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STAKEHOLDERS' PERCEPTION ON THE IMPACT OF DECISION MAKING PROCESS ON ACHIEVEMENT OF SECONDARY SCHOOL OBJECTIVES IN KADUNA STATE, NIGERIA

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Abstract

This study examined stakeholders' perception on the impact of decision making process on achievement of secondary school objectives in Kaduna State, Nigeria. Two objectives in line with research questions and null hypotheses were formulated to guide the study. The study adopted descriptive survey research design and the population of the study was 12,160 with a sample size of 378. Questionnaire was the instrument used for data collection. The instrument was validated and the reliability coefficient 0.87 was found. Data were analyzed using descriptive statistics of frequencies, percentages and mean scores. One Way Analysis of Variance (ANOVA) was used to test the null hypotheses at 0.05 levels of significance. Findings of the study revealed among others, that Principals decision making process in the management of secondary schools created opportunity for school leavers to secure admission into secondary schools in Kaduna state; Most principals used diversified curriculum to cater for the individuality of the students in secondary schools in Kaduna state. It was recommended among others that: principals should strengthen their decision making process in order to continuously create opportunity for admission of primary school leavers into higher institutions in Kaduna state by encouraging the teachers to improve teaching methods so that the students will easily learn effectively and display what is expected.

Keywords: Stakeholders perception, decision-making process and achievement of secondary school objectives.

Introduction

Managing a school involves guiding its progress by efficiently utilizing human and physical resources, as well as implementing principles and concepts to meet its objectives. It also entails ensuring proper coordination and alignment among these elements (Karnataka Curriculum Framework, 2012). The school is an organization of complex activities which are carried out by people and are coordinated by different persons. Thus management is necessary in school to coordinate the various activities of the units for goals achievement. Management in school entails working with and

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through teachers, non-teaching staff and students to get things done effectively. School management has its attention primarily on the school. It is more concerned with the institution, its goals, policies and execution of these policies. In school management, the primary aim has to do with the improvement of teaching and learning and all activities of the school. The function of management in school are performed by the school head (i.e. head teacher/principal) known as manager Agih (2015). Principal as the actor in managing school needs to use effective management tools in decision making. Decision-making is a conscious process of making choices among alternatives to move toward some desired state of affairs (McShane & Glinow, 2010). Decision-making is the process of choosing a preferred course of action from a set of alternatives (Hardianto, Zulkifli & Hidayat, 2021). Similarly Chick and Goldman (2017) opined that decision making can be defined as the selection of a course of action among options. Hence, decisions making requires careful and conscious consideration of possible course of action which does not negate organizational goals and that which is an extension series of related communication among stakeholders. Duze (2011) described decision making as the process by which educational managers (principals) choose the best action or most preferred course of action among alternative sources of action with the purpose of solving problem and achieving set goals effectively and efficiently. According to Ayeni (2018) decision making begins with identifying a problem, mapping out activities and implementation strategies in needed time. The process involves participatory planning, participatory implementation, evaluation and feedback. Decision making process also involves policies (the definition of objectives), resources (people, money, materials and authority), and means of execution (strategies).

Secondary school is like all other formal organization which school manager need a very solid decision making process which involves all members concerned to achieve its objectives. Secondary education is widely believed to provide the optimum setting to prepare young people, predominantly adolescents, for healthy and productive adult lives, including participation in social, political, and economic spheres. It is an education level that prepare children for higher level of education specifically known as 'tertiary education' (Nwanne & Obinna, 2023). Federal Republic Nigeria (2014) defined secondary education as; the education children receive after primary education and before the tertiary stage. Secondary education as the name implies comes second that is, the second level of the three-tier system of education in Nigeria (Omole, 2020). Federal Republic of Nigeria (FRN, 2009) defined secondary education as; the education children receive after primary education and before the tertiary state. Secondary education comes at a critical age level of the learner (13-18 years) which to a large extent determine the career of a young student and the nation at large. Therefore, this level of education needs concerted effort towards error free achievement (Jumare, 2019).

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In spite of the managerial functions involves for effective school administration, decision making process has been greatly distorted by the school leadership based on the act that various school administrators come with varied opinions, beliefs and ideas on involvement of and participation of staff members in decision making process. Cornito (2021) opined that centralization and decentralization organizational climate may impede 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 principal 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 level influences the participation of all members in decision making for the achievement of secondary schools objectives in Kaduna State. Therefore, this study investigates stakeholders' perception on the impact of decision making process on achievement of secondary school objectives in Kaduna state, Nigeria.

