Principals' Decision-Making Strategies and Teachers' Job Satisfaction in Kwara State Schools, Nigeria

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Abstract

Objective: This study aimed to examine the relationship between principals' decision-making strategies and teachers' job satisfaction in secondary schools in Kwara State, Nigeria. **Novelty:** This study provides a unique perspective by analyzing multiple decision-making strategies, including open-door, closed-door, consultation, and collaboration, and their varying impacts on teachers' job satisfaction, which has not been extensively explored in the Nigerian secondary school context. **Methods:** This study used a descriptive survey design. It involved 7675 senior secondary school teachers from 407 public schools in Kwara State. A sample of 297 respondents was selected from 825 teachers using Krejcie and Morgan's table and simple random sampling from 35 schools. Data were collected through a self-designed questionnaire, "Principals' Decision-Making Strategies Teachers' Job Satisfaction Questionnaire" (PDMSTJSQ), on a 4-point Likert scale. Research questions were analyzed using mean and standard deviation, while hypotheses were tested using Pearson Product Moment Correlation at a 0.05 significance level. **Results:** The study found that open-door, closed-door, consultation, and collaborative decision-making strategies are the most common, with a mean of 3.18. Open-door decision-making positively correlates with teachers' job satisfaction, while closed-door and consultation strategies show negative correlations. Collaboration also has a negative relationship. These results suggest that teachers' job satisfaction is influenced by the decision-making strategies used and their overall work environment. **Conclusion:** The study found a significant relationship between open-door decision-making strategies, closed-door decision-making strategies, consultation decision-making strategies, and collaboration decision-making strategies in Kwara State secondary schools.

Keywords: Principals' Decision-Making Strategies, Teachers' Job Satisfaction, Decision-Making Strategies.

INTRODUCTION

Decision-making is a critical aspect of educational leadership that significantly impacts the satisfaction and performance of teachers. Principals play an essential role in making decisions that affect the overall functioning of the schools, the quality of education provided and the satisfaction of the teaching staff (Stronge & Xu, 2021). Effective decision-making by school principals is essential for fostering a positive school environment, enhancing teacher morale, and ensuring the delivery of high-quality education. Decision-making is a pivotal aspect of management and is recognised as one of the most essential duties of managers (Summak & Kalman, 2020). This process entails selecting the most appropriate perspective or option from various alternatives related to an issue to achieve the desired outcome. Lotfi et al. (2023) highlight decision-making as the core of management, asserting that it acts as the central axis around which other management processes revolve. According to Harrison et al. (2016), the decision-making process in educational settings involves making choices that directly impact students, teachers, and the school community. In this context, the role of school principals is crucial in shaping the educational experiences of both teachers and students. According to Yusuf et al. (2020), the effectiveness of school leadership in Kwara State is critical to achieving the state's educational goals and ensuring that secondary schools provide quality education that meets the community's needs. School administrators who neglect the importance of decision-making are likely to operate unthinkingly, which can jeopardise the school's goals, policies, profitability, and growth.

Principals are often viewed as the primary decision-makers within schools, tasked with balancing administrative responsibilities with educational leadership. According to Ayeni (2018), effective decision-making by principals is fundamental to the improvement of school performance and the attainment of educational goals. Lent and Brown (2020) argue that decision-making is not a one-time event but a continuous process that involves assessing information, weighing options, and making choices that align with the school's vision and objectives. Decision-making in educational practice is crucial due to the need to enhance the quality of interactions among various elements within the teaching and learning environment. This includes interactions between teachers, between teachers and learners, among learners, between teachers and materials, and between learners and materials within the school system. These interactions necessitate adjusting and modifying educational programs, activities, and techniques to improve the teaching and learning process and achieve the educational objectives in secondary schools. Decision-making involves choosing the most appropriate and effective course of action from available alternatives, whether to solve problems or to achieve specific objectives (Taherdoost & Madanchian, 2024). It is a sequential process that culminates in a single decision or a series of decisions that trigger or prompt specific actions. Effective teaching and learning can only occur when the principal demonstrates high creativity, initiative, vision, and decision-making skills (Johnson, 2019). Effective decision-making by principals is strongly linked to teacher job satisfaction.

