

Impact of Decision Making on Planning and Organization Processes in Public Secondary Schools in Kaduna State

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ABSTRACT

The study evaluated decision making process in secondary schools in Zaria Education Zone, Kaduna State. The study was conducted with two objectives which are to: evaluate the opinions of principals and teachers on the impact of decision making on planning process in secondary schools in Zaria Education Zone, Kaduna State; investigate the opinions of principals and teachers on the impact of decision making on organising staff and students in secondary schools in Zaria Education Zone, Kaduna State. The study adopted descriptive survey research design. The population of the study was made up of 48 principals and 1567 teachers in Zaria Education Zone, Kaduna State. A sample size of 10 principals and 306 teachers were sampled making the total of 316 respondents used in the study. A validated instrument tagged "Evaluation of Decision Making Process Questionnaire (EDMPQ)" was used for data collection in the study. The instrument was pilot tested. The reliability co-efficient of the instrument was determined using Cronbach Alpha statistics and a reliability coefficient of 0.78 was obtained. Data collected in the study was analysed using appropriate statistical tools in the Statistical Package for Social Sciences (SPSS) version 21.0. The research questions were analysed using descriptive statistics of frequency, mean and standard deviation while Chi-square (χ^2) was used to test the hypotheses at 0.05 level of significance. Findings from the study revealed among which are that decision making had impact on planning process in secondary schools in Zaria Education Zone, Kaduna State. Also, decision making had impact on organising staff and students in secondary schools in Zaria Education Zone, Kaduna State. Recommendations were made to include that the school principal should adopt appropriate leadership style which will encourage the participation of parents and teachers on decision making processes.

INTRODUCTION

Decision making is very crucial to the survival of any organization and the type of importance attached to the decision made. This means that making decisions and what type of decisions are made determine to a large extent the attainment of goals in secondary education. More so, decision making is a widely acclaimed function and practice in the management of secondary schools in Nigeria, it is a process concerned with identifying, maintaining, motivating, and unifying a formal and organised human and material resources within an integrated system designed and coordinated to specifically achieve predetermined objectives (Musaazi, 1992).

School planning on the other hand, is the most important function of management as it prepare for

and predict future events. Admittedly, educational planning has increasingly become an important administrative component in education where formulated policies are translated into programmes and implemented to achieve specific stated objectives (Hinjari, 2006).

In spite of the managerial functions involved for effective school administration, decision making process has been greatly distorted by the school leadership based on the fact that various school administrators come with varied opinions, beliefs and ideas on the involvement of and participation of staff members on decision making process. Dare (2006) while supporting this assertion opined that, centralized or decentralized organizational climate may hamper or encourage decision making process in secondary schools. This

means that, decision making process is a significant component of school administration since it ensures that school heads achieve remarkable result in the management of schools.

It is deceptive to assume that all leaders of school will behave the same to their subordinates in all situations within the school system. While some school principals might be democratic others might be autocratic or Laissez-faire. This view by the researcher holds that the leadership style adopted by the school principal to a great extent influences the participation of all members in decision making process. This study therefore sought to evaluate the impacts of decision making process on planning and organizing processes in public secondary schools in Zaria Education Zone, Kaduna State.

Decision making is a widely acclaimed function and practice in the management of secondary schools in Nigeria. It is a process concerned with identifying, maintaining, motivating, and unifying a formal and organised human and material resources within an integrated system designed and coordinated to specifically achieve predetermined objectives (Musaazi, 1992). Decision making according to Dare (2006) is a process of making choice out of many other conflicting and pressing alternatives.

Similarly, Owigbo (2004) opined that, decision making is the process of carefully selecting a course of action from various alternative measures. Hence, decision making requires careful and conscious considerations of the possible course of action which does not negate the organisational goal and that which is an extension series of interrelated communication among stakeholders (Ayanniyi, 1999). In addition, Nwachuku (2006) posited that decision making process is the selection of alternative course of action from available alternatives in order to achieve given objectives. To him, decision making is a sequential process which culminates in a series of choice that stimulates moves or direct actions on a given problem.

More so, Ijaluola (2007) posited that decision making is very crucial to the survival of any organization and functions of the type of importance attached to the decision made. This means that

making decisions and what type of decisions are made determine to a large extent the attainment of goals in secondary education. Furthermore, Enoh-Barnaja and Onwuka (2004) viewed decision making as a process by which solution is sought to a problem through the selective elimination of alternative solution. In their opinion, alternative solutions surface when a school administrator is faced with a problem and his ability to seek preferential alternative solution from all available alternatives to the problem is decision making.

