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Participatory Decision Making: An Effective Tool for School Effectiveness in Kwara State, Nigeria

ABSTRACT: Decision making is one of the most important activities, in which school administrators engage in daily. The success or otherwise of a school is critically linked to types of decisions made at various points in the school. The complexity of today's secondary school system, and tremendous changes in school environment, suggests a change in management style too from the traditional approaches, which are autocratic and bureaucratic in nature. It is on this that, the study examined one of the modern management styles – participatory leadership style – on school effectiveness in Kwara State, Nigeria. Concepts of decision making and participatory decision making in education were reviewed by using a qualitative approach and descriptive analysis. Principals' administrative role in decision making; the need for teachers' participation and parental involvement in school decision making process; and school effectiveness in Kwara State were also examined. The paper, further, suggested among others that to achieve the educational goals and objectives, the school principal should develop managerial skills that will enhance effective participation of other school stakeholders. Involving all the stakeholders of the school in decision making will enable the principal to see other stakeholders as resources from which he/she can tap their knowledge and experience to bring about school effectiveness.

KEY WORDS: Participatory Decision Making; Effective Tool; School Effectiveness; Kwara State in Nigeria.

INTRODUCTION

Decisions are made continuously and continually by school administrators. Thus, decision making in school is imperative and vital to its development. School administrators, that take decision making with levity, are likely to work in oblivion; hence, such school goals, policies, profitability, and growth are likely to be

jeopardized. In other words, the success or otherwise of a school goal is critically linked to effective decision. Thus, the art and science of decision making are frequently associated with managerial expertise. Therefore, the school administrator must develop a skill to enhance his/her decision making in the school (Olayiwola, 1991; Michael & Kayode, 2014; and Tijani, 2020).

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The day to day administration and management of the school is the sole responsibility of the principal together with the sub-ordinates, who may or may not have much influence on his/her decision-making, but are affected from time to time by such decision. In this context, K.O. Ijaduola (2017), and other scholars, affirmed that such decision affected the teacher, students, and even the parents. Hence, the principal decision making competence would go a long way in influencing school effectiveness (Ijaduola, 2017; Daniel-Kalio, 2018; and Summak & Kalman, 2019).

As acknowledged by Michael Fullan (2002 and 2013), and other scholars, the context of school environment has changed tremendously, such that the management styles should change too. Changes are also experienced in staffing, where schools are staffed with more enlightened teachers, due to technological and social changes. The society, in this context, are not left out as we have more educated parents who are reached with knowledge that may be useful to the school in making decision that affect their children's welfare (cf Fullan, 2002 and 2013; Gungapersad, 2018; and Kadir, Tijani & Sofoluwe, 2020).

The changes in the educational system call for rethinking, reformulating, and restructuring of educational policies, both at national and school levels. At school level, the changes in education are a challenge to principals and other educational administrators, who might be harbouring the traditional approaches to administration which, according to R.E. Jones (2010) and other scholars, are autocratic and bureaucratic in nature. For effective decision making in schools, those in authority will not be expected to act, like technocrats in different areas of school management. Rather, they are expected to display modern management styles, which are contrary to the traditional management approaches, the modern styles are bottom up, participative, consultative, team, and task oriented (Mualuko, Mukasa & Judy, 2009; Jones, 2010; and Kadir, Tijani & Sofoluwe, 2020).

Participatory decision making is a process

of involving all stakeholders affected by the decision in decision making process. By nature, participatory decision making guarantees sustainable implementation. It allows the mobilisation of local resources, divergent interests are reconciled, and consensus among all stakeholders is secured on how to tackle priority issues. Taking all these reasons into account, it is clear that participation is a key element in enhancing effectiveness in school administration (Abiona & Bello, 2013; Dudouet & Lundström, 2016; and Tijani, 2020).