According to Tschannen-Moran and Gareis (2015), teachers are more likely to be satisfied with their jobs when they feel their input is valued and their principal makes fair and transparent decisions. Dicke et al. (2020) highlight that principals who involve teachers in decision-making create a more inclusive and supportive work environment, leading to higher job satisfaction and retention. Cansoy (2019) highlight that teachers' satisfaction is influenced

by various factors, including support from school leadership, involvement in decision-making processes, and the recognition of their contributions. In secondary schools, where the challenges of managing adolescent students and delivering a comprehensive curriculum are significant, the role of principals in supporting and motivating teachers cannot be overstated. According to Raziq and Maulabakhsh (2015), job satisfaction is an internal response to the working conditions or the overall appraisal received from one's workplace. High motivation and productivity levels are closely linked to this overall assessment (Lohela-Karlsson et al., 2022). Understanding the factors that influence job satisfaction is essential for achieving organisational goals. Al Balushi et al. (2024) point out that employee productivity is significantly impacted by the degree to which employees are involved in decision-making processes at the workplace. This implies that a person's commitment to high-performance practices and professional motivation to achieve organisational goals can enhance job satisfaction.

The education sector in Kwara State, Nigeria, has encountered significant challenges, including low levels of teacher satisfaction and declining educational outcomes in secondary schools. Despite various initiatives to improve educational quality, teacher satisfaction remains critical, contributing to poor retention rates, decreased motivation, and subpar student performance. School principals' leadership style and decision-making approach influence teacher satisfaction. Principals play a crucial role in shaping the school environment, managing resources, and ensuring the overall quality of education. However, concerns are growing that the decision-making processes employed by many Kwara State principals may not effectively address teachers' needs and expectations. This gap in effective decision-making is likely contributing to ongoing issues of low teacher morale and dissatisfaction. Research highlights that inclusive and participatory decision-making approaches involving teachers in the decision-making process can significantly enhance job satisfaction and improve educational outcomes (Abdulwahab et al., 2021). In contrast, autocratic or top-down decision-making strategies are associated with lower satisfaction levels and higher teacher turnover rates, where decisions are made with minimal or no teacher input (Graham, 2023). Despite these insights, there is a lack of research specifically investigating the relationship between principals' decision-making strategies and teacher satisfaction in the context of Kwara State's secondary schools. Understanding this relationship is essential for identifying leadership practices that boost teacher satisfaction and improve educational outcomes. This study addresses the gap in empirical evidence regarding the impact of various decision-making strategies employed by school principals on teacher satisfaction in secondary schools in Kwara State, Nigeria. The objective is to explore how decision-making influences teacher satisfaction and identify the most effective strategies for creating a positive and supportive school environment.

The study on principals' decision-making strategies and teachers' job satisfaction in secondary schools in Kwara State is crucial for stakeholders such as teachers, principals, school administrators, the Ministry of Education and researchers. The findings provide teachers with insights into how their feedback and participation in decision-making can improve their work environment. The study promotes a positive school culture, reducing burnout and turnover rates. Principals gain knowledge on effective decision-making strategies that significantly impact teacher satisfaction, enabling them to refine leadership styles that support teacher well-being. The research insights also help principals pinpoint areas for professional development,

enhancing their leadership capabilities and effectiveness in managing schools. School administrators can use the findings to shape policies that encourage effective decision-making and improve teacher satisfaction, leading to a more stable and committed teaching workforce. The Ministry of Education can use the study's findings to develop policies that foster effective decision-making practices, enhancing the overall quality of education. The study can also inform the design and implementation of training programs for school leaders, focusing on decision-making strategies that cultivate a supportive work environment for teachers.

Literature Review
Concept of Decision-Making

Decision-making is deliberation used to arrive at a single opinion or choice. According to Maddi (2013), decision-making involves making valid judgments or choices about something fundamental or crucial. It generally entails choosing from several alternatives and plays a vital role in motivating staff and enhancing the achievement of objectives or set goals within an organisation. Effective decision-making curtails unnecessary delays and procrastination. Decision-making is a process that involves identifying a decision, gathering information, and assessing alternative resolutions (Panpatte & Takale, 2019). According to Jonassen (2012), decision-making involves selecting a course of action from two or more possible alternatives to solve a problem. Decision-making is formulating general policies for managing an organisation, whether a business or administrative entity (Galbraith, 2014). While the nature and implementation of decision-making may vary across different contexts, its importance remains constant. Decision-making involves adopting and applying rational choices to manage private, business or governmental organisations efficiently. In the school system, decision-making involves identifying problems, gathering information, generating alternatives, and selecting a course of action (Romiszowski, 2016). Enhancing the quality of decision-making by school administrators leads to more effective administration and improved educational outcomes. School decision-making is crucial for addressing challenges within a school system, directing resources towards achieving goals and objectives, and improving standards. The school administrator should anchor this process, not just an observer. School administrators handle various tasks and responsibilities, managing human (staff) and material resources to achieve the school's goals and maintain its standards (Cheng, 2022). Therefore, school administrators are expected to choose the most appropriate alternative when faced with a situation or challenge.