Educational planning is increasingly becoming an important administrative component in education through which educational purposes are initiated translated into programmes and implemented to achieve the desired objective. Effective planning is essential in African countries where education has to compete with other sectors of the economy for the allocation of funds within very limited national resource. Planning is the first and the most important function of management which in essence is aimed at preparing for and predicts future events. It involves the development of strategy and procedure required for effective realization of the entire plans (Dare, 2008).

Planning as viewed by Nwachukwu (2006) entails determination of control, direction and method of accomplishing the overall organisational objectives. Edem (2007) stated that educational poor planning is often accompanied by dissipated effort, wasted resources and poor results. This is based on the fact that correct decision is usually hard to reach because of the difficulty of anticipating the consequences which may result from the choice of alternatives. Therefore, planning as a managerial function is designed to prepare the organization further and to ensure that decisions regarding the use of people and resources to achieve the objectives of the school. It is obvious that individual and school activities without plan is certainly to be frustrated and achievement of goals may be very difficult. A school manager must be able to develop programmes and approaches for the use of the resources to achieve the state or predetermined educational goals of the school.

Furthermore, Hinjari (2006) posited that planning as the first action of the school principal is aimed at identifying the mission of the school and to set the objectives as well as identify different strategies by which to achieve the agreed mission and objectives. This means that planning deals with the adoption of appropriate mechanism to using minimize resources in order to get maximum result. Therefore, strategy in planning helps the school to determine its future plans in order to exploit the environment by taking a detailed analysis of their strengths and weakness.

Nwachukwu (2006) identified six steps in the planning process in achieving educational goals and objectives as; He further stated that if the style identified are adopted, planning for the future becomes relatively simple and certain to achieve desired objectives. However, certain features distinguish a good plan from a bad one and some of these distinguishing features as identified by Dare (2008) include the fact that good plans;

- a. are realistic and capable of implementation;
- b. have clearly defined objective in terms of scope, accuracy, clarity and definitiveness as either qualitative or quantitative;
- c. must be comprehensive recognizing the interrelations of the different functional areas to integrate the efforts and ensure a degree of structure in the school;
- d. are flexible enough to take care of what takes place in our dynamic environment: and
- e. economic effectiveness in terms of resources to implement the plans at the least possible cost to achieve the objective.

This implies that effective educational plan at all levels of education must reflect the national philosophy on education and development.

School organization refers to how schools arrange the resources of time, space, and personnel for maximum effect on student learning. The school's organizational plan addresses those issues that affect the school as a whole, such as the master schedule, the location of staff in different rooms, and the assignment of aides to teachers or

teams (Sharma, 2005). Furthermore, organizing is the function of management which follows planning. It is a function in which the synchronization and combination of human, physical and financial resources takes place. All the three resources are important to get results. Therefore, organizational function helps in achievement of results which in fact is important for the functioning of a concern. According to Barnard (2009), "organizing is a function by which the concern is able to define the role positions, the jobs related and the co-ordination between authority and responsibility. Hence, a manager always has to organize in order to get results.

The research on school organization is clear: in general, small schools yield better results than large ones. This suggests that educators at large schools can help more students learn by creating subunits—schools within a school. Moreover, studies on teacher collaboration and teaming have shown that students benefit when teachers work together to promote student learning (Alasoluyi, 2017). Some schools in rural areas, of course, are too small, unable to provide a reasonable range of curricular or extracurricular offerings. But while educators in large schools can generally devise ways to break up into smaller units, those in small schools can't usually do much about their limited resources (although the Internet now provides students with learning opportunities that were not previously available).

Statement of the Problem

Effective administration requires rational decision making which leads to the selection of the best way to reach anticipated goals. This ability to make rational decision has been limited by low or inadequate knowledge of school administration. In addition, noncompliance to the decisions agreed by law especially with regards to the interest of the members of the school leads to conflict and misunderstanding among members of staff as well as students in the school. The negligence and non-participation of members of the school with regards to the planning decisions for management of schools also affects some decisions that are made in school.

Decision making in secondary schools involves the participation and involvement of teachers, students and members of the community especially on issues that concern each of the level (Edem, 2007). The negative role played by emotions, power, bias, politics, personal attitude and job requirement, often results in bad decisions in the school (Nwachukwu, 2006). Situations occur where school heads are in conflict with members of the Parent Teachers Association especially with regards to issues of finance and accountability which tend to make their participation in the planning and implementation of decisions very low. In other words situation also occurs where the Parent Teachers Association involved in decision making process shows too much authority on the school leadership. It is against the above background that the researcher evaluated the impact of decision making process on planning and organizing in secondary schools in Zaria Education Zone, Kaduna State.

