
ADMINISTRATORS' RATIONAL AND PARTICIPATORY DECISION- MAKING STRATEGIES AS PREDICTORS OF TEACHER- EFFECTIVENESS IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE, NIGERIA

***Sunday, Kpataene Nene**

University of Port Harcourt, Rivers State, Nigeria, Faculty of Education, Department of Educational Management.

Article Received: 15 July 2026, Article Revised: 04 August 2026, Published on: 24 August 2026

***Corresponding Author: Sunday, Kpataene Nene**

University of Port Harcourt, Rivers State, Nigeria, Faculty of Education, Department of Educational Management.

Doi: <https://doi-doi.org/101555/ijrpa.5966>

ABSTRACT

This study investigated the extent administrators' rational and participatory decision-making strategies predict teacher-effectiveness in public senior secondary schools in Rivers State, Nigeria. Two objectives, two research questions and two null hypotheses guided the study. The study adopted a correlational research design. The population of this study comprised 686 Principals and Vice-principals from 328 public senior secondary schools in Rivers State. A sample of 549 Principals and Vice-principals was drawn from the population of the study using 80% of the entire population of the study. The sample was determined using proportionate stratified and simple random sampling technique. Two researcher's designed instruments titled: "Administrators' Decision-Making Strategies Scale (ADMSS) and Teacher-Effectiveness Scale (TES)" were used for data collection. The instruments consisted of 52 items designed based on the modified four-point Likert-type rating scale. Five scholars performed validation of instruments. Cronbach's alpha method reliability measures yielded subsection indices of 0.79 and 0.85. The overall reliability indices of the two instruments were 0.94 and 0.82 respectively. Research questions 1 and 2 were answered using simple regression analyses, while t-tests associated with simple regression were applied to test hypotheses 1 and 2 at 0.05 level of significance. The results revealed that to a low extent, administrators' rational decision-making strategy and administrators' participatory decision-making strategy predicts teacher effectiveness. The study concluded that administrators' participatory decision-making strategy predict teacher-effectiveness, with slightly greater

predict to administrators' rational decision-making strategy. The study recommended among others that senior secondary schools board should organize compulsory professional development workshops to all principals, on systematic problem-solving methods using case studies that are pertinent to problems facing schools in Rivers State.

KEYWORDS: Decision-Making, Decision-Making Strategies, Rational Decision-Making Strategy, Participatory Decision-Making Strategy and Teacher-Effectiveness.

INTRODUCTION

Decision-making involves the systematic identification and choice of an action plan based on the analysis of the available alternatives. Chinda (2022) defines the process of decision-making as a systematic process characterized by identifying problems or opportunities, carefully evaluating multiple lines of response, and finally choosing the most suitable one to achieve individual organizational needs and aims. School administrators are the critical on the ground decision makers charged with the responsibility of reading and enforcing national policies on education. Their role critical defining character institution with the decisions they make touching on issues pertaining to teaching, discipline of students, time schedule and the number of staff operating within the institution usually placed within serious limitations on funding, infrastructure and manpower.

A strategy is a plan of the top level aimed at accomplishing a number of objectives, especially in case there exists uncertainty circumstances or a number of possible choices. A decision-making strategy can thus be regarded as a rule-based approach, methodology or plan that is utilized in making choices, assessing alternatives, or coming up with a conclusion particularly when faced with an array of options. School administrators are often forced to work in uncertain, or multilateral, situations as they conduct their administrative duties. They have the capacity to think and utilize proper decision-making strategies which is essential in running schools. Depending on the quality of decisions made by the administrators in schools, overall administration and success of the school improve greatly (Anakaa & Laye, 2022). The identified decision-making strategies are rational, participatory, data-oriented, political, incremental, and ethical (Hoy & Miskel, 2013; Mandinach & Schildkamp, 2021; Bolman & Deal, 2017; Shapiro & Stefkovich, 2021). The strategies administrators use tend to differ based on the type of uncertainty, time, availability of information as well as the situation in the organization.

