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Principal's Participatory Leadership Approaches: An Effective Tool for Teacher Effectiveness in Fako Division, Cameroon

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Abstract

Aim: This study intended to investigate the relationship between principal's participatory leadership approaches and teacher effectiveness in Fako Division, Cameroon.

Methods: Given a correlational design purpose, data were assembled by drawing a sample of six hundred (600) that is 588 teachers and 22 principals spread across five (5) sub-divisions in Fako Division Cameroon. The first instrument titled "Questionnaire for Principal's Participatory Leadership Approaches" (QPPLA) comprises three subscales all reflecting a high degree of internal consistency, namely, participatory decision-making ($\alpha = 0.843$), democratic leadership ($\alpha = 0.759$), and collective leadership ($\alpha = 0.834$). The second tool, Questionnaire for Teacher Effectiveness (QTE), also indicates good reliability ($\alpha = 0.813$). Regarding the verification of the research questions and hypotheses, Pearson's correlation coefficient was subsequently performed at the significance level of $p < 0.05$.

Results: The study found that participatory decision-making, democratic leadership and collective leadership styles significantly exerted a strong and positive impact on teacher effectiveness. Ultimately, the findings suggest that the principals should properly use the combinations of participatory decision-making, democratic leadership and collective leadership styles since they are significant in teacher effectiveness in secondary schools in Fako Division, Cameroon.

Conclusion: The study concluded that there is a strong relationship between principal's participatory leadership approaches and teacher effectiveness.

Recommendation: This study recommend principals to enhance and foster teacher effectiveness by adopting participatory leadership approaches in schools.

Keywords: *Participatory leadership, decision-making, democratic leadership, collective leadership, teacher effectiveness.*

INTRODUCTION

Participatory management is a practice that has long been recognized as crucial in the quest to enhance school effectiveness. This has made it necessary for schools to have a flexible organizational structure and to swiftly adapt to changing contexts (Somech, 2010). Participatory management was cited as the primary strategy for school improvement in reforms that placed a strong emphasis on school-based management (Somech, 2002). The best management strategy, according to scientists, is participative management. Accordingly, research, regulations, and implementations pertaining to participatory decision-making in schools continue to be a major focus (Smylie, 1992; Smylie et al., 1996; Somech, 2002; Somech, 2010). Miller and Monge (1986) claimed that participation has many conceptualizations, ranging from delegation to joint decision-making, and that joint decision-making is the definition of participation. Similar to this, participation or participative leadership is described as the shared influence in choosing between superior and subordinate through hierarchy (Wagner & Gooding, 1987). From this standpoint, participative management has focused on allocating decision-making authority and sharing power. Somech (2010) stated that participative decision making is a formal participation strategy, includes direct participation of groups, and has a claim to effect the decision of groups, and participation is relevant in important matters. According to the literature, taking part in decision-making will increase the social capacity for a perfect school and the quality of decisions, boost teachers' motivation, improve their professional development, and create a more democratic learning environment in the classroom (Smylie, 1992; Somech, 2010).

Golarz and Golarz (1995) assert that collaborative and collegial instructional planning are effective school characteristics that justify the implementation of participatory governance. One of the contemporary issues in educational management science that has started to gain interest at the moment is participatory leadership. The leader becomes more cooperative, interactive, and influential within the educational institution in this pattern, which benefits the subordinates by allowing them to choose high-value goals and increasing the leader's influence. They are motivated to work harder to achieve their goals and their level of job satisfaction increases as a result, which enhances their level of performance and energizes their enthusiasm (Abu Madigm, 2021).The foundation of participative leadership is the partnership between the principal of the school and the teachers, who take part in decision-making, administrative communication, performance evaluation, and motivation to achieve the desired educational goals (Al-Dajani, 2019).

According to Achimugu and Obaka (2019) and Purwanto et al. (2019), a school leader's ability to effectively manage teachers' time and ensure adequate educational resource provision is crucial to a student's academic success. According to Kagendo (2018), the success of students' academic performance depends on the participation of stakeholders like students and teachers in decision-making. This suggests that, despite the fact that there are numerous potential factors for enhancing educational quality, participative leadership's approach to group decision-making should be carefully taken into account. Godda (2018) emphasized that in order to meet the demand for school effectiveness; principals of public secondary schools must transform their leadership mindset.

Accordingly, Leithwood and Steinbach (2013) contend that head teachers should foster a supportive school environment, engage in joint planning, and ensure that teachers have opportunities for collaboration through increased involvement in school-level decision-making. The school's principal has a responsibility to create a better working environment for the teachers

so that they are free to make decisions that will influence their working conditions. As part of the effort to create better schools, a participatory management style has been acknowledged as essential (Blasé & Blasé, 2011). Effective teacher involvement in decision-making in schools can be very motivating to the teacher and a way to practice participatory management where everyone is involved in the decision-making process. Gokturk and Mueller (2010) assert that when teachers commit to being engaged in the decision-making process, they can have a greater impact on the overall success of the school. The greater involvement of teachers in school decision-making improves teacher motivation and commitment hence improves school performance. As managers, principals should work to maintain an environment that supports teachers' efforts in the classroom and minimize outside factors that can disrupt the learning process (Ocham, 2010).

Participatory leadership

The participative leadership style is one of the leadership philosophies that according to Silong, (2009), can support effective leadership activities. Participatory leadership is a style of leadership that includes subordinates in decision-making, consults with staff, gathers ideas and input from subordinates before making decisions, consults with subordinates on work-related issues, solicits input from subordinates, and frequently tries to use ideas from subordinates in decision-making (Murdoch, 2013).