Objectives of the Study

Specifically, the study was carried out to:

1. evaluate the opinions of principals and teachers on the impact of decision making on planning process in secondary schools in Zaria Education Zone, Kaduna State; and
2. investigate the opinions of principals and teachers on the impact of decision making on organising staff and students in secondary schools in Zaria Education Zone, Kaduna State.

Research Questions

The study was guided by the following research questions:

1. What are the opinions of principals and teachers on the impact of decision making on planning process in secondary schools in Zaria Education Zone, Kaduna State?
2. What are the opinions of principals and teachers on the impact of decision making on organising staff and students in secondary schools in Zaria Education Zone, Kaduna State?

Research Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

- H₀₁: There is no significant difference in the opinions of principals and teachers on the impact of decision making on planning process in secondary schools in Zaria Education Zone, Kaduna State.
- H₀₂: There is no significant difference in the opinions of principals and teachers on the impact of decision making on organising staff and students in secondary schools in Zaria Education Zone, Kaduna State.

METHODOLOGY

This study specifically adopted the survey method of descriptive research design. The population of the study is made up of all public secondary school principals and teachers in Zaria Education Zone, Kaduna State. In all, there are 48 principals and 1567 teachers in Zaria Education Zone, Kaduna State (Ministry of Education, Science and Technology, Kaduna State, 2017).

A sample size of 10 principals and 306 teachers were sampled from Zaria Education Zone, Kaduna State, making the total of 316 respondents used in the study. The study sample size was drawn from the entire population of this research by using random sampling technique. The instrument for data collection was a self-constructed instrument titled: Evaluation of Decision Making Process Questionnaire (EDMPQ)" used for data collection in the study. The questionnaire was used to obtain responses from principals and teachers in the sampled schools in Zaria Education Zone, Kaduna State. In determining the internal consistency of the instrument, the data collected from the pilot study was analysed using Cronbach alpha reliability method and a reliability value of 0.78 was obtained. The researcher accepted these values as an indication that the items were internally consistent and the instrument therein reliable. This consideration was based on the recommendation of Ofojebe (2002) that a co-efficient greater than 0.5 is considered high and acceptable.

RESULTS

The analysis is presented in sections. The first section presents the answers to the research questions using descriptive parameters of mean scores, standard deviation and standard errors. The second section presents the testing and interpretation of two null hypotheses using parametric statistical technique of Analysis of Variance statistics. All hypotheses were tested at 0.05 alpha level of significance. The major findings are then revealed before the discussion of the major findings.

Research Question One: What are the opinions of principals and teachers on the impact of decision making on planning process in secondary schools in Zaria Education Zone, Kaduna State?

The opinions of principals and teachers on the impact of decision making on planning process in secondary schools in Zaria Education Zone, Kaduna State were gathered and analysed. The summary of analysis made in respect to research question one is presented in table 1.

Table 1: Impact of decision making on planning process in secondary schools in Zaria Education Zone, Kaduna State

SN	Item	Respondents	SA	A	U	D	SD	Mean	SD
1.	Planning has nothing to do with decision making process in Schools.	Principals	-	3	-	7	-	1.900	1.449
		Teachers	17	65	23	99	102	2.333	1.285
2.	Decision making means to analyze, synthesize and carefully implement the plans and mission of the school.	Principals	1	7	1	-	1	3.800	0.788
		Teachers	1	147	41	23	94	2.797	1.327
3.	Teachers and students are the implementers of decisions in School.	Principals	1	-	-	2	7	2.100	1.100
		Teachers	18	48	34	92	114	2.228	1.262
4.	Planning in decision making process involves careful consideration for course of action.	Principals	-	5	2	-	3	3.800	1.316
		Teachers	8	152	63	63	20	4.212	1.013
5.	Decision making process in secondary schools involves taking into consideration the plans of the school management team.	Principals	2	2	5	1	-	2.800	0.918
		Teachers	2	145	77	59	23	4.143	0.987
6.	Planning and decision making are two most important aspects of secondary school management.	Principals	-	5	4	1	-	3.300	0.948
		Teachers	7	123	77	73	26	3.039	1.036
7.	When decisions making is planned, it leads to alternative decision.	Principals	-	5	2	1	2	3.100	1.100
		Teachers	8	140	55	78	25	4.091	1.067
8.	Decision making involves the considerations of alternatives in the management of secondary schools.	Principals	-	8	1	1	-	3.600	0.966
		Teachers	19	97	38	107	45	3.797	1.211
9.	When teachers and students	Principals	-	1	4	2	3	2.400	0.966

