develop trust, respect and relationship



between the leader and his subordinates. Goleman (2008) finds that by spending time getting people's ideas and mutual agreements a collaborative leader build trust and commitment with their subordinates. Bass (2008) in the same vein added that a collaborative administrator elicit ideas from their staff to achieve the right way of getting things accomplished in the organization, thereby been open to constructive critics, and handling mistakes as opportunities to acquire more knowledge and know what to do at the right time.

Sharing issues and details of decision- making is important to involve people to support the decision (Larson, 2017). The school administrator must communicate the reasons for making the decisions effectively and arrive at a high quality decisions that will lead to the success and growth of school system. The school administrator can set up committees within the school system and mandated them to investigate and seek solution over issues bothering the growth of the school thus effective administration.

Principal collaborative style of decision making may seem to be inclusive; its dependency on contributions and suggestions of others may not in all cases provide positive results. Goleman (2000) identify that when decision makers (leaders) and subordinates mull over ideas, there is a chance for decisions to become less than effective.

This could result to subordinates becoming unstable and confused about the proposed problem even more than they may be before they began deliberating. Some subordinates may even disunite themselves from collective participation.

Collaborative decision- making is one among the effective decision – making though it is time consuming, in respect to this Goleman (2002) insist that adopting a collaborative style in time of crisis is wrong. He added that administrator who adopts this style should be flexible when crisis arises in order to calm down situation with prompt authoritative style in the school system, the principal's utilization of decision style in discharging his duties would determine his effective administration. Sadler (2003) added that school administrators are responsible for the set of ethic or norms that govern the behavior of people in the organization. The type of style adopted will therefore set the time for school, and can be collaborative based on a majority vote after deliberation or dependent on arriving at consensus, with a range of possibilities in between consensus decision making is particularly difficult, it requires everyone to agree before a decision can be made. It takes commitment and patience using this style.

### **Ethical Practices in Decision Making and Student Personnel Issues**

Ethical practices in student personnel issues are ethical principles guide school personnel in managing students' affairs (Ramirez, 2008). Students' affairs professionals including school administrators have access to sensitive and confidential information that have the potential to affect students' behaviours and learning outcomes before any decision is made. Hence it is crucial that the practices of teachers, other school personnel and educational administrators reflect sound ethical practices in their bid to make decisions that borders on students. According to Kitchener





(2010), some ethical practices that applies to student matters include respecting the unique personality of students, supporting the academic achievement of students, advocating for students especially on academic matters, effectively planning students' instructional programmes, providing appropriate career guidance and counseling, confidentiality in managing social and personal issues of students, fairness in evaluation of students' performance and activities, proving effective mentoring and supervision as well as maintaining a good teaching-learning communication relationship with students.

### **Theoretical Framework**

Theoretical framework was anchored on Fiedler's Contingency Theory, 1967.

The Contingency Theory postulated by Fred E. Fiedler in 1967, cited in Chenhall (2003) and Ololube (2018) respectively, is a theory of leadership effectiveness. The essence of Fiedler's theory is that, leaders' effectiveness to lead depended upon their leadership style and their control of the situation. A leader is most effective when his character and style of leadership is matched with the situation and his work environment, situational factors that includes capabilities preferred style, behaviour and competency of employee.

Thus, this theory is considered most appropriate for the study because the effectiveness of any decision making style adopted by the school administrators is contingent (dependent) upon the internal or external situation of the school system. No single decision making style is suitable for different organizational challenges. The school administrator should however adopt a decision style based on the situation at hand.

### **METHODOLOGY**

The research design used for this study was correlational research design. The population of this study involved all 6, 893 teachers in the 286 Public Senior Secondary Schools in Rivers State. (Source, Rivers State Senior Secondary Schools Board, 2021). The sample for this study was 900 teachers (respondents) in 20 public senior secondary schools in Rivers State, representing 13 percent of the total population of the study. stratified sampling technique was used by to arrive at the sample size. To achieve this, the researcher used the simple random sampling teaching.

The instrument used for this research was a self-structured questionnaire. The Researcher with the assistance of the project supervisor develop a self-structured instrument, titled "Administrators' Decision Making Styles and Effective School Administration Questionnaire" (ADMSESAQ). It was divided into 'A' and 'B' respectively. Section 'A' was made of demographic data of the respondents, while section 'B' contained 12 items which elicited information on the variables of the study. The instrument was constructed in line with the modified Likert 4- point rating scale of; Very High Extent (VHE) = 4 point. High Extent (HE) = 3 points, Low Extent (LE) = 2 points, and Very Low Extent (VLE) = 1 point. The instrument was subjected



to face and content validity by the Researchers' supervisors and two other experts from the Department of Educational Management. Their inputs and corrections were used in the final drafting of the questionnaire for distribution. The test-retest method was used to establish the reliability of the instrument. The instrument was administered in two instances on twenty (20) different respondents who were not part of the sample of the study but part of the population. The first and the second scores were analysed using the Pearson product moment correlation coefficient inferential tool to arrive at 0.084. reliability index value.

