Influence of Participatory Management on School Performance in Public Primary Schools in Nakuru North Sub County, Kenya

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Abstract: **Participatory school management has been long acknowledged as an essential ingredient in the improvement of school effectiveness and efficiency. Given this critical role of participatory school management, there is need to evaluate the extent to which it has been adopted and its impact on school performance. The study sought to examine the influence participatory management on school performance in public primary schools in Nakuru North Sub County in Kenya. The study adopted a descriptive survey design. The target population included 328 teachers from Nakuru North sub county primary schools. Using 30% as a basis, a sample size of 98 teachers were selected randomly form the target population of 328 teachers in the Sub county. Data was collected through administration of close and open ended questionnaire to the selected teachers. The instrument was pilot tested so as to ensure that its level of reliability and validity were acceptable. The researcher collected the data by first consulting with the head teachers, as to the most suitable time for questionnaire administration. Secondly, the researcher visited the respective schools at the agreed times and administered the questionnaire. The questionnaire was collected soon after completion. The collected data was then processed and analyzed using both descriptive and statistics. Results were presented using frequency tables, percentages and charts. It was concluded that team work, delegation of responsibilities, school culture and corporate social responsibility have a significant positive correlation with school performance. Consequently, head teachers can improve their respective school performance by maximizing on quality and quantity of the three factors. As such, it was recommended that first, the head teachers should be sensitized on how to relate with teachers and relevant members of the community for effective team work. The head teachers should also be trained in corporate social responsibility as part of their management training**

Keywords: **Participatory Management, Performance, Teamwork, Delegation, Culture, Corporate Social Responsibility.**

1. INTRODUCTION

Participatory management is a process in which there is consultation with subordinates and serious consideration of their opinions before making decision. Participatory management is an approach to leadership that leads to reduction in the power differential between superiors and subordinates. The Teacher's participation in management of educational institutions is very vital for their organizational goals to be achieved. The level of teachers' involvement in the various programmes and activities of their institutions could determine the level of the effort they put on their job and their objectives depends on the efficiency and effectiveness of its teachers [64].

It is acknowledged that educating a nation is the most important approach for forging economic and social development for any country [2]. Since independence in 1963, the Kenyan education system has undergone numerous changes in line with national aspirations, as well as, with the needs of the fast expanding economy [77], [31]. The educational system acts as an effective tool in enhancing unity, understanding and harmony. It is expected to train and produce the necessary manpower needed by the country so as to facilitate the attainment of overall socio-economic advancement and general national building [71]. The increasing demand for more knowledgeable and skilled manpower, together with the rising expectations has put tremendous pressures on schools to satisfy these needs [31].

Schools, especially primary schools, have the task of laying the foundation stone in the process of creating quality manpower [89]. Primary school education is crucial in preparing students for transition to secondary schools. It is very critical in any education system because of the crucial role it plays in catalyzing national development and reducing poverty levels [89]. In Kenya, pressure on access to primary school education has increased following the introduction of Free Primary Education (FPE) in 2003 and subsequent subsidization of primary school fees. This has increased pressure on the resources and facilities [31]. The effectiveness of the schools is influenced by its administration and management by head teachers [73]. The ever-increasing expectations and pressure from parents and other stakeholders have made the management and administration of schools much more challenging [23], [36], [33], [7]. Participation by parents, teachers, community members and learners, is a cornerstone of good school governance. Participation could be either direct or through representation. This ensures that all stakeholders feel that they have a stake in it and are not excluded. This requires the use of strategic management where each school decides on its way forward. In doing this, the school must take into account its present strategic position, present and future external influences and what its stakeholders expect of it. This is one of the major responsibilities of school leadership which should ensure a clear and shared sense of direction [84].

Therefore, the role of school management is very critical in developing an effective and efficient school. Effective school management requires adequate participation of the organizational stakeholders in decision making [6]. This can be achieved by encouraging participatory leadership through the formation of School Management Teams (SMTs). The main function of the SMTs is to work hand in hand with other stakeholders such as community members, parents and learners in implementation of decisions and programmes in schools. SMTs assist all the stakeholders to exercise greater control over development projects. SMTs should work in collaboration with all the stakeholders to develop a School Development Plan (SDP). The stakeholders are supposed to be fully involved in all aspects of the plans including needs identification, prioritization, preparation of the plans, implementation of the plans, monitoring and evaluating the process of executing these plans. Execution of the school development plan lies with the head teacher, staff and the executives of the school management committee [63], [31].

