

**A SURVEY OF EMPLOYEE PARTICIPATION IN
MANAGEMENT IN THE TOP RANKING
PRIVATE SECONDARY SCHOOLS IN NAIROBI //**

BY

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**A MANAGEMENT RESEARCH PROJECT SUBMITTED IN
PARTIAL FULFILLMENT OF THE REQUIREMENT FOR
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FACULTY OF COMMERCE

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DECLARATION

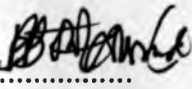
This research project is my original work and has not been presentation for a Degree in any other University

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This Project has been submitted for examination with my approval as the University Supervisor

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This is for Lantz, Walter, My dear Mum and Dad.

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ABSTRACT

The possible cause of good performance of students in private secondary schools is employee commitment to duty. This comes about through effective employee participation in management in schools. This study was undertaken with two objectives in mind:

1. To establish the extent of employee participation in management in the private secondary Schools in Nairobi.
2. Identify the challenges that employee participation present to management in the private secondary Schools in Nairobi.

To meet these objectives the researcher used survey design, proportionate stratified random sampling procedure, out of the top 100 schools in the country, listed in the Kenya education Directory (2004), 17 were private schools based in Nairobi. 30% of employees in each school were selected, in total they were 208 targeted respondents. Data was collected through the questionnaires and was analyzed by using frequency distribution tables, percentages, graphs and bar charts. The research findings revealed that employees participate in management moderately and the most popular forms of participation is team work. The main challenge to participative management is communication barriers and organizational structure. Further studies should be done on employee participation in public schools and determination of viability of trade union participation in private schools.

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CHAPTER ONE

INTRODUCTION

1:0 Background

Management is the process of designing and maintaining an environment in which individuals accomplish efficiently selected aims (Koontz et al 1988); Henri Fayol has defined management in many management books as a process of forecasting, planning, organizing, commanding, coordinating and controlling. Management is the art of getting things done through people to achieve set objectives, it involve manipulation of organizational resources with a view of optimizing to ensure efficiency and effectiveness in goal attainment, While Brech sees it as a social process, which constitute planning, controlling, coordinating and motivating.

Managers exercises authority and leadership over other personnel, and perform the basic functions of management planning organizing, directing and controlling. In addition, others include operative functions of procurement, development, compensation, and integration (Fillipo 1994).

Okumbe, (1998) defined Management as the processes of designing, developing, and effecting organizational objectives and resources to achieve predetermined organizational goals. Managers set out long term and short time organizational objectives, and ensure that they are feasible, they determine both human and material resources required for attainment of these goals, ensures that clearly formulated policies are communicated to all members, the effect, lay down objectives. Management in Schools make policies and execute them, they also delegate aspect of management by allocating duties in accordance to expertise and ability. They also integrate School activities to the society and evaluate School activities according to the blueprint

The term participation according to Cohen et al. (1977) include people's involvement in decision making processes, in implementing programs, their sharing in the benefits of development and involvement in efforts to evaluate

such programs, Ghai (1990) sees participation, as a process of empowerment of the deprived and the excluded. Participation is a process through which stakeholders' influence, and share control over development initiatives and decisions making and resources, which affect them. World Bank (1994) Bottomley (1990) defines participation as a combination of management and employee representation in formulation of company schemes.

The concept of employee participation implies a practice, which gives workers greater opportunity to be involved in decision-making beyond the immediate boundaries of their jobs (Katembwe 1976). The practice increase employees share of influence in decision making at different levels of the organizational hierarchy, with increase sense of accountability and responsibility. Employee participation is practices that increase the scope for employees to play a role in management at the different levels of the organizational hierarchy. Participation combines management and employee representatives in formulation of company policies; according to Hackman, (1977) participation is giving employees greater opportunity to make-work related decisions. It is giving workers opportunity to be involved, in making decisions beyond the immediate boundaries of their Jobs. Employee participation and involvement are used synonymously to cover all forms of individual representative information sharing, consultation and participation. However Marchington et al, (1992) distinguish between the two, they define involvement as those practices which are initiated by the management and are designed to increase employee information and commitment to the organization, while employee participation play a greater part in decision- making.

Employee participation is closely related to the concept of co-determination (Dessler 1991) defined co-determination as a situation where employees have legal rights to have a voice in setting company policies, workers are able to elect their representative to the supervisory board or have a vice president for labor at the top management level.

Co-determination is an organization system that involves employees in problem solving, decision-making and the financial success of the business (Mullins 1996). Lahovary, (2002) define co-determination as the structured participation of employee or their representative in the company's formulation of objectives and in decision making process. Miner et al, (Lahovary 2002) sees it as a corporate strategy, where there is close relationship between union officials and management. The union officials are major contributors in corporate plans. Employee participation therefore refers to collective and individual processes that enable the employee(s) to influence decisions, share in financial and profit participation.

The other concept related and used synonymously with participation is empowerment, which according to Randolph (1994) does not only mean giving people power to make decision, or people involved in a participative way, but it consist of set values attitudes and behaviors different from those that guided the organizations in the past. Empowerment is recognizing and releasing into the organization the power that people have in their wealth of useful knowledge and internal motivation (Randolph 1994). It involves a high form of leadership.

Marrow et al (1967) looks at the concept of participation from two perspectives; that is external and internal meaning:

External meaning, pertain to management providing employees with opportunity to influence decisions by expressing their feelings, and giving their veto about organizational decisions, it's a Management led worker participation

Managers have been forced by economic realities and the dynamic business environment to introduce participatory management. Employee assignment have been redefined and redesigned by management, to enable participation.

Internal Meaning pertains to employees feeling of involvement. Having a sense that personnel influence some decisions. Management may provide the opportunity but employees may not be interested in getting involved in decision-making process.

Vroom et al, (Armstrong 1999) states that there is several degree of participation ranging from no participation, minimum participation, and more participation and to total participation. According to them, the degree of participation depends on the quality of decisions, degree of sufficient information, extent to which the problem is structured, extent of subordinate commitment, extent of subordinate motivation, Prior probability that autocratic decisions will be accepted, extent that subordinate will be in conflict with preferred decisions

Globerson also stated that participation would exist where employees not only influence their direct job description, but also are also involved in the life of the enterprise beyond their job duties (Dessler 1991).

Participation is a combination of management and employee representatives. Employee participation takes place through creation of, autonomous representations i.e. trade unions, Individual participation, Work councils, Team briefs/teams, Quality circle, Advisory board and financial participations

Stevens (1990) Believes participation is about employees playing a greater part in decisions making process. Murchington et al, (1992) uses participation to cover employee influence exercised through bargaining and negotiation over a wide range of issues associated with the organization and conduct of work and terms and condition of employment.

The term involvement and participation are used at times synonymously to cover individual and representative information sharing, consultation and participation or "giving employees a voice". It covers procedures, mechanism and processes set up by management to allow employees through their unions or other representative bodies to exert influence on and share in decision making on matters affecting their interest (Armstrong 1999).

Employee participation in management is seen to have a number of meanings; it is an approach to improve quality and productivity, and not a replacement for management, its adjunct to efficient management. (Burchill 1997) many businesses, higher learning institutions, and non-profit making organizations are

all concerned with the concept of employee participation in management and many of them want to optimize on their human resource assets.

In the recent past trade unions and other forms of employee, participation has regained renewed interest due to international development and trends a result of the changing business environment. There has been a move beyond the adversarial and traditional methods of industrial relation that characterize the 1940 to 1970s to softening of ideological stance in order to move to creative endeavors. Industrial relations today is characterized by partnership and power sharing between management and employees (Armstrong 2002). The trust has been towards worker participation in decision-making process, sound, positive, and cooperative relationship has been established in many organizations leading to sound employer-employee relationships. Countries have been evolving into democratic society, thus restructuring and democratization of business environment. There has been a shift in strategy and position in internal structure to encourage participation and responsible leadership, new systems of joint decisions making has been put into place acknowledging the interdependence of labor and management (Tustin 2002). Therefore, there is every reason to believe that employee participation is becoming increasingly popular in the years to come, given the growing evidence that it produces positive results and given its history of growth, the future appears bright, tremendous growth opportunity thus exists for employee's participation (Lawler 1999). In Europe and many other countries, union membership in the last two decade of the 20th century has been declining, the period 1980s witnessed an increasing decentralization of collective bargaining and lessening recognition of unions at work place, this downward trend in unionization is partly associated to emergence of new forms of employee participation. The structural change in the labor participation, which bring in employees who have low propensity to unionize, emerging HRM practices and liberalization of the labor market and rising unemployment, are all responsible for the growth of employee participation in management (Tito 2001). The question arising today is not whether employees should participate in decision-making but

rather how they should participate in company decision-making process and overall management. Organizations cannot afford to remain aloof to these fundamental changes and restructuring, thus most of them have undergone fundamental restructuring in accordance to changing environments. What is called for is the realization of the axiom that neither management nor labour can survive alone, they both need to accept joint responsibility by embracing and pursuing a supportive and constructive relationship. (Tustin 2002) Employee participation in management is not only through the traditional autonomous representations of the trade unions, but through a number of ways provided either by institutional structures or pressurize by employees themselves and autonomous groups supporting the workers.

In the developed countries of Europe like France, Spain, Netherlands, and Germany, employee representations in management are legislatively mandated. The laws give employees legal rights to voice their demands and the law defines how human resource policies will be in many firms. In developing countries especially in Africa, employee participation is a new concept. The diversity in the level of worker participation is associated to historical and cultural factors that influence structure and formulation of employee representative's policies (Lahovary 2002).

Recently there have been renewed interest in various forms of employee representative systems and their effect on business performance, according to Markey (1979); these interest stems in part because of globalization of the economies, increasing competitions, unemployment, intensification of technological changes and flexibility necessity of the labour force (Lahovary 2002).