The rational decision-making strategy is performed in steps. It entails acquiring the information, weighing the solutions, and picking the one that augurs well with the articulated goals and objectives. This is a multi-stage procedure in which one outlines and formally states the issues or objective; comes up with suitable criteria that can be used to evaluate a potential solution; assigns weight to these criteria based on its significance; develops an exhaustive list of potential solutions; strictly scores each solution by application of these criteria; and finally chooses the option that is estimated to provide the best result (Hoy & Miskel, 2013). The strategy attempts to be rational and objective as opposed to basing on emotions or gut feelings. It can make sure that the school authorities are thoroughly understood and hence they can intervene by affording them to frame the problems in a clear manner. An example is when an administrator notices failing test scores, he or she is to first come up with the diagnostic root causes before coming up with solutions. Information gathering follows; first by analyzing data, consultations with stakeholders, and research on possible options, and finally evidence-based decision is made.

Participatory strategy on decision making also welcomes the concerned stakeholders into the decision-making process. Instead of being decided by an individual or a small council of people, the input and views of the affected persons or people with useful information is sought. In practice, the administrators can create committees with representants of the teachers, support staff, parents, and student representatives. This leads to debate, different points of view, arguing as well as consensus or a decision based on common contribution. Participatory decision-making strategy means an option whereby the administrators engage the teachers and other workers in processes of identifying problems, generation of alternatives, and selection of action related to school policies, curriculum development, the distribution of resources, and operations (Adekunle & Bamidele, 2019). The given model can be taken as an alternative to the classical practice of top-down management, based on the idea that the inclusion of people, who are directly impacted by the decisions, in the process of decision-making increases the overall performance and results in more successful outcomes. Related to the case of secondary schools, participatory decision-making strategies have a significant potential of enhancing teacher performance in that they enhance a feeling of ownership, enhancement of professionalism, quality decision-making, and a collaborative school culture (Chukwu & Eze, 2020).

Ibrahim and Garba (2020) examined the instructional leadership choices of principals and pedagogical proficiencies of teachers in the senior secondary schools of Borno State in Nigeria. The study idea was to identify the nature of the relationship that existed between the

decision of instructional leadership by principals and the growth of their pedagogical skills among teachers in senior secondary schools in Borno State in Nigeria. The result showed that there is a strong positive correlation between the instructional leadership choice of principals and the pedagogical competencies of the teachers. Ogunyemi and Adebayo (2022) studied the consistency of principal decision making and its effect on teacher's performance in a secondary school in Osun State, Nigeria. The study investigates the extent consistency of decision-making influence performance of teachers. Results showed a strong positive effect of the consistency of the decision making on the performance of teachers; teachers who expressed that principals enforced the school rules, policies and administrative procedures regularly showed a higher level of performance in their teaching, learning by children in the class and professional functions. Akpan and Udo (2023) researched how the autocratic decision-making style of principals affects the morale of teachers and their innovation in the instruction of secondary school children in Cross River State, Nigeria. Results indicated that high perceived autocratic decision-making brought about negative effects to teacher morale, which decreases job satisfaction and enthusiasm, which were also found to negatively correlate with teacher engagement in instructional innovation.

Okonkwo and Nwosu (2020) studied the level of adoption of transformational leadership decision-making styles by principals of senior secondary schools in Delta State, Nigeria, and its resulting effect on teacher effectiveness. Empirical information found that the transformational decision-making of principals was highly correlated with teacher effectiveness, all the leadership dimensions, namely, idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, were highly related to greater effectiveness in instructional delivery, classroom management, student engagement, and professional commitment. Offor and Obiekwe, (2024) analyzed the link between decision-making behaviour of principals and job performance of teachers in public secondary schools in Anambra State. Their results showed that participatory decision-making behaviour of the principals was significantly correlated with job performance of the teachers but directive decision-making behaviour was not associated with job performance. Adekunle and Ojo (2022) investigated the use of participatory decision-making approaches by principals and their resulting effect on teacher efficacy in three states in Southwestern Nigeria Ogun, Osun, and Ekiti. Results showed a positive correlation between participatory decision-making and self-perceived effectiveness of the teacher. Ekechukwu and Nwiyi (2022) investigated decision-making that involves participation and administrative effectiveness in secondary

