



Principals' Delegative Decision Making Strategy and Teachers' Effectiveness in Secondary Schools in Enugu State

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ABSTRACT

The main purpose of the study was to determine the influence of principals' delegative decision making strategies on teachers' effectiveness in secondary schools in Enugu State. One research question and one null hypothesis were formulated and tested at .05 level of significance. Descriptive survey research design was adopted for the study. The population for the study comprised all the 8,116 secondary school teachers in the public secondary schools in Enugu State. It is made up of 6,161 urban and 1,955 teachers in the rural public secondary schools in the six Education Zones in the State. The sample size for this study was 405 secondary school teachers in the public secondary schools in Enugu State. The researcher used proportionate stratified sampling technique to draw 5% of urban and rural in two secondary schools from each of the six education zones in Enugu State. The sample for the study was 405 secondary school teachers in the public secondary schools in Enugu State. Questionnaire was used as instrument for data collection. The Questionnaire was validated by three experts. The reliability of the instrument was determined using Cronbach Alpha Reliability estimate. The overall reliability coefficient was .79, indicating that the instrument is reliable and suitable for the study. Out of 405 copies of questionnaire distributed, the researcher and the assistants were able to retrieve only 382 copies of the distributed questionnaire while 23 copies were not retrieved. Data collected with the questionnaire were analyzed using Mean (\bar{x}) with Standard Deviation (SD) to answer the research question. However, the null hypothesis was tested using t-test statistics at .05 level of significance. The analysis was done with the use of the Statistical Package for Social Sciences (SPSS). The null hypothesis was not rejected when their p-value is less than .05 and was rejected when the p-value is more than .05 level of significance. From the result of the findings, it was concluded that to a great extent delegative decision making strategies influenced teachers' effectiveness in public secondary schools in Enugu State based on location. However, there was no significant difference in the mean response scores of teachers in rural and urban locations on the influence of delegative decision making strategies on teachers' effectiveness in public secondary schools in Enugu State. Based on the findings, the researcher recommended among others that delegative decision making strategies should be adopted by secondary school principals to enhance teachers' effectiveness in public secondary schools in Enugu State.

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Article's QR code**INTRODUCTION**

School principals constitute the administrative staff that makes decisions concerning the running of schools. They do the planning, organizing, leading and monitoring required in order for schools to function. There are numerous task and responsibilities which requires constant decision making in school including academic, administrative, security, student related and staff related situation. While undertaking these tasks and managerial responsibilities, and when dealing with situations, school principals need to make quality decisions by considering both internal and external factors related to the situation at hand. Supporting this, Dike (2021), opined that principal as school administrators of secondary schools is the chief executive charged with the day- to-day running of secondary schools in Nigeria. Ogbonnaya (2024), added that a principal is expected to implement the educational programmes in secondary schools, keep statutory records as well as create a conducive atmosphere for teaching and learning in schools. In view of this, it is expected that a principal must be competent decision maker for effective discharge of administrative duties. Baudinette (2018), affirmed that successful operation of secondary schools require quality decision making. Stressing further, the author stated that the principal ought to provide instructional leadership and manage the day-to-day activities in secondary schools through quality decisions. From the forgoing, it is clear that educational goals cannot be achieved without appropriate decision making strategies. Atsan (2017), supported this by stating that the quality of decision goes a long way to determine the progress of any organization. These assertions show that decision making is of great essence in Nigerian educational sector

Several studies have highlighted the detrimental effects of misguided decisions on various aspects of a school. When decisions are made without properly considering the needs and perspectives of students and teachers, it leads to lack of trust, disengagement, and decreased morale among educators. Moreover, students experience lower achievement and disconnection from the learning process. Dike (2021) emphasized the

importance of involving stakeholders in decision-making processes to ensure better outcomes. Kearney and Plax (2022), revealed that when principal make hasty or ill-informed decisions without considering the perspectives and needs of all stakeholders, it resulted in increased stress and confusion among students, teachers, and parents. Furthermore, reactive decisions in crisis situations often led to poor long-term outcomes and hindered the ability to effectively address and resolve the issues at hand. Moreover, Van, Slegers and Van (2019), found that when decisions were solely made by administrators without involving teachers or considering their expertise and knowledge of the classroom, it resulted in feelings of disempowerment, reduced job satisfaction, and decreased motivation among teachers. This, in turn, can have a detrimental impact on the quality of education and teachers effectiveness.

