

**INFLUENCE OF HEADTEACHERS' PARTICIPATORY MANAGEMENT PRACTICES ON PUPILS' PERFORMANCE AT KENYA CERTIFICATE OF PRIMARY EDUCATION IN KIRINYAGA EAST DISTRICT, KENYA**

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## DECLARATION

This research project is my original work and has not been presented for a degree in any other university.

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## **DEDICATION**

I would like to dedicate this work to my wife Priscillah Waruguru and my children Nazarene, Rodger, Ben and Ian.

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## TABLE OF CONTENT

<b>Content</b>	<b>Page</b>
Cover page.....	i
Declaration.....	ii
Dedication .....	iii
Acknowledgements.....	iv
Table of contents.....	v
List of tables.....	viii
List of figures.....	x
List of abbreviations and acronyms.....	xi
Abstract.....	xii

### **CHAPTER ONE INTRODUCTION**

1.1 Background to the study.....	1
1.2 Statement of the problem.....	6
1.3 Purpose of the study.....	7
1.4 Objectives of the Study.....	7
1.5 Research Questions.....	8
1.6 Significance of the study .....	9
1.7 Limitations of the study.....	10
1.8 Delimitation of the study.....	10
1.9 Basic assumptions of the study.....	11
1.10 Definitions of significance terms .....	11
1.11 Organization of the study.....	12

**CHAPTER TWO**  
**LITERATURE REVIEW**

2.1 Introduction.....	13
2.2 Concept of participatory management practices.....	13
2.3 Influence of teachers’ involvement in school management on KCPE performance.....	14
2.4 Influence of parents involvement in school management on KCPE performance.....	16
2.5 Influence of pupil involvement in school management on KCPE performance .....	19
2.6 Influence of school management committees on KCPE performance.....	21
2.7 Theoretical framework.....	23
2.8 Conceptual Framework.....	23

**CHAPTER THREE**  
**RESEARCH METHODOLOGY**

3.1 Introduction .....	25
3.2 Research design.....	25
3.3 Target Population.....	26
3.4 Sample and sampling procedures.....	26
3.5 Research Instruments .....	27
3.5.1 Validity of instruments.....	28
3.5.2 Reliability of Instruments.....	28
3.8 Data collection procedures.....	29
3.9 Data analysis Techniques.....	29

**CHAPTER FOUR**  
**DATA ANALYSIS AND INTERPRETATION**

4.1 Introduction. ....	31
4.2: Response rate.....	31

4.3 Demographic data of the respondents.....	31
4.3.1 Demographic data of the headteachers.....	32
4.3.2 Demographic information of teachers.....	36
4.3.3 Demographic information of pupils .....	39
4.4 Teacher involvement in school administration .....	41
4.5 Pupils’ involvement in leadership .....	47
4.6 Parent’s involvement in school administration .....	52
4.7 SMC involvement in school administration .....	54

**CHAPTER FIVE**

**SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

5.1 Introduction.....	59
5.2 Summary.....	59
5.3 Conclusions.....	62
5.4 Recommendations.....	62
5.5 Suggestions for further study.....	63
References.....	65
Appendices.....	69
Appendix A: Letter of Introduction.....	70
Appendix B: Questionnaire For Headteachers.....	72
Appendix C: Questionnaire For Teachers.....	75
Appendix D: Pupils’ Questionnaire.....	79
Appendix F: Authorization Letter .....	82
Appendix E: Research Permit .....	83

## LIST OF TABLES

<b>Table</b>	<b>Page</b>
Table 4.1 Distribution of headteachers according to sex.....	32
Table 4.2 Age of the headteachers.....	32
Table 4.3 Highest education level of headteachers.....	33
Table 4.4 Duration that the headteachers had been in the current school.....	34
Table 4.5 Headteachers' administrative experience.....	34
Table 4.6 Headteachers responses on the number of subjects they taught in addition to administrative work.....	35
Table 4.7 Teachers gender.....	36
Table 4.8 Teachers age.....	36
Table 4.9 Teachers highest level of education.....	37
Table 4.10 Teachers responses on the duration they had been in the current school.....	38
Table 4.11 Number of subjects' teachers taught. ....	39
Table 4.12 Distribution of pupils according to sex.....	40
Table 4.13 Distribution of pupils according to age.....	40
Table 4.15 Headteachers responses on teacher involvement in school administration.....	41
Table 4.16 Teachers responses on the extent that they were involved in decision making in the school.....	43
Table 4.17 Teachers responses on whether headteachers consult teachers before making school decisions.....	43
Table 4.18 Teachers responses on the frequency at which headteachers invite teachers to deliberation on school matters.....	44
Table 4.19 Teachers responses on teacher involvement in school administration.....	45
Table 4.20 Pupils responses on the frequency at which they held assemblies in school...	47



Table 4.21 Pupils responses on who selected prefects in the school.....	48
Table 4.22 Pupils responses on whether the administration involve pupils (prefects) in administration matters of the school.....	49
Table 4.23 Headteachers responses on pupils’ involvement in school leadership.....	49
Table 4.24 Pupils responses on their involvement in school leadership.....	50
Table 4.25 Teachers responses on the frequency at which the headteacher invited pupils to discuss school matters.....	51
Table 4.26 Headteachers response on the parent’s involvement in school administration . .....	53
Table 4.27 Teachers responses on whether the headteachers involved parents in school administration.....	53
Table 4.28 Teachers responses on the frequency at which headteacher involved SMC in school management.....	55
Table 4.29 Headteachers response on the SMC involvement in school administration ....	55
Table 4.30 Headteachers rate on the student performance in school examinations and tests.....	57
Table 4.31 Headteachers rate on student performance in KCPE.....	57

## LIST OF FIGURES

Figure	Page
Figure 2.1: Relationship among variables in the influence of the Head teacher Participatory Management Practices on KCPE performance .....	24

## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>CDE</b>	County Director of Education
<b>DEO</b>	District Education Officer
<b>DoE</b>	Department of Education
<b>DQASO</b>	Quality Assurance and Standard Officer
<b>ESG</b>	European School Governance
<b>KCPE</b>	Kenya Certificate of Primary Education
<b>KNEC</b>	Kenya National Examinations Council
<b>NCST</b>	National Council for Science and Technology
<b>SASA</b>	South African Schools Act
<b>SMC</b>	School Management Committees
<b>SPSS</b>	Statistical Package for the Social Sciences
<b>UK</b>	United Kingdom
<b>USA</b>	United States of America