schools in Rivers State. Results affirmed the association between increasing levels of participatory decision-making and increasing levels of administrative efficacy.

Evidence from across Nigeria shows consistently that administrator decision making style has a strong effect on teacher outcomes. Research conducted in Borno, Osun, Delta and South-Southwest states reveal that transformative and participative leadership styles are strong predictors of pedagogical competence, pedagogical performance and teacher autonomy. There is however, a specific empirical gap in literature concerning the predictive relationship between rational and participative decision-making strategies and teacher effectiveness of public senior secondary schools, Rivers State. The study seeks to examine the extent administrators rational and participatory decision-making strategies predict teachers' effectiveness in public senior secondary schools in Rivers State, Nigeria.

Statement of the Problem

The effectiveness of teachers in public senior secondary schools in Rivers State, Nigeria cannot be spoken of without considering the administrative environment. The attributes of teachers (such as pedagogical, classroom, and learning enhancements) are known factors impacting student performance, but teachers do not work alone. The effectiveness of their teaching is greatly influenced by the methods used by the school's decision-making processes. Administrators are expected to create a conducive climate for school productivity, distribute resources and oversee staff, and the lived world of teachers is a product of these administrative actions.

The emphasis of the current problem is on applying or not applying rational and participatory decision-making strategies. Rational decision-making for school leadership ought to be a logical and systematic process that carefully considers options for a consistent, measured objective, working in tandem with participatory practices that include teacher decision-makers in the governance process. Empirical findings, however, based on publicly owned schools in Rivers State, shows the contrary, with corresponding affectability for teachers in educational setting.

Teachers often voice feelings of being excluded from participatory decision making, which represents a significant lack of inclusion. They are rarely asked for perspectives on administrative issues that impact their daily work or classroom. Moreover, administrative directives have been regarded as erratic, random, or inconsequential, lacking logics and rationality. A lack of recognition for teachers' professional input, and poorly rationally underpinned school policies, result in vastly different, sometimes tetchy, school cultures. This

circumstance often negatively affects teaching quality, demotivates and reduces satisfaction, and hinders professional development and growth.

Empirical studies on how these two administrative approaches affect teachers are limited, despite the recognized role of school administrators in determining education gains. Consequently, this study seeks to examine the extent to which administrators' rational and participatory decision-making strategies predict teacher effectiveness within public senior secondary schools in Rivers State, Nigeria.

Aim and Objectives of the Study

The aim of this study was to investigate the extent to which administrators rational decision-making strategy and participatory decision-making strategy predict teachers' effectiveness in public senior secondary schools in Rivers State, Nigeria. Specifically, the study sought to achieve the following objectives:

1. Examine the extent to which administrators rational decision-making strategy predicts teacher effectiveness in public senior secondary schools in Rivers State, Nigeria.
2. Determine the extent to which administrators participatory decision-making strategy predicts teacher effectiveness in public senior secondary schools in Rivers State, Nigeria.

Research Questions

The following research questions guided the study:

1. To what extent does administrators' rational decision-making strategy predict teacher effectiveness in public senior secondary schools in Rivers State, Nigeria?
2. To what extent does administrators' participatory decision-making strategy predict teacher effectiveness in public senior secondary schools in Rivers State, Nigeria?

Hypotheses

The following null hypotheses were tested at 0.05 alpha level.