The other reasons for the rise in direct employee participation in management is the wave of restructuring and democratization currently sweeping the world, this is induced by economic failures which calls for liberalization, emergence of the well educated middle class who press for democratic reforms, pressure from democratic western countries and the rapid advances in the information

technology. This broad context of change has led to the spread of new industrial relations institutions and practice and has had a major impact on the labor market and the nature of work in the enterprise. All this has encouraged employee participation in management (Huntington 1991).

In all organizations there is a growing need for better communication, adequate information and consultation by the staff, the reason is that employees are better informed and are more conscious of the political, economic and social environment they work and live, they feel a great need to understand and participate in making decisions affecting their work life and their future (Sagimo 2002).

The international labor organization (ILO) has also been advocating for increase in worker participation and many countries seem to herald the call and are making participation a central issue in labor management relations. It is thought that worker participation will bring about effective utilization of human resources, reduction of employee dissatisfaction, democratizations of undertaking promotion and protection of workers interests. Worker participation in management is also seen as a way of strengthening organizational effectiveness and its competitive advantage over its competitors (Katembwe 1976).

It is in the appreciation of the foregoing that the Kenyan government, in its laws provided for the existence of trade unions. The industrial charter defines the relationship between management and employees and provide for collective bargaining agreement and joint consultation. This is according to the "Kenya Industrial Relation Charter". It is important to note at this point that the Kenyan labour laws are currently under review. The Kenyan organization in respond to the global challenges have instituted forms of employee participation in management, which are not legislatively mandated but are in practice today, since they have to move with the rest of the world, and adjust to the challenges of the labour market, this is because they operate in a highly competitive global market, hence have to follow the global trends to survive and prosper.

1.1 Private Schools in Kenya

The European missionaries introduced the school form of education in Kenya in the 19th century; at first the Africans were reluctant to pursue western education but gradually realized the potential of Schools as a means to improve their material way of life and relative status in colonial society (Roth 1987). The colonial government supplemented missionary provision of education during colonial period. Following Independence in 1963 Harambee movement emphasis self help at all social levels (Roth 1987). The government initially took over the provision of education, however the demand for quality education became increasingly challenging to post Independent government, the Kamunge Report (1988) recommended establishment of private learning Schools to supplement government efforts. The education sector was thus liberalized much earlier than other sectors of the economy. The private sector has been active in financing and managing Schools. Currently they're many private Schools countrywide, in Nairobi alone there are hundred private secondary Schools offering 8-4-4 curriculum, and forty-five International Schools this is according to Kenya Education Directory (2003).

1.2 Statement of the Problem

The changing business environment has necessitated a shift in strategy and change in internal structure all aimed at encouraging employee participation in management. No institution can afford to remain aloof and highly bureaucratic to fundamental restructuring and transformational changes taking place today. What is ultimately called for is the realization of the axiom that neither management nor labour can survive alone (Tustin 2002).

Organizations globally have undergone fundamental restructuring in accordance with the changing business environment by restructuring their organizations, training and empowering their employees to be able to respond to market signals appropriately (Lahovary 2002). There is a move by both management and employees towards accepting joint responsibility and pursuing a

transformation of labour and management relation toward a supportive and constructive one (Tustin 2002). the trend is towards privatization of public owned enterprises for better performance, and participative management is becoming increasingly popular as a way of gaining competitive advantage, making entities (Swanepoel 2002).Private secondary Schools, have as their main focus profit making. The main concern of today's literate parents is quality education for their children, and Schools have to meet this demand by producing excellent results, in order to attract more students and guarantee their survival. Private School thus strives for excellence in performance in national examination.

Some private Schools are associated with good results; could this good performance be attributed to employee participation in management? According to Okoth (2003) findings, teachers in top ranking Schools enjoy some level of flexibility and independence and that is why they are satisfied with their jobs. Nkur (2003) argues that employee job satisfaction depends on different attributes of empowerment, Job autonomy help employees to be proud of their work and that the following attribute affect good performance, affection, sense of belonging, recognition, attention and self-respect which increases productivity. Most private Schools employees especially the teaching staff are not members of trade unions; given this, does School have other forms of employee participation in management as a way of improving performance and providing workers a forum to air their views without fear and prejudice?

Studies have been done on employee participation and a lot of material written about it in other countries, for example in Kenya studies on problems of worker participation "a case study of car and general Kenya" by Katembwe (1976), and Nkur (2003) carried out a survey of the relationship between perceived empowerment and job satisfaction of employees in commercial banks in Nairobi, while Okoth (2003) studied on factors that influence job satisfaction in top ranking private Schools in Nairobi. Akoth pointed out that: - Extent of involvement and identification with School's goals and image, flexibility, independence allowed, extent of participation in important decision, recognition

of ones efforts, communication and information flow, as well as the nature of supervision are some of the factors that influence job satisfaction among the teachers. The researchers aim is to find out the nature and challenges of employee participation in management in top ranking private Schools based in Nairobi.

1.3 Objective of the study

The objectives of this study were:

1. To establish the extent of employee participation in management in the private secondary Schools in Nairobi.
2. Identify the challenges that employee participation present to management in the private secondary Schools in Nairobi.

1.4 Importance's of the study

The proposed study will benefit the following groups:-

1. Management

The study will benefit management or Principals of Schools to be able to re-examine employee participation programs and adopt appropriate strategies.

2. Employees

The study will enhance employee understanding on how they can participate effectively in management at their workplace, and to have quality work life.

3. The government policy makers

The study will assist policy makers enacting legislations aimed at introducing and institutionalizing employee participation in management at all sectors. To know the proper legislation to introduce and know the challenges the policies will face.

4 Trade Unions

The study will help them to forge sound and harmonious industrial relation with the private secondary School management to avoid exploitation of the worker.

5. Researchers.

Other scholars will benefit from this research, in that there is so much that needs to be done on employee participation in other private sectors as well as in the public sector.

1.5 Theoretical Framework

Industrial relations have been traditionally associated with trade unions representing employees, but the 1980s witnessed a sea change in the flavors and substances of discussion of employee participation in the work place. This renewed interest and shift for other forms of employee participation in management stems partly due to the following factors.

Markey, et al (1997), associated these changes to globalizations of the economy, increasing competitions, unemployment, intensification of technology, and flexibility necessity. This broad context of changes has led to major impact on the labor market and the nature of work in the enterprise.

The change in political climate, there has been increase de-emphasizing of hard power centered form of participation and the calling for more attention, in liberalized and democratized political system, where there is increase in participation and information disclosure (Tustin 2002).

The change in industrial climate had also threatened trade union survival. To guarantee their future prospect trade unions have shifted their focus to accept market oriented and cooperative view of relations with management as opposed to conflict and adversarial relations (Lahovary 2002).

The other cause of increase worker participation in management is emergence of more confident management approach and empowerment. Management deliberately involve employees directly, unions representatives in discussions, consultation and deliberations on areas like job description, evaluation and employee well- being (Udpa 1992).

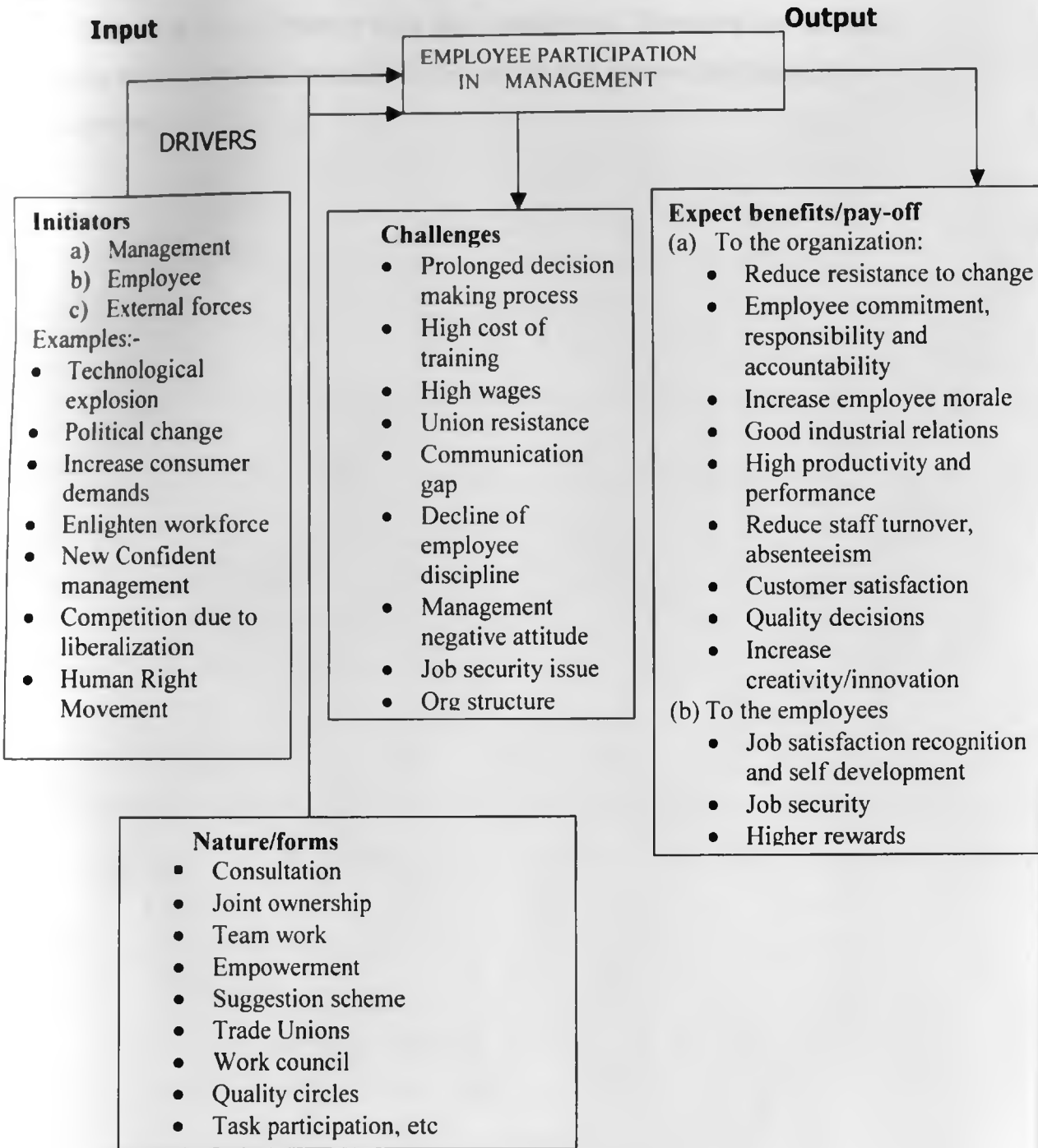
There is also the growing emphasis on strategic approaches to business matters. Employee participation in management is a corporate strategy of gaining competitive advantage, participation is said to have tremendous positive effect on business performance. It's an approach to improve quality, productivity, and swift response to market signals. This has progressively led to the development of Human Resource Management and its extension to employee participation in management (Besterfield 1999).