## ABSTRACT

The purpose of the study is to establish the influence of head-teachers participative management practices on Kenya Certificate of Primary Education (KCPE) performance in Kirinyaga East District. Four research objectives were formulated to guide the study which included; determining how headteachers involvement of teachers in school management influence pupils performance at KCPE in public primary schools in Kirinyaga East district, establishing how headteachers involvement of parents in school management influences pupils' performance at KCPE in public primary schools in Kirinyaga East district, establishing the extent to which headteachers involvement of pupils in school management influence pupils' performance at KCPE in public primary schools in Kirinyaga East district and determining how headteachers involvement of school management committee (SMC) in school management influence pupils' performance at KCPE in public primary schools in Kirinyaga East district. Four research questions guided the study which included how the headteachers involvement of teachers in school management influences pupils' performance in KCPE in public primary schools in Kirinyaga East district, how does headteachers involvement of parents in school management influence pupils' performance in KCPE in public primary schools in Kirinyaga East district, what extent does headteachers involvement of pupils in school management influence pupils' performance in KCPE in public primary schools in Kirinyaga East district and how does headteachers involvement of school management committee (SMC) in school management influence pupils' performance in KCPE in public primary schools in Kirinyaga East district. The researcher adopted descriptive survey design in carrying out the study. The sample comprised of 14 headteachers, 203 teachers and 225 pupils. Data were collected by use of questionnaire and were analysed both quantitatively and qualitatively. Key findings of the study revealed that: headteachers involved teachers in school management. Findings also indicated that pupils were involved in school management by the headteachers. The findings also indicated that parents were involved in school administration. Findings also revealed that headteachers involved the SMC in school administration. Based on the findings of the study, the study concluded that headteachers involvement of teachers in school management had an influence on pupils' academic performance. Headteachers involved teachers in the budget planning, setting goals and objectives and developing the strategic plan for the school, in the procurement of goods and services in the school. The headteacher also involved people in school management. Pupils for example pupils held assemblies twice a week, while the administration involved them in administration matters of the school. Pupils' involvement had an influence of pupils performance. Headteachers involved parents in school administration. For example, headteachers agreed that parents were encouraged to participate in decision making and they were engaged in addressing administrative problems. The involvement in school management had an influence of pupils' academic performance. Lastly the headteachers involved the SMC in school administration which had an influence of pupils' performance. Based on the findings of the study, it was recommended that the Ministry of Education should have clearly stipulated policy need for democratic governance in schools. This means active involvement of stakeholders in decision-making, policy formulations and other aspects. It also recommended that since teachers, pupils and parents have shown interest in school matters, the MoE should devise a strategy where parents, teachers and pupils who are involved in the school management get some kind of honoraria for the hours they spend at school in meetings, or any activity.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background to the study**

The idea of participative management is generally viewed as an ideal style of leadership and management in education today (Johnson & Ledbetter 2003, Department of Education (DoE) 2006, Bush 2003). Participative management is a process in which influence is shared among individuals who are otherwise hierarchically unequal (Wagner, 2008). It is a system which encourages employees to participate in the process of making decisions that directly affect their work lives (Ali, Khalequie, & Hossain, 2007). It is utilized to improve work practices, productivity, and organizational performance (Gilberg, 2008). Johnson and Ledbetter (2003) argue that a participatory management practice has been widely promoted as a means of formalizing a new conceptualization of management to bring about school improvement and academic performance. According to McLagan and Nel (2005), participatory management practices emphasize management processes rather than outcomes only, and “high involvement” is seen as the ultimate key to the shift from autocracy to participation Hargreaves (2007) shares the sentiment and argues that the increasing emergence of participatory management in schools reflects the widely shared belief that flattened management and decentralized authority structures

carry the potential for achieving the outcomes unattainable by the traditional top-down bureaucratic structures of schools.

In other fields participatory management has been found to promote such things as customer orientation, continuous learning, and improvement in quality and control (Ledford, 2007). Researchers have consistently found that individuals tend to work harder at attaining a goal when they are involved in setting it (Roberson, Moye, & Locke, 1999). This could be applied to school system whereby when the key stakeholders are involved in school management, there is a likelihood that it will impact of schools' performance (Fisher, 2009).

Cheng and Cheung (2003) have also observed that efforts to enhance organizational effectiveness since 1990s have featured participatory management. This encourages the involvement of stakeholders at all levels of an organization in the analysis of problems, development of strategies and implementation of solutions. In this case employees are invited to share in the decision-making process of the firm by participating in activities such as setting goals, determining work schedules, and making suggestions.

Participatory management practice has been acknowledged as an essential ingredient in quest for better school performance. This is in terms of involvement of teachers, pupils, parents and school management committees. For example, Fullan, (1999) assert that high levels of parental involvement in school

management, collaborative collegial instructional and planning has a direct link with the schools academic performance.

A study conducted in Philippine public schools (2006) indicated that effective participatory school administration would lead to a more democratic approach in which planning and decision making are devolved to the individual schools which leads to high academic performance. In South African their new education policy requires school managers work in democratic and participative ways to build relationships with parents, pupils, school committees and other stakeholders to ensure efficient and effective delivery of services. (Task Team Report (DoE, 2006), This view was supported Peters in Smith (2003) who advocates the development of organization systems, structures and processes that are conducive to, and supportive of participation, empowerment and change.

Cheng and Cheung (2003) also observe that efforts to enhance organizational effectiveness since 1990s have featured participative management. As Caldwell and Spinks (1992) point out, securing a “synergy of communities” is the key to attainment of educational benefits. It should be noted, however, that attempts to involve stakeholders should be geared beyond mere participation but towards meaningful involvement (Waters, Marzano & McNulty, (2003). Research findings show that allowing teachers and stakeholders to take part in decision-making yields salutary results. Employee satisfaction, motivation, morale and

self-esteem are affected positively by involvement in decision-making and implementation.

Participatory management, however, involves more than allowing employees to take part in making decisions. It also involves management treating the ideas and suggestions of employees with consideration and respect. Researchers claim that better decisions and greater efficiency are reached since issues are discussed extensively via open communication among people having varying viewpoints involved in participative set-ups (Hoy & Miskel, 2008). Another noteworthy impact of participatory management is that participants tend to have a sense of ownership of change initiatives and eventually extend stronger support to realize the goals of such efforts (Hargreaves & Hopkins, 1991). Implementing participatory management practices is known to yield such benefits as heads cannot easily manipulate people (Johnson & Ledbetter, 2004). Teachers were given a sense of control over their own working lives power inequities are balanced (Harchar & Hyle, 1996); and additional resources become available to the organization (Lienhart & Willert, 2002).

Implementing participatory management practices enhances trust in schools as a result of participatory approaches, enhancing the levels of trust within the school community which makes it be able to attain educational benefits (Blasé & Blase, 2001; Tschannen and Moran, 2001). Bryk and Schneider (2002) argue that



allowing relational trust to grow in a school community triggers the effective interplay of the various factors towards academic productivity.