1. Administrators' rational decision-making strategy does not significantly predict teacher-effectiveness in public senior secondary schools in Rivers State, Nigeria.
2. Administrators' participatory decision-making strategy does not significantly predict teacher effectiveness in public senior secondary schools in Rivers State, Nigeria.

METHODOLOGY

The design for this study was a correlational design. The design used in this study was chosen for its ability to predict one variable value based on the value of the other. The population of

the study comprised 686 Principals and Vice-principals in the 328 public senior secondary schools in Rivers State, Nigeria. (Source: Planning, Research & Statistics Development, Rivers State Senior Secondary Schools Board, Port Harcourt, Rivers State, 2024). These include 328 principals, 146 Vice-principals Academic, and 212 Vice-principals Administration in the 328 public senior secondary schools in Rivers State. A sample of 549 Principals and Vice-principals was drawn from the population of the study using eighty percent (80%) of the entire population of the study. This sample was made up of 262 Principals, 117 Vice-principals Academic, and 170 Vice-principals Administration in the 328 public senior secondary schools in Rivers State. The instruments for data collection were researchers designed instruments titled “Administrators’ Rational and Participatory Decision-Making Strategies Scale (ARPDMS) and Teachers’ Effectiveness Scale (TES).” Both instruments were structured in accordance with the modified Likert type rating scale of four (4) points. The instruments were structured using four points rating scale. The Administrators’ Rational and Participatory Decision-Making Strategies Scale (ARPDMS) contains 12-items, presented in subsections 1 to 2. Teacher Effectiveness Scale (TES) contains 22-items used to measure Teacher Effectiveness. The instruments were validated by three experts from in the Department of Educational Management of the University of Port Harcourt. The reliability of the instrument was ascertained using Cronbach’s Alpha method. The reliability coefficients (r) for Administrators Rational and Participatory Decision-Making Strategies Scale (ARPDMS) with subsections; rational decision-making strategy, and participatory decision-making strategy of 0.79 and 0.85 respectively and overall reliability index of 0.82, while Teacher Effectiveness Scale (TES) reliability index of 0.89, indicating good internal consistency of the instruments. Simple regression was used to answer research questions 1 to 2, and t-test associated with simple regression was used to test hypotheses 1 to 2 at 0.05 alpha level.

Research Question 1: To what extent does administrators rational decision-making strategy predicts teacher effectiveness in public senior secondary schools in Rivers State, Nigeria?

Table 1: Simple Regression on the Extent to which Administrators Rational Decision-Making Strategy Predicts Teacher Effectiveness in Public Senior Secondary Schools in Rivers State, Nigeria

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.656 ^a	.430	.429	.35582
a. Predictors: (Constant), Rational Decision Making Strategy				

Table 1 shows the results of shows the results of a linear regression carried out to investigate the extent to which administrators' rational decision-making strategy predicts teacher effectiveness in public senior secondary schools in Rivers State, Nigeria. The regression coefficient was ($R = 0.65$), which indicates a high positive relationship between administrators' rational decision-making strategy predicts teacher effectiveness in public senior secondary schools in Rivers State, Nigeria. The coefficient of determination (R -squared) associated with the linear regression coefficient (R) of 0.65 was 0.430. This coefficient of determination (R -squared) indicates that, administrators' rational decision-making strategy accounted for 43.0% of teacher effectiveness in public senior secondary schools in Rivers State, Nigeria. Therefore, to a low extent, administrators' rational decision-making strategy predicts teacher-effectiveness in public senior secondary schools in Rivers State, Nigeria.

Research Question 2: To what extent does administrators' participatory decision-making strategy predicts teacher effectiveness in public senior secondary schools in Rivers State, Nigeria?