By using qualitative approach, descriptive analysis, and literature review method (Sandelowski & Leeman, 2012; Skovdal & Cornish, 2015; and Viennet & Pont, 2017), this article elaborates generally the Participatory Decision Making. It will be analysed descriptively and concerning on: (1) *Concept of Decision Making*; (2) *Decision Making Process*; (3) *Concept of Participatory Decision Making*; (4) *Principals' Administrative Role in Decision Making*; (5) *Teachers' Participation in Decision Making*; (6) *Parental Involvement in Decision Making*; (7) *Concept of School Effectiveness*; and (8) *Participatory Decision Making Process and School Effectiveness in Kwara State*.

RESULTS AND DISCUSSION

Concept of Decision Making. Decision is a conclusion or resolution reached after consideration. It is a conscious and deliberate resolve that binds the individual or group to take action in a specific way. In this context, A. Etzioni (1989), as cited also in N.B. Oyedjeji (2012) and other scholars, termed decision to be a conscious choice between two or more alternatives. Decision making, therefore, is the process of evaluating alternatives in the course of achieving an objective, where expectations of achievement cause the decision-maker to choose a course of action that will most likely bring about the desired result (Etzioni, 1989; Oyedjeji, 2012; and Oni & Adetoro, 2015).

O. Adebayo (2014), and other scholars, see decision making as a process of identifying and choosing alternative course of action in a manner appropriate