The School Principal as a Decision Maker

The role of the school principal as a decision-maker is essential in the effective administration and management of educational institutions. Principals are tasked with making crucial decisions that impact various aspects of school operations, curriculum implementation, student welfare, and overall organisational effectiveness (Lunenburg & Ornstein, 2021). The principal's decision-making has the potential to align all school elements toward achieving the school's goals. Sharma et al. (2014) highlight that decision-making is essential for improving organisations, solving organisational problems, and influencing the actions of organisational personnel. Effective decision-making by a principal fosters positive behaviour among teachers as they perform their duties. Research highlights that involving these stakeholders improves

decision acceptance and effectiveness (Cascetta et al., 2015; Priatna et al.,2018). Effective involvement of teachers in decision-making requires clear cross-channel communication between principals and teachers (Annisya et al., 2021). This ensures that communication flows smoothly and that all parties are informed through unified channels—techniques such as brainstorming, nominal groups, and quality groups. Brainstorming allows teachers to freely provide suggestions and ideas, while the nominal group technique gathers opinions from a selected group of teachers who best understand the issues. Quality groups involve forming teams that provide expert input in problem-solving.

Type of Decision in School

Administrative decisions refer to running a school's management and governance aspects. These decisions are usually made by school leaders, such as principals or administrative staff, and involve resource allocation, staffing, policy implementation, and general operational oversight. Ali (2017) notes that administrative decisions form the backbone of school leadership, influencing school culture, teacher morale, and institutional efficiency. These decisions shape how schools manage their resources, budgets, and personnel. The second type of decision is academic decisions related to curriculum development, assessment policies, grading systems and instructional frameworks. These decisions aim to enhance the learning process and meet educational standards. Schildkamp (2019) emphasises that academic decisions should be evidence-based, using data from student performance to improve instructional strategies and achieve better educational outcomes. Decisions about curriculum design and teaching methods fall under this category. The third type is student support decisions focusing on students' well-being and development beyond academic achievement. This includes mental health services, special education, counselling, and extracurricular programs. Debasu and Yitayew (2024) state that student support decisions are crucial for creating a safe and inclusive environment.

Schools that prioritise mental health and socio-emotional learning have better student outcomes in terms of both academic performance and overall well-being. Teachers and educational leaders make instructional decisions to improve classroom instruction. These decisions can involve lesson planning, teaching methods, and assessment techniques. Parsons et al. (2018) argue that effective instructional decisions are based on student data and feedback, allowing teachers to adapt their teaching styles to meet diverse student needs. These decisions directly influence student engagement and academic success. Strategic decisions focus on long-term planning and vision for the school. These decisions are made to achieve specific institutional goals related to academic performance, resource management, or community engagement. Chiang et al. (2015) highlight that strategy decisions require collaboration among stakeholders, including teachers, parents, and community members, to ensure that the school's direction aligns with short-term and long-term goals. Operational decisions concern the day-to-day running of the school, including logistics, scheduling, maintenance, and ensuring the smooth functioning of school facilities. Gregory et al. (2012) explain that operational decisions are often overlooked but essential for maintaining an efficient and organised school environment. These decisions include managing school timetables, transportation services, and maintaining infrastructure.

Ethical decisions involve moral judgments that school leaders and teachers must make, mainly when dealing with sensitive issues like student discipline, equity, and inclusion. Ethical decisions focus on fairness, justice, and the best interests of all students. Stefkovich and Frick (2021) discuss how ethical school decision-making involves balancing individual rights with the collective good. Ethical leadership is essential for creating a culture of fairness, respect, and inclusion within the school. Crisis decisions occur when schools face unexpected challenges, such as natural disasters, financial crises, or health emergencies (e.g., pandemics). These decisions often require immediate action and adaptability to minimise negative impacts on students and staff. Chatzipanagiotou and Katsarou (2023) note that during crises, leaders must make quick, informed decisions to ensure student safety and continuity of learning. Crisis decision-making demands flexibility, clear communication, and effective use of available resources.

Principals' Decision-Making Strategies

Decision-making is crucial to the realisation of organisational objectives. Decisions are better facilitated when all members of an organisation, regardless of age, qualification, and experience, participate in the decision-making process (Harrison et al., 2016). This collaborative approach indicates that problems are more effectively solved when two or more individuals brainstorm together. According to Tschannen-Moran and Gareis (2015), principals should recognise that teachers are reliable instruments in implementing administrative policies through their involvement and participation in decision-making. School principals are expected to operate an 'open door policy' and welcome ideas from all teachers during brainstorming sessions at staff meetings (Gallagher & Thordarson, 2018). This approach helps generate, evaluate, and choose the best alternative solutions to identified problems. An open-door policy encourages principals to foster open discussions and feedback on matters of importance among teachers in secondary schools (Hollingworth et al., 2018). Principals are expected to welcome ideas from all teachers during brainstorming sessions at staff meetings. This approach helps generate, evaluate, and choose the solutions to identified problems. Daily (2018) emphasises that an open-door policy creates an inclusive environment where teachers feel valued and heard, leading to greater job satisfaction and commitment. This policy promotes a culture of continuous improvement and innovation, essential for addressing the ever-evolving educational challenges.