Anderson (1998) contends that deconstructing the discourses of participatory reforms in education in USA expounds on the need for authentic participatory reforms. He sighted on participative management and how it was being promoted by trade books, workshops, motivational speakers, academic scholarships and university courses. These voices were for the purpose of bringing teachers, parent and students into school reforms. Anderson states that in an attempt to bring conceptual coherence to the discourse of participatory management, there is need to create a greater institutional legitimacy. Authentic participation according to Anderson entailed who is to participate and in what area and under what conditions. He elaborated that participation is authentic if it includes relevant stake holders and creates relatively safe, structured spaces for multiple voices to be heard. This would lead to more equal levels of student achievement and improved social academic outcomes for all students.

Although it is the Kenyan government's policy to ensure the delivery of quality education in primary schools, performance has remained poor despite the various interventions by policy makers and implementers. Since education is a highly result-oriented discipline notes that examination results are taken as a valid yardstick of pupil's achievement (Mbae, 2004). In the pursuit of improvements, educators introduce various innovations. Most of these innovations were towards

better school outcomes assign utmost importance to the quality of leadership and management in the schools. According to Caldwell (1998) headteachers need the involvement, participation, and support of the other stakeholders such as teachers, parents, community leaders and students to succeed.

An analysis of the trend in Kenya Certificate of Primary Education (KCPE) performance of the schools in Kirinyaga East District shows disparity in performance in KCPE for individual school. Either there is an increase in one year, followed by a decrease in the subsequent year with few schools maintaining a constant upward trend. This disparity in performance is perceived to be as a result of management liability that is good participatory management practice could be resulting to good performance while poor participatory management practice may be resulting to poor performance in KCPE.

## **1.2 Statement of the problem**

The issue of Kenya Certificate of Primary Education performance of public primary schools has been a concern especially in Central province where private primary schools have been performing exceedingly well in the last few years(Kirinyaga County KCPE performance, 2012). The subject has long been debated and has featured repeatedly on school as well as national agendas both in Kenya and in other countries across the world. The Government of Kenya (GOK) is currently implementing measures aimed at ensuring that the performance of both public and private schools are at par. Although there are other factors that

may affect the leadership role, the head teacher is widely regarded as the primary factor contributing to a successful academic performance. A number of studies have been carried out on the influence of participatory management on pupils performance including Mbae (2004, Ali and Machungwa (2005) and Nongubo (2004), the study therefore sought to shed light on headteachers' management practices and its influence on pupils' performance in Kenya Certificate of Primary Education in Kirinyaga East District.

### **1.3 Purpose of the study**

The purpose of the study is to establish the influence of head-teachers participative management practices on pupils' performance in Kenya Certificate of Primary Education (KCPE) in Kirinyaga East District.

### **1.4 Objectives of the Study**

The study was guided by the following research objectives:

- i. To determine how headteachers involvement of teachers in school management influence pupils performance at KCPE in public primary schools in Kirinyaga East district.
- ii. To establish how headteachers involvement of parents in school management influence pupils' performance at KCPE in public primary schools in Kirinyaga East district.

- iii. To establish the extent to which headteachers involvement of pupils in school management influence pupils' performance at KCPE in public primary schools in Kirinyaga East district.
- iv. To determine how headteachers involvement of school management committee (SMC) in school management influence pupils' performance at KCPE in public primary schools in Kirinyaga East district.

### **1.5 Research Questions**

This study was guided by the following research questions:-

- i. How does headteachers involvement of teachers in school management influence pupils' performance in KCPE in public primary schools in Kirinyaga East district?
- ii. How does headteachers involvement of parents in school management influence pupils' performance in KCPE in public primary schools in Kirinyaga East district?
- iii. To what extent does headteachers involvement of pupils in school management influence pupils' performance in KCPE in public primary schools in Kirinyaga East district?
- iv. How does headteachers involvement of school management committee (SMC) in school management influence pupils' performance in KCPE in public primary schools in Kirinyaga East district?

## **1.6 Significance of the study**

In the fast growing global economy where job market is changing from Agro-related industrial set-up to intensive information communication technology as the world is changing into a global village, there is a need to ascertain the extent to which management affect Kenya Certificate of Primary Education performance. This study may contribute to addition of knowledge to Education policy makers and implementers such Education Administrators, Head teachers, teachers and students studying education administration and planning. The study may shed light on the relationship between participative leadership style of head teachers and the schools' performance. This would be useful to authorities who appoint and deploy school head teachers as well as those who monitor the Kenya Certificate of Primary Education performance of schools. The study would also act as a basis for further research in the teaching profession.

The findings may also be used by those involved in support supervision and monitoring of schools, where special emphasis may be placed on the factors which influence the Kenya Certificate of Primary Education performance in schools. The political leaders in the Ministry of education may also benefit from the study, because the findings may guide them in prioritizing the allocation of resources. By focusing on the specific leadership factors which influence school performance, the study might motivate future researchers to identify other factors with a view to establishing the role each factor plays in the overall school performance in the school. In terms of the system of performance appraisal of

school managers, the findings of the study may also indicate the strength of participative management practice, and its contribution to the welfare and performance of the schools.

### **1.7 Limitations of the study**

According to Mugenda and Mugenda (1999), a limitation is an aspect of research that may influence the results negatively but over which the researcher has no control of. The following are the limitations of the study. The design of the study cannot allow drawing of conclusions on cause and effect, that is, that one variable causes the other. The concept of participatory management is a subjective term, limited to the perceptions of the researcher. The researcher heavily depended on the co-operation and honesty of the respondents which in turn is likely to affect the response rate.

### **1.8 Delimitation of the study**

The study covered teachers; headteachers, pupils and School Management Committees (SMC) in public primary schools in sampled one district only Kirinyaga East. Though there were several groups of people who ought to be involved in school management, the study focused on parents, pupils, teachers and the SMC. This means that the findings of the study may not be generalized to the whole country. In this study, only class 7 and 8 pupils. The researcher collected views of the head teachers and the class teachers based on the influence of head teachers on participatory management practices on schools academic

performance. To ensure optimum co-operation, honesty and satisfactory response rate in the process, the researcher explained the importance of the study, the need for honesty and the policy that guarantees confidentiality of the responses.

### **1.9 Basic assumptions of the study**

The study was based on the following assumptions. First, it is assumed that the respondents gave accurate and honest responses to the questionnaires without any undue pressure from any external influences. The headteachers had an increased interest in adding their knowledge base by undertaking managerial courses and lastly that the headteachers leadership styles influenced the Kenya Certificate of Primary Education performance of the school.

### **1.10 Definitions of significance terms**

**Headteacher** refers to a person appointed as the administrative head of a primary school.

**Participatory management practice** refers to administrative practices used by the Headteachers in managing their schools through their involvement of teachers, parents and pupils and school management committees.

**Participatory management** refers to a system of administration which requires an administrator to involve subordinates in organizational decision making.

**Primary school** refers to an institution of learning which is basic and pupils receive regular instructions for eight years.

**School management** refers to a system of school administration

**Teacher** refers to a leader or a guide who attempts to shape or mold the behavior of another person through instruction and practical example.