Statement of the Problem

The roles play by emotion power, bias, politics, personal attitude and job requirement, often in secondary schools is what resulted in bad decisions in the school system and may in turn lead to secondary schools not capable of offering a diversified curriculum to cater for differences in opportunity and futures roles in secondary schools. Noncompliance to the decision making process agreed by educational law and policy especially with regards to the interest of the members of the schools as well as students in the schools may mar the ability of secondary school to provide trained manpower needed for national development.

Furthermore, the lackadaisical attitude towards involving members of the school-based management committee in decision-making processes concerning school management also hampers the advancement of Nigerian languages, arts, and culture within the global cultural sphere. This negligence further diminishes the ability to inspire students towards selfimprovement and results in subpar academic achievement among the majority of primary school graduates in the society.

In order for the achievement of secondary school objectives, that include: to prepare children for useful living within the society, preparing them for higher education and equip students to live effectively in the modern age of science and technology. There is need for effective management principle which holds that a school administrator must strive to strike a balance between fairness and firmness in the attainment of educational objectives. Situation often occur in school where head become extremely

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firm with no consideration for the human side of administration which in turn lead to insubordination from staffs, students and community member to achieve in fostering national unity with an emphasis on the common tiers that unites diversity in societies. There is also problem of inability of raising a generation of people who can think for themselves, respect the views and feeling of others, respect the dignity of labour, appreciate those values, specified under our broad national goals and lives as good citizens. Therefore, based on the aforementioned problems, the researcher investigates stakeholders' perception on the impact of decision making process on achievement of secondary school objectives in Kaduna State, Nigeria.

Objectives of the Study

The aim of this research is to investigate stakeholders' perception on the impact of decision making process on the achievement of secondary school objectives in Kaduna state, Nigeria. In order to achieve the aforementioned aim the study specifically seeks to:

1. Determine the impact of decision making process on the achievement of provision of primary school leavers with opportunity for education of a higher level in secondary school in Kaduna state.
2. Ascertain the impact of decision making process on the offering of a diversified curriculum to cater for differences in latent opportunities and futures roles in secondary school in Kaduna state.

Research Questions

The following were assumed to stand as research questions of this study:

1. What is the impact of decision process on the achievement of provision of primary school leavers with the opportunity for education of higher level in secondary school in Kaduna state?
2. To what extent does the decision making process has impact on the offering of diversified curriculum to cater for the differences in talent, opportunity and future roles in secondary school in Kaduna state?

Research Hypotheses

The following hypotheses were drew for the study

1. There is no significant difference in the opinion of teachers, principals and ministry of education officials on the impact of decision making process on the achievement of provision of primary school leavers with the opportunity for education of a higher level in secondary school in Kaduna state.

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2. There is no significant difference in the opinion of teachers, principals and ministry of education officials on the impact of decision making process on the offering a diversified curriculum to cater for the difference in talent, opportunities and future roles in secondary school in Kaduna state.

Methodology

The study adopted descriptive survey research design and the population of the study was 12,160 with a sample size of 378 drawn using multi stage sampling procedure that involves simple random sampling and purposive sampling. The instrument used for data collection in this study was developed questionnaire designed based on the issues raised in the objectives of the study. Questionnaire which contained 20 item statements with 5 Likert rating scales was used as instrument for data collection. The instrument was validated by researcher’s supervisor and other experts in Measurement and Evaluation Section. The reliability coefficient of the instrument was 0.87at 0.05 level of significance. The researcher used descriptive and inferential statistics where frequency counts, simple percentages and one way Analysis of Variance were considered appropriate for the study.

Results

Research Question One: What are the Impact of decision making process on the achievement of providing primary school leavers with the opportunity for education of higher level in secondary school in Kaduna state?