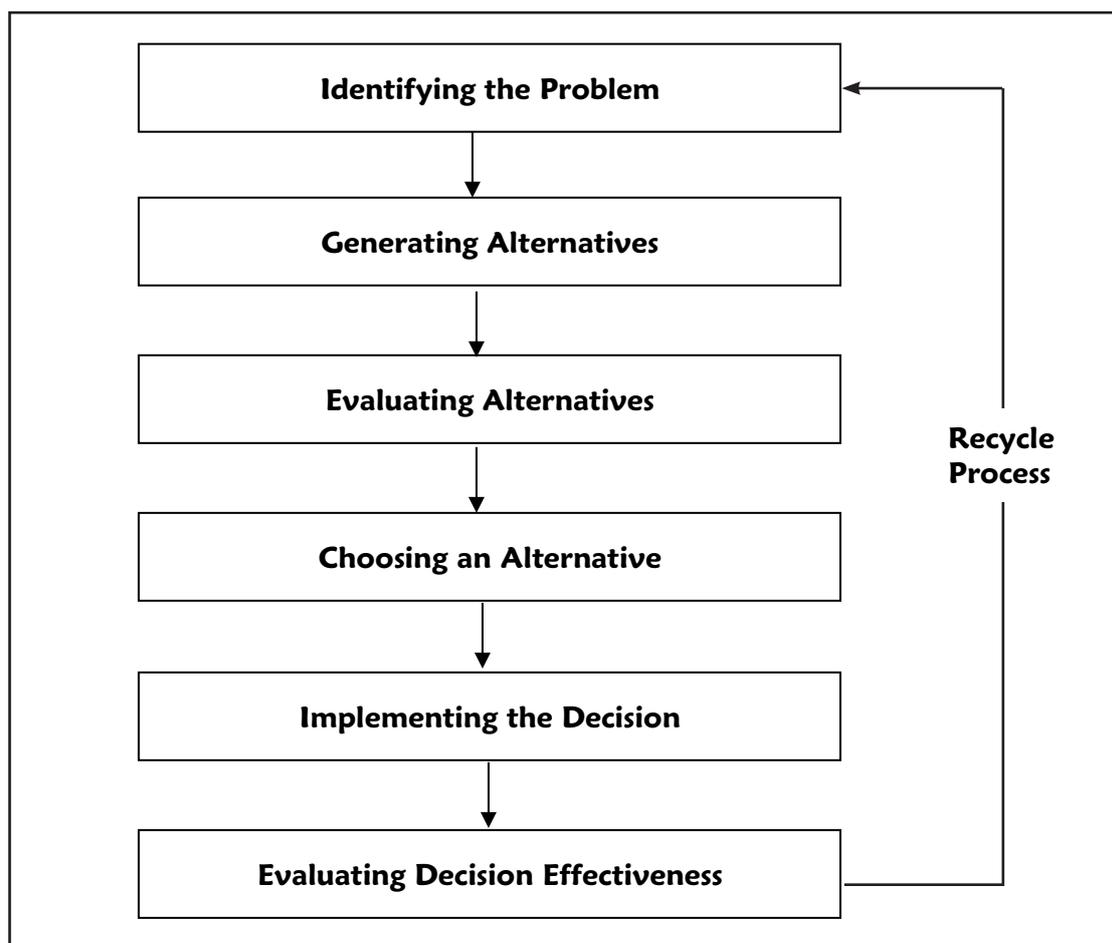


Figure 1:
Rational Decision Making Process
(Source: M. Towler, 2010)

to the demand of the situation. This implies that alternatives course of action must be weighted and weeded out, since they are judgment and discretion that are fundamental. To O. Adebayo (2014), and other scholars, decision making deals with problem solving, tackling the situations, handling crises, and resolving conflicts, which are inevitable in organisation; thus, it runs through the entire process of management and all sub-systems of organization (Adebayo, 2014; Oni & Adetoro, 2015; and Tijani, 2020).

Generally, within a state the commissioner makes decisions concerning the types of education to provide, the facilities to put in place, strategies to adopt to ensure that goals of such education are meant considering the available resources.

Then, principals make tactical decisions concerning those goals and strategies to accomplish them in relation to their own resources. Department heads, then, make curricular and operational decisions to carry out the day-to-day activities of a department or unit. And, finally, classroom teachers make decisions in their classrooms on what type of teaching method to apply the instructional material to use in order to achieve the lesson objectives (Usman, 2016; Viennet & Pont, 2017; and Tijani & Obiweluzor, 2019).

Decision Making Process. J.G. March (2010), and other scholars, asserted that in discussing decision making process, two models are considered by majority of scientists. These are: (1) *the Rational Model*; and (2) *Bounded Rationality Model*. However, for

the purpose of this work, *Rational Model* is considered (Luck, 2009; March, 2010; and Brockmann & Anthony, 2016).

Firstly, *the Rational Model*. According to this school of thought, decision maker is assumed to be *rational*. By this, it means that school administrators make decisions under certainty: they know their alternatives; they know their outcomes; they know their decision criteria; and they have the ability to make the optimum choice and then to implement it (March, 2010; Towler, 2010; and Gemechu, 2014).

According to the *Rational Model*, the decision making process can be broken down into six steps. See figure 1.

About Identifying the Problem. A necessary condition for a decision is a problem. That is, if problems did not exist, there would be no need for decisions. The decision maker is a problem solver, charged with either selecting from available alternatives or initiating an alternative different in meaningful ways from previously existing alternatives. For instance, schools exist to achieve certain goals, such as educating students. Within the school, each department or sub-unit has goals, such as increasing test scores, reducing dropouts, and/or developing new approaches to teaching. Establishing these goals becomes the basis for identifying problem areas, deciding on courses of action, and evaluating the decision outcomes (March, 2010; Towler, 2010; and Ejimabo, 2015).

About Generating Alternatives. Before a decision is made, feasible alternatives (potential solutions to the problem) should be developed, and the possible consequences of each alternative should be considered. From the example above, in developing alternative solutions, school administrators first must specify the goals that they hope to achieve through their decision. Are they trying to reduce the dropout rate, improve the quality of instruction, increase test scores, or something else? Once school administrators have determined their goals, they can search for alternative means of reaching them (March, 2010; Towler, 2010; and Viennet & Pont, 2017).

