



ABSTRACT

The study investigated school administrators' involvement of teachers in decision making and administrative effectiveness in secondary schools in Sokoto state, Nigeria. Descriptive survey research design was used to probe the opinion of the participants. Research advisor (2006) was used to determine 357

SCHOOL ADMINISTRATORS INVOLVEMENT OF TEACHERS IN DECISION MAKING AND ADMINISTRATIVE EFFECTIVENESS IN SECONDARY SCHOOLS IN SOKOTO STATE, NIGERIA.

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INTRODUCTION

Education in any nation is believed to be veritable machinery for the development of a country. This is because it plays a significant role in the social, political and economic development of nations and lives of individuals (Atieno, 2018). Government invests heavily in the education of its citizens because it; reduces social and economic inequality, is a welfare indicator, a key determinant of earnings and an exit route from poverty (Etieno, 2018). Secondary school education is considered a significant stage of education systems as it provides for institutions of higher learning and the labor market (Yidavma, 2012). It influences primary school education systems by providing the motives for many pupils to remain in school (Mark, 201). It also feeds tertiary institutions and universities with graduates



participants using purposive, deliberate and simple random sampling techniques. Questionnaire title: decision making and teachers involvement questionnaire (DMTIQ) was used to collect data. Adapted four likert scale rating strongly agreed (SA) Agreed (A), Disagreed (D) and Strongly Disagree (SD) was used to measured participants response content validity of the research instrument was done by experts in educational management as well as other experts in science education. Crenbach alpha of internal consistency was used to obtain 0.83 reliability index in which research instrument was found reliable to collect data. Descriptive statistics such as percentages, mean, tables and frequency counts was used to analyze data. The results of the analysis indicated that school administrators feel reluctant to involve teachers in decision making relating to management of school activities. The study concluded that failure of school administrators involving teachers in the decision making resulted to truancy, excessive complaints, low productivity which thwarted administrative effectiveness in schools. The study recommended that school administrators should embrace strategy of allowing teachers to participate in decision making relating to management of school activities to minimize truancy, excessive complaints that affected performance of teachers in school.

Keyword: School Administrators, Decision Making, Teachers, Secondary Schools

and provides the formal and informal employment sectors with labor. Secondary education is viewed as the most significant stage in the educational cycle as it is the foundation of tertiary education, training and work (Koechi, 2006). It is also envisaged that it provides that, it provides for all round persons in terms of mental, social, moral and spiritual developments, Perry (2012) noted that secondary education is expected to enable the learners to acquire positive attitude, self-respect, self-reliant, integrity and consideration for others.



Schools administrators (school principals) are the chief executive of the secondary schools by providing instructional leadership, as well as, coordinating the general administration of the secondary school system (Maraina, 2014). Therefore, decision making as an aspect of school administration is very crucial and indispensable for the success and attainment of goals of the secondary education. It is therefore imperative that school administrators be knowledgeable in decision making for effective school administration. Adegbemile (2011) agreed that school administrators should possess skills for making right decision that will benefit to the school need and the staff generally. He further stated that teachers will be more productive if they have opportunity to be involved in school related matters. The administrative performance in decision making, delegation of duties to teachers and setting good examples as well as, making efforts to create a conducive working environment to accomplish school goal seem to enhance teachers performance for the school success (Akomolafe, 2012).

Teachers are the most fundamental and crucial resources in educational system at any level, this is because the strength of any educational system largely depends upon the quality and quantity of its teachers (Ayoro & Onyelke, 2020). Involvement of teachers in decision making is very imperative as they are the life of teaching and learning in secondary schools in Nigeria. Unimplemented decisions are very irritating and may lead to lack of teachers' job productivity. It is therefore very important to determine whether teachers are involved in decision making and if decision reached are adequately implemented. Butter (2012) noted that teachers are being marginalized when compared with those in other professions when it comes to decision making. It appears that teachers are not involved in decision making or their decisions are not adequately implemented hence they are not satisfied with their jobs. Mark (2011) noted school administrators (school principals) take decisions all alone without involving teachers. Perry (2012) remarked that decision making is the process of choosing from two or more options that best suit a particular situation requiring altered action.