Table 1: Mean Scores of Respondents on Impact of decision process on the

S/N	Item statement	Respondents	SA	A	UD	D	SD	N	MEAN
1	Due to good decision making primary school leavers gain admission to technical schools	Principals	20	7	-	9	1	37	4.4
		Teachers	210	10	-	58	12	310	3.8
		MOEs	-	2	-	16	4	22	3.4
2	Impact of decision making for primary school leavers enable student to display skills for secondary school education	Principals	20	6	-	8	3	37	4.3
		Teachers	200	20	-	45	45	310	3.8
		MOEs	10	-	-	10	2	22	3.0
3	Rational decision making enable primary school leavers to perform effectively in learning process in secondary schools	Principals	8	10	1	14	4	37	3.5
		Teachers	160	28	8	39	75	310	3.4
		MOEs	5	8	-	9	-	22	3.2
4	Good decision making enable primary school leavers to choose a course of study according to their learning ability in secondary schools	Principals	27	2	-	4	7	37	4.8
		Teachers	79	98	5	100	26	310	2.6
		MOEs	5	11	-	1	5	22	3.3

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5	Decision making process enable primary school leavers to master subjects taught	Principals	15	10	-	3	4	37	4.1
		Teachers	108	33	5	127	25	310	3.9
		MOEs	2	1	-	4	4	22	3.1
6	Effective decision making process leads to providing more secondary schools for school leavers	Principals	16	6	2	11	2	37	3.9
		Teachers	49	38	4	139	78	310	1.9
		MOEs	2	11	-	5	4	22	4.3
7	Good decision making process encourages parents to send children to higher institutions	Principals	16	7	4	6	4	37	4.0
		Teachers	60	128	7	15	10	310	3.1
		MOEs	6	8	-	7	0	22	4.2
8	Effective decision making leads to collaboration with parents on choice of school	Principals	18	10	-	5	4	37	4.4
		Teachers	141	14	4	124	25	310	3.3
		MOEs	11	1	-	2	8	22	3.8
9	Good decision making process creates opening for admission opportunity	Principals	10	8	5	11	3	37	3.4
		Teachers	135	47	-	90	38	310	3.2
		MOEs	2	12	-	2	6	22	3.2
10	Effective decision making process enables all school leavers to get admission into higher institution	Principals	13	10	-	12	2	37	3.0
		Teachers	98	96	15	113	38	310	3.5
		MOEs	11	9	-	2	-	22	3.4

achievement of providing primary school leavers with the opportunity for education of higher level in secondary school in Kaduna state

Table 1 shows the responses of respondents on Impact of decision making process on the achievement of providing primary school leavers with the opportunity for education of higher level in secondary school in Kaduna state. Item 1 was on whether due to good decision making primary school leavers gain admission to technical schools. From the responses of the respondents, item 1 was accepted by all the respondents, with the means scores of 4.4, 3.8 and 3.4 for principals, teachers and MOE. Item 2 was on whether decision making for primary school leavers enable student to display skills for secondary school education. From the responses of the respondents, item 1 was accepted by all the respondents, with the means scores of 4.3, 3.8 and 3.0 for principals, teachers and MOE. Item 3 was on whether rational decision making enable primary school leavers to perform effectively in learning process in secondary schools. From the responses of the respondents, item 1 was accepted by all the respondents, with the means scores of 3.5, 3.4 and 3.2 for principals, teachers and MOE. Item 4 was on whether good decision making enable primary school leavers to choose a course of study according to their learning ability in secondary schools.

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From the responses of the respondents, item 1 was accepted by the respondents, with the means scores of 4.8, 2.6 and 3.3 for principals, teachers and MOE. Item 5 was on whether decision making process enables primary school leavers to master subjects taught. From the responses of the respondents, item 1 was accepted by all the respondents, with the means scores of 4.1, 3.9 and 3.1 for principals, teachers and MOE. Item 6 was on whether effective decision making process leads to providing more secondary schools for school leavers. From the responses of the respondents, item 1 was accepted by all the respondents, with the means scores of 3.9, 1.9 and 4.3 for principals, teachers and MOE. Item 7 was on whether good decision making process encourages parents to send children to higher institutions. From the responses of the respondents, item 1 was accepted by all the respondents, with the means scores of 4.0, 3.1 and 4.2 for principals, teachers and MOE. Item 8 was on whether effective decision making leads to collaboration with parents on choice of school. From the responses of the respondents, item 1 was accepted by all the respondents, with the means scores of 4.4, 3.3 and 3.8 for principals, teachers and MOE. Item 9 was on whether good decision making process creates opening for admission opportunity. From the responses of the respondents, item 1 was accepted by all the respondents, with the means scores of 4.4, 3.8 and 3.4 for principals, teachers and MOE. Item 10 was on whether Effective decision making process enables all school leavers to get admission into higher institution. From the responses of the respondents, item 1 was accepted by all the respondents, with the means scores of 3.0, 3.5 and 3.4 for principals, teachers and MOE.