Teacher's effectiveness especially in classroom or instructional delivery is Imperative towards achieving educational goals. According to Dike (2021), teacher effectiveness refers to the ability of a teacher to positively impact student learning and achievement by effectively delivering instruction, engaging students, and fostering a supportive learning environment. This definition highlights the importance of teachers' instructional skills, their ability to engage students, and their role in creating a conducive learning atmosphere. In addition, teacher effectiveness encompasses the extent to which a teacher demonstrates competencies in planning and delivering instruction, managing classrooms, assessing student progress, establishing positive relationships, and fostering a culturally responsive learning environment. This definition emphasizes the multiple aspects of teaching effectiveness, including instructional planning, student assessment, classroom management, positive relationships, and cultural responsiveness.

Clearly, teacher's effectiveness is an important variable within the educational sector because achieving educational goals is related to instructional delivery and it may be influenced by principal's decision making strategies. Supporting this assertion, Soreti, (2021), raised concerns on the negative influence of decision making strategies in school on teacher's effectiveness.

The author felt that most principals failed to observe appropriate decision making strategies hence, leading to poor decision and failure to meet academic goals. Whereas, Bakioğlu and Demiral (2018), argued that school principals follow proper decision making strategies when beset with uncertainty while making decisions. Unfortunately, the influence of principal's decision making strategies on teacher's effectiveness in Enugu State is unknown. However, there are various decision making strategies that may be utilized by principals in secondary schools in Enugu State. According to Mohammed (2017), such decision making strategy adopted by principals may include; delegative decision making strategy.

Delegative decisions making strategy is one type of decision making strategy that seems to be practiced by principals in secondary schools in Enugu State. According to Hersey and Blanchard (2018), delegative decision making involves empowering subordinates or team members with decision-making authority. Delegative decision-making as described by Yuki (2022), involves a leader who offers little to no direction to subordinates, granting them autonomy to make decisions without direct supervision or involvement from the leader. This approach can promote empowerment and independence among team members. Lämsiluoto (2017) defined delegative decision-making as a leadership style in which the manager delegates decision-making authority to employees, providing them with the freedom and flexibility to determine solutions and courses of action. This approach can foster a sense of ownership and responsibility among subordinates. Winking (2015), described the delegative decision-making style as a method in which the leader allows subordinates to take the lead in making decisions, demonstrating trust in their capabilities and judgment. This style can cultivate a sense of initiative and self-reliance within the team. Robbins and Judge (2019), articulated delegative decision-making as a leadership style where the leader refrains from direct involvement in decision-making processes, enabling subordinates to exercise their judgment and expertise in resolving issues and determining actions. This approach can promote creativity and innovation within the team.

Leaders delegate decision-making responsibility and grant individuals the freedom to make choices and take actions within defined parameters. This approach fosters autonomy and encourages individuals to take ownership of their decisions. They involve decision makers and individuals who possess critical information. Son (2020) posited that delegative decision making strategy may be associated with the highest rates of truancy with the slowest modifications in performance which leads to unproductive attitudes and disempowerment of subordinates. Nevertheless, Gray and Starke (2018), revealed that when teachers were granted the authority to make decisions related to their classroom practices, they reported higher levels of job satisfaction. This indicates that a sense of empowerment and ownership in decision making positively affects

teachers' overall satisfaction and effectiveness. These submission shows that delegative decision-making strategy in schools can have a positive or negative influence on teachers' effectiveness. However, the specific influence of delegative decision making strategy on teachers effectiveness in Enugu State remains uncertain, likewise the influence of demographic variables such as location on the teachers. Studies by Cheyne (2015); Perry and Hall (2018), and Hango (2019), indicated that location is an important variables that helps in determining the influence of decision making strategies on teachers effectiveness.

Location plays a significant role in shaping decision making in schools. The geographical, cultural, and socioeconomic characteristics of a particular location can greatly influence the types of decisions made and the priorities set within educational Institutions. According to Valente, Terry, Chausow and Cheyne (2015), rural schools face challenges due to their isolated locations. These challenges include limited access to resources, higher teacher turnover rates, and a lack of community involvement. As a result, decision making in rural schools often focuses on strategies to address these specific challenges, such as implementing innovative approaches for resource allocation, providing professional development opportunities for staff, and actively engaging the community in decision-making processes. On the other hand, in urban settings, decision making may revolve around issues such as overcrowding, diversity, and safety. Urban schools, due to their higher crime rates and safety concerns, often prioritize implementing stricter security protocols, such as metal detectors and surveillance systems, in order to create a safe and conducive learning environment. From the forgoing, it is evident that factors such as rural or urban environments, economic conditions, community engagement, and specific challenges inherent to the location all contribute to shaping the priorities and strategies of educational institutions. Therefore, location is considered an important variable in this study because understanding the factors associated with school's location is vital for effective decision making and providing targeted support meet the unique needs of the students and communities they serve.