About Evaluating Alternatives. Once alternatives have been generated, they must be evaluated and compare. In evaluating an alternative, school administrators must ask three questions: is the alternative feasible?; is it a satisfactory alternative?; and what impact will it have on people? (March, 2010; Towler, 2010; Grant, 2011; and Hoy & Miskel, 2015).

About Choosing an Alternative. The purpose in selecting an alternative is to solve a problem to achieve a predetermined objective. This point is important one. It means that a decision is not an end in itself, but only a means to an end. Once the administrator has evaluated all of the alternatives, he/she attempts to *choose* the best *alternative*. The evaluation phase will have eliminated some of the alternatives, but in most cases two or more will remain. How does a school administrator decide, which alternative is the best? One approach is to select the alternative that is feasible, satisfactory, and acceptable to the work group (Barros, 2010; March, 2010; Towler, 2010; Gilboa, 2011; and Hoy & Miskel, 2015).

About Implementing the Decision. Any decision, that is not implemented, is little more than an abstraction. Also, sound decision can fail if implemented poorly. In other words, a decision must be effectively implemented to achieve the objectives for which it was made. It is the entirely possible for a “good” decision to be hurt by poor implementation. In this sense, implementation may be more important than the actual choice of the alternative (March, 2010; Towler, 2010; and Viennet & Pont, 2017).

About Evaluating Decision Effectiveness. Effective management involves periodic measurement of results. The final step in the decision-making process is *evaluating the effectiveness* of the decision. Actual results are compared with planned results (objective), and changes must be made if deviations exist. When an implemented decision does not produce the desired results, there are probably a number of causes: incorrect definition of the problem, poor evaluation of alternatives, and/or

improper implementation. Among these possible causes, the most common and serious error is an inadequate definition of the problem. When the problem is incorrectly defined, the alternative that is selected and implemented will not produce the desired result (March, 2010; Towler, 2010; and Negulescu, 2014).

Secondly, *Bounded Rationality Model*. Evaluation is important, because decision making is a continuous, never-ending process. Decision making does not end, when a school administrator votes yes or no. Evaluation provides school administrators with information that can precipitate a new decision cycle (Govender, 2008; March, 2010; and Tijani, 2020).

Practical example of application of rational model in school decision making, for instance, is a school confronting with consistent mass failure in public examinations, such as WAEC (West African Examinations Council) and NECO (National Examinations Council). The problem has been identified based on observation and reports. How to solve the problem is now a decision to make by the school administrator. To do this, the school administrator should first of all generate ways of reducing or eliminating the problem of mass failure (March, 2010; Adewale, 2013; and Fehintola, 2011).

Some of the feasible measure to take may include supervision of school activities, employing adequate qualified teachers, students' discipline, provide adequate facilities among others. Haven identified possible solutions, next is to evaluate each alternative as to which one most likely to solve the problem. The school administrator, then, chooses the one considered as most feasible, satisfactory, and acceptable in the school. Decision making process does not end in choosing the best option; the school administrator should strive at implementing the decision as planned to achieve the goal of reducing mass failure. And finally, after the whole process, the effectiveness of the decision can then be evaluated if the problem is eliminated completely or otherwise (March, 2010; Mualuko, Mukasa

& Judy, 2009; and Tijani, 2020).

Concept of Participatory Decision Making.

To participate implies to take part in or become involved in an activity, participatory decision making, in this context, means to involve all the stakeholders affected by the decision in decision making process. It is a situation, in which the principal allows all the staff of the school to contribute their quotas to decision making process (Govender, 2008; Gemechu, 2014; and Tijani, 2020).

T. Bush & J. Heystek (2006), and other scholars, asserted that the stakeholders of any institution are all those people, who have a legitimate interest in the continuing effectiveness and success of that institution. Therefore, in a school setting, stakeholders are any individual who have interest in the outcome of a precise decision. These include principal, teachers, students, and other non-teaching personnel in the school as well as the parents and host community (Bush & Heystek, 2006; Asiyai, 2015; and Adedaja, 2016).