Closed-door policy decision-making strategies involve leadership styles where decisions are made by a select few, typically administrators, without broader stakeholder involvement (Mosley & Wong, 2021). This strategy often emphasises efficiency, control, and centralised authority but may lack transparency and inclusivity. According to Islamoglu (2024), authoritarian leadership inherent in closed-door decision-making can be effective in crises, allowing for quick and decisive actions. However, Karlsson et al. (2020) caution that limiting stakeholder involvement, particularly from teachers and staff, can lead to poorly informed decisions and weaken overall support for policy implementation. Similarly, Destler (2017) highlights that a lack of transparency in such strategies can erode trust between administration and staff, potentially leading to resistance and lower morale. Despite these challenges, Islamoglu (2024) argue that closed-door decision-making can be beneficial in managing immediate crises where swift, centralised action is necessary. Ultimately, these strategies can

enhance decision-making speed and control but may undermine collaboration and long-term school improvement efforts. Quality decision-making demands consultation, which occurs when a principal seeks expert opinions, ideas, and suggestions and incorporates these inputs into short-term decisions requiring quick turnarounds. Although consultation may have a limited impact on the school's overarching mission and vision, it is highly effective for immediate instructional decisions. Fairman and Mackenzie (2015) note that teachers' colleagues significantly influence content and pedagogical decisions through distributed leadership and informal roles. This interaction helps in making informed decisions that are practical and contextually relevant. Tam (2015) further supports that consultation and peer influence create a professional learning community where teachers continuously learn from each other, leading to improved instructional practices.

In collaboration, principals work routinely with teachers at specified times to improve instruction and achieve educational goals. Both principals and teachers are professionally well-positioned to work together, utilising best practices and staying connected to the core of their work. Collaboration helps teachers focus on their instructional tasks and prevents the isolation that limits professional growth (Hargreaves & O'Connor, 2018). Nadeem (2024) highlights that effective collaboration among educators fosters a shared sense of purpose and accountability, which is critical for continuous school improvement. Moreover, Lofthouse and Thomas (2017) emphasise that collaboration leads to a more cohesive and aligned approach to teaching, where teachers support each other, share successful strategies, and collectively tackle challenges. This process not only improves teacher efficacy but also enhances student achievement. Incorporating open-door, closed-door, collaborative, and consultation policies are essential strategies for school principals. These approaches enhance the quality of decisions and foster a supportive and motivated teaching environment, ultimately leading to improved student outcomes. Through these practices, principals can harness the collective expertise of their staff, ensuring that the school's objectives are met effectively and efficiently. Dutta and Sahney (2016) further corroborate that leadership practices emphasising collaboration and open communication are directly linked to higher levels of student achievement and teacher satisfaction.

Concept of Teachers' Job Satisfaction

According to recent research, job satisfaction encompasses various perspectives. Zheng et al. (2015) define it as an assessment of well-being based on an employee's experience across different work aspects. Akinnubi and Adeoye (2024) describe job satisfaction as employees' positive attitudes and behaviour. Meanwhile, Dutta and Sahney (2016) characterise it as employees' reactions and perceptions regarding the characteristics of their work within the company. Judge et al. (2017) note that job satisfaction originates from supervision, interpersonal relationships, organisational happiness, job security, and contentment with assigned tasks. Bakotić (2016) emphasises that job satisfaction correlates with productivity and the effectiveness of employees' performance outcomes. Judge et al. (2017) assert that job satisfaction aims to evaluate all job characteristics and foster a positive attitude towards employees' work. Ensuring job satisfaction is key to successfully retaining teachers. Job satisfaction enhances performance and reduces employee turnover (Irabor & Okolie, 2019). Both monetary and non-monetary incentives can be used to manage teachers' job satisfaction

and turnover (Mata et al., 2021). As teachers' satisfaction levels rise, so do their performance and productivity.