Table 2: Simple Regression on the Extent to which Administrators' Participatory Decision-Making Strategy Predicts Teacher-Effectiveness in Public Senior Secondary Schools in Rivers State, Nigeria.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.686 ^a	.471	.470	.34280
a. Predictors: (Constant), Participatory Decision Making Strategy				

Table 2 illustrates results of a linear regression carried out to investigate the extent to which administrators' participatory decision-making strategy predicts teacher effectiveness in public senior secondary schools in Rivers State, Nigeria. The regression coefficient was ($R = 0.68$), which indicates a high positive relationship between administrators' participatory decision-making strategy predicts teacher-effectiveness in public senior secondary schools in Rivers State, Nigeria. The coefficient of determination (R -squared) associated with the linear regression coefficient (R) of 0.68 was 0.471. This coefficient of determination (R -squared) indicates that, administrators participatory decision-making strategy accounted for 47.1% of teacher effectiveness in public senior secondary schools in Rivers State, Nigeria. Therefore, to a moderate extent, administrators' participatory decision-making strategy predicts teacher-effectiveness in public senior secondary schools in Rivers State, Nigeria.

Hypotheses

Hypothesis 1: Administrators rational decision-making strategy does not significantly predict teacher-effectiveness in public senior secondary schools in Rivers State, Nigeria.

Table 3: T-test Associated with Simple Regression on the Extent to which Administrators' Rational Decision-Making Strategy Predict Teacher-Effectiveness in Public Senior Secondary Schools in Rivers State, Nigeria.

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	p-value	Decision
		B	Std. Error	Beta				
1	(Constant)	.763	.108		7.041	.000		
	Rational Decision Making Strategy	.773	.038	.656	20.104	.000	.05	Significant (Rejected)

a. Dependent Variable: Teacher Effectiveness

Table 3 shows the results of t-test Associated with Simple Regression on whether administrators' rational decision-making strategy significantly predict teacher effectiveness in public senior secondary schools in Rivers State, Nigeria. The Regression coefficient was ($R = 0.65$), but administrators' rational decision-making strategy contributed significantly to the model with $\beta = 0.77$ and the significant value of 0.00 was less than $p = 0.05$, which shows

that administrators' rational decision-making strategy significantly predicts teacher-effectiveness in public senior secondary schools in Rivers State, Nigeria. The t-test value 20.104 associated with linear regression was statistically significant at 0.000 when subjected to 0.05 alpha level of significance. By implication, the null hypothesis was rejected and the researcher upholds the alternative hypothesis that administrators' rational decision-making strategy significantly predicts teacher effectiveness in public senior secondary schools in Rivers State, Nigeria.

Hypothesis 2: Administrators participatory decision-making strategy does not significantly predict teacher effectiveness in public senior secondary schools in Rivers State, Nigeria.

Table 4: T-test Associated with Simple Regression on the Extent to which Administrators' Participatory Decision-Making Strategy Predict Teacher-Effectiveness in Public Senior Secondary Schools in Rivers State, Nigeria.

Coefficients^a							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	p-value	Decision
	B	Std. Error	Beta				
1 (Constant)	.571	.109		5.262	.000		
Participatory Decision Making Strategy	.836	.038	.686	21.837	.000	.05	Significant (Rejected)

a. Dependent Variable: Teacher-Effectiveness

Table 4 shows the results of t-test Associated with Simple Regression on whether administrators' participatory decision-making strategy significantly predict teacher-effectiveness in public senior secondary schools in Rivers State, Nigeria. The Regression coefficient was ($R = 0.68$), but administrators participatory decision-making strategy contributed significantly to the model with $\beta = 0.83$ and the significant value of 0.00 was less than $p = 0.05$, which shows that administrators participatory decision-making strategy significantly predicts teacher effectiveness in public senior secondary schools in Rivers State, Nigeria. The t-test value 21.837 associated with linear regression was statistically significant at 0.000 when subjected to 0.05 alpha level of significance. By implication, the null hypothesis was rejected and the researcher upholds the alternative hypothesis that administrators' participatory decision-making strategy significantly predicts teacher effectiveness in public senior secondary schools in Rivers State, Nigeria.