The 900 copies of the questionnaire were distributed by the researcher with the aid of research 3 research assistants to the respondents. But only 862 instruments were retrieved, giving rise to 95% sample size. The data gathered from the field were collated, computed and analyzed using the Mean ( $\bar{X}$ ) and Standard Deviation (SD) to provide answers to the research questions while regression analysis was used to In respect of testing the null hypotheses, ANOVA associated with the regression analysis was used to test the null hypotheses at 0.05 level of significance.

## RESULTS AND DISCUSSION ON FINDINGS

### Answers to Research Questions

**Research Question One:** To what extent does administrators' use of delegative decision making style influence effective administration of public senior secondary schools in Rivers State.?

**Table 1: Mean ratings and standard deviation on the extent administrators' delegative decision making style influence effective administration of public senior secondary schools in Rivers State.?**

<i>S/N</i>	<i>DESCRIPTION OF ITEMS</i>	$\bar{X}$	<i>S. D</i>	<i>Rank Order</i>	<i>Decision</i>
1	The principal entrust his responsibilities to his teachers	2.30	.88	6 <sup>th</sup>	<b>Low Extent</b>
2	The principal avoid interfering with teachers work which affect effective administration	2.04	1.01	1 <sup>st</sup>	<b>Low Extent</b>
3	The principal is less concerned about teachers' performance towards achievement of school goals.	2.51	1.13	2 <sup>nd</sup>	<b>High Extent</b>
4	The principal depend on teachers to tackle issues bothering the school.	2.52	1.05	3 <sup>rd</sup>	<b>High Extent</b>
5	The principal pay no attention to teachers interest in work place which affect effective administration	2.30	1.03	3 <sup>rd</sup>	<b>Low Extent</b>
6	The principal has high opinion over teachers' view which affects effective administration.	1.73	.99	5 <sup>th</sup>	<b>Low Extent</b>
<b>Grand Mean</b>		2.23	1.015		<b>Low Extent</b>

**Source:** Researcher's Field Survey, 2022.

Data on Table 1 show the mean ratings and standard deviation on the extent administrators' delegative decision making style influence effective administration of public senior secondary



schools in Rivers State. From the table above the respondents agreed that the extent administrators' delegative decision making style influence effective administration of public senior secondary schools in Rivers State includes being less concerned about teachers' performance towards achievement of school goals and depending on teachers to tackle issues bothering the school to a high extent as seen on item 3 and 4 as indicated on item 1, 2, 5 and 6 with the mean values of 2.30, 2.04, 2.30 and 1.73 respectively.

However, the principal entrusts his responsibilities to his teachers, avoid interfering with teachers work, pays no attention to teachers interest in work place, has high opinion over teachers' view which affects effective administration in a low extent.

In all, the grand mean of 2.23 indicates that the respondents to a low extent agreed that delegative decision making style influence effective administration of public senior secondary schools in Rivers State.

**Research Question Two:** To what extent does administrators' use of collaborative decision making style influence effective administration of public senior secondary schools in Rivers State?

**Table 2: Mean ratings and standard deviation on the extent administrators' use of collaborative decision making style influence effective administration of public senior secondary schools in Rivers State.**

<i>S/N</i>	<i>DESCRIPTION OF ITEMS</i>	$\bar{X}$	<i>S.D</i>	<i>RANK ORDER</i>	<i>DECISION</i>
7	The principal encourage the teachers to work as a team for effective administration.	3.07	.99	1 <sup>st</sup>	<b>High Extent</b>
8	Working as a team encourage interference of personal issues which slow down effective administration	2.94	1.01	2 <sup>nd</sup>	<b>High Extent</b>
9	The principal team decision making is highly effective for effective administration.	2.83	1.07	4 <sup>th</sup>	<b>High Extent</b>
10	The principal team decision making style delay decision making process which affect effective administration.	2.24	1.00	6 <sup>th</sup>	<b>Low Extent</b>
11	The principal assist the teachers to harness their ideas and skills for effective administration.	2.92	1.07	3 <sup>rd</sup>	<b>High Extent</b>
12	The principal works with the team for effective result for effective administration.	2.57	1.06	5 <sup>th</sup>	<b>High Extent</b>
	<b>Grand Mean</b>	2.89	1.03		<b>High Extent</b>

**Source:** Researcher's Field Survey, February 2022.



Data on Table 2 show the mean ratings and standard deviation on the extent administrators' use of collaborative decision making style influence effective administration of public senior secondary schools in Rivers State?