Job satisfaction is often classified into two main types: extrinsic and intrinsic. Extrinsic job satisfaction is based on tangible aspects of work, including pay, colleagues, retirement, health insurance benefits, and care (Elbahloul et al., 2024). Meanwhile, intrinsic job satisfaction relates to internal sources such as the complexity of the work, the extent of responsibility, the use of skills, the ability to help others, and the enjoyment of work tasks and challenges (Bhagwandeen, 2021). Job satisfaction is closely linked to motivation, as employees can only be effective and productive when properly motivated (Ali & Anwar, 2021). For example, job satisfaction and motivation are crucial for organisational success, with motivation arising from individual rewards for satisfying their needs (Kumari et al., 2021). In contrast, job satisfaction reflects a positive emotional state towards work. Interestingly, Mardanov (2021) consider motivation to result from future expectations, whereas job satisfaction results from past events and experiences.

Empirical Studies on Principals' Decision-Making and Teachers' Job Satisfaction

Ezinwa (2023) studied principals' decision-making strategies and teachers' productivity in Delta State secondary schools in Nigeria. This study focuses on principals' decision-making strategies and teachers' productivity in public secondary schools in Delta State, Nigeria. The results indicate that principals involve teachers in decision-making processes in secondary schools and that these decision-making processes significantly influence teachers' productivity. Based on the findings, it was recommended that teachers be more involved in the decision-making process and that administrators ensure that implementation stages are followed as agreed upon by the stakeholders involved in making the decisions. Ayeni and Ojo (2022) investigated the levels of principals' decision-making strategies and their implications for productivity in secondary schools in the Ondo North Senatorial District of Ondo State, Nigeria. Results revealed that the consultation strategy (β = .644), collaborative strategy (β = .566), feedback strategy (β = .542), and corporate review strategy (β = .512) had the highest values and positive contributions to teachers' productivity. The open-door strategy contributed the least to teachers' productivity (β = .312) at $p < 0.05$. The results further indicated a significant relationship between principals' decision-making strategies and students' academic performance ($r = 0.626 > 0.195$). The study concluded that teachers' involvement in decision-making is moderate, accounting for the moderate level of teachers' productivity and students' academic performance. Based on the findings, it is recommended that school principals intensify their use of consultation, collaborative, feedback, and corporate review strategies to enhance the decision-making process. Additionally, the State Ministry of Education should organise seminars and workshops to improve principals' competence in decision-making strategies to boost teachers' productivity in secondary schools.

Ayeni (2018) studied Principals' Decision-Making Strategies and Teachers' Productivity in Secondary Schools in Ondo Central Senatorial District of Ondo State, Nigeria. The study investigated principals' decision-making strategies, the extent of teachers' involvement in decision-making, and the implications for teachers' instructional task performance and students' academic performance in secondary schools within the Ondo Central Senatorial District of Ondo State, Nigeria. The study found a significant correlation between principals'

decision-making strategies, teachers' instructional task performance, and students' academic performance. Principals were effective in policy awareness, committee systems, delegated authority, and departmental feedback. They were also effective in corporate goal setting, addressing group needs, open discussions, constructive criticism, and evaluation. Teachers effectively managed the classroom, curriculum planning, learners' assessment, and goal attainment. However, they were only somewhat effective in resource utilisation and innovation. The strategies were least effective in capacity development, problem identification, budgeting, and time management. The study suggests that more opportunities for teachers to participate in decision-making processes and more training should be organised to enhance principals' decision-making capacities and improve teachers' productivity in secondary schools. Yuniarti (2022) studied The Effect of Leadership, Principal Decision Making and Job Satisfaction on Teacher Performance at SMA Negeri 13 Palembang. This study determines the effect of leadership, principal decision-making, and job satisfaction on teacher performance at SMA Negeri 13 Palembang. The study found a significant positive impact of leadership, principal decision-making, and job satisfaction on teacher performance at SMA Negeri 13 Palembang. Leadership significantly influenced, with a sig F value of $0.000 < α$ (0.05). Principal decision-making positively influenced teacher performance, with a sig t value of $0.027 < α$ (0.05). Job satisfaction also positively affected teacher performance, with a sig t value of $0.003 < α$ (0.05). The correlation between leadership, principal decision-making, and job satisfaction on teacher performance was 0.551, indicating a strong and positive relationship. The coefficient of determination was 0.304, indicating that 30.4% of teacher performance can be explained or influenced by leadership, principal decision-making, and job satisfaction, while other factors influence the remaining 69.6%.

Esther and Julius (2022) studied Principals' decision-making styles for the effective administration of public senior secondary schools in Rivers State. This study investigated principals' decision-making styles for the effective administration of public senior secondary schools in Rivers State. The findings revealed that principals' decision-making positively influences the effective administration of public senior secondary schools in Rivers State. The study concluded that decision-making styles should be used interactively, considering the biases of each style. It was recommended that principals appraise specific situations before employing any decision-making style in public secondary schools in Rivers State.