One type of democratic leadership is known as participatory leadership; it involves a team of workers using the cooperative model so that no one person serves as a regular leader or even one who serves in an irregular manner permanently. In other words, participatory leadership is a cooperative and joint effort, referring not only to the leader's cooperative method of leading a group but also to a cooperative method in which the group is eager to distribute responsibilities to maintain interaction (Salim & Shaqran, 2021). Employees can also participate in making and implementing work-related decisions under participatory leadership. The leader chooses decentralization over centralization by giving some of his or her authority to subordinates in proportion to the responsibilities entrusted to them. A successful communication system is adopted, and participatory leadership is eager to inspire staff members and invest their innovative and creative skills. It is noteworthy that it is dependent on preparing subordinates to assume responsibility and leads them down the path of administrative growth (Al-Mukhlafi, 2021; Lahloub & Al- Sarayrah, 2012). Participative leadership is one of the behavioral components of leadership theory that has been the subject of numerous studies (Yukl, 1989). The degree to which a leader incorporates suggestions and ideas from subordinates into the decision-making process is known as participatory leadership (Bryman, 2013; Ogbeide & Harrington, 2011).

The participative leadership style, according to Silong et al. (2009), is one of the leadership philosophies that can support successful leadership activities. Participatory leadership is a style of leadership that involves subordinates in decision-making, consults with staff, gathers ideas and input from subordinates before making decisions, consults with subordinates about work-related issues, solicits input from subordinates, and frequently tries to use ideas from subordinates in decision-making (House, et al. 1974; Robbin, 2008; Murdoch, 2013). As a result of their involvement in establishing school objectives, strategies for achieving them, and the resources needed to do so, participatory principals are thought to increase teachers' job satisfaction. According to Jalilizadeh et al. (2013), the principal's participative leadership style is significantly correlated with teachers' effectiveness in their work. helping teachers find new opportunities and

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challenges, enabling them to learn, acquire, share, and combine knowledge (Edmondson, 1999), and engaging teachers to face and solve these opportunities and challenges at the same time, thereby improving teacher performance and satisfaction Benoliel, 2010; Rotich 2012). The awareness of members to actively participate in their work is a result of participative leadership. Huang (2011) also discovered a positive relationship between teacher commitments and participative leadership style. This study focuses on three participatory leadership approaches namely: Consensus decision-making; Collective leadership and Democratic leadership.

Teacher Effectiveness

Although teacher effectiveness is abstract concepts that cannot be directly identified or assessed, the majority of academics agree that it is a multidimensional concept, meaning it has numerous components and dimensions (Falaye & Awopeju, 2012). According to Onyeachu (1999), teaching effectiveness is the ability of a teacher to engage in various aspects of teaching, such as subject mastery, effective communication, lesson preparation and presentation, as well as one-on-one interaction with students and other staff members.

According to a definition given by Hunt (2009), the effectiveness of teachers is the sum of the traits, skills, and behaviors that teachers' at all educational levels exhibit in order to help their students achieve their goals. These outcomes may include achieving both specific learning objectives and more general objectives like the ability to solve problems, think critically, collaborate, and become productive members of society. An effective teacher is one who consistently achieves objectives that either directly or indirectly center on the students' learning, according to Aina (2013). Dunkin (2007) offered a further definition of teacher effectiveness as the extent to which a teacher has the desired impact on students. Additionally, he distinguished it from teacher performance, which refers to how a teacher acts while teaching, and teacher competence, which measures the degree to which a teacher possesses the necessary knowledge and skills. In a similar vein, Akpan (2013) described effective teaching as the achievement of all or most of the learning objectives and the lowering of differences in students' cognitive abilities. Afe (2003) defined effective teaching as the kind of instruction characterized by the display of intellectual, social, and emotional stability, love for children, a positive attitude toward the teaching profession, and the capacity to inspire good qualities in students. An effective teacher is one who challenges students intellectually, inspires students, sets high standards, and promotes self-initiated learning, according to Darling-Hammond and Adamson (2010).

It is common to discuss a teacher's effectiveness in terms of their attention to students, how they perform, how they behave in front of the class, and the rules and regulations they enforce to improve student outcomes. In addition to focusing on students' performance, effective teachers must be clear about their instructional goals, have a solid understanding of the curriculum's content and effective teaching methods, communicate with students effectively about what is expected of them, use the right teaching methods and materials to make learning useful, and be knowledgeable about their students (Ko, et al., 2013). Good teaching is the foundation of effective teaching, but other factors that contribute to teacher effectiveness include having adequate and appropriate subject knowledge, assessing students to determine their needs and requirements for learning, being able to use questions to engage and challenge students, and consolidating understanding as an effective use of assessment for learning (Ko et al., 2013).

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Characteristics of Effective Teachers

Effective teachers consist of the following characteristics as per Goe et al. (2008).

1. As determined by the value added, other test-based growth measures, or alternative measures, effective teachers have high expectations for their students and aid in their learning.
2. Effective teachers give their all to help students achieve positive academic, attitudinal, and social outcomes like regular attendance, promotion to the next grade, on-time graduation, self-efficacy, and cooperative behavior.
3. To ensure that learning is fruitful, effective teachers use a variety of resources and materials. They also carefully plan and structure engaging learning opportunities, monitor students' progress, adjust their teaching methods as needed, and assess learning using a variety of sources of evidence.
4. Effective teachers place an emphasis on improving the classroom environment and schools that value diversity and civic engagement in addition to students' academic and personal growth.
5. Effective teachers collaborate with parents, administrators, other educators, and other teachers to ensure that students succeed. This is especially true if they are working with students who have special needs or who are at a high risk of failing.