From the table above, the respondents agreed that the extent administrators' use of collaborative decision making style influence effective administration of public senior secondary schools in Rivers State includes : encouraging the teachers to work as a team for effective administration, encourage interference of personal issues which slow down effective administration, principal team decision making is highly effective for effective administration, assist the teachers to harness their ideas and skills for effective administration, working with the team for effective result with the mean scores of 3.07, 2.94, 2.83, 2.92 and 2.57 as indicated on item 7, 8, 9, 11, and 24 of which they were all agreed upon. On the reverse, the respondents agreed to a low extent on item 10 with the mean value of 2.24

This entails that, the respondents to a low extent agreed that collaborative decision making slows down decision. In all, grand mean value of 2.89 shows that the respondents agreed to a high extent administrators' use of collaborative decision making style influence effective administration of public senior secondary schools in Rivers State.



**Hypothesis One:** There is no significant relationship between administrators’ use of delegated decision making style and effective administration of public senior secondary schools in Rivers State.

**Table 3: Summary of regression analysis on the relationship between administrators’ use of delegated decision making style and effective administration of public senior secondary schools in Rivers State.**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Result		
1	.157 <sup>a</sup>	.025	.016	1.10391			
<b>a. Predictors: (Constant), Delegative decision</b>							
<b>Coefficients<sup>a</sup></b>							
		Standardized Coefficients					
		Unstandardized Coefficients					
		<b>B</b>	<b>Std. Error</b>	<b>Beta</b>	<b>T</b>	<b>Sig.</b>	<b>No Significance Ho Accepted</b>
<b>Constant</b>		2.547	.353		4.736	.000	
<b>Use of delegated decision</b>		0.0178	0.0722	0.0275	0.2586	.213	
<b>ANOVA<sup>a</sup></b>							
<b>Model</b>		Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	19.958	1	3.326	2.730	.213 <sup>b</sup>	
	Residual	790.882	851	1.219			
	Total	810.840	852				
<b>A Dependent Variable: Effective administration</b>							
<b>B Predictors: (Constant), Delegative decision</b>							

Table 3 shows the regression analysis of the relationship between administrators’ use of delegated decision making style and effective administration of public senior secondary schools in Rivers State could be described as weak and inverse (Beta= 0.0275), while the regression equation  $y = 2.547 + 0.0178x$  indicates that an increase in administrators’ use of delegated decision making style might lead to an increase in effective administration of public senior secondary schools. The calculated R= .157, R square= .025, Adjusted R square= .016, Standard error= 1.10391. The R square value of .025 shows a 2.5 % impacts of delegated decision making on the effective administration of public secondary schools in Rivers state. The F-Statistics shows that, there is no significant relationship between administrators’ use of delegated decision making style and effective administration of public senior secondary schools in Rivers State. (F, 293= 4.124, P>0.05) The hypothesis was accepted at 0.05 alpha level.



**Hypothesis Two:** There is no significant relationship between principal's use of collaborative decision making style and effective administration of public senior secondary schools in Rivers State.

**Table 4: Summary of regression analysis on the relationship between principal's use of collaborative decision making style and effective administration of public senior secondary schools in Rivers State.**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Result	
<b>1</b>	.146 <sup>a</sup>	.021	.012	1.10583		
<b>a. Predictors: (Constant), Collaborative decision</b>						
<b>Coefficients<sup>a</sup></b>						
Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	T	Sig.	
<b>1 (Constant)</b>	2.624	.865		3.311	.001	
<b>Use of collaborative decision</b>	1.1017	0.089	1.2275	0.6132	.030	
Residual	<b>793.631</b>	<b>851</b>	<b>1.223</b>			
Total	810.840	852				
<b>ANOVA<sup>a</sup></b>						
Model	Sum of Squares	Df	Mean Square	F	Sig.	No Significance Ho Accepted
Regression	17.208	1	2.868	2.345	.030 <sup>b</sup>	

Table 4 shows the regression analysis of the relationship between principal's use of collaborative decision making style and effective administration of public senior secondary schools in Rivers State. The relationship could be described as strong and positive (Beta= 1.2275), while the regression equation  $y = 2.624 + 1.1017x$  indicates that an increase in administrators' use of delegated decision making style might lead to an increase in effective administration of public senior secondary schools.

The calculated  $R = .146^a$ ,  $R^2 = .021$ , adjusted  $R^2 = .012$  while standard error = 1.10583. From the  $R^2$  value, it is shown that principal's use of collaborative decision making style account for only 50% for administration of public senior secondary schools in Rivers state. Calculated  $F = 649$  while sig value =  $.030^b$ . From the sig value, ( $P = .030^b < 0.05$ ),  $P$  value greater than 0.05 alpha and as such



the null hypothesis is therefore rejected, hence there is no significant relationship between principal's use of collaborative decision making style and effective administration of public senior secondary school in Rivers State.