RESEARCH METHODOLOGY

This study utilised a descriptive survey with a correctional method to gather primary and secondary data to analyse existing conditions, practices, beliefs, and attitudes. The survey also establishes the relationship between principals' decision-making strategies and teachers' job satisfaction, focusing on the problem being studied. The population of this study comprised 7675 senior secondary school teachers in 407 public secondary schools when the data was collected according to the annual school census by Kwara State Ministry of Education 2023. In this study, 35 public secondary schools in Kwara State were selected purposively, considering geographic location, school size, and performance to ensure a diverse sample. The principals of these selected schools were included in the study. For the teachers, Krejcie and Morgan's table was used to determine a sample size of 262 teachers from the estimated 825

teachers in the sample selected school. Using simple random sampling, the teachers were selected from within the 35 purposively chosen schools to ensure that every teacher has an equal chance of being included in the sample. The sample size was 297 respondents. This study used an adapted questionnaire dubbed "Principals' Decision-Making Strategies Teachers' Job Satisfaction Questionnaire tagged (PDMSTJSQ)". The questionnaire has two sections: A and B. Section A comprises Principals' Decision-Making Strategies items or questions in statements organised into three categories. At the same time, Section B contains items or questions in statements on teachers' job satisfaction, which are separated into three sections designed explicitly for respondents. To answer the research questions, respondents used a 4-point Likert rating scale with Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points, and Strongly Disagree (SD) = 1 point. Three experts validated the instrument to measure the study's subject matter accurately. This study assessed the internal consistency reliability of questionnaires administered to 20 teachers and 10 principals in Kwara State secondary schools. The reliability coefficients were 0.82 and 0.77, indicating the instrument's reliability. The researcher received an introduction letter from the Department of Educational Management and Counselling and visited the schools with two research assistants. The questionnaire was completed openly and sincerely, with completion held until a mutually convenient time if a respondent requested more time. The data collected was analysed using descriptive and inferential statistics, with the Statistical Package for the Social Sciences (SPSS) employed for the analysis. Descriptive statistics were used to analyse the research questions, specifically mean and standard deviation. In contrast, inferential statistics were used to test the research hypotheses, using the Pearson Product-Moment Correlation Coefficient at a 0.05 significance level.

RESULTS AND DISCUSSION

Research Question 1: What decision-making strategies are adopted by principals in secondary schools in Kwara State?

Table 1.

Results show the decision-making strategies adopted by principals in secondary schools in Kwara State.

S/N	Statements	Mean	SD	Remarks
1	Open-Door Decision-Making Strategies	3.21	0.70	High
2	Closed-Door Decision-Making Strategies	3.11	0.81	High
3	Consultation Decision-Making Strategies	3.23	0.76	High
4	Collaborative Decision-Making Strategies	3.18	0.77	High
	Grand Mean	**3.18**		**High**

Table 1 presents an analysis of the decision-making strategies adopted by principals in secondary schools in Kwara State. Open-Door Decision-Making Strategies have a mean of 3.21 and a standard deviation of 0.7, Closed- Door Decision-Making Strategies have a mean of 3.11 and a standard deviation of 0.81, Consultation Decision Making Strategies have a mean

of 3.23 and a standard deviation of 0.76, and Collaborative Decision-Making Strategies has a mean of 3.18 and standard deviation of 0.77. The grand mean of decision-making strategies adopted by principals in secondary schools in Kwara State is 3.18, which indicates a high level of decision-making strategies.

Research Question 2: What is the level of teachers' job satisfaction in secondary schools in Kwara State?

Table 2.

The result shows teachers' job satisfaction in secondary schools in Kwara State.

S/N	Statements	Mean	SD	Remark's
1	I have a positive working relationship with my colleagues.	3.24	0.78	High
2	My interactions with students are supportive and respectful.	3.27	0.63	High
3	I feel supported by the school administration.	2.86	0.70	High
4	I can easily communicate with my colleagues regarding work-related issues.	3.40	0.65	High
5	I feel a sense of community among the staff.	3.39	0.66	High
6	My job provides me with a sense of accomplishment.	3.26	0.79	High
7	I feel my contributions to the school are valued.	3.12	0.69	High
8	My job allows me to achieve a good work-life balance.	3.23	0.66	High
9	I am satisfied with the level of professional development opportunities available to me.	3.13	0.75	High
10	I have adequate resources to perform my job effectively.	3.39	0.65	High
11	My job provides me with a variety of tasks that keep it interesting	3.26	0.79	High
12	The workload in my job is manageable.	3.12	0.69	High
13	I have a clear understanding of my job responsibilities.	3.23	0.66	High
14	I feel that my job allows me to utilise my skills and talents	3.13	0.75	High
15	I am satisfied with the level of autonomy I have in my job.	3.39	0.65	High
16	I consistently implement classroom rules and expectations to manage student behaviour effectively.	3.05	0.77	High
17	I actively encourage and reinforce positive behaviour among students.	3.49	0.62	High
18	I reflect on my discipline strategies and adjust based on feedback and outcomes.	3.33	0.73	High
19	I effectively mediate conflicts between students and encourage resolution through dialogue.	3.35	0.60	High