Statement of the problem

The attainment of goals of secondary education in Nigeria and other parts of the world, is largely depends on willingness and readiness of school administrators to coalescent and conjoin teachers in decision making about the critical issues of the school. Experience over the years have shown that some school administrators are militaristic and belligerent in decision making and never listened to suggestions and inputs from majority of the teachers in problematic issues that would be put heads together to intellectually solve have remained irresolvable. Where teachers lack motivation and involvement in decision making, truancy, excessive excuses, abstention and complaints usually emerge leading to general ineffectiveness, inefficiency, low productivity and non-achievement of the goals of the school (Olorunsola & Olayemi, 2011).

Inability of school administrators to provide opportunities and conducive atmosphere and structure for teachers' involvement in the process of making vital and fundamental decisions related to school administration irrespective of age, qualification and experience has made them feel disconsolate and discordant to contribute to the progressive development of the school. They were made to feel that they could not make good decisions and they expressed dismay and frustration over their inability to influence the process of decision making. The problem of this study was to investigate the level at which school administrators' involvement of teachers in decision making in secondary schools in Sokoto State Nigeria.

Research questions

This study was guided by the following research questions

1. What is the level of school administrators involvement of teachers in decision making in relation to teachers capacity building and administrative effectiveness in secondary school in Sokoto state Nigeria
2. What is the level of school administrators involvement of teachers in decision making in relation to the management of school activities and administrative effectiveness in secondary school in Sokoto state Nigeria



Objectives of the study

The following specific objectives are to find out

1. The level of school administrators involvement of teachers in decision making in relation to teachers capacity building and administrative effectiveness in secondary schools in Sokoto state Nigeria
2. Level of school administrators involvement of teachers in decision making in relation to the management of school activities and administrative effectiveness in secondary schools in Sokoto state, Nigeria

Conceptual Framework

This section succinctly explicated, some concepts used in this study from different scholars, decision making has been defined differently by various scholars primarily on the process by which educational managers (school administrators) choose the best action or most preferred course of action among alternative sources of actions with the purpose of solving problems and achieving set goals effectively and efficiently. Aydin (2010) defined decision making as the process of selecting the most suitable choice form among the probable alternative to the solution of a problem. According to Ferman and Selly (2002) described decision making as a process of choosing between alternative course of action in order to attain goals and objectives of an organization. Manga (2014) sees decision making as a synthesis of a society's beliefs, an epitome of its ideology and the actionable product of its thinking and a commitment to take action. Dare (2006) described decision making as a process of making choice out of many other conflicting and pressing alternatives and that a school principal's ability to make decisions on matters relating to the management of the school. Similarly, Nwachukwu (2006) described decision as the process of making selection of alternative course of action from available alternatives course of action from available alternatives in order to achieve given objectives, form above definitions, it is expedient to say that decision making is a sequential process which culminates in a series of choice that stimulates move or direct actions on a given problem.



Secondary education is the education children receive after the primary education and before the tertiary stage (NPE, 2013). Bolatito (2016) described secondary education as the second stage of education which children receive after primary education and before higher education that lay the foundation of all knowledge and preparation of children into different human fields of studies in higher education. According to Ogundare (1999) school principal is the administrative head of the secondary school that performs the academic, administrative and leadership functions in the attainment of goals of secondary education. The school principal as an educational administrator is the superior officer in the school (Weoma, 1997). Edem (2006) described school administrator as someone who has degree(s) (BED. MED. Ph.D) in educational administration and planning and take charge of educational institutions affairs.

According to Adeniyi (2012) administrative effectiveness referred to as the ability of school administrators (principals) to carryout administrative tasks related to instructional management, internal relations, organization management school administration, students' performance and school community relationship toward achieving the school goals and objectives. Administrative effectiveness according to Akomolafe (2012) is the positive response to administrative efforts and actions with the intention to accomplish stated goals.