In an effort to address the foregoing, the Ministry of Secondary Education in Cameroon has given special attention and action priority to the change of educational organization and management of the country. The Ministry of Education has put in place mechanisms to ensure that the secondary schools administration and management are decentralized, efficient and professionally coordinated where all the stakeholders participate. By Ministerial Decree No. 2001/041 of 19th February 2001, the School Management Board was created. The involvement of various stakeholders (students, parents, teachers, administrators, politicians, policy makers, employers, non-governmental organizations, local councils, traditional leaders, international organizations, religious bodies) in education is in line with greater calls for good governance and decentralization. Teachers can now take part in the planning, carrying out, evaluating, and choosing of the curriculum thanks to a mechanism developed by the government as part of its participatory decision-making initiative. Okumbe (2008) who asserts that group or participatory decision-making processes are recommended given that a broader perspective of knowledge and facts can be gathered very easily from a group and individuals who participate are typically more satisfied with the decisions made therefore enthusiastically support them, supports the idea of effective participation in decision-making in schools.

The background information mentioned above highlights the significant part that teachers can play in democratic leadership at the school level. However, there is still a lack of published empirical research on how participatory leadership affects teacher effectiveness in Cameroon, which justifies the current study. This study focused on the three principal's participatory leadership approaches namely: decision-making, collective leadership and democratic leadership.

Statement of the Problem

There should be a strong emphasis on teachers' performance because of how crucial their contribution is to the success of any education reform. Teachers' aspirations and job satisfaction

are increased through a synergy created by effective school leadership. The fact that high-quality instruction is always provided by qualified, happy teachers has been repeatedly confirmed by studies conducted all over the world. Concerns about the teachers' apparent lack of commitment to their jobs, low morale, and lack of motivation, which contribute to high teacher attrition rates, have been raised in Cameroon. However, it is notable that there are no studies that show how much principals' participatory leadership strategies have impacted teacher effectiveness. The effects of principals' participatory leadership style and teacher effectiveness are not well-documented in the research literature. Researchers contend that by including teachers in school leadership, schools gain from increased productivity, employee loyalty, team cohesion, and high levels of job satisfaction. There is a gap in the literature and a problem with the lack of research on the impact of participatory leadership strategies used by principals on teacher effectiveness. Determining the impact of principals' participatory leadership strategies on teachers' effectiveness in the Fako Division is the goal of this study.

Research Objectives

The aim of the study is to investigate principal's participatory leadership approaches and teacher effectiveness in Fako Division, Cameroon. The specific objectives were to determine:

1. The relationship between participatory decision-making and teachers' effectiveness in Fako Division, Cameroon.
2. The relationship between collective leadership and teachers' effectiveness in Fako Division, Cameroon.
3. The relationship between democratic leadership and teachers' effectiveness in Fako Division, Cameroon.

Research Questions

The following research questions guided the study:

1. How does the principal's participatory decision-making correlates with teacher effectiveness in Fako Division, Cameroon?
2. How does the principal's democratic leadership style correlate with teacher effectiveness in Fako Division, Cameroon?
3. How does the principal's collective leadership style correlate with teachers' effectiveness in Fako Division, Cameroon?

Hypotheses

The following hypotheses were formulated for the study:

1. Principal's participatory decision-making does not have a substantial correlation with teacher effectiveness in Fako Division, Cameroon.
2. Principal's democratic leadership style does not have a substantial correlation with teacher effectiveness in Fako Division, Cameroon.
3. Principal's collective leadership style does not have a substantial correlation with teacher effectiveness in Fako Division, Cameroon.

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LITERATURE REVIEW

Theoretical Framework

Participative leadership theory

One of the important ideas in modern leadership is participative leadership which has its roots in the post-World War II writings of academics like Kurt Lewin, Douglas McGregor, Chris Argyris, and H. Michael Porter and Igor Ansoff (Kaufman, 2001). The classic Hawthorne experiments of the 1930s made the case for participation as a leadership style. The results of the experiments show that when small groups of employees feel their workplace is supportive, they experience greater job satisfaction and perform better (Crane, 1979). According to a different account, Rockefeller's concept of industrial democracy gained popularity in the late 1910s and became known as the leadership term participatory leadership (Kaufman, 2001). Participative leadership should be viewed as an organization's evolution that will ultimately result in the accomplishment of corporate objectives. Studies indicate that employees are starting to put more demands on their employers in the twenty-first century. They want to participate more in decision-making and want to be a part of a team (Shagholi & Hussin, 2009). Undoubtedly, in order for a company to succeed today, it needs to treat its employees well and treat them as valuable assets. Due to the pressure of global stiff competition and the complexity of decisions, organizations should shift to more participation and cooperation to improve performance.

Employee participation is a sophisticated leadership tool that, when used correctly, can enhance productivity, performance, and job satisfaction (Nykodym et al., 2008). Employees who are motivated and trained to make independent decisions will be able to work well in teams with participation (Howcroft & Wilson 2003). Participation as a means and an end seeks to strengthen people's decision-making abilities and their capacity to create an environment for change (Vernooy et al., 2006).