### **1.11 Organization of the study**

The study is organized into five chapters. Chapter one comprises the introduction; background and the statement of the research problem, purpose, objectives and research questions, significance, justifications of the study, limitations and delimitations, basic assumptions of the study and definitions of significance terms. Chapter two deals with a review of literature under the following sub-headings: Management and its relevance, influence of teachers' involvement in school management, influence of parents' involvement in school influence of pupil involvement in school management and the influence of school management committees on KCPE performance. The chapter also presents the theoretical framework and conceptual framework of the study. Chapter three deals with research methodology, under this the research design, target population, instrument validity, instrument reliability and data analysis procedure will be examined. Chapter four consists of data analysis and discussions of findings, while chapter five provided the summary of the findings, conclusions and recommendations.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents the literature review. The chapter covers participatory Management and its Relevance, influence of teachers' involvement in school management on KCPE performance, influence of parents' involvement in school management on KCPE performance, influence of pupil involvement in school management on KCPE performance and the influence of school management committees on KCPE performance. The section also presents the theoretical framework and conceptual framework of the study

#### **2.2 Concept of participatory management practices**

Participatory management is the practice of empowering employees to participate in decision making. In a school situation, it empowers stakeholders to fully participate in schools management so that the school can achieve its goals. This practice grew out of the human relations movement in 1920s, and is based on some of the principles discovered by scholars doing research in management and organizational studies, Lewis, Naidoo, and Weber, (2007). While school managers still retain final decision making authority when participatory management is practiced, teachers, parents, pupils and the school management committees are encouraged to voice their opinions about their the running of the school and how best it can achieve its goals. According to Muyingo (2004), the

participatory style of management regards people as the main decision makers. The teachers and other stakeholders have a greater say in decision-making, the determination of academic policy, the implementation of systems and procedures of handling teaching, which leads to school discipline and hence academic excellence and overall school performance in the fields of sport and cultural affairs.

### **2.3 Influence of teachers' involvement in school management on KCPE performance**

A number of studies have been conducted on the influence of teacher involvement in school administration and its influence of pupil's performance. Armstrong (2004) found out that teachers' involvement in decision making enhance pupils' academic performance. Such involvement raises the morale and commitment of teachers thereby enhancing their performance leading to that performance of the pupils. Lahler (2006) discovered that teachers have all the willingness and skills needed to the job but will always need to be involved in school activities and decision making processes. Mumbe (2008) in his study on leadership style and teacher satisfaction in primary schools identified that delegation of authority can only be successful when the subordinates have ability, information and are knowledgeable about the task and their willingness to perform and take decisions.

A study by Dickson (2006) examined whether teachers formal participatory in school management was associated with higher levels of interaction, communication to upper managers, communication from upper managers,

influence to upper managers, influence from upper managers, and effect on decisions. Communication by management positively associated with all stages of participation, while influence by management did not, highlighting the importance of communication. Communication by management can be seen as part of an overall participation process designed to enhance feelings of employee involvement. Interaction with a charismatic leader could create this feeling of involvement.

Ali and Machungwa (2005) found significant differences between teachers involvement in school management and pupils academic performance. This correlational study indicated that those headteachers who held the most favorable attitudes towards participation perceived the stated organizational conditions as barriers to participation and those headteachers who held less favorable attitudes towards participation did not perceive these conditions as barriers to participation. From this it may be concluded that, although headteachers showed a lukewarm support to teacher participation, they refused to accept that barriers to participation, especially from their side, existed. One implication of this finding is that since workers and supervisors perceived the stated organizational conditions as barriers to participation, they would like to see them removed (Ali, & Machungwa, 2005). These studies focused on selected aspects of participatory practices. This study focuses on a number of participatory practices.

## **2.4 Influence of parents involvement in school management on KCPE performance**

In her study of European School Governance (ESG) , Riley (2008) notes that schools do not exist in a vacuum. According to literature in general, parental involvement in school management has had an impact of schools academic performance. Many schools, as Riley (2008) outlines, adapted the “no parents beyond this point” principle in the 1960s. In the 1970s, Tyndale (cited in Riley, 2008) brought the parental issue to the fore and questioned the legitimacy of parents in school management. His findings were that parents are legitimate partners and that they should be given a legitimate say in the management of the school through representation on governing bodies (Tydale, 2008).

Many countries including Kenya are beginning to think about how to develop policies which will involve parents more closely in the education of their children (Riley, 2008). The studies conducted in Canada, Denmark, England, France and USA on parental involvement in school management, points out that children’s learning becomes more effective if their parents participate in education (Riley, 2008). It was due to this approach that the South African Schools Act (DoE, 2006) envisaged the school management approach with responsibility that rests heavily on school principals, their management teams and the governing bodies. The rationale behind this motive is to make schools become more effective and efficient and hence achieve high academic performance. Poster, (2006) argues

that by and large, it is in the structure and composition of the school governing bodies that change has been most marked in recent years.

Hatry, Morley, Ashford and Wyatt (2004) came up with the following finding in their research on parental involvement in American educational administration. They found that parents continue to be uninvolved or under-involved in school operations or activities despite the presence of the School-Based Management programmes or policies. This finding is crucial and very appropriate to the Kenyan educational management, especially rural education. Hatry et al. (2005) examined a number of American schools and they discovered that parents are less involved in the decision-making process through membership on school governing bodies such as site councils and school management teams. They reported that some schools structured their governance councils to include more parents than teachers or other school personnel (Hatry, 2005).

An assessment made by the American researchers, Hatry et al. (2004) discovered that the science and mathematics faculty members (interviewed) did not perceive substantial influence of the parents in their educational activities. These researchers then made an assumption that it was an accurate assessment or that parent input might not be obvious as it filters through site council decision-making (Hatry, 2004).

One of the recommendations made by Hatry et al. (2004) to enhance parental involvement is that: principals and site councils should increase parent

participation on school site councils and other advisory bodies by including parents on the school advisory bodies; creating linkages between the site council and the parents association. They also make mention of the fact that parents should be invited to attend site council meetings, let them speak and present issues, keep them abreast of issues affecting the schools, disseminate copies of meeting minutes, and so on. While making these recommendations, these researchers overlooked the financial implication of this and did not take into consideration the time constraint the principal may face since there are other issues that need his/her immediate attention.

Verhoeven (2009) has suggested that parents are generally insufficiently aware of their rights and obligations in the school management bodies. Verhoeven (2009) continued outlining that parents readily accept that only teachers have a professional understanding of the problems of children at school and ascribe to them a great deal of autonomy. In terms of communication, she highlights that teachers are not easily contacted and always available for meetings (Verhoeven, 2009).