Theoretical Framework

The theoretical framework for this study was based on the path-goal theory by house (1971) that stipulated that both school administrators (principals) and subordinates (teachers) should involve themselves in decision making if the schools are to achieve their stated goals. He further added that when goals are set together, the subordinates (teachers) become committed; self-confident and knowledgeable about the set goals thus making them perform well. Glueck (2006) also stated that when school administrators (principals) engaged in thoughtful deliberations with their subordinates (teachers), there is greater opportunity of the expression of mind and ideas



which lead to quality decisions. It is wisely said that “two heads are better than one”. This means when two or more people reason together and try solving a problem, they are able to make better decisions than one person Oduro (2004) described quality decisions as the product of shared leadership, collective actions, mutual trust, openness and consultations. This implied that problem solving is impossible with single person’s competences and wisdom. This was underscored the importance of participative management as means to motivate employees by considering their suggestions and group efforts, which certainly can have positive impact on teamwork and administrative effectiveness of school administrators. This theory relevant to this study because it laid emphasis and consideration for teachers involvement in school decision making and this would give them opportunity to utilize their intellectual abilities to conjoin with the school administrators to come out with constructive decisions that would contribute to the progressive development of the school

Review of Related Empirical Studies

Administrative effectiveness of school administrators is tantamount to the level of involvement of teachers in the decision making process. This collaborated with Olorunsola and Olayemi (2011) who investigated teachers participation in decision making process in relation capacity building in secondary school sin Ekiti state Nigeria. The study used descriptive survey research design and stratified random sampling technique was used to select 200 teachers from five different local government areas of the state. The local governments were selected randomly and four schools were selected from each of the five local governments while ten teachers were given the questionnaire in each of the schools. The study used questionnaire titled: Teachers’ Decision Making Questionnaire (TDMQ) was designed by the researchers. The study used four rating scale strongly agree (SA), agree (A) disagree (D) strongly disagree (SD) to measure the responses of the participants which was coded 4,3,2,1 respectively. The face and content validity of the instrument were certified by experts in educational



management and experts in test and measurement department. The reliability of the instrument was established using test retest method. The study used analysis of variance (ANOVA) to test the hypotheses at 0.05 level of significance. The resort of the analysis indicated that secondary school teachers are significantly involved in decision making process relating to capacity building. The study concluded that involvement of teachers in decision making shows that they are well empowered and they are seen as resource with knowledge and experience that are taped. The study recommended that continuous involvement of teachers in decision making by the school administrators would further enhance teachers' development on the job. Methodologically, there were similarities between the study reviewed and the present study. This is because the studies employed survey design to probe the opinion of the participants questionnaire was used to collect data, similar sampling techniques, as well as focusing on the school principals as targeted population and secondary school is as case study. However, there was geographical disparity between the study reviewed and the present study; this is because the study reviewed was carried in Ekiti state south west Nigeria while the present study was conducted in Sokoto state Northwest Nigeria. The level of education enlightenment, awareness and people's perception on issues differed from one geographical area to another. Time gap also created disparity between the studies and this is because the study reviewed was conducted in 2011 while the present study was conducted in 2001. The dynamic nature of the society and new discoveries as a result of constant researches invalidated findings of the previous researches

Mutinda (2018) investigated effects of teachers' level of participation in the management of schools activities in public secondary schools in selected countries in Kenya. The study used correlational design and proportional stratified random sampling technique was used to select a sample size of 403 respondents comprising of 58 principals and 345 teachers. Data were collected using questionnaire for teacher and self-administered check list. The study used descriptive statistics to answer research questions, while simple and multiple regression analysis was used to test hypothesis of 0.05



level of significance. The result of the analysis indicated that teacher moderately participated in the management of school activities. The study concluded that the more teachers are participating in the decisions making process, the more they are matured to contribute the development of the school. The study recommended that school administrators should endeavor to be democratic by giving opportunities to teachers to express their opinions or suggestions during decision making process to enhance job performance. The study reviewed and the present study is methodologically related because, the studies employed survey research design, questionnaire to collect data with similar targeted population. The studies also conducted in public secondary schools with the use of similar sampling techniques. However, the geographical disparity that created gap between the study reviewed and the present study. This is because the study reviewed was conducted in Kenya east African region while the present study was conducted in Nigeria West African region and because of difference in people's orientation, awareness level of education and perception towards issues. Also, time gap created disparities between the studies; this is because the study reviewed was conducted in 2018, while the present study was conducted in 2021. The dynamic nature of our society and new discoveries due to constant researches nullified findings of previous research