Schools are challenged to identify how power and authority can be appropriately shared to facilitate self-management and improve decision-making. Active participation and involvement in decision making encourages prioritization of investment within the contexts of the school and people involved. School management team is composed of representatives from various stakeholder groups [14]. As [10] point out, participatory management helps to improve school-community relations by involving stakeholders in the formal process [85]. In Kenya, stakeholders in public primary schools can be grouped into organizational stakeholders, such as, the Board of Management (BoM), Parent Teachers Associations (PTA), students, teachers, subordinate staff and parents/guardians; school regulators such as the Ministry of Education, Teachers Services Commission, the community, including community groups and the general public.

The ultimate outcome of participatory management is to gain competitive advantage reflected by high academic achievements and school enrolment [22], [29]. Studies have clearly demonstrated that better student academic achievement is the main indicator of the performance of a school [8] [88]. Students performs best in schools with a "participatory" climate at all levels and where high but realistic expectations for students are held [51]. Through participative management, head teachers cannot easily manipulate other stakeholders [86]; teachers are given a sense of control over their own working lives [87]; power inequalities are balanced [34]; and additional resources become available to schools [49]

Reform initiatives in the education sector worldwide encourage participatory school management. The education system in Kenya is following similar trends. These reform initiatives rest on the assumption that participation of educators, learners and parents can enhance the achievement of the desired transformation in education. These challenges can be best overcome by encouraging participatory strategic management and planning. In Kenya, this is critical, given the fact that public primary schools now have access to more financial resources as a result of the government policy to subsidize primary school education. Accountability and transparency in allocation and utilization of these resources calls for schools to adopt participatory strategic management. But there is no empirical evidence that participatory school management actually improves school performance.

2. PROBLEM STATEMENT

There is need for application of participatory management in human organizations such as schools. Participation of teachers in school management is expected to play a major role in the job performance of teachers. However, both teachers and parents of public primary schools are rarely involved in management of their schools and complain that their principals behave like Chief Executives. There is low level of subordinate participation in decision making and this seems to adversely affect their productivity in school. Despite the importance of stakeholder participation in school management, there are limited empirical studies evaluating the influence of participatory management and impact on school performance.

Research Objectives:

a) To determine the effect of teamwork on the school performance in Nakuru North Sub County.

b) To determine the effect of head teacher's delegation of responsibilities on the school performance in Nakuru North Sub County.

c) To determine the effect of school culture on the school performance in Nakuru North Sub County.

d) To determine the relationship between corporate social responsibilities and school performance in Nakuru North Sub County.

3. CONCEPT OF PARTICIPATORY MANAGEMENT

Participatory management is defined as the practice of ensuring that all employees working in an organization are given a chance to participate in organizational decision making. A participative management style offers various benefits at all levels of the organization. By creating a sense of ownership in the company, participative management cultivates a sense of belonging which motivates employees to increase productivity in order to achieve their goals. Employees who participate in drafting the decisions of the company feel like they are part of a team with a common goal, and find their sense of self-esteem and creative fulfillment heightened [64].

According to [30], there is need for application of participatory management in human organizations such as schools. When workers participate in management, their morale would be high. This could be easily enhancing their productivity on the job. Involvement and participation of teachers in the management of their respective schools are likely to enhance their productivity. Participation of teachers in school management is expected to play a major role in the job performance of teachers. The latter, to a reasonable extent depends on the level of their involvement in the management of their respective schools in areas of school finance, conflict resolution, planning and maintenance of school plant, examination matters, disciplinary matters, policy formulation and implementation, formulation of scheme of work and the school time tables. However, teachers of secondary schools often complain of their non involvement in management of their schools. They were observed to complain that their principals behave like Chief Executives [30]. This seemed to adversely affect their productivity in their respective school.