In general, the participatory leadership theory makes the assumption that employees prefer to have an impact on their work by participating in decisions that affect their work. Therefore, it is attempted to balance the involvement of both superiors and subordinates in information-sharing, problem-solving, and decision-making through the use of participatory leadership (Jongjoo & Houston 2009). When a leader practices participatory leadership, they fully trust their team members and rely on them to make most of the decisions (Shagholi & Hussin 2009). The participative system theory is embedded in the principle of empowering employees through collective decision-making strategy. To achieve the aforementioned principle, the organization's leaders must create open communication systems based on a bottom-up approach and effective focusing on a collaborative approach of empowering subordinates towards the implementation of organizational goals. The theory informed the current study of the significance of participatory leadership approaches in improving the quality of education in public secondary schools through teacher effectiveness in Fako Division, Cameroon.

Implications of Participative leadership Theory in School administration and management

With similar functionalities, the terms school management and administration are frequently used interchangeably. The management and administration of the school are conducted with consideration for various leadership philosophies. Participatory leadership is the guiding theory that is applied most frequently in the educational system. Therefore, the following is a summary

of the participatory leadership theory's most widespread and country-specific implications for educational management and administration.

According to the participative leadership theory, leadership is a collective effort, and the successes of the leadership rely on how well school management and administration share a common vision and conduct themselves. Thus, the premise of participatory leadership is applied to school management and administration to foster a sense of ownership among all school stakeholders. Second, participatory leadership makes the underlying assumption that the more democratic effort there is in a school, the more effective that school will be. In order to create a democratic environment where the stakeholders' access, voice, choice, right, share, and representation are ensured, participatory leadership is used in school management and administration. This environment directs the school toward its goals and plans. In school management and administration, participatory decision-making has been translated as participatory leadership. All participants in the decision-making process in schools have the opportunity to participate in some way, whether it be formal, procedural, or substantive, so they can take ownership of the final decision that will be made and put into action. When participative leadership is used, everyone works together to achieve the school's objective. Site-based management is a strategy used by school administration and management that involves planning and carrying out activities at the school. When it comes to putting the most decentralized efforts into practice, participative leadership is the only approach that truly produces the best results. The use of participatory leadership in school management and administration will help to increase accountability in the educational system.

Conceptual Framework
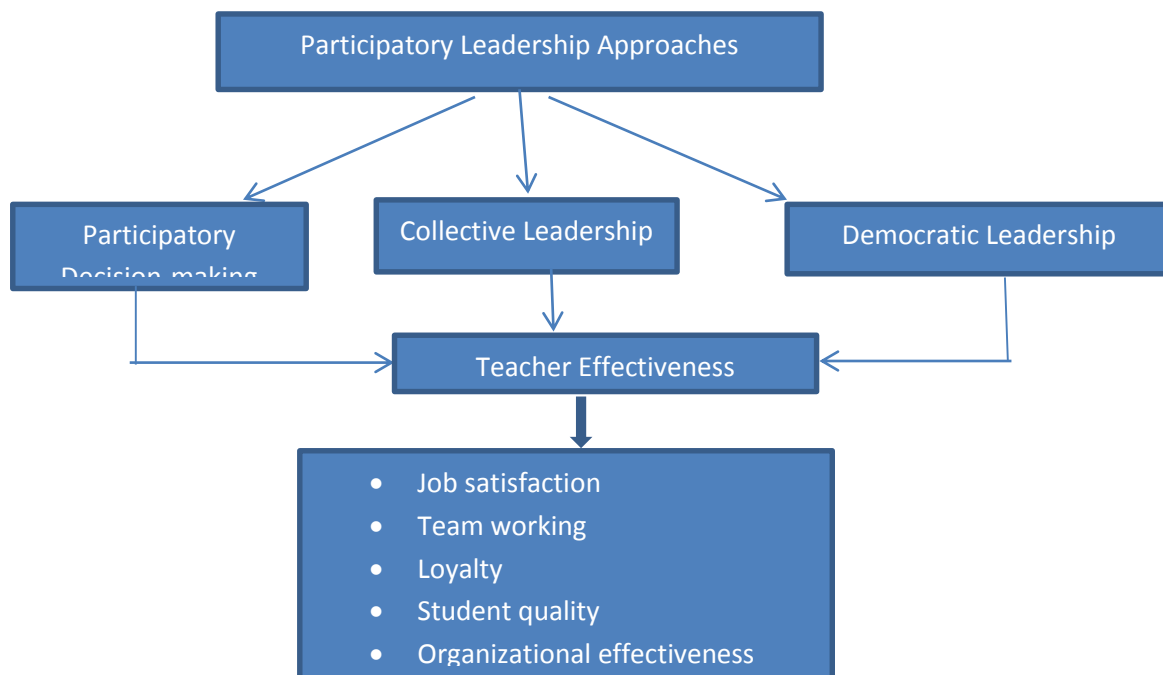
Figure 1: Conceptual framework of the participatory leadership approaches and teacher effectiveness.

Source: Author's conceptualization (2023).

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Empirical Review

Participatory leadership approaches and teacher effectiveness

The principal's responsibility for completing the school's vision and mission is one of the key factors in achieving national education goals (Nurdiansyah, 2021). The school's resources are also led by the principal (Rahman & Subiyantoro, 2021). More specifically, principals of schools are expected to be able to move teachers efficiently, foster goodwill in the classroom to create a welcoming environment, foster unity in the classroom, and conduct planning, implementation, and evaluation of various policies that have been implemented in schools (Khosiah & Maryani, 2020; Salim & Hasanah, 2021).