Deem, Johnson and Ranson (2009) found that some parents felt that the principals tried to keep their participation in school management to a minimum. Fine, Deem, Johnson and Ranson (2009) unanimously concur that some parents feel patronized by the teachers or even antagonistic to them. All these studies conducted in Belgium, UK and USA proves that parental participation in

educational management is still a problem, and it seems to be a universal issue. In his study of school governance, Wilson (DoE, 2001) propounds the following aspects as major hindrances in parental participation, namely: limited influence, unrealistic expectations, role conflict, internal division, inadequate training and support of governors, an unclear role for governors and unclear financial arrangements. These studies were carried out in other areas while the current study was conducted in Kenya hence filling in the gap.

### **2.5 Influence of pupil involvement in school management on KCPE performance**

Riley (2008), states that it is rare that children's voices are heard in school management. Riley further argues that children have much to learn, much to be taught, but they are not empty vessels, and they also have much to give. Riley's view (2008) that learners' voices deserve to be listened to and that they can make a significant contribution to creating a vibrant school community of learners. A recent South African study on learner involvement in school management revealed that this aspect is still a challenge in many schools and which had an impact of pupils academic performance.

Nongubo (2004) found that learner involvement in school governance is still problematic, though it is presently provided for by policies that govern schools, including the South African Schools Act. Nongubo (2004) suggests that the reason for minimal learner involvement in school management is that there is an

indecisive and autocratic mindset among educators regarding the issue of learner involvement in governance and management.

Pupils' participation in school administration refers to participation of pupils in collective decision-making at school or class level and to dialogue between prefects and other decision-makers in the school (Sithore, 2008). Pupils' participation in decision making in schools is often viewed as problematic to school administrators, parents and society at large. Thus pupils' participation in decision making is often confined to issues concerned with pupils' welfare and not in core or major governance issues. The extent of pupils' involvement in decision making is debatable with often conflicting viewpoints propagated by differing stakeholders depending on their background and world view.

In a study by Bisschoff and Phakoa (2009) indicates that learners are not satisfied with the status they presently enjoy in the governing bodies and that they would like to be given the same status as that enjoyed by all other stakeholders. The literature survey conducted by Bisschoff and Phakoa (2009) was based on the position of minors in governing bodies of public secondary schools in England, Japan and Kenya. According to the studies conducted, South African learners appeared to be dissatisfied with their representation, however, the findings of these scholars revealed that, compared with England, Japan and Kenya, South Africa represents a unique educational scenario in terms of learner representation (Bisschoff & Phakoa, 2009).



## **2.6 Influence of school management committees on KCPE performance**

Smolley (1999) carried out research on the role of school management committees in the state of Delaware United State of America. The objective of the study was to find out the effectiveness of the school management committees in the managing of state in Delaware in enhancing school performance. The study revealed that involvement of the school management committees had a positive impact on pupils' academic performance. A study was done by Isherwood and Osgood (1986) in Canada on administrative effectiveness of school management committees in enhancing school performance. The results of this study revealed that that most school management committees members were frustrated when they failed that they didn't get chance to deal with real educational issues and when meetings deal with unimportant issues. Banks (2002) working for the Scottish executive carried out research in Scotland to evaluate the quality of current support to school boards and extent to which needs of the school boards were being met. The objective of the study was to evaluate the level of local authority support to school boards, identify needs of the school management committees and establish if there was need for initial and continuing training for school management committees' members. The study revealed that management of finances of the school management committees left a lot to be desired as there was no clear rational for the allocation funds. It also noted that board members viewed training positively and thought it as the only way their skill on school management could be improved. The study revealed that there was need for the

parent members to be upgraded so as to make contribution with the quality of education provided in their schools.

Monly (2003) conducted a study in Buret District to establish the effectiveness of SMC in management of public primary school. He used the survey research design he targeted all head teachers and bursars of all public schools in Buret district; District Education Officer (DEO) and the Quality assurance and standard officer (DQASO). The research findings indicated that majority of respondents perceived the school management committees members as effective in enhancing schools academic performance.

Okoth (1987) carried out a research about the role of community participation in the administration of Harambee secondary schools in South Nyanza District in Kenya. The purpose of the study was to investigate the influence of SMC members' participation in Harambee schools administration and effect of that participation on school leadership in Rangwe Division of South Nyanza. The study revealed that in schools that the head teachers and the SMC did not enjoy cordial relationship, the school management committees tended to usurp the authority of the head teacher and proceeded to recruit their own relatives as schools staff. The SMC always ganged against head teachers and interfered with the day to day running of the institutions. Decision making was not approached for the corporate venture. These studies have not focused on the participative

leadership of pupils and teachers and their impact of pupils' academic performance hence this study will attempt to fill in that gap.

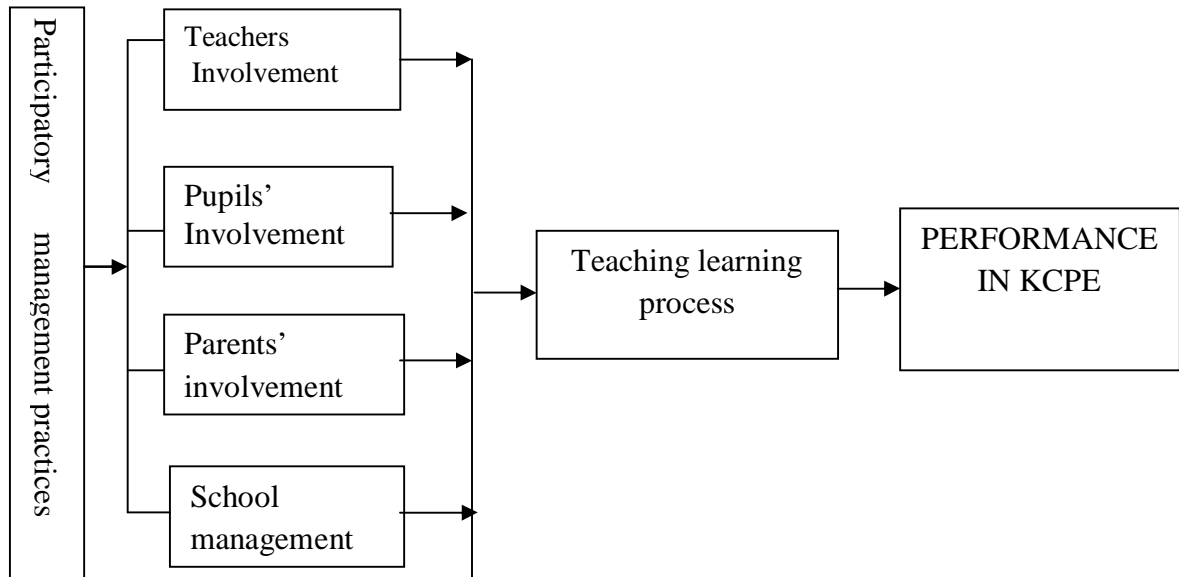
## **2.7 Theoretical framework**

The study will be based on Ludwig's (1968) social systems approach theory. The systems theory contends that all systems are purposeful and goal directed. Schools for example exist to achieve objectives through the collective effort of individuals and groups in the systems. The success of a school in achieving its goals depends in large part upon the facilitating effects of several subsystems within the system. Subsystems which include teachers, pupils, parents and SMC members are designed to achieve order and organization in the face of environmental demands. Schools are open systems; they operate within a larger context with which they exchange matter, energy, and information through formal and informal feedback processes e.g. the local community, Bowen (1999). Hence the achievement of the school goals will be a result of successful interaction of the various parties involved. This will also encompass the infrastructure, human resources, the community norms and the sources of financing off the school. The theory will therefore be used to conceptualize the various components interacting to realize the desired performance.