20	I believe my approach to student discipline positively impacts student learning and achievement.	3.24	0.76	High
	Grand Mean	**3.24**		**High**

Table 2 Presents findings on teachers' job satisfaction in secondary schools in Kwara State. Each statement evaluates different aspects of job satisfaction, with mean scores and standard deviations indicating the general perception among teachers. With a grand mean of 3.24, the findings indicate a generally high level of job satisfaction among teachers in Kwara State's secondary schools, with extreme satisfaction in collegial relationships, communication, and positive work environment.

Hypotheses Testing

H_{O1}: There is no significant relationship between open-door decision-making strategy and teachers' job satisfaction in secondary schools in Kwara state.

Table 3.

Pearson Product Moment Correlation on Open-Door Decision-Making Strategy and Teachers' Job Satisfaction in Secondary Schools in Kwara State.

Variable	N	Mean	SD	Df	R	P	Decision
Open-door decision-making strategy	297	16.7	1.81	295	0.354	0.000	H_0 Reject
Teachers' job satisfaction		65.6	7.46				

The result of Table 3 shows the Cal. The P-value obtained was 0.000, less than the alpha value of 0.05, which was a significance level with 295 degrees of freedom. Findings indicated a positive correlation between the two variables, which was statistically significant (r= 0.354). Therefore, The null hypothesis of no significant relationship between open-door decision-making strategy and teachers' job satisfaction in Kwara state secondary schools was rejected, and the alternative hypothesis was upheld. Thus, there was a significant relationship between open-door decision-making strategy and teachers' job satisfaction in secondary schools in Kwara state.

H_{O2}: There is no significant relationship between closed-door decision-making strategy and teachers' job satisfaction in secondary schools in Kwara state.

Table 4.

Pearson Product Moment Correlation on closed-door decision-making Strategy and Teachers' Job Satisfaction in Secondary Schools in Kwara State.

Variable	N	Mean	SD	Df	R	P	Decision
Closed-door decision-making strategy	297	15.5	2.65	295	0.145	0.012	
							H_0 Reject
Teachers' job satisfaction		65.5	7.46				

The result of Table 4 shows the Cal. The P-value obtained was 0.012, less than the alpha value of 0.05, which was a significance level with 295 degrees of freedom. Findings indicated

a positive correlation between the two variables, which was statistically significant (r= 0.145). Therefore, The null hypothesis of no significant relationship between closed-door decision-making strategy and teachers' job satisfaction in Kwara state secondary schools was rejected, and the alternative hypothesis was upheld. Thus, there was a significant relationship between closed-door decision-making strategy and teachers' job satisfaction in secondary schools in Kwara state.

H$_{O3}$: There is no significant relationship between consultation decision-making strategy and teachers' job satisfaction in secondary schools in Kwara state.

Table 5.

Pearson Product Moment Correlation on consultation decision-making strategy and teachers' job satisfaction in secondary schools in Kwara state.

Variable	N	Mean	SD	Df	R	P	Decision
Consultation decision-making strategy	297	16.2	2.61	295	0.123	0.034	
							H$_0$ Reject
Teachers' job satisfaction		65.6	7.46				

The result of Table 5 shows the Cal. The P-value obtained was 0.034, less than the alpha value of 0.05, which was a significance level with 295 degrees of freedom. Findings indicated a positive correlation between the two variables, Which was statistically significant (r= 0.123). The null hypothesis, which stated no significant relationship between consultation decision-making strategy and teachers' job satisfaction in secondary schools in Kwara state, was rejected, and the alternative hypothesis was upheld. Thus, there was a significant relationship between consultation decision-making strategy and teachers' job satisfaction in secondary schools in Kwara state.

H$_{O4}$: There is no significant relationship between collaboration decision-making strategy and teachers' job satisfaction in secondary schools in Kwara state.

Table 6.

Pearson Product Moment Correlation on collaboration decision-making strategy and teachers' job satisfaction in secondary schools in Kwara state.