In his investigation into the relationship between primary school head teachers' democratic styles of leadership and teacher job satisfaction in Ekiti State, Nigeria, Adeyemi (2013) found a significant correlation between these two variables In order to improve teacher job satisfaction, it was determined that head teachers of primary schools in the state of Ekiti should employ a democratic style of leadership. Haruni and Mafwimbo (2014) in their study titled "Influence of leadership styles on teachers' job satisfaction in primary schools in Songea and Morogoro Districts" discussed that democratic leadership style was the most used style of leadership because it leads to teachers' job satisfaction. It further specified that democratic style of leadership was the one which develop high satisfaction of teachers on their job among primary school teachers.

According to Cole (2005), a head teacher's leadership should not only involve giving orders but should also combine self-assurance, friendliness, firmness, and tact. The democratic management style employed by head teachers, along with the proper delegation of responsibilities, frees up the school administrators from their numerous duties and, secondly, instills in their subordinates a sense of accountability, commitment, and hard work, which improves teacher performance.

According to Russamsi et al. (2020), principal leadership has been shown to enhance teacher professionalism and productivity. According to Zainuddin et al. (2020), a principal's leadership combined with effective organizational communication can boost teacher commitment, enhancing performance. According to Endaryono et al (2021), democratic leadership style is recommended for school administrators. They make decisions by deliberation by involving all elements by consensus, carry out decisions by delegating authority and responsibility to subordinates, and program evaluations are carried out systematically. In a study to determine the impact of principal leadership styles on secondary school teachers' job satisfaction in the Jaffna District, Nadarasa (2014) discovered that democratic leadership has a positive impact and autocratic leadership has a negative impact. In light of the findings, principals should adopt a democratic leadership style because it can help teachers feel satisfied in their jobs.

The democratic leadership typology of the principal is a key quality to enhancing teacher effectiveness according to Rohman and Muna (2019). Schools are capable of competing in educational competitions and are prepared to face any challenge. Nasir et al. (2021) added that the democratic leadership model of madrasah principals is shown by the behavior of principals who are communicative, disciplined, and responsible, dare to innovate, honest, open, have good social relations with madrasa residents, and involve subordinates together. According to Yanti (2021), the democratic leadership style positively and significantly affects teachers' educational, personality, professional and social competencies.

Democratic leadership empowers staff and teachers to carry out their responsibilities with confidence, rewards innovation and creativity in the classroom, and gives staff and teachers the chance to grow as a result of their mistakes (Saputra et al., 2021). In order to achieve educational objectives, teachers can be encouraged to collaborate (Sanjani, 2018), which will improve their performance in their specialized fields (Yanti, 2021). This is an example of principal democratic leadership. Findings by Herosita (2017) suggest that democratic principal leadership can improve teacher work discipline in schools. The democratic management of the principal, according to Nadir (2018), also significantly affects how well teachers and other school employees perform. According to Aunga and Masare's (2017) study on the effect of leadership philosophies on teachers' performance in Tanzania's Arusha District, democratic leadership develops in schools, which increases teachers' output and improves students' academic performance. Experts claim that democratic leadership improves teacher performance because rising teacher performance is correlated with democratic leadership.

According to Cherry (2017), a democratic leadership style is one in which group members actively participate in making decisions. Everyone is given the chance to freely express their opinions, concerns, and methods under this type of leadership. The leader is not allowed to restrict the opportunities for subordinates to speak during this process, despite the fact that everyone has an equal opportunity to contribute. This leadership approach encourages values, collaboration, and Subordinate Corporation, which makes it effective in the administrative process. According to Nkwocha (2011), people with positive personality traits always use democratic leadership style. Increased member morale and support for the final decision are two benefits of this approach. Additionally, better decisions are made as a result of members' sharing of information and ideas.

Collective decision-making improves the ability of education leaders to persuade others, form effective teams, resolve conflicts, and do away with conventional top-down leadership frameworks. According to Ngussa and Gabriel (2017), employee participation in leadership decisions and contributions can improve workers' job satisfaction. Employee involvement in group decision-making may help the company achieve its objectives by boosting morale, productivity, and the generation of creative and competitive ideas.

Indonesian participatory decision-making was studied by Rawis and Kaligis (2017). The study's goal was to investigate how teachers at Negeri I Manado contributed to decisions regarding students' high school performance. The study employed a case study design and a qualitative methodology. The study's findings showed that participatory decision-making processes, such as behavior patterns, require the perception of principles on the necessity for teachers to participate in decision-making by providing them with opportunities to make the kinds of decisions necessary to improve student achievement. The study's findings highlighted how important it is for teachers in Indonesia to be involved in problem solving processes like problem dimensions, alternative identification, alternative strengths and weaknesses diagnosis, implementation, and assessment.

Olorunsola and Olayemi (2011) conducted a study on Nigerian teachers' involvement in decision-making. The goal of the study was to determine how much input teachers had into school decision-making, particularly regarding the formulation of rules and regulations, school development plans, staff development, student discipline, organization of school exams, participation in employee welfare programs, and environmental protection. The study used a descriptive survey research design to gather information from 200 teachers at the five secondary schools they chose for the

study. According to the study's findings, secondary schools in the Nigerian state of Ekiti have the highest levels of principal and teacher cooperation, which range from 93 to 72 percent. Involving teachers in decision-making, according to the study's findings, fosters an environment where students perform at a high level. When making decisions, teachers feel more in control. Based on the study's findings, it was suggested that teachers would be empowered by continued principal involvement in decision-making.