## **2.8 Conceptual Framework**

The conceptual framework for the study is presented in figure 2.1.

**Figure 2.2: Relationship among variables in the influence of the Head teacher Participatory Management Practices on KCPE performance**



Participative management encourages the involvement of teachers and students at all levels. They are invited to share in the decision-making process of their schools by participating in activities such as setting goals, determining work schedules, and making suggestions. The framework presents the participatory management as the involvement of teachers, pupils, parents and school management committees in the school management practices. Once the headteachers involve these stakeholders, it is assumed the involvement will have an influence on pupils' academic performance. In the framework, the independent variables are the involvement of teachers, pupils, parents and the school management committees. The process in the framework is the headteachers management practices and the dependent variable is the performance in KCPE.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter sets out various stages and phases that were followed in completing the study. It involves a blueprint for the collection, measurement and analysis of data. This chapter is an overall scheme, plan or structure conceived to aid the researcher in answering the raised research question. The chapter describes the research design and methodology that was used to guide the study under the following sub-headings: the research design, target population, sample and sampling techniques, data collection instruments, validity and reliability of the instruments, data collection procedures and data analysis techniques.

#### **3.2 Research design**

Orodho (2003) defines research design as the scheme, outline or plan that is used to generate answers to research problems. In this study the researcher adopted descriptive survey design. The research design to be used in this study is descriptive survey, which is a method of collecting data by interviewing or administering a questionnaire to sampled individuals. Descriptive survey also can be used to investigate a population by collecting samples to analyze and discover occurrences.

### **3.3 Target population**

The target population is the entire group a researcher is interested in; the group about which the researcher wishes to draw conclusions, Castillo and Joan Joseph (2009). There were 45 public schools within Kirinyaga East which are mainly day schools with an exception of two boarding schools. The primary schools that meet the conditions of the study were those who presented candidates for the Kenya National Examinations council (KNEC) exam between the years 2008 – 2012 in Kirinyaga East District. The target population of the study was all the 45 headteachers, 675 teachers and 2250 class 8 pupils.

### **3.4 Sample size and sampling procedures**

Sampling means selecting a given number of subjects from a defined population as representative of that population. Any statements made about the sample should also be true of the population (Orodho 2005). To sample the headteachers, teachers and pupils, the researcher will use the 30 per cent of the population as suggested by Gay and Airasian (2003) who states that a sample size of between 10 percent and 30 percent of the total population is representative. This implies that 14 headteachers, 203 teachers were sampled. On the other hand to sample the pupils, 10 per cent were be used which implies that 225 pupils were selected. To sample individual headteachers, the researcher used simple random sampling where a list of the school was drawn from the County Director of Education from which the researcher randomly selected 15 schools whose headteachers formed

the sample. To select the teachers, the number was divided by the number of schools (203/14) which yielded, 14 teachers. To select the individual teachers, the researcher picked the list of teachers, arrange them alphabetically and pick the first 14 names. In sampling the pupils, the number of pupils will be divided by the number of schools (225/14). This yielded to 16 pupils which mean that 16 class 8 pupils were selected from each school. To select the individual pupils, the researcher used the class registers. Using the register, the researcher picked the pupils, boys and girls alternatively.

### **3.5 Research Instruments**

The study utilized questionnaires for data collection. According to Orodho (2008) each item on the questionnaire should be developed to address a specific objective, research question or hypothesis of study. The data collection instruments was chosen to save on time because it allowed greater uniformity in the way questions are asked ensuring greater comparability in the process and they were not required to disclose their identity. The questionnaire comprised of both open and close ended questions to provide information on availability of teaching and revision resources, involvement of all parent, teachers and pupils in decision making and how they influence performance in the non-performing and performing schools.

### **3.5.1 Validity of instruments**

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research results (Mugenda & Mugenda, 2003). The pilot study helped to improve face validity and content validity of the instruments. Content validity on the other hand used by the researcher to check whether the items in the questionnaire answer the research the objectives. The supervisors who are experts in the area of study validated the instruments through expert judgment (Kirk & Miller, 1986).

### **3.5.2 Reliability of Instruments**

Borg and Gall (1989) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. To enhance reliability of the instruments, pre test was conducted in Kirinyaga East District, but which were not used in the final study. The reason behind pre-testing was to assess the clarity of the questionnaire items. Those items found to be inadequate or vague was modified to improve the quality of the research instrument thus increasing its reliability. In order to improve the reliability of the instrument, the researcher employed the test-retest technique for the deputy head teachers and deputy headteachers, whereby the questionnaires were administered



once and then re-administered after two weeks to the respondents in the pilot sample. A Pearson's product moment correlation coefficient formula was used.

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum(x)^2 - (\sum x)^2][N\sum(y)^2 - (\sum y)^2]}}$$

The reliability realized a coefficient of 0.753. According to Mugenda and Mugenda (1999) a coefficient of 0.80 or more simply showed that there was high reliability of data.

### **3.8 Data collection procedures**

The researcher obtained research permit from the National Council for Science and Technology (NCST) and clearance from the County Director of Education (CDE) Office. The selected schools were visited; the researcher created rapport with the respondents, explain the purpose of the study to them and then administer the questionnaires to them. The researcher picked them once they have been filled. The respondents were assured that strict confidentiality would be maintained in dealing with their responses. The researcher administered the questionnaires to the respondents himself.

### **3.9 Data analysis Techniques**

After the data has been collected there were cross-examination to ascertain their accuracy, competences and spelling mistakes and blank spaces. Quantitative data were then entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS) version 12.0. This generated the frequencies and

percentages which were used to discuss the findings. Frequency distribution tables, pie charts and bar graphs were used to present the data while descriptive statistics such as percentages and frequencies were used to present the qualitative data (research questions).

## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRETATION**

#### **4.1 Introduction**

Presented in this chapter is data analysis, presentation and interpretation of finding. The data presented in this chapter were processed using Statistical Package for Social Sciences (SPSS). All themes discussing the same research questions were presented and analyzed together. The analysis of data was presented in frequency distribution tables and analysed by use of frequencies and percentages.

#### **4.2: Response rate**

Questionnaire return is the proportion of the questionnaires returned after they have been issued to the respondents. Out 14 headteachers, 203 teachers and 225 pupils sampled in the study, 12 headteachers, 195 teachers and 220 pupils filled and returned the questionnaire. The return rates were above 80% and hence were deemed adequate for data analysis.