Methodology

The study adapted a descriptive survey research design and the design was considered to be appropriate because it involves the selection of some elements in the main and target population. The study population consisted of 4122 participants (teachers) under Sokoto state teachers services board (SSTSB). Research advisor (2006) was used to determine 357 participants. The study used purposive, deliberate and simple random sampling techniques and self-designed questionnaire titled: decision making and teachers involvement questionnaire (DMTIQ) was used to collect data. The questionnaire has two sections A and B. section A formed the background information of the participants which has four questions (se, qualification,



teaching experience, specialization) and section B elicited information based on research questions. Four (4) likert rating scale of strongly agree (SD) agreed (A) disagreed (D) strongly disagree (SD) was used to measure participants responses which was coded 4,3,2,1 respectively. The content validity of the research instrument was done by experts in the field of educational management and other experts in educational psychology. The study conducted a pilot study for the reliability of the research instrument in which the questionnaires were administered to the participants that were not part of sampled participants. After an interval of two weeks the questionnaires were re administered to the same participants using test retest method of reliability. The scores of test retest were computed using Crenbach alpha to measure and it give reliability coefficient of 0.83 making the research instrument very reliable for data collection. The study used descriptive statistics such as percentages (%), Mean (X), tables and frequency counts to analyzed data.

Answers to Research Questions

This section presented and analyzed data using deceptive statistics

RQ1. What is the level of school administrators' involvement of teachers in decision making in relation to teachers capacity building and administrative effectiveness in secondary schools in Sokoto state, Nigeria?

This research question was answered and presented in table 1.

Table 1: opinion of participants on school administrators' involvement of teachers in decision making in relation to teachers capacity building

S/N	Items Statements	Agreed		Disagree	
		Freq.	%	Freq.	%
1.	Teachers are involved in decision making related to recruitment and selection of new teachers	105	35%	195	65%



2	Teachers are involved in decision making related training and development of man power	99	33%	201	67%
3.	Teachers are involved in decision making related to workshop and refresher courses	189	63%	111	37%
4.	Teachers are involved in decision making related to scholarship and study leave	214	71%	86	29%
5	Teachers are involved in decision making related to on the job training	206	69%	94	31%
6	Teachers are involved in decision making related to off and the job training	197	66%	103	34%
Mean (X)		168	56%	132	44%

Source: Field Survey, 2021.

Table1: indicated school administrators' involvement of teachers in decision making related to teachers capacity building. Item 1 indicated that 35% of the participants agreed that school administrators normally involve teachers in decision making related recruitment and selection of new teacher, while 65% of the participants disagreed with the opinion. Item 2 indicated that 35% of the participants agreed that school administrators normally involve teachers in decision making related to manpower training and development, while 67% of the participants disagreed with the opinion. Time 3 indicated that 63% of the participants agreed that school administrators normally involve teachers in decision making related to workshop and refresher courses, while 37% of the participants disagreed with the opinion. Item 4 indicated that 71% of the participants agreed that school administrators normally involve teachers in decision making related to scholarship and study leave while 29% of the participants disagreed with the opinion. Item 5 indicated that 69% of the participants agreed that school administrators normally involve teachers in decision making related on the job training, while 31% of the participants disagreed with the opinion. Item 6



indicated that 66% of the participants agreed that school administrators normally involve teachers in decision making related to off the job training while 34% of the participants disagreed with the opinion. The analysis above indicated that majority of the participants representing 56% agreed that school administrators normally involve teachers in some decision making that are not highly critical in schools, while 44% of the participants disagreed with the opinion

RQ2: what is the level of school administrators' involvement of teachers in decision making in relation to management of school activities and administrative effectiveness in secondary schools in Sokoto state, Nigeria
This research question was answered and presented in table 2

Table 2: opinion of participants on school administrators' involvement of teachers in decision making in relation to management of school activities

S/N	Items Statements	Agreed		Disagree	
		Freq.	%	Freq.	%
1.	Teachers are involved in decision making relating rules and regulations of the school	101	34%	199	66%
2	Teachers are involved in decision making relating to maintenance of school facilities	123	41%	177	59%
3.	Teachers are involved in decision making relating to staff development activities	136	45%	164	55%
4.	Teachers are involved in decision making relating to inducting and orientating new teachers	207	69%	93	31%
5	Teachers are involved in decision making relating to promotion of school discipline	213	71%	87	29%



6	Teachers are involved in decision making relating to evaluation of teachers and non-teaching duties	109	36%	191	64%
Mean (X)		148	49%	152	51%

Source: Field Source, 2021.