Discussion of Findings

Empirical results disclosed that to a moderate extent, the rational decision-making strategy of school administrators predicts teacher-effectiveness within public senior secondary schools in Rivers State, Nigeria. Administrators' rational decision-making strategy accounted for 43.0% of teacher effectiveness in public senior secondary schools in Rivers State, Nigeria. This is an indication that other factors that affect administrators' rational decision-making strategy and teacher-effectiveness in public senior secondary schools in Rivers State, Nigeria accounted for 57.0%. This means that administrators' rational decision-making strategy increases teacher-effectiveness to a low extent. These findings indicate that teacher-effectiveness is moderately attained when administrators systematically identify problems, gather as much information as possible, produce a range of alternative solutions, rigorously evaluate each

alternative and choose the plan which is most likely to produce the best outcomes. This is similar to the findings of Ibrahim and Garba (2020), who established a significant positive relationship between instructional leadership decisions of principals and pedagogical skills of teachers in Borno State. Their study emphasizes that principled and well-structured decisions about professional development, feedback and curriculum management directly magnifies the capacities of teachers to improve their classroom practices: an essential component of teacher effectiveness. Similarly, Ogunyemi and Adebayo (2022) reported that consistency in decision making which is the hallmark of rational and logical processes has a positive and significant effect on teacher performance. Their results show that teachers believe that consistent and fair administrative practices provide a stable and predictable environment that improves performance. In contrast, Akpan and Udo (2023) studied autocratic decision-making processes which often involve little or no information collection and systematic analysis, and they found that these significantly cripple the moral and instructional innovation of teachers. Their case study indirectly supports the findings of this present study, highlighting how giving up rational, inclusive and reflective decision-making practices compromise factors which are pertinent to teacher effectiveness. The null hypothesis that the rational decision-making strategy of the administrators does not predict the effectiveness of teachers significantly was rejected. Empirical testing showed significant predictive relationship, meaning that the rational decision-making strategy employed by school administrators is a significant predictor of teacher effectiveness in this study. This indicates that school administrators rational decision-making strategy predicts teacher effectiveness in public senior secondary schools in Rivers State, Nigeria to a high extent in public senior secondary schools in Rivers State, Nigeria.

Results show that to a low extent, participatory decision-making strategy of administrators predicts teacher effectiveness in public senior secondary schools in Rivers State, Nigeria. Participatory decision-making explained 47.1% of variance in teacher effectiveness and factors that remained accounted for 52.9% of variance in teacher effectiveness. This suggests that participatory decision making contributes to teacher effectiveness to a moderate extent. These results show that teacher effectiveness is encouraged when administrators involve the teachers in decisions that affect their instructional practice directly, consult with non-teaching personnel on relevant school issues, seek input on decisions from non-teaching personnel, consult on decisions before making major changes in the school, use committees to make recommendations, and actively encourage shared decision-making processes. This is in line with earlier findings by Okonkwo and Adebayo (2020), who reported that participatory

decision-making has a positive impact on the commitment and classroom effectiveness of teachers in Rivers State's public secondary schools. Similarly, Offor and Obiekwe (2024) found a significant and strong relationship between the participatory decision-making behaviour of principals and job performance of teachers. Adekunle and Ojo (2022) identified significant positive correlation between the use of participatory decision-making strategies by the principals and the self-perceived effectiveness of teachers, while Ekechukwu and Nwiyi (2022) found that the use of participatory decision-making strategies by the administrators leads to a significant enhancement in the effectiveness of the administration. The second hypothesis stated that the participatory decision-making strategy of administrators would not significantly predict the effectiveness of teachers in public senior secondary schools in Rivers State of Nigeria. Upon testing, the hypothesis was rejected, as the data suggested that participatory decision making is a significant predictor of teacher effectiveness. This indicates that administrators' participatory decision-making strategy predicts teacher-effectiveness to a high extent in public senior secondary schools in Rivers State, Nigeria.