#### **4.3 Demographic data of the respondents**

This section presented the demographic information of headteachers, teachers and that of pupils.

### 4.3.1 Demographic data of the headteachers

The demographic information of the headteachers was based on gender, highest level of education and duration they had served as headteachers. Table 4.1 shows their gender

**Table 4.1 Distribution of headteachers according to sex**

Sex	F	%
Male	10	83.3
Female	2	16.7
<b>Total</b>	<b>12</b>	<b>100.0</b>

Majority of headteachers were male while a few of headteachers were female. The data shows that there was no gender parity in the leadership of schools in the district. The data further shows that the government policy on two thirds representation of women in leadership positions has not been adhered to

The age of the headteachers data was collected to show how long they have served and hence be able to provide information on the influence of headteachers participatory management practices at Kenya certificate of primary Education (KCPE) performance.

**Table 4.2 Age of the headteachers**

<b>Age</b>	<b>F</b>	<b>%</b>
31-40 years	2	16.7
41-49years	5	41.7
50 years and above	5	41.7
<b>Total</b>	<b>12</b>	<b>100.0</b>

The data shows that majority of the headteachers were relatively old and hence could have served for longer duration and hence were able to provide information on the influence of head-teachers participative management practices on Kenya Certificate of Primary Education (KCPE) performance.

**Table 4.3 Highest education level of headteachers**

<b>Education level</b>	<b>F</b>	<b>%</b>
Masters	3	25.0
Bachelors	2	16.7
P1	7	58.3
<b>Total</b>	<b>12</b>	<b>100.0</b>

Majority of headteachers had P1 certificate level, while a few of headteachers had masters including the headteachers who had bachelors education level. The data shows that all the headteachers were adequately trained and hence could provide information on the influence of head-teachers participative management practices on Kenya Certificate of Primary Education (KCPE) performance.

**Table 4.4 Duration that the headteachers had been in the current school**

<b>Years</b>	<b>F</b>	<b>%</b>
1-5 years	2	16.7
Above 10years	10	83.3
<b>Total</b>	<b>12</b>	<b>100.0</b>

Majority of headteachers had been in the current school for above 10 years and hence were able to provide information on the influence of head-teachers participative management practices on Kenya Certificate of Primary Education (KCPE) performance.

**Table 4.5 Headteachers' administrative experience**

<b>Years</b>	<b>F</b>	<b>%</b>
Less than 5 years	2	16.7
6 to 10 years	5	41.7
16 to 20 years	2	16.7
21 to 25 years	3	25.0
<b>Total</b>	<b>12</b>	<b>100.0</b>

Data in table shows that a few of headteachers had been in administration for less than 5 years, the same number of headteachers for between 16 and 20 years, while the majority of headteachers for between 6 and 10 years had been in administration for between 21 and 25 years. The data shows that headteachers had

a relatively high administrative experience and hence are able to provide information on the influence of head-teachers participative management practices on Kenya Certificate of Primary Education (KCPE) performance.

The study further sought to investigate on the number of subjects the headteachers taught in addition to administrative work. Table 4.6 shows headteachers responses.

**Table 4.6 Headteachers responses on the number of subjects they taught in addition to administrative work**

<b>Subjects</b>	<b>F</b>	<b>%</b>
Two	6	50.0
Three	6	50.0
<b>Total</b>	<b>12</b>	<b>100.0</b>

Data shows that majority of headteachers taught two subjects while the same number of headteachers taught three subjects in addition to administrative work.

The data shows that headteachers were also involved in administrative work. The following section presents the demographic data of the teachers.

### 4.3.2 Demographic information of teachers

The demographic information of the teachers was based on gender, highest level of education, the duration they had been in the school and the number of subjects they taught. Table 4.7 shows their gender

**Table 4.7 Teachers gender**

<b>Sex</b>	<b>F</b>	<b>%</b>
Female	125	64.1
Male	70	36.0
<b>Total</b>	<b>195</b>	<b>100.0</b>

Data shows that majority of teachers were female while a few of teachers were male.

**Table 4.8 Teachers age**

<b>Age</b>	<b>F</b>	<b>%</b>
22-30 years	53	27.2
31-40 years	91	46.7
41-49years	29	14.9
50 years and above	22	11.3
<b>Total</b>	<b>195</b>	<b>100.0</b>



Table 4.8 shows that majority of the headteachers were aged between 31 and 40 years followed by 22 to 30 years while a few had 41 and above. The data implies that teachers were distributed across different ages.

Table shows teachers highest level of education

**Table 4.9 Teachers highest level of education**

<b>Education level</b>	<b>F</b>	<b>%</b>
Diploma	15	7.7
Bachelors	24	12.4
P1	156	80.0
<b>Total</b>	<b>195</b>	<b>100.0</b>

Data shows that majority of teachers had P1, while few teachers had diploma including those who had a bachelor of education. The data shows that all teachers were adequately trained and hence are able to provide information and hence are able to provide information on the influence of head-teachers participative management practices on Kenya Certificate of Primary Education (KCPE) performance. Asked to indicate the duration they had been in the current school, they responded as Table 4.10.

**Table 4.10 Teachers responses on the duration they had been in the current school**

<b>Duration</b>	<b>F</b>	<b>%</b>
1-5 years	66	33.8
6-10 years	32	16.4
Above 10 years	97	49.7
<b>Total</b>	<b>195</b>	<b>100.0</b>

Data shows that majority of teachers had been in their current school for more than 10 years while a few had been in their current school for less than five years. The data implies that teachers had adequate experience in teaching and hence were able to provide information on the influence of head-teachers participative management practices on Kenya Certificate of Primary Education (KCPE) performance.

Table 4.11 shows the number of subjects that the teachers in the study taught.

**Table 4.11 Number of subjects' teachers taught**

<b>Number</b>	<b>F</b>	<b>%</b>
One	6	3.1
Two	20	10.3
Three	28	14.4
More than 3	141	72.3
<b>Total</b>	<b>195</b>	<b>100.0</b>

Data shows that majority of teachers were teaching more than 3 subjects, while a few of the teachers were teaching less than three subjects of teachers were teaching three subjects including those teachers who taught one subject. The data show that teachers taught many subjects and hence are able to provide information on the influence of head-teachers participative management practices on Kenya Certificate of Primary Education (KCPE) performance.

#### **4.3.3 Demographic information of pupils**

The demographic information of pupils was based on gender, age and their school category. Finding is presented in the following section:

**Table 4.12 Distribution of pupils according to sex**

<b>Sex</b>	<b>F</b>	<b>%</b>
Male	83	37.7
Female	137	62.3
<b>Total</b>	<b>220</b>	<b>100.0</b>

Data shows that majority of pupils were female followed by male pupils. The data shows that there were many female pupils in the school.