Being that in secondary schools in Enugu State, poor decision making strategy is alleged to have significant negative impact on teachers and the overall educational environment. There is an indication that most secondary schools in Enugu State experience challenges and sets backs as a result of principal's decision making strategy. The researcher regrets that several studies have been conducted with regards to secondary school principals and teachers but known of the studies within the researcher's reach investigated the influence of principals' decision making strategies on teachers effectiveness in secondary schools in Enugu State, hence, it is evident that there are numerous gaps this presents study aims to fill. It is against this background that the researcher set out to determine the influence of principals' decision making strategies on

teacher's effectiveness in secondary schools in Enugu State.

Statement of the Problem

The secondary school principals are the uncompromising leaders of their school as well as administrators in whose hands lies the future of the school. Their role performance determines the effectiveness of the teachers, students and the curriculum activities. Principals abilities and powers as authoritative, specialized and pedagogical leader of the school have turned into a matter of worry as there are public cry on how principals direct school activities thus, indicating principals' decision making strategies on teachers effectiveness in secondary schools in Enugu State. It appears that in most schools, the school principals are not living up to expectation in discharging their duties and achieving the goals and objectives of secondary school education. Today most secondary schools are grappled with numerous problems including poor teaching and learning, consistent poor academic performance of students, including maladjusted behaviours by students and teachers which suggest low level of decision making among principals in school which may influence teacher's effectiveness

The researcher observed that most times decisions are made in school without properly considering the needs and perspectives of students and teachers, leading to lack of trust, disengagement, and decreased morale among educators. Poor decision making strategy may also result in feelings of disempowerment, reduced job satisfaction, and decreased motivation among teachers. This, in turn, can have a detrimental impact on the quality of education and student outcomes. Moreover, students may experience lower academic achievement and disconnection from the learning process. Poor decision making strategies may also result in increased stress and confusion among students, teachers, and parents. Furthermore, reactive decisions in crisis situations often led to poor long-term outcomes and hindered the ability to effectively address and resolve the issues at hand. The researcher is concerned that the most of the problem which exist within secondary schools may be as a result of poor decision making strategies, such problems as poor finance, budgeting, conflict among teachers, poor attitude of teachers within the school and students' truancy. Thus, the study aims to answer the question, what is the influence of principals' delegative decision making strategies on teacher's effectiveness in secondary schools in Enugu State.

Purpose of the Study

The main purpose of this study is to determine the influence of principals' delegative decision making strategies on teachers' effectiveness in secondary schools in Enugu State. Specifically, the study seeks to find out the;

1. the extent to which principals' delegative decision making strategies influence teacher's effectiveness in public secondary schools in Enugu State based on location

Research Question

The following research question guided the study:

1. To what extent do principals' delegative decision making strategies influence teachers' effectiveness in public secondary schools in Enugu State based on location?

Hypothesis

The following null hypothesis was tested at .05 level of significance:

1. There is no significant difference in the mean scores of teachers in rural and urban locations on the extent to which principals' delegative decision making strategies influence teachers' effectiveness in public secondary schools in Enugu State.

METHOD

Descriptive survey research design was adopted for the study. This is because a survey research design enables the researcher to gather relatively limited data from relatively large cases. Nworgu (2015), defined descriptive survey research design as a design in which group of people or items are studied by collecting and analyzing data from only a few people or items considered being representative of the entire group. Descriptive survey research design is appropriate for this study because it allows for the collection of quantitative data from a large sample of participants. Utilizing descriptive surveys allows a researcher to gather information directly from the target population, enabling a broader understanding of the barriers they face. In this study, the influence of principal's decision making strategies on teachers' effectiveness was examined among a sampled group of teachers in public secondary schools in Enugu State and the findings was used to make generalization. The population for the study comprised all the 8,116 secondary school teachers in the public secondary schools in Enugu State. It is made up of 6,161 urban and 1,955 teachers in the rural public secondary schools in the six Education Zones in the State. This is based on the data obtained from the Post Primary School Management Board Enugu (PPSMB, 2024/2025). The sample for the study was 405 secondary school teachers in the public secondary schools in Enugu State. The researcher used proportionate stratified sampling technique to draw 5% of urban (97) and rural (308) secondary school teachers in Enugu State. This is in line with Uzoagulu (2022) which

states that when the respondents' population are in the thousands 5% of the entire population can serve as the sample.