This trend is still going on and many organizations are adopting employee participation in management, many organizations are beginning to look at employees as partners in their enterprises, and they seek their assistance and listen to them (Armstrong 2002).

Employee participation in management is either initiated by Employee themselves initiated by Management or force from Autonomous groups. For examples human right movement, professional bodies, pressure group, and government guidelines are independent groups that put pressure on organization to adopt policies that encourage employee participation in one way or the other while financial participation and profit sharing are management initiated. While sometimes employees demand the right to participate, in certain cases the organizations structures and policies may be enabling participation but employees are not interested.

Several studies indicate that employee participation in management offer benefits both to the organization and to the individual employees. Employee participation is associated with high performance (Pfeffer 1996). And to be effectively implemented there are ways that must exist to enable participation to take place like information sharing, enabling organization structure etc. The relationship between these variables that influence employee participation in management is best illustrated in Figure 1.

Figure 1: Framework for Employee Participation in Management



Effective employee participation in an organization is measured by the level of Information sharing, level of training education of the workers and opportunity

offered for personal advancement, extent of decentralization and empowerment, joint ownership style, culture of trust and commitment. These are the variables the researcher examined to establish the nature of employee participation in management.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

The concept of employee participation in management has been the subject of debate for many years, researchers have come up with a lot of literature on development, how it operate and points in favor and against the concept of participation. This is the subject matter of this chapter.

2.1 The Historical Development of Employee Participation

The practice of management has been going on for centuries, early in the 18th century management Schools of thought developed as a result of industrial revolutions and management practice and thinking has been changing over time. Many enterprises have grown into large complex organization and the traditional methods of managing workers have become obsolete and thus obvious need to organize a body of knowledge to guide in rationalizing the work process (Katembwe 1976).

The concept of Employee Participation emerge through the 19th century revolutionary movements, like Anarcho-syndicalism in France, The Industrial Workers of the World IWW (U.S.A.) and the shop steward movement and Guild socialism in the U.K. The movement advocated for work as mediating factor in man's relation with the environment, and the destruction of capitalism and disposition of power in the revolution.

Syndicalism that developed in France was anti-capitalist and they stressed autonomy of the working groups, like creation of self-governing workshop and voluntary organization by workers and their direct action by unions to lead to worker emancipation. They were Marxist-socialist oriented and advocated for a social revolution, which will create a classless society, in which workers will also own and run the means of production (Katembwe 1976).

The IWW in the U.S.A. advocated for militant expression of class war and asked the wage earners to come together and overthrow capitalism through labor and economic means, like go slow, boycotts and demonstration but no violence. This movement led to the creation of unions to advocate for improved condition of labor. In other parts of the world, similar movements were evolving (Katembwe 1976).

The 19th century motivational theorist and management practitioners advocated for the study of management in order to improve it. Motivation is a psychological process that arouses and direct goal directed behavior, motivational theories provide conceptual model for understanding motivation and performance and help managers understand psychological process, which guide them in successful management of employees towards accomplishment of organizational goals. The following theories have contributed to the transformation of job design and management attitudes towards employee's participation.

In 1943, Abraham Maslow published the famous hierarchy need of motivation, which proposed that motivation is a function of five basic needs namely: physiological, safety, love, esteem, and self-actualization. These need categories are arranged in a proponents hierarchy. Abraham claimed that human needs emerge in predictable stair step fashion, and once a need has been satisfied, it activates the higher need in the hierarchy, until self-actualization need is activated.

The Implication of this to employee participation is that a satisfied need loses its motivational potentials and manager's need to devise programs and practices aimed at satisfying emerging unmet needs. Thus, workers will always seek higher needs and when they are at the level of love and self-esteem, they need to be felt as part of the organization and given autonomy to make decision. This theory has enabled many organizations to in-cooperate workers in management. David McClelland a well-known psychologist recognized in his research that people strive for need for achievement, affiliation, and power. In 1940s, He argued that motivation and performance is a function of one's strengths for

achievement, Need for Affiliation and Need for power. Need for achievement is to reach certain status in life whereas need for Affiliation is the desire to spend time in social activities and establish relationship. McClelland continue to argue that Human beings desire to influence others coach them, teach, or encourage other to achieve certain goals in life for their own or the common goal of all. He called this the 'Need for power' (Mamoria 2001).

Implication to employee participation is that Organizations need to consider the benefits of providing achievement training for employee, managers should create challenging tasks assignment. And because need for achievement is positively correlated with goal commitments, challenging work should be accompanied with a more autonomous work environment and employee empowerment to capitalize on the characteristics of higher achievers and this are forms of participation.

Herzberg studies on the other hand revealed that Job specification was frequently associated with achievement, recognition, and characteristics of the job, responsibility, and advancement, which he called motivators. A Job dissatisfaction was also associated primarily with factors in the work context especially company policies and administration, technical supervision, salary, interpersonal relations with managers and working conditions.

Herzberg thus advocated for modification of the job such that employees have the opportunity to experience achievement, recognition, stimulating work, responsibility, and advancement. These characteristics are incorporated through vertical loading which involve giving workers responsibility to perform supervisory roles and it involves:-Removing control and maintaining accountability, increasing individual accountability, giving a complete unit of work, granting additional authority, giving regular feedback, introducing new and different tasks and assigning specialized tasks

Herzberg theory has been applied through job enrichment that is the practical application of Fredrick's motivator hygiene theory of job satisfaction. Management is involved in job designing that give employees the opportunity, to perform high tasks like supervisory roles.

Another factor that led to emergence and development of employee participation in management is the failure of Fredrick Taylor scientific management theory that emphasized the principles of highly specialized and standardized job designs, aimed at enhancing employee performance and productivity. However, research revealed that, standardized and repetitive jobs lead to job dissatisfaction, poor mental health, low sense of accomplishment and personal growth. This negative consequences paved way for new approaches to job design aimed at changing the content and process of the job to increase job satisfaction and performance. Job enlargement was thus introduced in 1940s in response to complaint that tedious and over specialization leads to job dissatisfaction, this, it was claimed will improve employee satisfaction, motivation and quality of production; however it did not have a lasting impact.

From mid twentieth century there was other attempt to improve employee satisfaction and performance, for example Job rotation that involves employees being moved from one specialized job to another to stimulate interest and motivation. Employees are cross-trained to perform different task. This method increases worker flexibility.

Hackman et al (Armstrong 1999) state that three psychological states determine motivation to work effectiveness and this are; Experiencing meaningfulness, where the worker feels the job is important and worthwhile, experiencing responsibility, which involve the feeling that one is accountable for work outcomes, and knowledge of results or feedback,

The above generates internal work motivation, encourage job satisfaction and self-reinforcing. They argued that workers quit their jobs because it lacks levels of autonomy and feedback.

Autonomy here means the extent to which the job enables individual to experience freedom, independence, and discretion in scheduling and determining procedure used in completing the job (Dessler 1998).

The other important element in employee participation is feedback. Individuals receive direct and clear information about how effective they are performing

their job. The main concern in increasing employee motivation, and satisfaction was to improve the quality and quantity of their services. Thus as a result of these studies managers were encouraged to devise and foster satisfying work environment and this attempt led to the emergency of employee participation in management and employee empowerment concepts (Mamoria 2001).

In the recent past the following factors have been behind the use of employee participation strategies in many organization

Competitive global market

Because of globalization and liberalization of the market, many firms are facing intense competition. To be able to compete in this global economy, organizations need the support of the workers. Summer remarked, "No industrial society can compete and prosper in the world market, unless there is cooperation and mutual problem solving between workers and management". This is because most workers know the reality of production process, lost time and work injuries and potential for improvements, which potential managers never learn (Swanepoel 1999). It has also been argued that most leaders today cannot succeed without the participation and insights of people across the broad base of the organization.

Enlightened Workforce

Today's workforce cannot be compared to the 20th century and below workers, they are highly informed, highly qualified, and skilled more than even their leaders. Workforce is also informed of their rights. Employees are in possession of adequate education and skills for the job. Given this scenario, most workers are confident of their abilities to perform their duties more effectively and efficiently without supervision or control. Hence, reason for emergence of employee participation (Swanepoel 1999).