[1]stressed the need for principals to show greater concern for teachers and that principals could delegate duties while teachers in school should show greater cooperation. According to [67], there must be high level of subordinate participation in decision making for organizational achievement and higher productivity. It appears that teachers are not putting in their best these days in the teaching learning process. This may resort to production of half-baked school leavers as witnessed in the final results of the Senior School Certificate Examinations released over time.

Participatory management predicts productivity and organizational change [13]. In the same vein, [78] revealed that goal attainment is higher for managers with high involvement of subordinates in their finances and budgetary preparation. [88] recommended participatory management to prevent low workers morale, poor job-related productivity and high voluntary turnover. However, [15]warned that over participation as well as more frequent deprivation are not likely to increase teachers' productivity.

[24] and [74] agreed that participation in decision making is positively and significantly related to productivity and reduced resistance to productivity and change. They also stated that participation in decision making helps staff members to identify with institutional objectives and goals. [75] found that participatory management increases productivity. Competitive advantage improves performance and satisfaction. Staff who participate regularly and actively in the development of policies and plans and other areas of school management, are more likely to be enthusiastic about their organization than those who participate to a limited extent.

4. SCHOOL CULTURE AND PERFORMANCE

Institution's culture control the way members interact with each other and stakeholders within and without an institution. Culture is one of the strongest elements of control in an institution and it enhances integration, as well as, coordination within the institution.

[9]stated that all processes of measuring performance require the use of statistical modeling to determine results. A full scope of the performance of a school can never be obtained, as generally some of the parameters cannot be measured directly but must be estimated via indirect observation and as a complete set of records never delivers an assessment without compression to key figures. Measuring the performance of teachers and pupils is necessary so as to improve the school or simply build upon current success. There is a wide variety of ways in which performance can be measured, whether individually, as a whole, internally, or from an external perspective.

School performance is commonly evaluated by administering a performance appraisal system once a year, communicating the results and sticking the form in a file. A more advanced system may attempt to tie the appraisal form to compensation decisions and to training and development needs assessment. He further indicated that school performance management system can be defined as an integrated system of managing and improving performance of all teachers. This is done by identifying the school competitive advantages, identification of behavior and work outcomes required to maintain its competitive advantages, integrate behavior change, leadership, compensation, training and development, recruitment and selection and motivation systems, all in an effort to eliminate any performance gaps between desired staff performance.
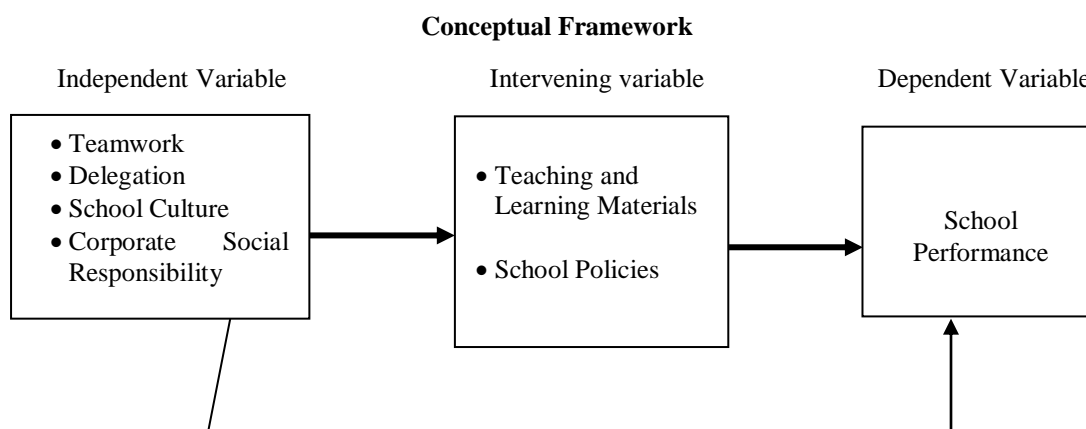
Conceptual Framework

Figure 1: Conceptual framework on variables in the study

5. DATA COLLECTION AND ANALYSIS

The target population of this study included all teachers in the primary schools in Nakuru North Sub County. Consequently, the target population consisted of all the teachers in the sub county whose number was 328 located in 41 schools. According to [72] a sample size of 30% is usually sufficient for analysis when the population is relatively small. In this study, this translated to twelve public primary schools, hence, 98 teachers. For the comparison of the results purposes, the teachers in the sample were proportionately and randomly selected from the 12 schools.