D. Hall & M. Hadfield (2011), and other scholars, also identified the following stakeholders in school: principals, teachers, students, school board members, administrative staff, superintendent of the school, and parents. Principals have a stronger influence on others and on the development of the school (Mulford, 2003; Hall & Hadfield, 2011; and and Tijani, 2020).

Furthermore, for effective decision making in schools, those in authority will not be expected to act, like technocrats in different areas of school management. Rather, they are expected to display modern management styles, which are contrary to the traditional management approaches, the modern styles are bottom up, participative, consultative, team, and task oriented. The styles also include listening and responding to the real needs rather than telling and prescribing (Mualuko, Mukasa & Judy, 2009; Bell, 2010; and Gemechu, 2014).

F.C. Lunenburg (2010), and other scholars, stated that administrators are dependent on others to implement decisions, that is a school administrator must develop decision making skills, not only

for problem solving but also for selling the decision to those affected by it (Lunenborg, 2010; Gemechu, 2014; and Elmelegy, 2015). O. Adebayo (2014), and other scholars, see group decision as those decisions which are made by two or more managers jointly. To make group decisions, the managers working at the same or different level come together, make deliberations on the problems, expresses their view points on several aspects of the problem, and as matter of collective reasonability, finally, they discover solution of the problem (Adebayo, 2014; Gemechu, 2014; and Elmelegy, 2015).

H.Y. Woolfolk (2015), and other scholars, affirmed that if staff collaboration and shared decision making are encouraged within the school system, then, students and staff work for common educational goals (Mualuko, Mukasa & Judy, 2009; Gemechu, 2014; and Woolfolk, 2015). In this context, M. Tyree (2004) was arguing in support of teacher involvement in decision making and said as following here:

[...] if we accept the tenet that in a democracy those who are affected by decisions should participate in making decisions, the demands of the professional staff form a significant part in the decision making process in the school system (Tyree, 2004).

Decision making, regarding school governance, is conceptual and not contentious; participation is a positive intervention that will improve schools; thus, all stakeholders should be given a chance to have a say in the running of the school (Mulford, 2003; Agyemang, 2012; and Wadesango, 2012). Also as rightly noted by C.K. Cheng (2008), and other scholars, that teacher participation in decision making is one of the recommendations of the SBM or School Based Management's policy (Cheng, 2008; Ayeni, 2018; and Tijani, 2020).

Frederick Herzberg (1971)'s motivation-hygiene theory posited that workers were not motivated by extrinsic factors, such as salary, working conditions, and job security; but by intrinsic factors, such as achievement, recognition, and responsibility (cf Herzberg, 1971; Jones, 2010; and Jefferson, 2018). In

this context, R.E. Jones (2010), and other scholars, asserted that participatory decision making would contribute to any or all three intrinsic factors (Jones, 2010; Hollyns, 2017; and Tijani, 2020).

H. Yu (2015), and other scholars, also asserted that the principal plays a key role in the success of efforts for enhancing levels of school effectiveness. However, schools administrators, who aspire to succeed in working for continued school improvement, need the involvement, participation, and support of not only the teachers but also other stakeholders, such as parents and school clients or the students (Mulford, 2003; Yu, 2015; and Kadir, Tijani & Sofoluwe, 2020).

From the discussion so far on participatory decision making, one can deduce that stakeholders' participation in decision making process in the school is indispensable in attainment of goals and objectives of the school. The school administrator in making decision on how to solve consistent mass failure in public examination identified earlier, can involve all the stakeholders concern, that is the teachers and parents. Through their deliberation on the problem, suggestions from teachers, parents, and the principals can generate ways of solving this problem. The principal can even delegate duties to sub-unit(s) of the group involving teachers and parents to look into certain issues critically, before the final decision is reached (cf Mulford, 2003; Gemechu, 2014; and Ejimabo, 2015).