Research Question Two: To what extent does the decision making process has impact on the offering a diversified curriculum to cater for the differences in talent, opportunity and future roles in secondary school in Kaduna state?

Table 2: Mean Scores Respondents on impact of decision making process on the offering a diversified curriculum to cater for the differences in talent, opportunity and future roles in secondary school in Kaduna state

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S/N	Item statement	Respondent	SA	A	UD	D	SD
N	Mean						
11	Decision making has impacted on the Principals 12 5 - 12 10 37 3.2 use of practical curriculum learning Teachers 158 20 2 23 92 310 3.9 opportunities in secondary schools MOEs 10 4 2 2 4 22 3.3						
12	Decision making process help in Principals 20 7 - 10 - 37 4.5 offering a diversified curriculum based Teachers 20 220 8 25 7 310 3.4 on individual differences in learning MOEs 2 1 - 10 9 22 3.3 ability						
13	Good decision making help students to Principals 15 10 - 9 3 37 4.9 learn a diversified curriculum based on Teachers 170 16 5 19 100 310 1.8 their future career e.g. commerce, MOEs 2 8 - 12 - 22 3.0 science and technology						
14	Adequate decision making process Principals 13 13 - 10 1 37 3.5 result in offering a diversified Teachers 40 25 5 217 26 310 2.4 curriculum to students to learn MOEs 6 2 - 12 2 22 3.5 effectively and efficiently in secondary schools						
15	Principal decision making process has Principals 15 7 1 - 14 37 3.3 influenced teachers to teach curriculum Teachers 108 103 7 47 45 310 4.7 that caters for the differences in MOEs 9 1 2 10 - 22 4.2 learning opportunities in secondary schools						
16	Decision making enable teachers to Principals 16 7 - 12 2 37 4.7 teach according to provision of the Teachers 154 32 5 23 78 310 3.6 curriculum MOEs 5 5 - 12 - 22 4.6						
17	Effective decision making makes Principals 10 12 1 0 14 37 3.4 curriculum to accommodate students Teachers 127 118 7 35 23 310 4.2 with different talents MOEs 8 2 - 2 10 22 3.5						
18	Due diversified curriculum, individual Principals 3 12 1 10 9 37 3.3 difference of students are taken care of Teachers 81 154 6 44 25 310 3.9						
	MOEs		1	3	-	10	8 22
19	Effective curriculum decision creates Principals 25 - - 5 7 37 3.5 opportunity for students Teachers 17 32 5 160 78 310 2.1						
	MOEs		10	2	-	4	6 22
20	Curriculum decision provides students Principals 12 13 - 2 10 37 4.0 with future roles Teachers 93 96 5 108 58 310 3.0						
	MOEs		3	7	-	12	- 22
							3.1

Table 2 shows the responses of respondents on impact of decision process on the offering of diversified curriculum to cater for the differences in talent, opportunity and future roles in secondary school in Kaduna state. Item 11 was on whether decision making has impacted on the use of practical curriculum learning opportunities in

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secondary schools. From the responses of the respondents, item 11 was accepted by all the respondents, with the means scores of 3.2, 3.9 and 3.3 for principals, teachers and MOE. Item 12 was on whether Decision making process help in offering a diversified curriculum based on individual differences in learning ability. From the responses of the respondents, item 12 was accepted by all the respondents, with the means scores of 4.5, 3.4 and 3.3 for principals, teachers and MOE. Item 13 was on whether Good decision making help students to learn a diversified curriculum based on their future career e.g. commerce, science and technology. From the responses of the respondents, item 13 was accepted by all the respondents, with the means scores of 4.9, 1.8 and 3.0 for principals, teachers and MOE. Item 14 was on whether Adequate decision making process result in offering a diversified curriculum to students to learn effectively and efficiently in secondary schools. From the responses of the respondents, item 14 was accepted by the respondents, with the means scores of 3.5, 2.6 and 3.5 for principals, teachers and MOE. Item 15 was on whether Principal decision making process has influenced teachers to teach curriculum that caters for the differences in learning opportunities in secondary schools. From the responses of the respondents, item 15 was accepted by all the respondents, with the means scores of 3.3, 4.7 and 4.2 for principals, teachers and MOE. Item 16 was on whether Decision making enable teachers to teach according to provision of the curriculum. From the responses of the respondents, item 16 was accepted by all the respondents, with the means scores of 4.6, 3.6 and 4.6 for principals, teachers and MOE. Item 17 was on whether Effective decision making makes curriculum to accommodate students with different talents.