Descriptive statistics (percentages, frequencies, and means) were used to summarize and to describe the results. The results were presented using tables, graphs and charts. The analysis was done with respect to each research objective. Regression analysis was used to help in explaining the degree of influence that independent variables had on the dependent variable. The regression model for the study took the form of:

$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$

Where,

Y = school performance, X_1 = Team Work, X_2= head teachers delegation, X_3= school culture and X_4= corporate social responsibility

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In the model, $\beta 0$ = the constant term while the coefficient $\beta_i - 4$ was used to measure the sensitivity of the dependent variables (Y) to unit change in the independent variables. e is the error term which captures the other changes in the dependent variable which are not captured by the regression model.

Bivariate correlation indicates the relationship between two variables. It ranges from 1 to -1 where 1 indicates a perfect positive correlation and a -1 indicates a perfect negative correlation and a zero indicates lack of relationship between the two variables. The closer the correlation tends to zero the weaker it becomes. The correlation between school performance and its independent variables were positive (Table 1). The results mean that a unit change in team work, delegation of responsibility, school culture and corporate

Table 1: Pearson's Bivariate Correlation

Variables		School Performance	Teamwork	Delegation Responsibility	School Culture	Corporate Social Responsibilities
School Performance	Pearson Correlation	1				
	Sig. (2-tailed)					
Teamwork	Pearson Correlation	0.441*	1			
	Sig. (2-tailed)	0.000				
Delegation Responsibility	Pearson Correlation	0.604**	0.498**	1		
	Sig. (2-tailed)	0.000	0.000			
School Culture	Pearson Correlation	0.513**	0.868**	0.729**	1	
	Sig. (2-tailed)	0.000	0.000	0.000		
Corporate Social Responsibilities	Pearson Correlation	0.287**	0.318**	0.385**	0.448**	1
	Sig. (2-tailed)	0.010	0.004	0.000	0.000	

Table 2 shows the analysis of variance between the school performance and the independent variables. The results show that the combined effect of; corporate social responsibility, teamwork, delegation responsibility and school culture is statistically significant in explaining school performance. This is indicated by an F-statistics of 105.062 which has significant p-value of 0.000.

Table 2: ANOVA for School Performance

Indicator	Sum of Squares	Total	Mean Square	F	Sig.
Regression	5.619	4	1.405	105.062	0.000
Residual	1.003	75	0.013		
Total	6.621	79			

Table 3 shows that the delegation of responsibility and corporate social responsibility are statistically significant in explaining the variance of school performance in Nakuru County. The Beta coefficients specify the degree of change in school performance arising from a unit change of the respective independent variable

Table 3: Regression Output

Variable	Beta	Std. Error	t	Sig.
(Constant)	-0.067	0.25	-0.267	0.790
Team Work	0.097	0.106	0.916	0.363
Delegation Responsibility	0.358	0.081	4.402	0.000
School Culture	0.07	0.158	0.441	0.660
Corporate Social Responsibility	0.468	0.053	8.76	0.000

6. RESEARCH FINDINGS

Teamwork and its effect on the school performance:

One of the study objectives was to establish the effect of teamwork on the school performance. The study findings indicated that an efficient team work can help each other maximize their school performance. Majority of the respondents agreed with the statement that an efficient team work can help to make an inviting and productive atmosphere for new team members, hence, improve school performance. The respondent agreed with the statement that in schools that foster teamwork and participatory management, communication is essential in building trust. Majority of the respondent agreed with the statement that in school that fosters teamwork and participatory management, communication is essential in promoting understanding. The respondents agreed with the statement that in schools that foster teamwork and participatory management, communication is essential in motivating others. Majority of the respondent agreed with the statement that in school that fosters teamwork and participatory management, communication is essential in eliciting the cooperation necessary to accomplish business goals. The results revealed teamwork was a key determinant of school performance. This was demonstrated by the mean rating of responses 4.27 and also the regression coefficient. The correlation between teamwork and school performance was also found to be strong and positive (r=0.441, ρ=0.000, α=0.05)

Head Teacher's delegation of responsibilities and its effect on the school Performance:

Another objective was to determine the effect of head teacher's delegation of responsibilities on the school performance. Results indicated that Majority of the respondents agreed with the statements that the head teacher gives teachers authority for making a decision. The respondents agree with the statement that the head teacher consult with teachers on school performance. Majority of the respondents agreed with the statement that head teacher must check with the teachers before taking action in participatory management. The respondent agreed with the statement that head teachers assign new tasks to teachers while majority of the respondents agreed with the statement that the head teacher gives teachers responsibility for making decisions. The rating score for the responses in this section was 4.28 which confirmed the influence of delegation of responsibilities on school performance.