Principals' Administrative Role in Decision Making. The administrative role of principals in secondary school today has made their responsibilities much more crucial than before, because of the complexities of the secondary school system and its administration. According to J. Blaise (2012), and other scholars, the roles of principal have moved from the use of power and formal authority to a more enabling leader. Again, J. Blaise (2012), and other scholars, identified the major functions of principal in decision making as: supervision of instruction and curriculum planning, students' personnel services decision,

school discipline, and students' academic performance decision making (Blaise, 2012; Gemechu, 2014; and Ayeni, 2018).

This implies that decision making is a vital aspect of the school system, such as staff and student discipline, which constitute a significant indicator of school effectiveness. O.A. Oloyede (2018), and other scholars, concluded that students' academic performance does not only enhance a school reputation by attracting new students for admission, but also serves as a full proof for justifying or determining the extent to which human resources have been committed to teaching and learning. The implication of this assertion is that students' academic performance has become a key to the gateway of functional school programme in measuring the principals' administrative effectiveness (Baker *et al.*, 2010; Oloyede, 2018; and Tijani, 2020).

One way of involving all stakeholders at a time in decision making process in the school is to bring them under one roof. Therefore, principal is seen as that of coordinator who make sure individuals' opinion count; moderator who ensure peaceful deliberation; and manager who delegate duties. The principal must be aware of individual difference that may come up within the group as well as that existence of social class. To this end, the principal must be tactful in dealing with individual member of the group to avoid any form of conflict (Mori, 2010; Adedoja, 2016; and Usman, 2016).

Teachers' Participation in Decision Making. There is a common view that schools will be more effective, if they are given more autonomy; and teachers are involved in the decision making of the school. In this context, J. Blaise (2012), and other scholars, also confirmed the importance of teachers' involvement in decision making, when stated that high level of teachers' participation in decision-making would improve educational institutions. Teachers can take a greater role in the overall success of the school, when they commit to being active participants in the decision making process (Agyemang, 2012; Blaise, 2012; and Tijani, 2020).

Also, A. Abahumna (2010), and other scholars, stated that an institution cannot really take stock of its efforts without informing its teachers. So, A. Abahumna (2010), and other scholars, added that teachers are interested not only in those policies which affect their personnel practices, but they have much to do and, hence, to say about the daily procedures of the institution (Abahumna, 2010; Ogunyinka, Okeke & Adedoyin, 2015; and Usman, 2016).

Teachers are considered as the most important factor in student learning, a bridge between students and quality. Involving teachers in decision making can ease the principal's mounting problems as many heads will be put together to intellectually solve problems that could have remained unsolved by the principal alone. And perhaps, teachers are considered as curriculum implementer, they confront with daily challenges of teaching-learning. Therefore, in decision making process, teacher serves as a resources person that provides information to most problems in the school (Mulford, 2003; Gemechu, 2014; and Ijaiya, 2014).

Parental Involvement in Decision Making. When infants are born into the world, their first place of contact is the family. Family is the first agent of socialization. It plays a major role in shaping the life of the child. Therefore, parental involvement in decision making is a necessary element of today's education in other to meet with diverse and constantly changing communities and culture; parent voices are essential to creating schools that can nurture and develop our students (Clutter, 2010; Gorard, See & Davies, 2012; and Umeana, 2017).

According to H. Miquel (2014), and other scholars, parent involvement can be described as the participation of parents in every facet of children's education and development from birth to adulthood; recognizing that parents are the primary influence in children's lives (Goodall & Vorhaus, 2010; Miquel, 2014; and Durisic & Bunijevac, 2017).

Parent involvement, still according to H. Miquel (2014), and other scholars, take many forms, including: (1) Two-way communication between parents and schools; (2) Supporting parents as children's primary educators and integral to their learning; (3) Encouraging parents to participate in volunteer work; (4) Sharing responsibility for decision making about children's education, health, and well-being; and (5) Collaborating with community organizations that reflect schools' aspirations for all children (Miquel, 2014; Ahmad *et al.*, 2017; and Durisic & Bunijevac, 2017).