Changing Consumer Demands

The emergency of highly educated and diverse consumers has also put tremendous pressure on organization to respond to their demands swiftly and effectively, they demand quick delivery of services and quality products. As such

employees have to be delegated power to make quick decisions and improve quality through innovation to enhance and maintain customer loyalty for this is critical for company survival and prosperity (Lahovary 2002).

Technological advancements

Development of information technology has enables firm leaders to run global business and empires networks throughout the globe. With networking, most organizations have delegated authority to employees to work and they are coordinated through networks with minimal control. The fact is managers are in charge of a large workforce; it thus becomes difficult to control hence the need to delegate power (Lahovary 2002).

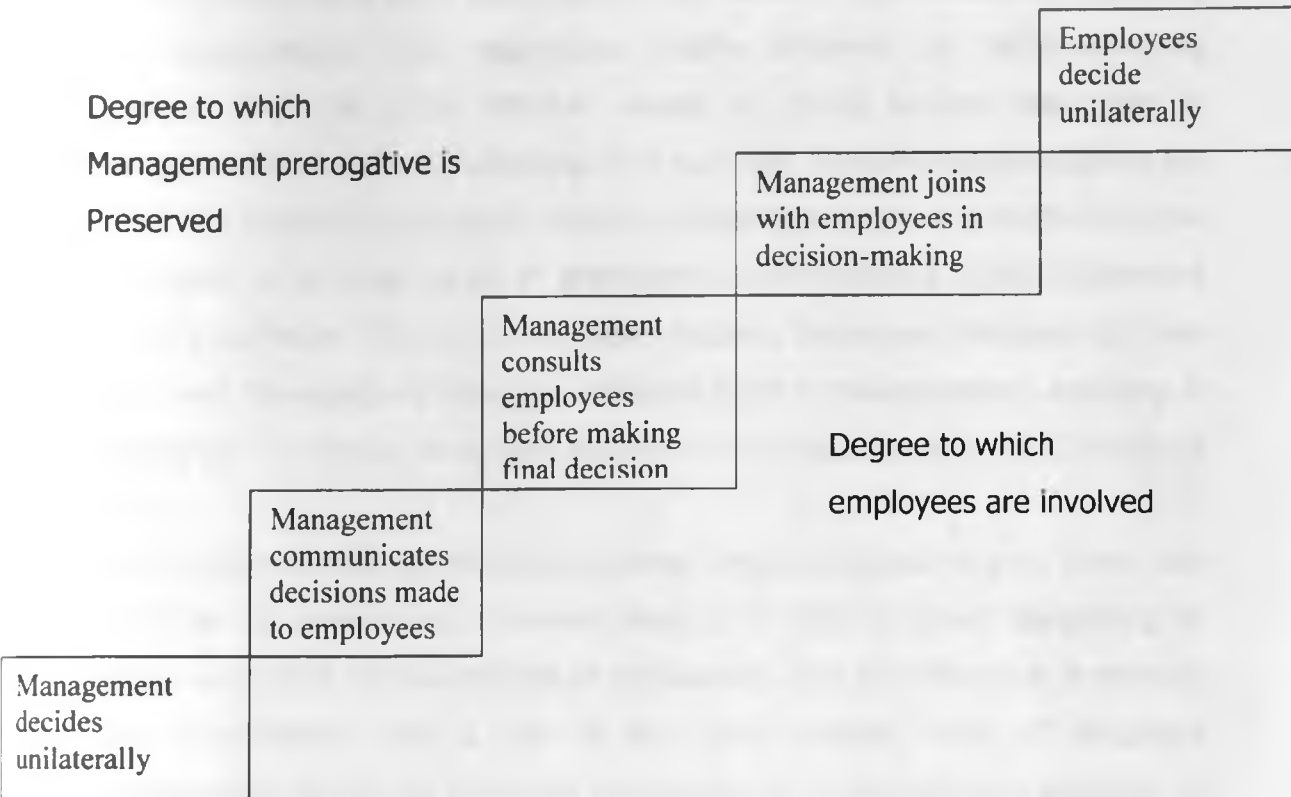
All this and other factors have led to the emergence of the concept employee participation in management.

2.2 Levels and degree of employee participation

Armstrong states that participation takes different forms at different levels. There is Job level; where team leaders and their teams communicate ideas about how the work should be done in an informal process., at management level, which involves sharing information and decisions making about issues on how the way work is planned and carried out, the work arrangements and conditions. Management willingly share the decision making power, at policy making level employees share power to make key decisions about the direction in which the business is taking, and finally there is ownership level, Where participation involves share of equity, and employees use their voting rights as owners of the enterprise to determine composition of the board.

He also argued that there are degrees of employee participation in management, this the extent to which workers are empowered to participate. This is best illustrated by figure 1

Figure 1: Degree of Employee Involvement and Participation



Source: Armstrong (2001) P. 795

The forms or nature of employee participation differ from one organization to the other, it involves autonomous representation through trade unions, individual participation representing a section of the whole workforce, Teamwork, Quality Circles, Advisory board and consultation, suggestion schemes among others. These are the known ways in which employees participate in management.

Trade unions

The growth of trade unions has mainly been to oppose unilateral decision-making by management. Agreement between the two parties are agreed, conditions and terms of service are thus fixed in such a way that involvement, cooperation and participation are encouraged. There are two main methods

through which trade union influence management decision making, this are Collective bargaining which is a way in which workers have a say in issues affecting them (industrial democracy). The workers representatives negotiate with management. This negotiation implies influence on decision-making process. It is the most effective means of giving workers the right to representation in decisions affecting their work life. Workers representatives put inhibit the power of employer in making unilateral decisions and reach collective agreement on a whole range of workplace issues (Mamoria 2001). Agreement covers substantive items and procedural matters, Employees influence decision made and management have no unilateral right to management. Anything is negotiable; it is aimed at curbing excessive managerial prerogative (Swanepoel 1999).

Though collective bargaining has remained largely confined to pay, terms and conditions of employment, however there is a shift to extent bargaining to secure concession from workforce on productivity. And the other way is through Joint Consultation, this is one of the most popular forms of employee representation and it has enhanced harmonious labor management relations. In joint consultation, unions are informed of management plans, and they are consulted on matters that are in normal practice not regarded as subject for negotiation between employers Associations and Unions. Consultation is more than merely obtaining opinion from employee representation, but employers consult to reach consensus. This joint decision-making process is a service limitation on the exercise of managerial prerogative; since employee cannot implement proposal concerning certain matters until it has consulted with each joint councils. Consultation involves an opportunity to influence decision, management gain information from workers representatives, which they use to modify and refine its plans and objective, and to implement and achieve more effectively (Swanepoel 1999).

Work council

Work council is another form of employee participation in decision making within enterprises, though absent in our country. It is one of the oldest forms and it is defined as a representative bodies elected by workers at a particular workplace regardless of union membership. It is an inclusive of white collar and many supervisory employees. In Europe where this form is, developed work councils are consulted and participate in joint decision making over issues of governance relating to the work place. The work councils have right to consultation and information (Tito 2001).

Quality Circles

These are a small group of workers doing a similar type of work, who voluntarily meet regularly i.e. once a week to identify, analyze, and resolve work related problems. This problem-solving group is not only aimed at improving work behavior and motivation, but aim to improve the quality of decision and productivity of an enterprise (Udpa 1992).

Team Working

These are institutions aimed at improving the utilization of workers aptitudes, experience and improving informal social relations. Employee participation is optimized using empowered team's works (Swanepoel 1999).

Task participation

Task participation job redesign process engage employees in the range and type of task they undertake, it involve job enlargement which involves extending range of tasks at the same level., job enrichment, and vertical role integrations, where tasks are combined vertically by adding managerial elements. Levels of hierarchy are eliminated and workers and their supervisors work together in planning scheduling of tasks, inspection, budgeting and monitoring their duties. This introduces a sense of autonomy and control by workers. Leaders without portfolio are established. This enhances sense of responsibility and accountability (Armstrong 2001).

Financial participation

Financial involvement involve profit sharing and employee share ownership, Gain sharing is also used by Employees are incorporated in financial participation by owning shares in the enterprise and through cash payment distribution of shares, share scheme, shareholding trust, and common ownership.

This has given employees a chance to participate in decision making through annual meetings as shareholders to the organization, the get full information on success and failures of the organization and they are required to come up with methods of improving performance (Armstrong 2001).

Suggestion schemes

The most common arrangement is use of suggestion box where staff submits their suggestion and management evaluate and see what can be taken and what cannot work and management should then explain to the employees why certain suggestions cannot work (Armstrong 2001).

2.3 Strategies for Effective Employee Participation in Management

For effective employee participation in decision, making the following ways conditions should be in place.

Information sharing

A well-established internal communication strategy should be in place to appraise employees on company plans; all relevant information should be disclosed subject to some exceptional. This will allow employees to participate effectively in joint decision-making, consultations, and teamwork among others. Employees must get feedback on company performance for the success of the scheme of employee participation (Pfeffer 1996). Effective communication provides employees with the knowledge about their work and organization rather than relying on grapevine information (Besterfield 1999).

Joint Governance Strategy

These are a strategy in which trade unions representatives are accommodated in decision making in an organization. Through joint consultation machinery, unions are consulted on issues pertaining to normal matters of organizational operations included not collective bargaining.

Training and Education of Workers

To be participate in decision-making. Workers have to be equipped with knowledge necessary for analytical and judgmental tasks; workers have to be prepared to be receptive of other people views and to take up higher jobs that are challenging. Education will enable employees to be facilitative, group oriented and grassroots leaders without portfolio.

Empowerment Strategy

Empowerment involves giving people the power to make decision, Its recognizing and releasing into the organization the power that people already have in their wealth of useful knowledge and internal motivation (Randolph 1994). The power to control is delegated to the workers they are given freedom to act, make own plans, decisions schedules and strategies of how to implement. This will give access employees to make own strategies.