Principals' Delegative Decision Making Strategy and Teachers Effectiveness Questionnaire (PDDMSTEQ)" was used as instrument for data collection. The questionnaire was developed by the researcher and has two sections, A and B. Section A seeks to elicit information on the demographic variable of the study while section B had 11 items, structured to assist the researcher in providing answers to the research question that guided the study. The response format for the instrument was a 4-point scale of Very Great Extent (VGE=4), Great Extent(GE=3), Low Extent(LE=2) and Very Low Extent(VLE=2). Each response option had a numerical value assigned to it as follows;

Very Great Extent (VGE) = 4 points
Great Extent (GE) = 3 points
Low Extent (LE) = 2 points
Very Low Extent (VLE) = 1 point

The Questionnaire was validated by three experts; two from Department of Educational Management and one from Department of Mathematics and Computer Education, with specialization in Measurement and Evaluation, all in the Faculty of Education, Enugu State University of Science and Technology (ESUT). They were given a copy of the instrument, along with the purpose of the study and the research questions. The experts were requested to assess the relevance, adequacy, suitability and comprehensiveness of the items in addressing the research questions as well as the clarity of the instruction to the respondents. The initial 21 generated items were decreased to 11 items as suggested by the validators. The validators' comments were used to draft the final instrument that was used for data collection. The reliability of the instrument was determined by administering 30 copies of the questionnaire to a sample of 12 male and 18 female students from public secondary schools in Ebonyi State, in a trial testing to ascertain the internal consistency of the instrument. The choice for Ebonyi State was determined by the fact that both states have the same educational characteristics in terms of administration, population and environment. The respondents were assured of confidentiality of all the information they supplied. Data collected from the respondents' responses were analyzed using Cronbach Alpha Reliability Coefficient to determine the internal consistency of the instrument.

The choice for Cronbach Alpha is in line with the assertions of Daniel (2019) that Cronbach Alpha is used when multiple questions are used in a questionnaire. The overall reliability coefficient was .79, indicating that the instrument is reliable and suitable for the study. 405 copies of questionnaire were administered by the researcher with the help of six research assistants that were properly briefed on the content of the questionnaire and its mode of administration to ensure that the questionnaire was properly administered. Appointment was booked with the respondents for collection at a later date for those who were not able to fill their own copies of the instrument because of the nature of their job. Out of 405 copies of questionnaire distributed, the researcher and the assistants were able to retrieve only 382 copies of the distributed questionnaire while 23 copies were not retrieved, signifying 82% return rate.

The data collected with the questionnaire were analyzed using Mean (\bar{x}) with Standard Deviation (SD) to answer the research question. However, the null hypothesis was tested using t-test statistics at .05 level of significance. The choice for t-test statistic is based on the assertions of Scribbr (2025), that t-test statistic is used when the sample size is small, when there are two or few groups and to determine if the observed difference between groups is statistically significant or likely because of chance. The analysis was done with the use of the Statistical Package for Social Sciences (SPSS). For the decision rule; real limit of the mean scores was applied, therefore, the upper and lower limits of the mean is interpreted as follows;

Mean scores from 3.50 – 4.49 (Very Great Extent)
Mean scores from 2.50 – 3.49 (Great Extent)
Mean scores from 1.50 – 2.49 (Low Extent)
Mean scores from 0.50 – 1.49 (Very Low Extent)

The null hypothesis was not rejected when their p -value is less than .05 and was rejected when the p -value is equal or more than .05 level of significance.

RESULT

Research Question 1

1. To what extent do principals' delegative decision making strategies influence teachers' effectiveness in public secondary schools in Enugu State based on location?

Table 1: Mean scores and SD on the extent do principals' delegative decision making strategies influence teachers' effectiveness in public secondary schools in Enugu State based on location

		N=382		
S/N	Influences of delegative decision making strategies on teachers' effectiveness in public secondary schools in Enugu State based on location include;	Mean	SD	Remarks
1.	sense of autonomy which enhance teachers' effectiveness	2.21	.83	LE
2.	increased job satisfaction which positively impacting their effectiveness in the classroom.	2.54	.94	GE
3.	allow teachers to tailor instruction based on their expertise which potentially leading to improved teaching effectiveness.	2.82	.78	GE
4.	foster a culture of accountability, potentially influencing teacher effectiveness through a heightened sense of ownership and responsibility.	3.59	.71	VGE
5.	increased teacher commitment which impact their effectiveness in facilitating student learning.	3.15	.97	GE
6.	contribute to improved teacher effectiveness	3.32	.63	GE
7.	create opportunities for teachers to implement personalized teaching approaches, potentially enhancing their overall effectiveness.	3.05	.92	GE
8.	foster a positive school environment, which influence teacher morale	2.91	.79	GE
9.	lead to enhanced professional growth which potentially impacting teacher effectiveness in the long term.	3.28	.81	GE
10	provide a platform for teachers to contribute their expertise, leading to a more impactful teaching environment.	2.59	.78	GE
11	increased job motivation, which positively impacting their effectiveness in the classroom.	3.04	.71	GE
WEIGHTED AVERAGE		2.95		GE