From the responses of the respondents, item 17 was accepted by all the respondents, with the means scores of 3.4, 4.2 and 3.5 for principals, teachers and MOE. Item 18 was on whether due diversified curriculum, individual differences of students are taken care of. From the responses of the respondents, item 18 was accepted by all the respondents, with the means scores of 3.3, 3.9 and 3.3 for principals, teachers and MOE. Item 19 was on whether effective curriculum decision creates opportunity for students. From the responses of the respondents, item 19 was accepted by all the respondents, with the means scores of 3.5, 2.1 and 4.0 for principals, teachers and MOE. Item 20 was on whether Curriculum decision provides students with future roles. From the responses of the respondents, item 20 was accepted by all the respondents, with the means scores of 4.0, 3.0 and 3.1 for principals, teachers and MOE.

Hypotheses Testing

Hypothesis One: There is no significant difference in the opinion of respondents on the impact of decision making process on the achievement of providing primary school leavers with the opportunity for education of a higher level in secondary school in Kaduna state.

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Table 3: Summary of One Way Analysis of Variance (ANOVA) on Impact of Decision Making Process on the Achievement of Providing Primary School Leavers with the Opportunity for Education of A Higher Level in Secondary School in Kaduna State

Status	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.865	3	2.268	2.329	0.125
Within Groups	365.360	366	.940		
Total	372.225	369			

Table 3 shows the F-value of 2.329 at 0.05 alpha levels of significance. The probability level (P value) of 0.125 was obtained which is greater than the level of significance set for the study 0.05. The hypothesis was therefore retained, thus, there is no significant difference in the opinion of respondents on the impact of decision making process on the achievement of providing primary school leavers with the opportunity for education of a higher level in secondary school in Kaduna state.

Hypothesis Two: There is no significant difference in the opinion of respondents on the impact of decision making process on the offering a diversified curriculum to cater for the difference in talent, opportunities and future roles in secondary school in Kaduna state.

Table 4: Summary of Analysis of Variance (ANOVA) on the Impact of Decision Making Process on the Offering a Diversified Curriculum to Cater for the Difference in Talent, Opportunities and Future roles in Secondary School in Kaduna State.

Status	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	13.292	3	4.231	4.320	0.051
Within Groups	404.505	366	1.055		

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Total	417.797	369
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Table 4 showed the F value of 4.320 at 0.05 alpha levels of significance. The probability level (P value) of 0.051 was obtained which is greater than 0.05. This means There is no significant difference in the opinion of respondents on the impact of decision making process on the offering a diversified curriculum to cater for the difference in talent, opportunities and future roles in secondary school in Kaduna state.

Discussion

The findings of the study showed that Principals decision making process in the management of secondary schools created opportunity for primary school leavers to secure admission into higher institutions in Kaduna state. The responses of the respondents generally revealed that due to good decision making primary school leavers gain admission to technical schools. It was revealed that Impact of decision making for primary school leavers enable student to display skills for secondary school education. The study also showed that Rational decision making enable primary school leavers to perform effectively in learning process in secondary schools and that Good decision making enabled primary school leavers to choose a course of study according to their learning ability in secondary schools.

The findings of the study showed that most principals used diversified curriculum to cater for the individuality of the students in secondary schools in Kaduna State. The responses of the respondents generally revealed that Decision making has impacted on the use of practical curriculum learning opportunities in secondary schools. It was revealed that Decision making process help in offering a diversified curriculum based on individual differences in learning ability The study also showed that Rational decision making enable primary school leavers to perform effectively in learning process in secondary schools and that Good decision making enabled primary school leavers to choose a course of study according to their learning ability in secondary schools. **Conclusion**

Based on the findings of this study, it can be concluded that: Opportunity for school leavers to secure admission into higher institutions exploited and utilized when relevant stakeholders are involved in critical decision making in secondary schools in Kaduna state. The use of diversified curriculum to cater for the individuality of the students in secondary schools in Kaduna state can only be effectively achieved by collaboration through quality decision making.

Recommendations

In view of findings, the following recommendations were made:

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1. Principals should strengthen their decision making process in order to continuously create opportunity for admission of primary school leavers into higher institutions in Kaduna state by encouraging the teachers to improve teaching methods so that the students will easily learn effectively and display what is expected.
2. Principals should empower and encourage teachers on the need for effective use of diversified curriculum in secondary schools in Kaduna state by topic allocations to teach based on area of specialization and available instructional materials should be provided.

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