Restructuring of Organization

Participative management cannot work in a multi-layer autocratic and inflexible organizational structure. An entrenched organizational bureaucracy blocks change. Therefore, for effective employee participation in decision making flat organizational structure should be in place, which is democratic and encourage participatory management as opposed to bureaucratic structures. There must be substantial change in the basic structure of the organization aimed at moving important operating decision into the levels of individuals and teams performing basic work (Lawler 1999).

Employee ownership scheme strategy

Employees participate in sharing of organizational ownership and profit gain contributes the adoption of a participative structure. Studies indicate that

workers are better board members than banks, in the sense that they were more interested in the long-term well being of the firm whereas the bankers wanted immediate repayment of their loans and investment gains for their bank (Pfeffer 1996).

Organizational Culture Strategy

A culture of trust, commitment and openness should be in place to facilitate a 360-degree information channel to keep people apprised of the happening. Bureaucratic structures are bankrupt of trust and people try to protect themselves. The best way to build trust is sharing sensitive information; opening books to all employees begin to know that "we are in this together" and create a sense of ownership. In trust, people exert a lot of energy to their work (Randolph 1994).

Compensation scheme

Workers feel it's not their responsibility to manage and since they are not paid for their contribution, if a compensation scheme is used it will motivate them to take part in Management responsibilities. (Katembwe 1976)

2.4 Benefits of Employee Participation in Management

The following are some known benefits of employee participation, which include:

Quality Decision

Employee participation improves the quality of decisions taken. They may protect management from narrow, short-term responses to market signals, helping them avoid costly mistakes arising from lack of reflection (Lahovary 2002).

Reduces Human Relation Conflict

Employee involvement in management enhances harmonious human relations and development of bond of unity among them. This reduces industrial disputes and conflict and employees are able to perform effectively and thus improve the future growth and prosperity of the organization (Tustin 2002).

Respect to Humanity

Employee participation pays respect to humanity; workers are viewed as human beings and partners, or association in their enterprise and not merely as suppliers of hours of labor or treated as machines. Management seeks their assistance and listens to them. This instill sense of belonging and responsibility, hence workers willing offer their intrinsic wisdom and creativity because they feel appreciated (Tito 2001).

Improvement in productivity

Freeman and Medoff (1984) argue that worker involvement raises productivity. The level and quality of products improves because of their improved morale and cooperation (Lahovary 2001).

Stimulate innovation

Team working and quality circles enhances innovation and creativity, brainstorming leads to generation of ideas and putting them in practices. Employees left alone to determine their goals and strategies to accomplish them leads to development of new ideas (Harari 1997).

Enhancement of Communication

Worker involvement leads to vertical and horizontal free flow of information. It brings together various related sections, departments, and different levels of management and provides an effective vehicle of communication and interaction. It makes company matters open and remove prejudice.

Enhance problem solving capability and attitude

Workers together with management solve problems that exist and those that are yet to occur, thus able to prevent problems before they emerge.

Participation also satisfies higher human needs for recognition and self-development, every human being desire for achievement, social recognition, personal development, and employee involvement offers the opportunity for their realization.

Vanguard of Strategic Change

Employee participation in management is a device to manipulate employee resistance to change, since they are involved in decision making process they are unlikely to resist their own decision. This leads to successful implementation of change.

Increase employee commitment

Participation Increases employees commitment to organizational goals and strive for its success (Armstrong 2001).

2:5: Challenges Worker Participation Presents to Management

As seen above there are many benefit that result from employee participation, but the question people ask is "why don't organization change, even when confronted with convincing evidence concerning the efficacy of alternative management methods and process?" (Pfeffer 1996) The following are the known challenges employee participation present to management and they are the obstacles, which make managers reluctant incorporate employees in participative management.

Delayed Decision Making

There is a tendency by employees to obstruct and delay rather than promote and accelerate decision-making process. This emanates from prolonged deliberation and stubbornness by either party to agree of certain issues, where arguments erupt and delay quick decision-making, consultation leads to waste of time in unproductive meeting and discussions (Lahovary 2003).

High Cost of Training

Employees to be able to take up higher jobs, they need training. This is a costly exercise to the organization and there is no guarantee, that those trained will come and stick with the organization, hence it is a risk investment. Also for teachers to assist in management they may require addition skills and knowledge which is expensive (Swanepoel 2002).

Huge Compensation Package

Studies have noted the importance of paying high wages in order to attract and retain better and more committed employees, and in part induce higher levels of efforts on behalf of the organization. Participative workers will feel that they are doing extra work and produce better results and improved productivity. Thus, deserve higher pay (Pfeffer 1996).

Union Resistance

Unions fear that employee participation will improve productivity and threatened or jeopardized workers job security, which in turn will reduce union members thus undermining their influence; hence, they will demand a share of gain from improved productivity. However, this is unlikely to be an issue since the researcher will be dealing with non-unionize workers (Burchill 1997).

Weak organizational Ethics

It is easier to introduce new changes in a Greenfield site than to change existing practices since participation and involvement mean that power shift from middle management further down in the organizations hierarchy – to those close to production process or customers. Through empowerment process and joint consultative, employees will also feel that they are at the same level with their superiors and them likely to lose respect for them, especially when they realize that they can make better quality decisions. It is difficult to measure and evaluate them (Swanepoel 2002).

Resistance by Managers

Workers may get management indifference or lack of support, especially when managers envisage the erosion of their authority hence truly will not support employee participation. The decisions suggested by employees are ignored and this is bound to create conflict and animosity between them. Managers see themselves, as source of corporate vision and wisdom and that organization's success does not depend on their action of thousand of employees throughout the firm (Pfeffer 1996).

Also most Chief executive officers have narrow career paths and exposure to management position who were pick because of their political and ethnic allegiances and are resistant to led power go or fear challenges employee will offer like employees making better quality decision.

Communication Gap

It is not possible to guarantee 360 degrees free communication flow. This will lead to lack of transparency and unfairness. Some managers may feel some information is confidential or irrelevant to disclose yet the information might be relevant and material to the employees (Swanepoel 2002).

Lack of Job security

Worker participation enhance efficiency and good performance, this may enhance suggestions that may result in the loss of their own or their colleagues jobs (pfeffer 1996).

CHAPTER 3

RESEARCH METHODOLOGY

3.0 Research design

This was a census survey.

3.1 Population

The population of study comprised all employees in the top ranking private secondary Schools based in Nairobi Province as ranked by (Kenya certificate of Secondary Education (KCSE) Results Analysis Booklet 2003, Nairobi province)

3.2 The Sample and sampling technique

The sample size consist of 30% of all the employees in each School of the study, the 30% is large enough to meet dispersion within the population, and not very expensive to work on. Proportionate stratified random sampling method was used and simple random sample was taken within each stratum.

3.3 Data collection

The data was collected using a questionnaire with structured and unstructured question. (See in appendix II) It was administered through drop and pick later method.

The data was collected between September and November 2004, for it was not possible to cover all schools at the same time. Data collected was qualitative in nature.

The questionnaire has three parts, part A constitute questions aimed at gathering general information about the respondent, part B of the questionnaire has two sections, section 1 was aimed at collecting data on management view on worker participation and section 2 will contain questions on problems participation present to management, while Part C constitutes questions to be filed by those in non-managerial position.

3.4 Data analysis

The raw data collected was edited for completeness and consistency. The data was then coded to check for coding errors and omission. Data collected was analyzed by use of Univariate analysis because it was qualitative in nature. The final output was presented in frequency distribution; with Percentages and Tables were used to enhance the quality and depict the findings more clearly. Pie charts were used to exhibit the relationship the component in relation to the whole, or their market share.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.0 Introduction

This chapter presents the results of the analysis and finding of the research study obtained from employee of top ranking private schools in Nairobi. The findings are presented in form of tables, frequency distribution, percentages and graphs.

4.1 Distribution and demographic characteristics of the respondents

Table 4:1:1. The distribution of respondent per school

School	Targeted response	Actual response
Sunshine	24	24
Karengata	14	13
Light Academy	13	13
St. Martins	8	8
Makini school	16	15
Loreto Msongari	14	14
Consolata sec	14	13
Karura SDA	7	7
St Mary's school	25	21
St Hanna's preparatory	11	11
Forest view Academy	13	10
St Martins Kibarage	10	8
Totals	169	157

The total target respondents were 218 from seventeen school, however the response was 157 which constituted 169 from schools that responded, which constitute 92.9%, however 8 were rejected and data analysis is based on 149

responses which is 68.35% of the target, of this 30 respondents were in managerial position which represent 20% of all the responses, while 119 respondents were in non managerial position. There was 27.5% non-response.

Table 4:1:2 Distribution of respondents by gender

Gender	Number	%
Male	56	38
Female	87	58

From the preceding majority of workers in schools are female which account to 58% of the response.

Table 4:1:3 Distribution of respondents by academic qualification

Academic level	Number	%
Non-degree	59	39.6
Degree	39	26.2
Post graduate	20	13.4
TOTALS	118	79.2

The table indicates that most of the respondents were of non-degree level this include workers with diploma and certificate levels as well as non-certificates. The remaining did not indicate.

Table 4:1:4 Distribution of respondents according to duration of service

Length of service	Number	%
Less than 5 yrs	59	39.5
Between 5-10	39	26.2
Between 10-15	20	13.4
Above 15yrs	26	17
Totals	144	96.1

Table 4:1:5 Distribution of respondents according to job category

Job category	Number	%
Teacher	92	61.2
Non- Teaching	49	33.4
Totals	141	94.6

Most of the respondents were teacher, which constituted 62% of the respondents, the rest were non-teaching staff.