Tseng and Kang (2008) also noted that democratic leadership is positively related to long-term commitment, and they contend that a democratic leader will foster trust and empathy for their team members' personal growth. Furthermore, Saif (2012) discovered, among other things, that leader approachability (participative leadership style) was positively related to psychological empowerment, which resulted in increased organizational commitment. Teachers are more committed to their principals when they practice democratic leadership.

Teachers' involvement in decision-making enhances job satisfaction and commitment, which are advantageous signs of effective management (Keung, 2002). There are many areas where teachers can participate in decision-making, but schools can especially support and provide opportunities for teachers to engage in activities outside the classroom like textbook selection, curriculum development, learning assessment, student placement, personnel staffing, and professional development (Lin, 2014). This is due to the expectation that teachers who take part in decision-making will work harder to put those decisions into practice (Ojukuku & Sajuyigbe, 2014). Teachers can learn from one another's experiences and improve their teaching effectiveness through collaborative decision-making by giving constructive criticism and the right kind of feedback. Making decisions as a group as teachers has the potential to transform and improve schools.

The majority of research on collective leadership is centered outside of Asia, and it has only recently begun to emerge in this region. In their research, Rahimah and Ghavifekr (2014) discovered that in the modern era, leadership is all about vitality, flexibility, and innovation. Additionally, it focuses on collaboration, distributive innovation, power sharing, and enhancing leadership skills among all stakeholders. This is unquestionably in line with the Malaysian Education Blueprint 2013–2025, which promotes teamwork and opens the door for collective leadership, which can improve work effectiveness. Rabindarang, et al., (2015) emphasized the importance of strong relationships between managers and employees for an organization's effectiveness. Harris (2002), cited by Rosnarizah and Hussein (2015), said that current trends in educational leadership no longer see the principal carrying all the load because the emphasis is on how to foster a culture of accountability and learning as well as building school leadership skills. This corroborates the findings of a study by Rosnarizah and Zulkifli (2009) that found collective leadership to be dominant in Malaysian high schools. Other researchers in primary schools (Jamalulail et al., 2015) and technical and vocational schools (Rabindarang et al., 2015) also backed up this finding. 2013). Therefore, collective leadership fosters a collectivistic view of capability among followers. The foundation for collaborative leadership is laid by collective leadership. It is an opportunity to foster a climate in which participants cooperate with the leader to realize collaborative goals (Wepner & Hopkins, 2011).

RESEARCH METHODOLOGY

This study adopted the correlational research design. The population of this study consisted of all the seven thousand four hundred and thirty three (7,433) teachers in the 44 public secondary schools in Fako Division, Cameroon. The sample for this study consisted of six hundred (600) that is 588 teachers and 22 principals spread across five (5) sub-divisions in Fako Division Cameroon. Stratified random sampling technique was adopted for drawing the sample. Two separate questionnaires were utilized, namely, (1) Questionnaire for Principal's Participatory Leadership Approaches (QPPLA) for the teachers to assess their principals' leadership approaches and the perceived effect on their teaching effectiveness and (2) Questionnaire for Teacher Effectiveness (QTE) for the principals to rate their teachers' effectiveness. The blend of both questionnaires was employed to effectuate the empirical investigation of three participatory leadership approaches, namely, decision-making, democratic leadership, collective leadership, and teacher effectiveness. Cronbach's alpha was used to assess the reliability or internal consistency of the instruments. The first tool, QPPLA, had the coefficient of reliability of 0.843 for the subscale of decision-making, 0.759 for democratic leadership, and 0.834 for collective leadership. Cronbach's alpha for the second tool, QTE, was 0.813. All subscales showed good internal reliability of the variables of measurement. In this study, the regression analysis was performed to envisage the value of the one variable on other variables, i.e., principal participatory leadership approaches and teacher effectiveness. Additionally, t-test and ANOVA were calculated to verify the proposed hypotheses. Given the verification of Hypotheses 1, 2 and 3, the Pearson's correlation was employed. For the testing purpose of all hypotheses, the level of significance of alpha ($p < 0.05$) was used as the threshold value.

RESULTS AND DISCUSSION

Research Question One: How does the principal's participatory decision-making correlates with teacher effectiveness in Fako Division, Cameroon?

Table 1

Pearson product moment correlation on the relationship between principal's participatory decision-making and teacher effectiveness

Teachers	n	r	Decision
Participation in Decision-making	600	0.77	Positive high relationship
Teacher Effectiveness			

Table 1 revealed that the Pearson Product Moment correlation coefficient of the relationship between principal's participatory decision-making and teacher effectiveness of administrators was calculated to be 0.77. The result showed that there is a high positive relationship between principal's participatory decision-making and teacher effectiveness as determined by the coefficient of 0.77 in secondary schools in Fako. This implies that an increase in the independent variable (participatory decision-making) leads to a corresponding increase in the dependent variable (teacher effectiveness).

Research Question Two: How does the principal's democratic leadership style correlate with teacher effectiveness in Fako Division, Cameroon?

Table 2

Pearson Product Moment Correlation on the relationship between principal's democratic leadership style and teacher effectiveness

Teachers	n	r	Decision
Democratic leadership style	600	0.73	Positive high relationship
Teacher Effectiveness			

Table 2 revealed that the Pearson product moment correlation coefficient of the relationship between principal's democratic leadership style and teacher effectiveness of administrators was calculated to be 0.73. The result showed that there is a high positive relationship between principal's participation in decision-making and teacher effectiveness as determined by the coefficient of 0.73 in secondary schools in Fako. This implies that an increase in the independent variable (democratic leadership style) leads to a corresponding increase in the dependent variable (teacher effectiveness).