SN	Item	Respondents	SA	A	U	D	SD	Mean	SD
	participate in decision making the goals of secondary education is achieved.	Teachers	2	153	52	47	52	3.019	1.167
10.	When decisions are made without due consultations with management team, it often leads to crisis in school.	Principals	3	5	-	2	-	3.100	0.737
		Teachers	2	91	32	94	87	2.934	1.205
Average Mean								3.12	1.09

Table 1 on the impact of decision making on planning process in secondary schools in Zaria Education Zone, Kaduna State showed that the average response mean of 3.12 is higher than the rating mean of 3.0. This result indicated that planning in decision making process involves careful consideration for course of action. Looking at the table, all the items stated had a mean response higher than the decision of 3.00 except for item 1 and 3. Therefore, in the opinion of principals and teachers, decision making had impact on planning process in secondary schools in Zaria Education Zone, Kaduna State.

Research Question Two: What are the opinions of principals and teachers on the impact of decision making on organising staff and students in secondary schools in Zaria Education Zone, Kaduna State?

The opinions of principals and teachers on the impact of decision making on organising staff and students in secondary schools in Zaria Education Zone, Kaduna State were gathered and analysed. The summary of analysis made in respect to research question two is presented in table 2.

Table 2: Impact of decision making on organising staff and students in secondary schools in Zaria Education Zone, Kaduna State

SN	Item	Respondents	SA	A	U	D	SD	Mean	SD
1.	Organizing decisions to choose from alternatives is a waste of time in school management.	Principals	-	4	5	1	-	3.200	0.918
		Teachers	1	81	51	98	75	2.460	1.136
2.	When decisions made do not agree with the opinion of teachers and students, the organization of instruction becomes a difficult task to the principal.	Principals	-	5	2	-	3	3.400	0.718
		Teachers	-	84	30	129	63	2.225	1.253
3.	Organizing decisions does not consider the involvement of teachers and students.	Principals	5	-	5	-	-	3.500	0.527
		Teachers	1	122	76	35	72	2.820	1.199
4.	Decision made must take cognisance of the interest of the students and school.	Principals	-	8	1	1	-	3.600	0.966
		Teachers	1	119	48	49	89	2.653	1.269
5.	Decision making process needs careful organization of Alternatives.	Principals	-	5	2	1	2	3.100	1.100
		Teachers	2	110	78	56	60	2.797	1.147
6.	When planning is poorly done, organizing decisions becomes a	Principals	-	7	3	-	-	3.700	0.483
		Teachers	1	89	69	75	72	2.581	1.148

SN	Item	Respondents	SA	A	U	D	SD	Mean	SD
	difficult problem in secondary school management.								
7.	Decisions are organized to anticipate solutions to problems.	Principals	-	6	3	-	1	3.500	0.707
		Teachers	89	-	68	74	75	2.558	1.150
8.	Decision making process is relevant for organizational development and attainment of objectives.	Principals	-	7	1	1	1	3.400	1.074
		Teachers	-	140	71	69	26	3.206	1.011
9.	Decision making process in secondary schools involves organizing alternatives to choose the most appropriate solution to a problem.	Principals	-	4	6	-	-	3.400	0.164
		Teachers	-	133	71	51	51	2.934	1.125
10.	When decisions are made and organized in sequence, it leads to effective management.	Principals	6	3	-	-	1	3.500	0.707
		Teachers	29	50	14	64	149	2.169	1.420
Average Mean								3.12	0.96

Table 2 on the impact of decision making on organising staff and students in secondary schools in Zaria Education Zone, Kaduna State showed that the average response mean of 3.12 is higher than the rating mean of 3.0. The implication of this result is that decision making process is relevant for organizational development and attainment of objectives as this item attracted the highest response mean of 3.400 for principals and 3.206 for the teachers. Detail shows that a total of 7 principals agreed with item number 8, as against 1 principal that stayed undecided, 1 principal that disagreed and 1 that strongly disagreed with item number 8 on the table. Also, a total of 40 teachers agreed, while 71 stayed undecided as against 69 that disagreed while 26 strongly disagreed. Therefore, in the opinion of principals and teachers, decision making process had impact on organising

staff and students in secondary schools in Zaria Education Zone, Kaduna State.

Hypotheses Testing

The two null hypotheses were tested using Chi-square at 0.05 level of significance.

Hypothesis One: There is no significant difference in the opinions of principals and teachers on the impact of decision making on planning process in secondary schools in Zaria Education Zone, Kaduna State.