Variable	N	Mean	SD	Df	R	P	Decision
Collaboration decision-making strategy	297	15.94	2.24	295	0.143	0.014	
							H$_0$ Reject
Teachers' job satisfaction		65.6	7.46				

The result of Table 6 shows The Cal. The P-value obtained was 0.014, less than the alpha value of 0.05, which was a significance level with 295 degrees of freedom. Findings indicated a positive correlation between the two variables, which was statistically significant (r= 0.143). The null hypothesis of no significant relationship between collaboration decision-making strategy and teachers' job satisfaction in secondary schools in Kwara state was rejected, and the alternative hypothesis was upheld. Thus, there was a significant relationship between

collaboration decision-making strategy and teachers' job satisfaction in secondary schools in Kwara state.

Discussion

The First finding indicated a high level of decision-making strategies principals in public senior secondary schools adopted. The principals used diverse strategies in decision-making in secondary schools in Kwara state, which is aligned with the finding of Cansoy et al. (2020), who stated that principals utilised all decision-making strategies to ensure the achievement of school goals. This aligns with the findings of Musengamana et al. (2024), who discovered that involving teachers in school decision-making processes significantly enhanced their productivity. The second finding indicated a high level of job satisfaction among teachers in secondary schools in Kwara State. Banerjee et al. (2017) indicate that teacher job satisfaction often correlates with autonomy, professional recognition, and supportive administration. This finding suggests a relatively enabling work environment in Kwara State despite challenges in other Nigerian states. The third finding indicated a significant relationship between open-door decision-making strategy and teachers' job satisfaction in secondary schools in Kwara state. Open-door strategies, where principals maintain accessibility and transparency, create trust and improve communication. According to Alhuwaymil (2022), open-door policies allow teachers to express concerns freely, fostering a sense of belonging and improving morale. This finding underscores the importance of transparency and participatory leadership in Kwara schools. The fourth finding indicated a significant relationship between closed-door decision-making strategy and teachers' job satisfaction in secondary schools in Kwara state. Closed-door strategies are traditionally less participative; their significance in this study suggests that clear, firm decisions by principals may instil confidence in leadership. Benoliel and Barth (2017) show that decisive leadership, even when not openly participative, can be appreciated in hierarchical cultures if decisions align with teachers' needs and institutional goals. The fifth finding indicated a significant relationship between consultation decision-making strategy and teachers' job satisfaction in secondary schools in Kwara state. Bogler and Nir (2012) emphasise that teachers feel valued and empowered when their expertise and opinions are sought, which leads to increased job satisfaction. This finding indicates a strong correlation between consultative practices and workplace happiness in Kwara schools. The sixth finding indicated a significant relationship between collaboration decision-making strategy and teachers' job satisfaction in secondary schools in Kwara state. Chin (2024) advocates for collaborative leadership in education, arguing that shared decision-making fosters a sense of ownership among staff and builds trust, thus improving job satisfaction. This resonates with the positive outcomes observed in Kwara secondary schools.

CONCLUSION

Principals in the region primarily employ collaborative and consultative approaches, actively involving teachers in goal setting, brainstorming, and open communication. Teachers view these strategies favorably, with high inclusivity and support for their perspectives. Additionally, principals are seen to value expert input, promote teamwork, and build shared leadership, all of which create a supportive environment for effective decision-making.

Regarding job satisfaction, teachers in Kwara State generally report high satisfaction levels, particularly in their relationships with colleagues, communication, autonomy, and the sense of accomplishment derived from their roles. While teachers are mainly satisfied with the professional support they receive, areas like administrative support and professional development opportunities could be enhanced. This study highlights a strong connection between principals' decision-making strategies and teachers' job satisfaction. A participatory leadership style that involves teachers and acknowledges their contributions fosters a positive work atmosphere, thereby increasing teachers' overall satisfaction. These findings emphasize collaborative leadership's importance in enhancing decision-making processes and teachers' professional experiences in Kwara State's secondary schools. Based on the findings and conclusions of this study, the following recommendations were made by the researcher:

1. Principals should sustain and enhance their use of diverse decision-making strategies to effectively address their schools' dynamic needs.
2. Schools and education authorities could provide additional resources, acknowledge teachers' achievements, and ensure sufficient opportunities for professional growth. Regular feedback mechanisms could also help identify specific areas for improvement.
3. School administrators should be encouraged to regularly assess the impact of their decision-making strategies on teacher morale and job satisfaction and make adjustments based on staff feedback to maintain a positive and productive work environment.
4. Principals should consistently maintain this strategy, ensuring teachers feel comfortable sharing their ideas and feedback. Open communication channels should be encouraged, and principals could schedule regular forums for discussion and input from all staff members.
5. Principals should be encouraged to regularly seek insights from educational experts and key stakeholders in decision-making processes. Workshops on effective consultation practices could be conducted to help principals maximize the benefits of this approach

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