Research Question Three: How does the principal's collective leadership style correlate with teachers' effectiveness in Fako Division, Cameroon?

Table 3

Pearson product moment correlation on the relationship between principal's collective leadership style and teacher effectiveness

Teachers	n	r	Decision
Collective leadership style	600	0.76	Positive high relationship
Teacher Effectiveness			

Table 3 revealed that the Pearson Product Moment correlation coefficient of the relationship between principal's collective leadership style and teacher effectiveness of administrators was calculated to be 0.76. The result showed that there is a high positive relationship between principal's participation in decision-making and teacher effectiveness as determined by the coefficient of 0.76 in secondary schools in Fako. This implies that an increase in the independent variable (collective leadership style) leads to a corresponding increase in the dependent variable (teacher effectiveness).

Test of Hypotheses

HO_1: Principal's participatory decision-making does not have a substantial correlation with teacher effectiveness in Fako Division, Cameroon.

Table 4

Pearson product moment correlation analysis on the relationship between principal's participatory decision-making and teacher effectiveness in Fako Division, Cameroon.

Variable	n	Df	r	r^2	Sig. (2tailed)	Level of Sig.	Decision
Participation in decision-making		2					
Teacher effectiveness	600	598	0.77	0.59	0.01	0.05	Reject HO1

As depicted in table 4, the correlation coefficient (r = 0.77) between principal's participation in decision-making and teacher effectiveness is strong and positive. The coefficient of determination (r^2 = 0.59) indicates that 59% of teacher effectiveness can be explained by principal's participation in decision-making. With degree of freedom of 598, the significant value of 0.01 (p< 0.05) reveals a significant relationship. Based on that, the null hypothesis was rejected. Therefore, there is a significant relationship between principal's participatory decision-making and teacher effectiveness in Fako Division, Cameroon.

The findings revealed a significant relationship between principal's participatory decision-making and teacher effectiveness. This result was in consonance with the findings of Omobude and Igbudu (2012), and other scholars, who discovered how much involvement teachers have in school decisions affects how well they do their jobs. (Omobude et al, 2012; Uthman & Kassim, 2016; and Tijani, 2019). In a similar vein, the results supported Remigius's (2013) and other researchers' findings that involvement in decision-making affects teachers' performance on the job. In secondary schools, teachers who actively participated in decision-making outperform those who did not or participated less. These findings confirmed that as a result of their perception of themselves as members of the school administration who are committed to their institution's success, teachers work harder to achieve goals and objectives of their institutions the more decision-making power they have (Olorunsola & Olayemi, 2011; Omobude et al., 2012; Remigius, 2013). The outcomes are in line with the findings of Udo and Akpa (2007), who claimed that where teachers are sufficiently involved in decision-making processes, there will be commitment and adequate support with the principal and the realization of school goals will be easy, apathy and opposition within the school will be minimized. these results are in line with those that have been previously reported in the literature, which suggested that any decision to adopt a participatory structure for teacher involvement in decision-making should be based in part on the likely effect on student outcomes and that teacher participation in decision-making carries an expectation that school performance and productivity will increase (Taylor and Bogotch, 1994).

HO2: Principal's democratic leadership style does not have a substantial correlation with teacher effectiveness in Fako Division, Cameroon.

Table 5

Pearson product Moment Correlation analysis on the relationship between principal's democratic leadership style and teacher effectiveness in Fako Division, Cameroon.

Variable	n	Df	r	r^2	Sig. (2tailed)	Level of Sig.	Decision
Principal's democratic leadership style		2					
Teacher effectiveness	600	598	0.73	0.56	0.007	0.05	Reject HO1

Results in Table 5 reveal the correlation coefficient (r = 0.73) between principal's participation in decision-making and teacher effectiveness is strong and positive. The coefficient of determination (r^2 = 0.59) indicates that 56% of teacher effectiveness can be explained by principal's democratic leadership style. With degree of freedom of 598, the significant value of 0.007 (p< 0.05) reveals a significant relationship. Based on that, the null hypothesis was rejected. Therefore, there is a significant relationship between principal's democratic leadership style and teacher effectiveness in Fako Division, Cameroon.

The findings revealed a significant relationship between principal's democratic leadership style and teacher effectiveness. The results are consistent with those of Nadeem et al., (2012), also discovered a positive relationship between democratic leadership style and organizational performance as well as job performance in teachers. The results of this study support Kholil and Karwanto's (2021) research, which asserts that school principals frequently employ a democratic leadership style in managing schools to improve teacher performance. This is so that everyone in the school, especially the teachers, can perform better because democratic leadership is free and protects all of its members. One of the elements that can improve a teacher's effectiveness is leadership, which can be seen in how a person manages his subordinates. The study's findings are in line with those made by Adeyemi (2013) in his investigation into the leadership philosophies of primary school head teachers and teacher job satisfaction in Ekiti State, Nigeria.

The study found that there was significant relationship among head teachers' democratic style of leadership and job satisfaction of teachers in schools. It was concluded that head teachers' of primary schools in Ekiti state are recommended to make use of democratic style of leadership for the enhancement of better job satisfaction among teachers'. The results of this study are supported by Haruni and Mafwimbo's (2014) study, Influence of Leadership Styles on Teachers' Job Satisfaction in Primary Schools in Songea and Morogoro Districts, which found that democratic leadership style, was the most popular style of leadership because it promotes teachers' job satisfaction. It went on to say that democratic leadership was the best at fostering high job satisfaction among primary school teachers. The findings of this study are consistent with those of Nadarasa (2014), who looked at how principal leadership styles affected teachers' job satisfaction in secondary schools in the Jaffna District. That study found that democratic leadership had a positive impact on job satisfaction and autocratic leadership had a negative impact. As a result of the study's findings, it was determined that democratic leadership style is one way for teachers to feel satisfied in their work and that principals should use it.