Table 4:1:6 Responses to whether the respondent holds management responsibility

Questionnaire item	Number	%
Yes	30	20.1
No	119	79.9
Totals	149	100

Most respondents were in non-managerial position, which was about 80% of the total responses, while those in management constituted 20%.

4.2 Management response to employee participation variables

Table 4:2:1 Management response to the question to what extent is junior employees committed to identification with School goals and image.

Questionnaire item	Number	%
Not at all	11	36.7
Low	9	30
Moderate	6	20
High	3	10
Very high	0	0
Totals	29	96.7

Management feels employees are not seriously committed to identification with school goals and image. This attitude is likely to impact negatively on employee participation in management.

Table 4:2:2 Management responses to the extent to which each of the following influence School policies

Questionnaire item	Low		Small		Moderate		High		Very high		TOTAL	
	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
Management alone	0	0.0	0	0.0	0	0.0	9	30.0	21	70.0	30	100
Management communicate Decisions made to employees	2	6.7	6	20.0	7	23.3	10	33.3	5	16.7	30	100
Management consults employees before making a decision	0	0.0	3	10.0	16	53.3	8	26.7	3	10.0	30	100
Management and employees makes decisions jointly	12	40.0	0	0.0	11	36.7	3	10.0	2	6.7	28	93.3
Employees make decisions alone	8	26.7	14	46.7	6	20.0	0	0.0	0	0.0	28	93.3
Ministry of Education	7	23.3	6	20.0	11	36.7	5	16.7	1	3.3	30	100
Management, Parents and Employees Make decisions jointly	9	30.0	8	26.6	9	30.0	3	10.0	0	0.0	29	96.7

From the above we see that management, to a large extent make decisions alone and only communicate to the workers. 70% are in agreement that they alone influence decision making highly.

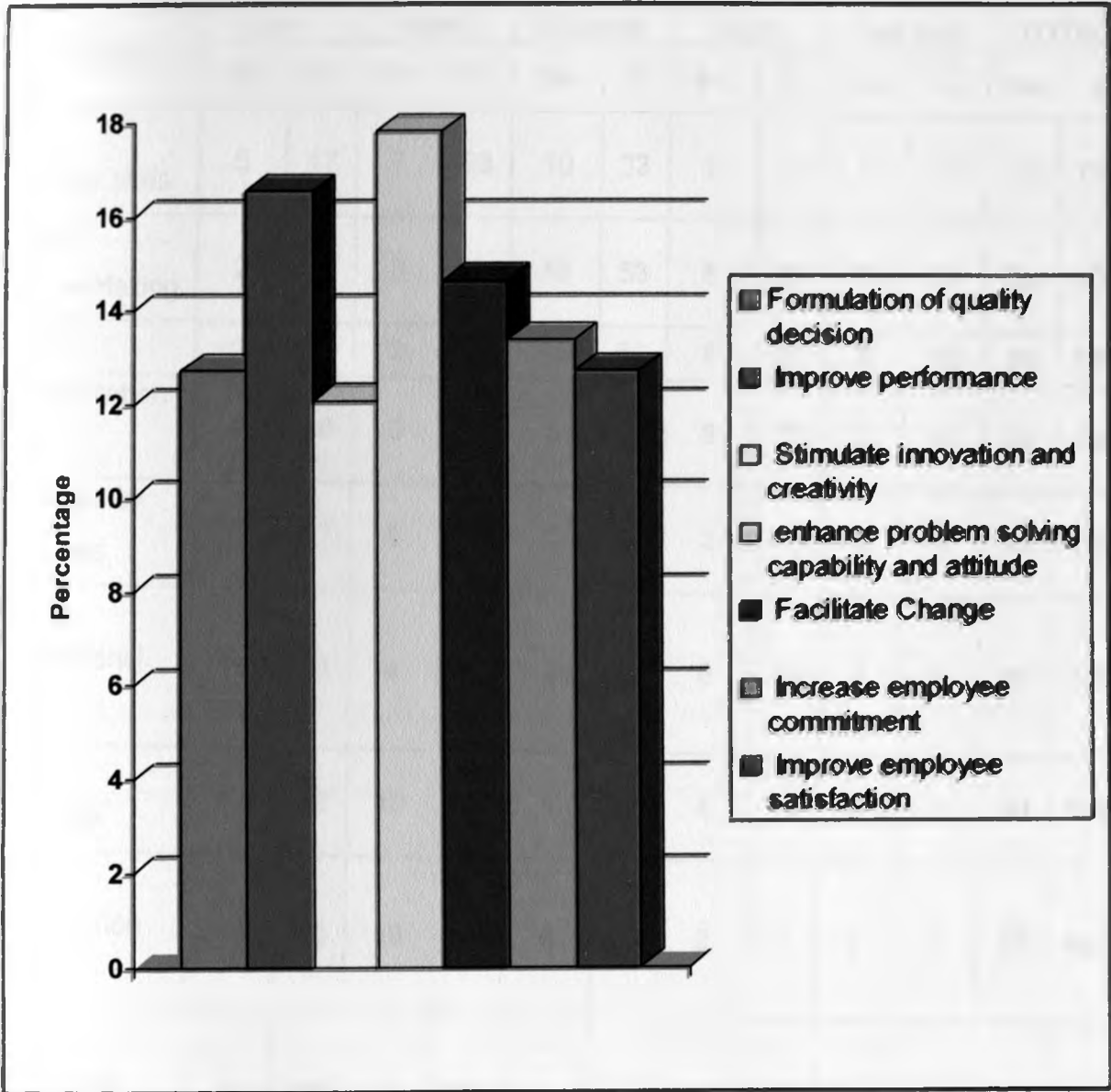
Table 4:2:3 Management responses to the most popular methods of employee participation

Questionnaire item	Low		Small		Moderate		High		Very high		TOTAL	
	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
Teams Work	1	3	2	7	14	47	6	20	7	23	30	100
Quality Circles	6	20	10	33	12	40	0	0	2	7	30	100
Work councils	4	13	18	60	8	27	0	0	0	0	30	100
Trade unions	12	40	7	23	4	13	7	23	0	0	30	100
Task participation	9	30	3	10	14	47	4	13	0	0	30	100
Financial participation	6	20	7	23	15	50	2	7	0	0	30	100
Suggestion scheme	3	10	4	13	21	70	2	7	0	0	30	100

The Table above shows that the most popular method of employee participations in schools is use of team works and quality circles, suggestions scheme top the moderate category, financial participation is also used which indicate that management of private schools could also be the owners, while rarely forms is trade unions.

Graph 1 Management responses to the question "what advantages do employee participation in management offers?"

The responses were presented in the graph below using questionnaire items.



The length of the graph indicates the most accepted advantage. The preceding indicates that employee participation enhances problem-solving capability and

attitude, improve performance and help facilitated change while innovation was ranked lowest.

4:2:4: Analysis of challenges employee participation offers

Questionnaire item	Low		Small		Moderate		High		Very high		TOTAL	
	No	%	No	%	No	%	No	%	No	%	No	%
Lack of necessary skills	5	17	7	23	10	33	5	17	3	10	30	100
Delayed Decision-Making	2	7	0	0	16	53	6	20	6	20	30	100
Security	2	7	2	7	15	50	8	27	3	10	30	100
Communication Gap	9	30	0	0	8	27	8	27	5	17	30	100
Resistance by employees	17	57	5	17	6	20	2	7	0	0	30	100
Weak organizational Ethics	16	53	4	13	4	13	6	20	0	0	30	100
Union Resistance	12	40	10	33	4	13	4	13	0	0	30	100
Huge Compensation Package	12	40	10	33	6	20	2	7	0	0	30	100
School organization Structure	6	20	9	30	10	33	4	13	1	3	30	100
School organizational culture	11	37	4	13	8	27	4	13	3	10	30	100

The analysis of challenges employee participation present across management levels yielded the following:-

The table indicates that it's not lack of education, employee resistance; fear of organization ethics declining that hinders their participation and need for compensation, but the problem lies in the communication gap, School organizational culture, and School organization Structure, Extent of employee participation is very moderate.

Table 4:2:5: Management response to "the extent to which junior employees get adequate information about how they perform their jobs?"

Questionnaire item	Number	%
None	4	13.3
Low	2	6.7
Moderate	11	36.7
High	3	1
Very high	9	30
Totals	29	96.7

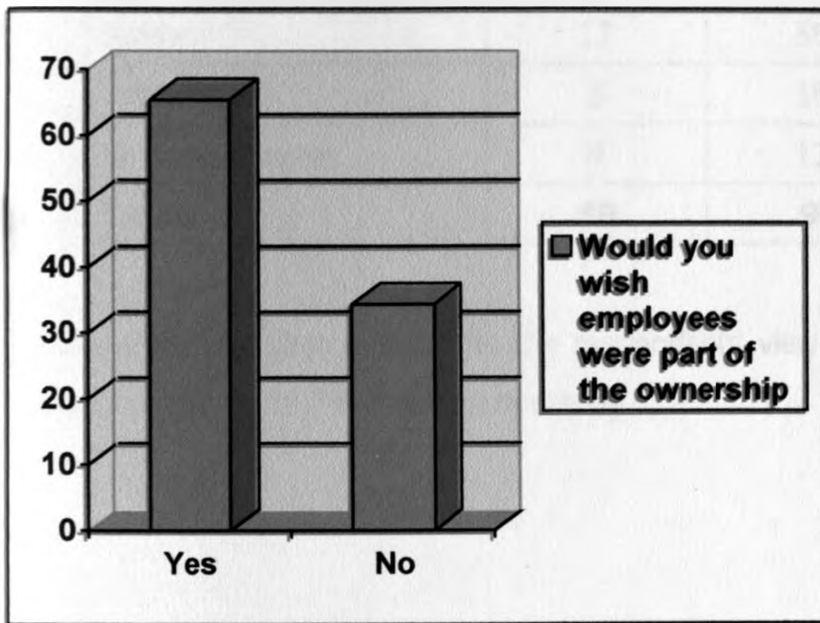
Studies indicate that extent of information flow is moderate

4:2:6: Management response to "the extent of supervision they offer to their junior employees"

Questionnaire item	Number	%
None	5	16.7
Low	4	13.3
Moderate	1	3.3
High	17	56.6
Very high	4	13.3
Totals	30	102

The extent of supervision is high as indicated by the above table meaning that junior employees are not totally empowered.