CONCLUSION

Based on the findings of the study, it was concluded that administrators' rational decision-making strategy accounted for 43.0% of teacher-effectiveness and administrators' participatory decision-making strategy accounted for 47.1% of teacher-effectiveness in public senior secondary schools in Rivers State, Nigeria.

RECOMMENDATIONS

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

1. Senior Secondary Schools Board should organize professional development workshops for all principals, which should concern itself with the methodologies of systematic problem solving, and the use of case studies appropriate to the problems facing schools at Rivers State.
2. School administrators are encouraged to set up permanent committees - with domains for curriculum design and student discipline for example - that staff, including instructional staff, make recommendations.

REFERENCES

1. Adekunle, A. A., & Bamidele, J. O. (2019). *Models of school governance and decision-making in Nigeria*. Premier Publishers.
2. Adekunle, A. A., & Ojo, L. B. (2022). Participatory decision-making and teacher effectiveness in Southwestern Nigerian secondary schools. *Nigerian Journal of Educational Administration and Planning*, 22(1), 110–125.
3. Akpan, G. E., & Udo, M. P. (2023). Principals' autocratic decision-making and its effect on teacher morale and instructional innovation in Cross River State. *Nigerian Educational Research Journal*, 19(1), 88–101.
4. Anakaa, N. E., & Laye, J. (2022). Principals' decision-making styles for effective administration of public senior secondary schools in Rivers State. *International Journal of Multidisciplinary Research and Growth Evaluation*, 3(5), 527–537.
5. Bolman, L. G., & Deal, T. E. (2017). *Reframing organizations: Artistry, choice, and leadership* (6th ed.). Jossey-Bass.
6. Chinda, T. A. (2022). Decision making strategies for effective school administration in public secondary schools in Rivers State. *Journal of Education and Society*, 12(1), 2123–2135.
7. Chukwu, I. M., & Eze, R. N. (2020). Teacher involvement in school decision-making and its impact on school climate in Southeast Nigeria. *Journal of Educational Leadership in Action*, 7(1), 45–62.
8. Ekechukwu, A. B., & Nwiyi, C. D. (2022). Participatory decision-making and administrative effectiveness in secondary schools in Rivers State. *Journal of Educational Administration and Planning*, 12(2), 45–58.
9. Hoy, W. K., & Miskel, C. G. (2013). *Educational administration: Theory, research, and practice* (9th ed.). McGraw-Hill.
10. Ibrahim, H. A., & Garba, M. L. (2020). Principals' instructional leadership decisions and teachers' pedagogical skills in Borno State senior secondary schools. *Journal of Educational Supervision and Development*, 3(1), 77–91.
11. Mandinach, E. B., & Schildkamp, K. (2021). Misconceptions about data-based decision making in education: An exploration of the literature. *Teaching and Teacher Education*, 98, Article 103227. <https://doi.org/10.1016/j.tate.2020.103227>
12. Offor, N. E., & Obiekwe, K. K. (2024). Relationship between principals' decision-making behaviour and teachers' job performance in public secondary schools in Anambra

- State. *Unizik Journal of Educational Management and Policy (UJOEMP)*, 6(4), 161 – 166.
13. Ogunyemi, B., & Adebayo, S. O. (2022). Principals' decision-making consistency and its impact on teacher performance in Osun State secondary schools. *Leadership in Nigerian Education*, 7(1), 150-164.
 14. Okonkwo, C. J., & Nwosu, K. C. (2020). Transformational leadership decision-making and teacher effectiveness in Delta State senior secondary schools. *African Journal of Educational Leadership*, 8(2), 190-205.
 15. Shapiro, J. P., & Stefkovich, J. A. (2021). *Ethical leadership and decision making in education: Applying theoretical perspectives to complex dilemmas* (5th ed.). Routledge.