Key: SD = Standard Deviation, VGE = Very Great Extent, GE = Great Extent, LE = Low Extent, VLE = Very Low Extent

Table 1 shows that item no 4 have mean range of 3.50 – 4.00 with decision of Very Great Extent perception. On the other hand, items 2, 3, 5, 6, 7, 8, 9, 10 and 11 have mean range of 2.50 – 3.49, this indicated that the respondents perceived the items raised as great extent. Furthermore, item 1 showed low extent; following its mean range of 1.50 – 2.49. Generally, the weighted average/ grand mean of the items is 2.95, indicating Great Extent. The Standard deviation values (at the range of 0.63 to 0.97) are small and closely clustered around the mean. Going by the decision rule, the answer

to the research question is that delegative decision making strategies to a great extent influence teachers' effectiveness in public secondary schools in Enugu State based on location.

HO1: There is no significant difference in the mean scores of teachers in rural and urban locations on the extent to which principals' delegative decision making strategies influence teachers' effectiveness in public secondary schools in Enugu State.

Table 2: Mean, SD and t-test analysis of the scores of teachers in rural and urban locations on the influence of delegative decision making strategies on teachers' effectiveness in public secondary schools in Enugu State.

Location	N	Mean	SD	df	t-value	Sig. (2tailed)	Decision
Rural	291	32.47	4.49	380	-.293	.770	NS
Urban	91	32.63	4.62				

Table 2 shows that there is no significant difference in the mean rating of teachers in rural and urban locations on the influence of delegative decision making strategies on teachers' effectiveness in public secondary schools in Enugu State, with Rural (R = 32.47, SD = 4.49 and Urban (U = 32.63, SD = 4.62) on the extent delegative decision

making strategies influence teachers' effectiveness in public secondary schools in Enugu State, $t(380) = -.293$ $p = .770$ ($p > 0.05$). Therefore, the null hypothesis was not rejected. Thus, there is no significant difference in the mean scores of teachers in rural and urban locations on the influence of delegative decision making strategies on

teachers' effectiveness in public secondary schools in Enugu State.

DISCUSSION

The findings of this study were discussed in line with the research question and hypothesis tested that guided the study.

Influences of delegative decision making strategies on teachers' effectiveness in public secondary schools in Enugu State based on location and years of experience.

The findings indicated that delegative decision making strategies to a great extent influence teachers' effectiveness in public secondary schools in Enugu State based on location. Similarly, there is no significant difference in the mean scores of teachers in rural and urban locations on the influence of delegative decision making strategies on teachers' effectiveness in public secondary schools in Enugu State. The finding contradicts that of Son (2020) who posited that delegative decision making strategy may be associated with the highest rates of truancy with the slowest modifications in performance which leads to unproductive attitudes and disempowerment of subordinates. Nevertheless, the findings agrees with Gray and Starke (2018), revealed that when teachers were granted the authority to make decisions related to their classroom practices, they reported higher levels of job satisfaction. This indicates that a sense of empowerment and ownership in decision making positively affects teachers' overall satisfaction and effectiveness. Hence, delegative decision making strategy should be adopted by principals for teachers' effectiveness in public secondary schools in Enugu State.

Educational Implications of the Findings

The findings of this study hold implication for government, school authorities, students, parents, and guidance counselors.

The study holds implication for the government, as through the finding of this study the government will proffer solutions to improve the status of school-secondary schools and strengthen her policy as it affects decision making in secondary schools in Enugu State, which have been ignored over the years.

The study holds implication for school authorities, as through the result of this study they shall be equipped with better knowledge on the importance of decision making strategy in secondary schools so as proffer solutions in incessant cases of conflicts between teachers and principals bedeviling the school environment. The study shall motivate the school authorities to improve decision making strategies and

adopt a strategy suitable to the school environment particularly in Enugu State.

The study holds serious implication for guidance counsellors whom are saddled with the responsibility of resolving individual, family and social mal-adjustment issues. The study shall form a base open which they shall relay in assisting principals adopt good decision making strategies in secondary schools in Enugu State. The adoptions of these practices are basically the gap that this study filled.

Recommendations

Based on the findings of the study the following recommendations were made.

- Delegative decision making strategy should be adopted by principals for teachers' effectiveness in public secondary schools in Enugu State.
- Seminars on delegative decision making strategies should be periodically organized and attended by all secondary school principals in Enugu State.

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