The opinions of principals and teachers on the impact of decision making on planning process in secondary schools in Zaria Education Zone, Kaduna State was tested using Chi-square. The summary of the hypothesis tested is presented in table 3:

Table 3: Summary of Chi-square on the impact of decision making on planning process in secondary schools in Zaria Education Zone, Kaduna State

Number	χ^2 cal.	χ^2 crit.	α	df	P-value	Decision
316	106.484	61.20	0.05	27	0.001	Rejected

Table 3 revealed that the χ^2 cal. (106.484) is higher than the χ^2 crit. (61.20) at 27 degrees of freedom and at 0.05 level of significance. This means that the respondents differed significantly in

their opinions on the impact of decision making on planning process in secondary schools in Zaria Education Zone, Kaduna State. Therefore, the null hypothesis which states that there is no significant

difference in the opinions of principals and teachers on the impact of decision making on planning process in secondary schools in Zaria Education Zone, Kaduna State is hereby rejected.

Hypothesis Two: There is no significant difference in the opinions of principals and teachers on the impact of decision making on organising staff and

students in secondary schools in Zaria Education Zone, Kaduna State.

The opinions of principals and teachers on the impact of decision making on organising staff and students in secondary schools in Zaria Education Zone, Kaduna State was tested using Chi-square. The summary of the hypothesis tested is presented in table 4:

Table 4: Summary of Chi-square on the impact of decision making on organising staff and students in secondary schools in Zaria Education Zone, Kaduna State

Number	χ^2 cal.	χ^2 crit.	α	df	P-value	Decision
316	208.804	61.20	0.05	27	0.003	Rejected

Table 4 revealed that the χ^2 cal. (208.804) is higher than the χ^2 crit. (61.20) at 27 degrees of freedom and at 0.05 level of significance. This means that the respondents differed significantly in their opinions on the impact of decision making on organising staff and students in secondary schools in Zaria Education Zone, Kaduna State. Therefore, the null hypothesis which states that there is no significant difference in the opinions of principals and teachers on the impact of decision making on organising staff and students in secondary schools in Zaria Education Zone, Kaduna State is hereby rejected.

SUMMARY OF FINDINGS

In view of the hypotheses tested in the study, the study established that:

1. Decision making had impact on planning process in secondary schools in Zaria Education Zone, Kaduna State.
2. Decision making had impact on organising staff and students in secondary schools in Zaria Education Zone, Kaduna State.

DISCUSSIONS

Result on research question one revealed that decision making had impact on planning process in secondary schools in Zaria Education Zone, Kaduna State. Consequently, the null hypothesis which stated that there was no significant difference in the opinions of principals and teachers on the impact of decision making on planning process in secondary schools in Zaria Education Zone, Kaduna State was rejected. This result implied that the respondents differed

significantly in their opinions on the impact of decision making on planning process in secondary schools in Zaria Education Zone, Kaduna State. This finding agreed with the result of the research conducted by Isah (2012) which established that when teachers are significantly involved in decision-making, will facilitate effective planning in school. Contrarily, the finding of Isah (2012) also revealed that when some duties are given to senior teachers or committees even when teachers feel that they should be directly involved, the school heads make unilateral decisions and impose them on teachers for implementation.

Findings on research question two revealed that decision making had impact on organising staff and students in secondary schools in Zaria Education Zone, Kaduna State. Consequently, the null hypothesis which stated that there was no significant difference in the opinions of principals and teachers on the impact of decision making on organising staff and students in secondary schools in Zaria Education Zone, Kaduna State was rejected. This result implied that the respondents differed significantly in their opinions on the impact of decision making on organising staff and students in secondary schools in Zaria Education Zone, Kaduna State. This finding upheld the finding of Enna (1994) that the head teachers, teacher and parents plays significant role in decision making processes through their collective participation in decision making. Also, that the leadership style adopted by head teachers is responsible for the increased participation in

decision making and that it is responsible for the ease in the implementation of decisions.

CONCLUSION

Based on the findings of this study, it was concluded that decision making had impact on planning process, organising staff and students in secondary schools in Zaria Education Zone, Kaduna State. This implied that a higher level of participation in decision-making enhances positive productive work and high school internal discipline while a lower level creates discord in school work and chaos in the school environment since the latter case seriously undermines their interest, commitment, motivation, morale, satisfaction and acceptable behaviour in the school. The day to day participation of teachers in the administrative activities enhances teachers to gain a lot of experience, remove boredom, frustration and increases workers commitment, efficiency and job satisfaction.

RECOMMENDATIONS

The study recommended the following in view of the findings from the study:

1. The school principal should adopt appropriate leadership style which will encourage the participation of parents and teachers on decision making processes in respect to planning.
2. The principal should be acquainted with the process of decision making as it affects organizing of staff and students in schools.

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