### **Discussion of Findings**

#### **The Extent Administrators' Use of Delegative Decision Making Style Influence Effective Administration of Public Senior Secondary Schools in Rivers State**

The extent administrators' use of delegative decision making style influence effective administration of public senior secondary schools in Rivers State includes; avoiding interference with teachers work which affect effective administration, being less concerned about teachers' performance towards achievement of school goals, depending on teachers to tackle issues bothering the school, paying no attention to teachers interest in work place which affect effective administration and having high opinion over teachers' view which affects effective administration. The findings of the study are in line with Agi and Adiele (2015) stated that, Laissez-faire denotes a carefree attitude, which means the absence of supervision in an organization. In this situation little or no direction is provided, all power and authority is handed over to the subordinates to determine the path to follow. The findings of this study is in line with Wike (2008), having opined that, laissez –faire leadership style provides micro or absence of direction, guidelines and give the subordinates freedom of operation. The subordinates are entrusted with power to take decisions and handle challenges faced by the organizations but without adequate supervision to ensure that the task assigned or delegated is achieved as targeted, which can lead to set backs in the organization. No wonder, Einarsen, Aasland & Skogstad, (2007) described Laissez Faire administrators as a destructive administration that violates the interest of the organizations and subordinates thereby reducing organizational goals and subordinates well-being. Laissez-faire decision making empowers the subordinates more and can lead to undue or misapplication of instruction to the detriment of all and sundry within the school system. The focal point here is that, lack of zeal demonstrated by the principal in the overall well-being and development of the educational system implies the absence of leadership as oipined by Bass and Avolio (1990), when they described Laissez –Faire as the absence of leadership and non-intervention in decision making. The study also revealed that there is no significant relationship between administrators' use of delegated decision making style and effective administration of public senior secondary schools in Rivers State.

#### **The Extent administrators' Use of Collaborative Decision Making Style Influence Effective Administration of Public Senior Secondary Schools in Rivers State**

The extent administrators' use of collaborative decision making style influence effective administration of public senior secondary schools in Rivers State includes; working as a team which encourages interference of personal issues which slow down effective administration, encouraging the teachers to work as a team for effective administration, team decision making



which is highly effective for effective administration, assisting the teachers to harness their ideas and skills for effective administration and working with the team for effective result.

The findings of this study is in agreement with Ololube et' al (2018) having looked at collaboration decision - making style as a type of decision- making style that comprises of a group of persons with complementary skills and experiences which allow them to tackle the problems bothering or facing the organization from different perspective and make practical decisions from the different alternative. It is worthy of note that this type of decision making, engineers growth and effectiveness in the school system because every body's skills are being harnesses for efficient meaningful decision making. Also, the findings that collaborative leadership leads to interference of personal issues which slow down effective administration is supported by Tallyfy (2017), who argued that most administrators or managers of schools often avoid adopting team or collaborative decision –making style due to the interference of personal agendas and office politics involving arguments and more so, he asserts that it is time consuming thereby leading to time wastage in goal attainment. Collaborative decision making – style require sharing of information to be deliberated on and listening to contributions and suggestions made (Warner, 2012). In the course of this, it leads to waste of time and most times, a conflict of opinion.

### **Conclusion**

Decision making in secondary schools depends on issues on ground but basically the Principal is charged with the responsibility of coordinating the process; issues are considered with involvement of critical stakeholders (staff, students, parents and community) as the case may be. Understanding the decision making process can help you become a better and more effective manager. The study revealed that administrator's application of delegative decision-making strategy to a low extent enhances effective administration in public senior secondary schools in Rivers State. Thus, the principals constitute the major leadership that manages the school administration to ensure the smooth running of the entire school system. The study also revealed that administrators' use of collaborative decision making style to a high extent enhances effective administration of public senior secondary schools in Rivers State, which includes; working as a team which encourages interference of personal issues which slow down effective administration, encouraging the teachers to work as a team for effective administration, team decision making which is highly effective for effective administration, assisting the teachers to harness their ideas and skills for effective administration and working with the team for effective result. From the foregoing, principals who by virtue of their position in the school system should not only delegate duties to their subordinates but also supervise and make the delegated duties are done aa delegated.

### **Recommendations**

Based on the findings of this study and conclusion, the following recommendations are made;

1. The principals should not only adopt delegative decision making style but also supervise them to ensure efficiency.





2. Collaborative decision making style should be given a high place in the school administration.
3. Principals should try as much as possible to appraise his or her staff to ensure their competency before delegating decision to them to make.
1. The principal should from time to time call a general meeting of the staff in order to have a collective binding force on the decisions that will be reached.

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