Graph 2: Management response to the question on whether employees should be part of school ownership



Majority supported the idea of employees being part of management thus supporting financial participation. Some of the reasons given by management in support of employee participation include that it:-

It leads to the success of the school, Enhance responsibility, Lead to attainment of set objectives and school vision realization, improves efficiency, and Increase productivity, Leads to high commitment and that employees are important stakeholders in the schools and therefore should be part of management.

Those who were against employee participation gave the following reasons, that employees will impact negatively on decision making, they will feel too proud, will not take their work serious, and leads to poor quality delivery.

Table 4: 2:7: Employee participation in management is nothing more than an idle academic exercise of no use to serious minded individuals

Questionnaire item	No	%
Strongly agree	3	10
Agree	1	3.3
Neither	17	56.7
Disagree	5	16.7
Strongly disagree	4	13.3
Totals	30	99.9

There was no clear position on the respondents view on this issue, but most disagreed while 56.7% maintain neutrality.

4.3 Non -managerial responses to employee participation variables

Non-managerial views on the concept of employee participation were gathered through Part C of the questionnaire. The responses to various issues raised are briefly discussed in the sub section of this section.

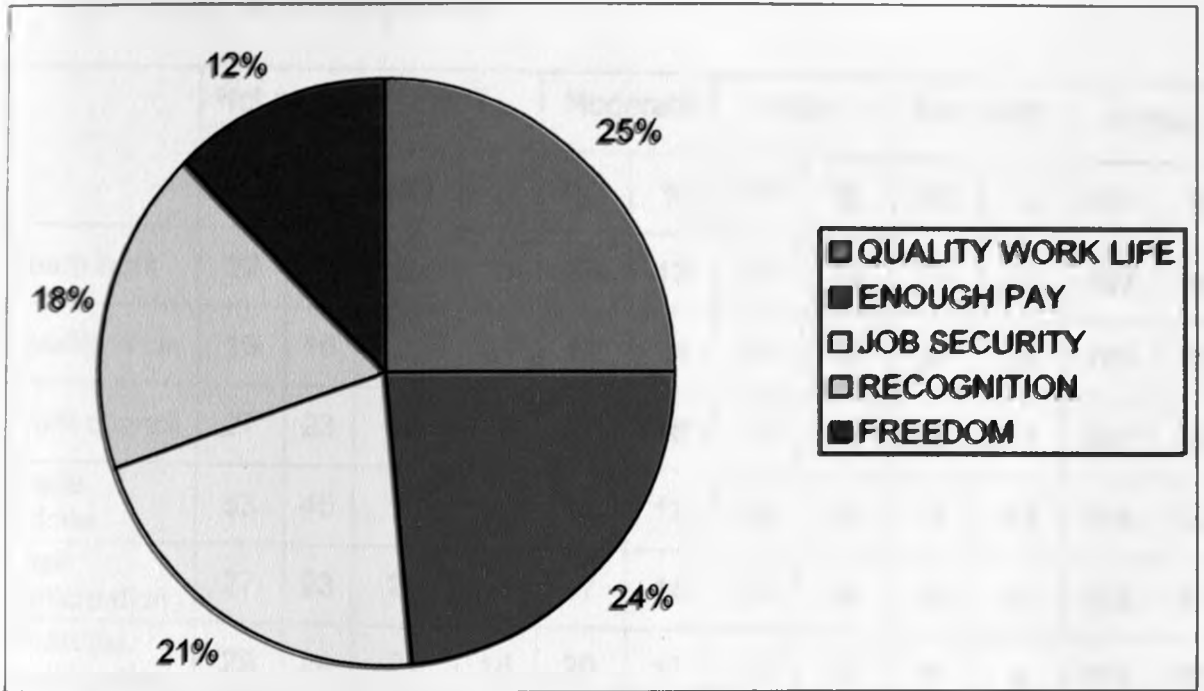
Table 4.3: 1: Distribution of respondents to variables of employee participation.

Questionnaire item	Not at all		Small		Moderate		High		Very high		TOTAL	
	No	%	No	%	No	%	No	%	No	%	No	100
The extent of your participation in important decision	22	18	29	24	28	24	18	15	16	13	113	95
The chance to use own judgment	9	8	28	24	31	26	32	27	16	13	116	97
The extent to which you wish you were part of School management	4	3	28	24	30	25	29	24	24	20	115	97
The job I do gives me a chance to use my own personal Initiative	9	8	18	15	27	23	33	28	21	18	108	91
The nature of supervision	12	10	21	18	31	26	29	24	16	13	109	92
The extent to personal growth and development	9	8	29	24	31	26	24	20	12	10	105	88

The feeling of accomplishment you get from you job	6	5	14	12	44	37	40	34	12	10	116	97
Communication and information flow in your School	15	13	29	24	39	33	30	25	0	0	113	95
The degree to which your skills are utilized	8	7	15	13	40	34	32	27	13	11	108	91
Your satisfaction with organization structure	15	13	21	18	44	37	19	16	20	17	119	100
Flexibility and independence allowed	21	18	20	17	44	37	18	15	6	5	109	92
The extent management makes use of your suggestion	14	12	37	31	32	27	19	16	4	3	106	89

The table indicates that the extent of participation is moderate, level of supervision is high, flexibility allowed, and Communication and information flow in Schools is moderate among other factors and management use suggestion given by the employees to small degree.

Pie chart 1 Response on the most important aspect of their job
(Ranked in order of priority)



Quality work life and enough pay were ranked the most important aspect of the job. Other aspects of the job raised by the respondent include need to grow career wise, opportunity to socialize, staff development and peace of mind in the work place.

Responses to the question "whether employees desire further training and development and reasons why?"

There was 100% responded positively on need for further training and development, the chart below shows factors that make people seek further studies.

Table 4:3:2: Extent to which employees use forms below to participate in management

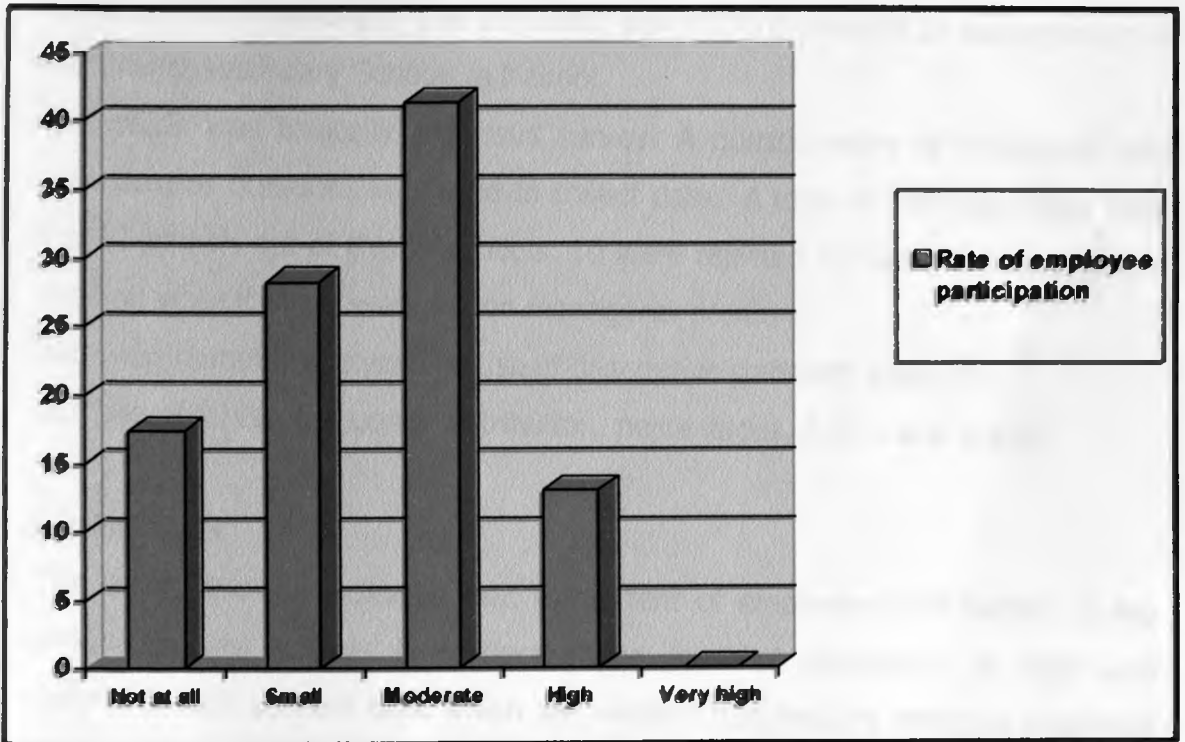
	Not at all		Small		Moderate		High		Very high		TOTAL	
	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
Team work	22	18	25	21	16	13	21	18	23	19	107	89
Quality circle	19	16	28	24	17	14	22	18	23	19	109	92
Work council	27	23	28	24	21	18	18	15	13	11	107	89
Trade unions	53	45	20	17	14	12	15	13	17	14	119	100
Task participation	27	23	22	18	17	14	21	18	16	13	103	87
Financial participation	29	24	22	18	20	17	18	15	10	8	109	92
Suggestion scheme	27	23	24	20	26	22	16	13	18	15	111	93

Table 4.4:3: Extent to which the following hinders your involvement in employee participative programs"

	Not at all		Small		Moderate		High		Very high		TOTAL	
	NO	%	NO	%	NO	%	NO	%	NO	%	NO	%
Lack of education	55	46	16	8	23	19	13	11	12	10	119	100
Too busy for such	33	28	16	13	18	15	16	13	19	16	110	92
It's involving	22	18	24	20	20	17	15	13	14	12	112	94
Lack of rewards	27	23	41	34	22	18	19	16	21	18	113	95

Employee response indicates that it's not lack of skills that hinders their participation, but rather lack of time because they are busy and reward. This is in agreement with management views on the same.