HO₃: Principal's collective leadership style does not have a substantial correlation with teacher effectiveness in Fako Division, Cameroon.

Table 6

Pearson product Moment Correlation analysis on the relationship between principal's collective leadership style and teacher effectiveness in Fako Division, Cameroon.

Variable	n	Df	r	r^2	Sig. (2tailed)	Level of Sig.	Decision
Principal's collective leadership style		2					
Teacher effectiveness	600	598	0.76	0.58	0.006	0.05	Reject HO1

As depicted in table 6, the correlation coefficient (r = 0.76) between principal's collective leadership style and teacher effectiveness is strong and positive. The coefficient of determination (r^2 = 0.58) indicates that 58% of teacher effectiveness can be explained by principal's collective leadership style. With degree of freedom of 598, the significant value of 0.006 (p< 0.05) reveals a significant relationship. Based on that, the null hypothesis was rejected. Therefore, there is a significant relationship between principal's collective leadership style and teacher effectiveness in Fako Division, Cameroon.

The findings revealed a significant relationship between principal's collective leadership style and teacher effectiveness. The findings are supported by Louis et al. (2010), who stated that the influence of collective leadership on students operates through its influence on teacher motivation and work setting. Because the teacher participates in group decision-making, the students are indirectly impacted by collective leadership as they learn through the teacher. Findings of this study are sustained by Lee (2015) who discovered that collective leadership can affect teacher mission through data gathered from individual principal and focus-group interviews. In this situation, the educators may feel more empowered to effectively share their vision and make decisions (Lee, 2015). The teacher can create a collaborative environment based on experience sharing, professional growth, and cutting-edge teaching techniques through collective leadership. All these factors may have an impact on the academic performance of the pupils. For instance, some schools offer professional development to help teachers develop their teaching techniques, which in turn affects how well their students are doing.

Mentoring, observation, team meetings, and workshops can all be included in the teachers' professional development. The findings are further buttressed by the study of Rautiola's (2009) who stated "Much of the success of schools and teachers appears to depend on collective efficacy, alignment of goals and accommodating working conditions, which are conducive to student learning". This indicates that much of the success of schools and among teachers relies on collective efficacy, which helps them to adapt to working conditions and achieve goals that can raise the level of student academics. For example, collective leadership can improve the teachers' performance by involving them as contributors in surveys, observations, or meetings; this, in turn, can provide new opportunities to share their visions or experiences. The cooperation of teachers and leaders is the path to progress and success because it builds a sense of responsibility toward

themselves and others. The findings of this study support Rautiola's (2009) assessment, which stated that alignment of goals that support student learning and collective efficacy are crucial to the success of schools and teachers. This demonstrates that collective efficacy plays a significant role in a school's and a teacher's success, assisting in their capacity to adapt to their working environments and achieve goals that can enhance the academic performance of their students.

By including teachers as participants in surveys, observations, or meetings, for instance, collective leadership can boost teachers' performance while also giving them fresh opportunities to express their ideas or experiences. Since it fosters a sense of accountability toward oneself and others, collaboration between teachers and leaders is the key to advancement and success. The result is in line with Moolenaar's (2011) assertion that "teachers may build confidence in their team's collective capability to motivate students, offer a targeted instructional program in support of student learning, and handle difficult situations" by exchanging knowledge, sharing experiences, and collectively looking for solutions to problems.

CONCLUSION

Based on the findings of this study, it is evident that principals' participatory leadership approaches are critical variables in teachers' effectiveness. In other words, teacher effectiveness could be a function of participatory leadership approaches adopted by a principal. The significant relationship found in this study between the various principal's participatory leadership approaches and teacher effectiveness is positive and significant. Based on the findings, the researcher concluded that there is a strong relationship between principal's participatory leadership approaches and teacher effectiveness. Participation of teachers in decision making increases their efficiency, develops new ideas as well as increases commitment and accountability in performing their activities in school. Thus, school administrators have to find the right way to involve teachers in decision-making to improve their work performance and achieve higher performance. Collective leadership enables educators to actively connect to a shared goal that affects curriculum and student performance. Overall, this research came to the conclusion that the team's collective leadership mission greatly enhances teacher effectiveness.

RECOMMENDATIONS

The study made the following recommendations based on the findings.

1. This study recommends principals to collaborate with educators and the community as a way of encouraging their participation in decision-making. This will help in removing obstacles hat hinder effective participation in decision-making.
2. The study also recommends principals to adopt democratic style of leadership to encourage teachers in being involved in decision-making. This will increase motivation in teaching and learning process. This will also give them a sense of community, which will inevitably increase their effectiveness and improve students' academic progress.
3. Principals should ensure that they delegate responsibilities to teachers under careful supervision as this will go a long way to enhance teachers effectiveness
4. School principal should develop managerial skills that will enhance effective participation of other school stakeholders
5. School principals should give teachers meaningful opportunities to make inputs in policy issues that concern effective instructional delivery given that such opportunities will

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empower them to take decisions on issues affecting their work performance and productivity for enhanced students' achievement.

6. Principles should increase the level of teachers' participation in school decision-making in fields related to the student academic progress, thus school improvement.

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