A.A. Adeyemo (2015), and other scholars, indicated that when parents are participating in their children's education, there would be increase in their achievement (Ebuta & Ekpo-Eloma, 2014; Adeyemo, 2015; and Umeana, 2017). O.A. Oloyede (2018), and other scholars, also posited that parents who insist on checking student's school assignments at home tend to produce students with better academic performance than parents with careless attitudes towards their children school work (El-Nokali, Bachman & Votruba-Drzal, 2010; Oloyede, 2018; and Ugwuegbulem, 2018).

Parents can support their children's schooling by attending school functions and responding to school obligations, for example PTA (Parent-Teacher Association). They can become more involved in helping their children improve their schoolwork, providing encouragement, arranging for appropriate study time and space, modeling desired behavior (such as reading for pleasure), monitoring homework, and actively tutoring their children at home. Outside the home, parents can serve as advocates for the school; they can volunteer to help out with school activities or work in the classroom; or they can take an active role in the governance and decision making necessary for planning, developing, and providing an education for the community's children (El-Nokali, Bachman & Votruba-Drzal, 2010; Martinez, 2015; and Durisic & Bunijevac, 2017).

S. Lisa (2019), and other scholars, asserted that parents' participation requires going

far beyond traditional notion of how families connect to their children's schools. The role of parents is no longer just that of supporters, but a collaborators and decision makers. As noted earlier, parents form part of school decision makers. Parents are the secondary evaluators (after the school) of the success of their children. So, parents' position in decision making process is as important as other stakeholders. They are in possession of community resources, which may be beneficiary to the school to achieve its goals and objectives (El-Nokali, Bachman & Votruba-Drzal, 2010; Durisic & Bunijevac, 2017; and Lisa, 2019).

Concept of School Effectiveness.

School effectiveness can be seen as the degree to which the school realizes its goals and objectives. A school can be said to be effective, when students score 100% achievement in secondary examination at the end of the academic year. In this context, S.U. Bassey (2016), and other scholars, perceived effectiveness as an end product in terms of result and productivity. Thus, a school principal whose students score 100% achievement in secondary examination at the end of the academic year is considered effective principal, no matter how inefficient he/she had managed the school (*cf* Amasuomo, 2014; Bassey, 2016; and Musee, 2017).

L.W. Lazotte & B.C. Jacoby (2011), and other scholars, stated that school effectiveness referred to: instructional leadership; clear vision and mission; safe and orderly environment; high expectations for student achievement; continuous assessment of student achievement; opportunity and time on task; and positive home-school relation (Lazotte & Jacoby, 2011; Musah *et al.*, 2015; and Pihie *et al.*, 2018).

To Mark Erickson, Paul Hanna & Carl Warker (2020), and other scholars, an effective school is one in which essentially all of the students acquire the basic skills and other desired behaviour within the school, such as literacy and Mathematics competence, as well as solving and social skills (Bennett, 2017; and Mendo-Lazaro *et al.*, 2018; and Erickson, Hanna & Warker, 2020). Pam Sammons & Linda Bakkum

(2011), and other scholars, viewed school effectiveness as been dependent on its “processes” and gauged by its “outcomes”, rather than its “intake”. Hence, it can be argued that while school effectiveness is dependent on the school processes and seen in its outcomes, intake plays a major role and not just a marginal role (Teddle & Reynolds, 2000; Randeree & Ninan, 2011; and Sammons & Bakkum, 2011).

Participatory Decision Making Process and School Effectiveness in Kwara State.

Different writers have argued in favour of participatory decision making. For example, R. Bachelor (2014); M.A. Armstrong (2016); R.S. Dwivedi (2018); and S. Maritim (2019) observed that involving sub-ordinates in decision making improves the quality of the decision and the effectiveness of the organization which leads to achievement of the organizational goals (Bachelor, 2014; Armstrong, 2016; Dwivedi, 2018; and Maritim, 2019).