Graph 3 Extent to which employees participates in management on average



The respondents were asked to rate extent of employee participation on average the response was moderate as clearly indicated by the above graph.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter discusses the conclusions of the study in line with the objectives of the study

The two objective of the study were:

1. To establish the extent of employee participation in management in the private secondary Schools in Nairobi.
2. Identify the challenges that employee participation present to management in the private secondary Schools in Nairobi.

The study was basically a census survey. A questionnaire of structured and unstructured questions was used to collect data. A total of 159 responded from the 12 schools out of the 17 schools. 10 were rejected, 30 were in management position while the rest were in non managerial positions.

Data was primarily analyzed by use of descriptive statistical measures

Like use of tables, frequency distribution, percentages, charts and graphs.

5.2 Findings

The study findings indicated that the extent of employee participation in top ranking private schools is moderate, the level of supervision is high and communication barriers exist which are variable that hinders effective employee participation. The management is in support of employee participation especially through financial participation.

The second objectives was to determine challenges employee participation offers; research findings showed that the following challenge hinders use of employee participation strategy in order of the most important:

1. Delayed Decision Making
2. Communication Gap
3. School organizational culture

4. Security
5. Lack of necessary skills
6. School organizational structure
7. Weak organizational Ethics
8. Union Resistance
9. Huge compensation package
10. Resistance by employees

Respondents mostly blamed delayed decision making process, communication gaps, and School organizational culture as major obstacle of employee participation. Union resistance, need for compensation and employee resistance do not pose major threats to participative management.

5.3 Summary

The survey revealed that the employees in top ranking private school enjoy a certain level of flexibility and independence in their work; employees are moderately involved in participative management and identify with schools goals and image. There are quite a number of challenges of employee participation in management, which includes Delayed Decision Making, communication gap, School organizational culture and Security, as well as Lack of necessary skills.

5.4 Recommendation

The variables that influence employee participation includes the culture and degree of communication among other variables, most schools should ensure that:

- Opportunities for advancement are available
- 360 degree flow of information or open communication channels exist
- Staff should be well remunerated
- Employees to participate in decisions that affect their work life
- Management to ensure a safe and health working environment
- Employees be recognized for their efforts

- Reduce supervision and instead empower the worker

Management courses should be availed to school management to train them on skills and knowledge of how to harness maximum benefits from employee participation strategy. Employees should also be trained to take personal initiative to be involved in decision making so as to improve the quality of their work life and fully utilize their full potentials which will make them enjoy their jobs.

5.5 Limitations of the study

The study excluded other private school outside Nairobi whose opinions perhaps might have been different; this was due to time and financial constraints.

Some schools refused to take questionnaires on grounds of policy issue while others out rightly refused on ground of lack of time. Research also suffered from management near obsession with confidential information, which was the most frustrating aspect of research and trying to convince them to accept the questionnaires. Some respondents also did not respond to certain questions, giving the possibility that some information might have been withheld thus introducing some bias in the study, and hence difficult for the researcher to make a valid conclusion.

5.6 Suggestions for further research

In the process of carrying out this research, a number of issues arose that needs further research.

Future research could be done to establish employee participation in top-ranking public schools as this study was only limited to top ranking private schools in Nairobi, to see if the same factors apply.

Further studies can also be carried out to determine the relationship between organizational structures and participative management in schools, to see the viability of adopting flat structures conducive for employee participation.

Another study can also be done to determine find out the possibility of employees owning schools through employee ownership schemes because management supported the idea that employee should be part of ownership of the school. Research in this are could be relevant to evaluate workers views about being shareholders of private schools.

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APPENDIX I

P.O. Box 30191

NAIROBI

Dear Sir/madam

LETTER TO THE RESPONDENT

I am a postgraduate student, at the University of Nairobi, Faculty of Commerce, as part of the fulfillment of Master of Business Administration Degree, (MBA) I am conducting a study on "Employee participation in management in the top ranking private secondary Schools in Nairobi"

Your fall within the population of interest, you are kindly requested to assist me collect the data by filling the accompanying questionnaire. My supervisor and I promise that the information gathered will strictly be used for academic purpose.

The copy of the final report will be made available to you on demand.

Your honest participation will highly be appreciated

Thanks in advance for your co-operation,

Yours faithfully

.....
Chumba J.R.
MBA Student

.....
George Omondi
Dept of Bus Admin
University of Nairobi

THE QUESTIONNAIRE

PART A:

Please indicate the following by ticking

1. Your Gender Male Female

2. Your Academic level

Non-Degree (Diploma, certificate, etc)

Undergraduate degree

Postgraduate degree

Others, (please specify) _____

3. What is the length of service in your current job

Less than 5 years

Between 5-10 years

Between 10-15 Years

Above 15years

4. To which job category do you belong in the School?

Teacher

Support Staff

5. Do you hold any management responsibility (tick one)

Yes

No

Sometimes

If No go to part C

PART B

Section 1

Rate your responses to the following issues where applicable on a scale of 1-5 where: -

1-Not at all; 2- small; 3-moderate; 4- high; 5- very high

1. Indicate extent to which lower level employees are committed to identification with the School's goals and image.

H	5	4	3	2	1	L
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. What is the extent to which each of the following influence School policies?

H	5	4	3	2	1	L
---	---	---	---	---	---	---

A) Management alone

b) Management communicate decisions made to employees

C) Management consults employees before making a decision

d) Management and Employees make decisions jointly

Employees make decisions alone

f) Ministry of Education

g) Parents

h) Others (specify)

3. Indicate extent through which junior employees participate in management

Using the following forms:

	H	5	4	3	2	1	L
i. Teams Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Quality Circles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii. Work councils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv. Trade unions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Task participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi. Financial participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii. Suggestion scheme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
viii. Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Specify) _____

Section 2

4. What advantages do employee participation in management offer? (Tick all that apply)

- Formulation of quality decision
- Improve performance
- Stimulate innovation and creativity
- Enhance problem solving capability and attitude
- Facilitate Change
- Increase employee commitment
- Improve employee satisfaction
- Others (please specify) _____

5. To what extent to the following assumption make it less worthwhile to adopt employee participation in management

	H	5	4	3	2	1	L
A) Lack of necessary skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Delayed Decision Making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Communication Gap	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Resistance by employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Weak organizational Ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Union Resistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Huge Compensation Package	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I) School organization Structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) School organizational culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Indicate extent to which junior employees get adequate information about how they perform there jobs

H	5	4	3	2	1	L
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Indicate the extent of supervision you offer your junior employees

H	5	4	3	2	1	L
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Would you wish employees were part of the ownership of the School?

Yes

No

Give reasons,

9. Employee participation in management is nothing more than an idle academic exercise of no use to serious minded individuals. (Rate your response

H 5 4 3 2 1 L

PART C

Rate your responses to the following issues where applicable on a scale of 1-5 where: -

1-Not at all; 2- small; 3-moderate; 4- high; 5- very high, H represent high and L low

- | | H | 5 | 4 | 3 | 2 | 1 | L |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. The extent of your participation in important decision | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The chance to use own judgment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The extent to which you wish you were part of School Management | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The job I do gives me a chance to use my own personal Initiative | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The nature of supervision | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. The extent to which personal growth and development is Possible | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The feeling of accomplishment you get from you job | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Communication and information flow in your School | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. The degree to which your skills are utilized | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Your satisfaction with organization structure | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Flexibility and independence allowed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. The extent management makes use of your suggestion | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

13. Rank the most important aspect of your job (in order of priority); 1-5

Recognition, Enough pay, Quality work life, job security, freedom,

i

ii

iii

iv

v

Any other aspect you consider important

14. Do you desire further training?

Yes

No

Not sure

If your answer above is yes, which of the following will make you pursue

Education and training? (Rank in order of priority)

Acquire more knowledge about my job, get promotion, get better pay,
and get a new job

i

ii

iii

iv

v

Others _____

15. Indicate extent to which you use the forms below to participate in management

	H	5	4	3	2	1	L
Teams Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality Circles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work councils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trade unions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Task participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Suggestion scheme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Specify) _____

16. Indicate extent to which the following hinders your involvement in employee participative programs

	H	5	4	3	2	1	L
a) Lack of adequate education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Too busy for such	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Its too involving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Lack of reward	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Specify)

17. On average how would you rate employee participation in management?

H 5 4 3 2 1 L

Thank you for your co-operation.

List of Private Schools

Private Schools ranked among the top hundred Schools in the country from Nairobi province include:-

School	Top 100 schools in Nairobi
Kianda	1
Strathmore	2
Sunshine	3
Karengata	11
Light Academy	12
Makini	17
Riara Springs	22
Loreto V. Road	31
Queen of Apostles	39
Loreto Msongari	^48
Consolata sec	49
Karura SDA	60
St Mary's school	63
St Hanna's	72
St Elizabeth	75
Forest view	77
St Martins Kibarage	86