Data analysis revealed that delegation of responsibilities was significant in explaining school performance. This is supported by a p value of 0.000 and a correlation of 0.604 (α=0.05) which means that delegation of responsibilities is a statistically significant predictor of school performance

School culture and its effect on the school performance:

The third objective of the study was to investigate the effect of school culture on the school performance. Results indicated that majority of the respondents agreed with the statements that school culture develops as staff members interact with each other, the students, and the community. The respondents agreed with the statements that school culture develops as staff members interact with the students. Majority of the respondents agreed with the statement that school culture develops as staff members interact with the community. Statement on whether at their school teachers have a positive attitude towards school performance, majority agreed with their statement. Majority of the respondents agreed with the statements that at their school they try to formalize the communication between departments while respondents also agreed with the statement that at their school they try to involve parents as much as possible in what happens. The respondents agreed with the statements that at their school every teacher is expected to act in conformity to the rule, while majority of the respondents agreed with the statement that at their school they try as much as possible to formalize what needs to be done. Majority of the respondents agreed with the statement that at their school teachers are expected to have innovative activities while majority of the respondents agreed with the statement that at their school they try hard to go along with current affairs. The rating score for the response in this section was 4.26 which indicates that majority of the respondents agreed with statements in regard to the influence of school culture on school performance.

Data analysis revealed that school culture was important in explaining school performance. This is supported by a p value of 0.000 (α=0.05) and a correlation of 0.513 which means that school culture is a statistically significant predictor of school performance

Relationship between corporate social responsibilities and its effect on the school performance:

The last objective was to find out the relationship between corporate social responsibilities and school performance. Results indicated that majority of the respondents agreed with the statement that schools should prevent ethical norms from being compromised with in order to achieve corporate goals. The respondents agreed with the statement that schools should perform in a manner consistent with expectations of government and that schools should recognize and respect new or evolving ethical/moral norms adopted by society. The results also indicated that respondents agreed with the statement that schools should be a law-abiding corporate citizenry and that corporate social responsibility programmes improve the environment in the school. In addition, the respondents agreed that corporate social responsibility programmes improve the community of the school. Results also indicated that majority of the respondents agreed that corporate social responsibility programmes improve lives of all the stakeholders of the school. The mean rating for the responses in this section was 4.34 which indicates that majority of the respondents agreed with statements in regard to the corporate social responsibility.

Data analysis revealed that corporate social responsibility was important in explaining school performance. This was supported by a p-value of 0.010 (α=0.005) and a correlation of 0.287 which meant that corporatesocial responsibility is statistically significant predictor of school performance

7. CONCLUSION

On the basis of the findings and analysis of data, it was concluded that teamwork, head teacher's delegation of responsibilities, school culture and corporate social responsibility have a significant positive correlation with school performance. Teachers can improve their performance by increasing the volume of teamwork but to succeed in this they need to pay attention to the quantity, quality and type of teamwork offered. Delegation of responsibilities is very important in bringing about teamwork and strong sense of belonging. This in turn leads to effective team spirit which is essential for good school performance. School culture affects school performance. The school culture develops as staff members interact with each other, the students, and the community. When school culture develops positively, it influences staff and students motivation which is essential for admirable team spirit, team work and subsequent good school performance.

The head teachers need to be sensitized on how to relate not only with the teachers but the entire community and be team players. The head teachers should be trained in corporate social responsibilities as part of management training. This brings about team building and the essential team spirit necessary for mutual trust. The latter opens doors for effective delegation. Teachers need to be given opportunities to participate in decision making. Team work between head-teachers, teachers, administrators and other stakeholders is necessary to sort out emerging issues

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