C.M. Konkay (2014), and other scholars, acknowledged that participatory decision making will increase staff expertise and encourage them to participate in decision making process. Change is most likely to be effective and lasting when teachers, parents, and school administrator have more to say about policies and programmes affecting the students (Gemechu, 2014; Konkay, 2014; and Damnjanovic *et al.*, 2018).

According to N.B. Oyediji (2016), and other scholars, when an administrator involves their sub-ordinate in decision making process, the organisation is healthy, staff are motivated, staff feels part of the organisation, and they work towards achieving the goals and objectives of the organization (Dobre, 2013; Ejimabo, 2015; and Oyediji, 2016).

R.O. Oduwaiye (2014), and other scholars, posited that participatory decision making have the special task of enhancing the morale of their staff toward a high task effort, so that while they help the teachers to achieve higher job satisfaction, they also lead them towards achievement of school goals. This will go a long way in renewing the commitment of teachers, especially in

this hard time where teachers’ salaries and allowances have not been paid for months (Mulford, 2003; Oduwaiye, 2014; and Tijani, 2020).

Participation of teachers in decision making also enables teachers to become active participants in school management processes. As a result of this, teachers will have a wider and greater interest in the school, its vision, and priorities. Teachers will, therefore, become good decision makers as participation in decision making is a proactive approach to information sharing among teachers (Mulford, 2003; Prozesky & Mouton, 2015; and Tijani, 2020).

According to N. Wadesango (2012), and other scholars, participation in decision making nurtures teachers’ creativity and initiative there by empowering them to implement innovative ideas. Participation in decision making also improves the quality of management’s decisions, since there is greater diversity of views and expertise as inputs to decision making. In this, teachers as a direct implementers of educational policies would be more committed and devoted to the school, which will invariable lead to attainment of school goals and objectives or school effectiveness (Kumar & Scuderi, 2010; Wadesango, 2012; and Tijani, 2020).

Finally, parent’s involvement in the decision making of the school often leads to improvement in students’ academic achievement. Educators frequently point out the critical role of the home and family environment in determining children’s school success, and it appears that the earlier this influence is harnessed the greater the likelihood of higher student achievement (El-Nokali, Bachman & Votruba-Drzal, 2010; Durisic & Bunijevac, 2017; and Cotton & Wiklund, 2018).

CONCLUSION

From the forgoing, it can be concluded that participatory decision making play a pivot role in the administration of the school. Involving all the stakeholders of the school in decision making will enable the principal to see other stakeholders as resources from which he/she can tap their

knowledge and experience to bring about school effectiveness.

Teachers as a curriculum implementer and parents (the host community) play important roles in decision making process. Also, as this adage goes, “no man is an island of body of knowledge” and another adage say “two good heads are better than one”, this implies that ideas can be shared among stakeholders in the school, which can bring about good decisions that can in turn lead to improved students’ academic performance, which is the measure of school effectiveness.

Based on this study, the following suggestions were made for improvement: (1) the school principal should develop managerial skills that will enhance effective participation of other school stakeholders; (2) the principal should create an interactive environment for teachers’ and parents’ involvement in school decision making process; (3) effort must be made by the principals to evaluate and compare alternatives before final decision is made; and (4), finally, to ensure school effectiveness, principal should make sure implementation stage are followed accordingly as agreed by the stakeholders involved in that decision. This will enable each of them to see the project as their own.¹

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- ¹**Statement:** I, undersigned, declare truthfully that this article is my own academic work. It is not the result of plagiarism, because the sources that I quoted and used in this article are clearly referred in the Bibliography or the References. I am also willing to receive the academic sanctions, if what I declare turns out to be, later on, not in accordance with the actual statement.
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