Table 2 indicated participants' opinion on school administrators' involvement of teachers in decision making in relation to management of school activities item 1 indicated that 34% of the participants agreed that teachers are involved in decision making relating rules and regulation of the school while 66% of the participants disagreed with the opinion. Item 2 indicated that 41% of the participants agreed that teachers are involved in decision making relating to maintenance of school facilities, while 59% of the participants disagreed with the opinion. Item 3 indicated that 45% of the participants agreed that teachers are involved in decision making relating to staff development activities, while 55% of the participants disagreed with the opinion item 4 indicated that 69% of the participants agreed that teachers are involved in decision making relating to inducting and orientating new teachers while 31% of the participants disagreed with the opinion. Item 5 indicated that 71% of the participants agreed that teachers are involved in decision making relating to promoting of school discipline while 29% of the participants disagreed with the opinion. Item 6 indicated that 36% of the participants agreed that teachers are involved in decision making relating to evaluation of teaching and non-teaching duties while 64% of the participants disagreed with the opinion. The analysis above indicated that majority of the participants representing 51% disagreed that practically schools administrators do not involve teachers in decision making relating to management of school activities, while 49% of the participants disagreed with the option

Summary of the Major Findings

The following are the summary of the major findings:



1. The study found that school administrators normally involve teachers in decision making relating to capacity building facilitate administrative effectiveness in school
2. The study also found that school administrators sometimes feel reluctant to involve teachers in decision making relating to management of school activities

Discussion of Findings

This section further discussed summary of the major findings

The first finding indicated that school administrators normally involve teachers in decision making relating to capacity building to facilitate administrative effectiveness in school. This corroborated with Ayeni (2018) who found that teachers who are adequately involved in decision making relating capacity building would have job satisfaction and demonstrate strong commitment towards attainment of administrative effectiveness in school. The finding also concurred with Olorunsola and Olayemi (2011) who found that secondary school teachers are significantly involved in decision making relating to capacity building for the success of school administration. Ayoro and Onyeike (2020) who found that workers are involved in the decision making concerned there are significantly contributed to the progressive development of the school

The second finding indicated that sometimes school administrators feel reluctant to involve teachers in decision making relating to management of school activities. This was supported by Atieno (2018) who found that refusal of school administrators to involve teachers in decision making relating management of school activities contributed to failure in school administration. The finding also agreed with Mutunda (2018) who found that teachers are fairly participated in the decision making relating to management of school activities and this have over the years thwarted administrative effectiveness in school. The study was in tandem with Adeniyi (2012) who found lack of involvement of teachers in decision making relating to management of school activities has a negative effect on administrative effectiveness in school.



Conclusion

The study concluded that school administrators do not have all the ideas as far as school administration is concerned and lack of involvement of subordinated (teachers) in decision making concerns them perhaps impede success of the administrative effectiveness in school. The study also concluded that failure of school administrators to actively and adequately involve subordinates (teachers) in decision making relating to management of school activities has over the year resulted to truancy, excessive excuses, abstention and complaints which generally leading to ineffectiveness, inefficiency, low productivity and non-achievement of goals of school administration

Recommendations

The study recommended the following

1. There is need for constant and regular involvement of subordinates (teachers) in decision making process particularly on capacity building by the school administrators to ensure professional growth and development as well as better performance of duties
2. School administrators should embrace the strategy of allowing subordinates (teachers) to participate in decision making relating to management of school activities to minimize level of complaints, truancy, excuses and abstention that generally affected the administrative effectiveness
3. School administrators should create conducive and harmonious school environment that will provide opportunities and structures for subordinates (teachers) involvement in decision making concerned them. They should be given opportunities to express their ideas, views and opinions relating to school activities for the successful administrative effectiveness



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