**Table 4.13 Distribution of pupils according to age**

<b>Age</b>	<b>F</b>	<b>%</b>
11-12	186	84.5
13 -15 years	26	11.8
16 years and above	8	3.6
<b>Total</b>	<b>220</b>	<b>100.0</b>

Majority of pupils were aged between 11 and 12 years, while those aged between were followed by those age of between 13 and 15 years while 7(3.6%) of pupils were above 16 years old.

#### 4.4 Teacher involvement in school administration

To determine how headteachers involvement of teachers in school management influences KCPE performance, the headteachers were asked to respond to the items that sought the same. Data is presented in Table 4.15

**Table 4.15 Headteachers responses on teacher involvement in school administration**

Statement	Disagree		Agree		Strongly agree	
	F	%	F	%	F	%
In this school teachers are involved in the budget planning for this school	3	25.0	7	58.3	2	16.7
Teachers are involved in developing visions and missions for the school	1	8.3	11	91.6		
Teachers are involved in setting goals and objectives for the school	1	8.3	7	58.3	4	33.3
Teachers are involved in the organizing function: defining and structuring roles	1	8.3	7	58.3	4	33.3
Teachers' involvement in designing school programmes in this school is highly supported	3	25.0	7	58.3	2	16.7
Teachers are involved in directing function; (clarify uncertainties and risk; providing knowledge, experience and judgment)	1	8.3	10	83.3	1	8.3
Teachers are involved in developing discipline policies of the school	1	8.3	5	41.6	6	50.0
Teachers are involved in developing the strategic plan for the school	3	25.0	7	58.3	2	16.7
Teachers are involved in the procurement of goods and services in the school	7	58.3	2	16.7	3	25.0

Table 4.15 shows that majority 7(58.3%) of headteachers agreed that in their school teachers were involved in the budget planning, setting goals and objectives and developing the strategic plan for the school, the same number of headteachers disagreed that their teachers were involved in the procurement of goods and services in the school. Data further shows that majority 6(50.0%) of headteachers strongly agreed that their teachers were involved in developing discipline policies of the school, majority 10(83.3%) of headteachers agreed that their teachers were involved in directing function; (clarify uncertainties and risk; providing knowledge, experience and judgment). It was also evidenced that teachers were involved in developing visions and missions for the school as indicate by the headteachers. The data shows that headteachers were involved in school administration which shows that headteachers had embraced participative management practices. Armstrong (2004) found out that teachers' involvement in decision making enhance pupils' academic performance. Such involvement raises the morale and commitment of teachers thereby enhancing their performance leading to that performance of the pupils.

When the teachers were asked to indicate the extent that they were involved in decision making in the school, they responded as Table 4.16

**Table 4.16 Teachers responses on the extent that they were involved in decision making in the school**

<b>Extent</b>	<b>F</b>	<b>%</b>
To a large extent	122	62.6
To a less extent	68	34.9
Not at all	5	2.6
<b>Total</b>	<b>195</b>	<b>100.0</b>

Majority of teachers indicated they were involved to a large extent in decision making in the school, while a few of the teachers were involved to a less extent while just a small number of teachers were not involved at all. The data shows that headteachers used participative management practice which had an influence of on Kenya Certificate of Primary Education (KCPE) performance.

Asked whether the headteachers consult teachers before making school decisions, teachers responded as Table 4.17.

**Table 4.17 Teachers responses on whether headteachers consult teachers before making school decisions**

<b>Response</b>	<b>F</b>	<b>%</b>
Yes	129	66.2
No	66	33.8
<b>Total</b>	<b>195</b>	<b>100.0</b>

Majority of teachers indicated that the headteachers consult them before making school decisions while a few of teachers indicated that they were not consulted. The data further implies that headteachers were using participative management practice in their schools.

**Table 4.18 Teachers responses on the frequency at which headteachers invite teachers to deliberation on school matters**

<b>Frequency</b>	<b>F</b>	<b>%</b>
Frequently	136	69.7
Rarely	59	30.3
<b>Total</b>	<b>195</b>	<b>100.0</b>

Data shows that majority of teachers were frequently invited by the headteachers to deliberation on school matters while a few of teachers were rarely invited. The data further confirms that headteachers used participative management practice. A study by Dickson (2006) examined whether teachers formal participatory in school management was associated with higher levels of interaction, communication to upper managers, communication from upper managers, influence to upper managers, influence from upper managers, and effect on decisions.



**Table 4.19 Teachers responses on teacher involvement in school administration**

Statement	Strongly Disagree		Disagree		Agree		Strongly agree	
	F	%	F	%	F	%	F	%
Teachers participate in decision making	14	7.2	11	5.6	107	54.9	63	32.3
Teachers consult fellow teachers before making decisions pertaining to academic progress	17	8.7	6	3.1	62	31.8	110	56.4
Teachers are involved in making academic policy for the school	18	9.2	67	34.4	6	3.1	104	53.3
Solving administrative problems with fellow staff improves student academic progress			6	3.1	62	31.8	127	65.1
Teachers are involved in designing academic programmes in this School	25	12.8	6	3.1	82	42.1	82	42.1
Academic leadership roles are shared by teaching staff in this school	12	6.2	111	56.9	66	33.8	6	3.1
In this school there is respect for fellow teachers' opinions regarding academic improvement	26	13.3	78	40.0			91	46.7
Teachers participate in determining resource allocation and utilization in this school	21	10.8	44	22.6	40	20.5	90	46.2

Data shows that majority 107(54.9%) of teachers agreed that teachers participated in decision making, 110(56.4%) of teachers strongly agreed that teachers consulted fellow teachers before making decisions pertaining to academic progress, 104(53.3%) of teachers strongly agreed that teachers were involved in making academic policy for the school. Data further indicates that majority 127(65.1%) of teachers strongly agreed that solving administrative problems with fellow staff improves student academic progress, majority 111(56.9%) of teachers disagreed that academic leadership roles were shared by teaching staff in the school while 78(40.0%) of teachers disagreed that in their school there was respect for fellow teachers' opinions regarding academic improvement. The data shows that headteachers used participative management practice.

The headteachers suggested that for effective teacher involvement in school administration, the headteachers should delegate some authority to teachers as teachers' involvement in decision making enhance pupils' academic performance. Mumbe (2008) in his study on leadership style and teacher satisfaction in primary schools identified that delegation of authority can only be successful when the subordinates have ability, information and are knowledgeable about the task and their willingness to perform and take decisions. These findings are in line with Ali and Machungwa (2005) found significant differences between teachers involvement in school management and pupils academic performance.

#### 4.5 Pupils' involvement in leadership

Pupils' participation in school administration refers to participation of pupils in collective decision-making at school or class level and to dialogue between prefects and other decision-makers in the school (Sithore, 2008). To establish the extent to which headteachers involvement of pupils in school management influence KCPE performance, the pupils were asked to indicate the frequency at which they held assemblies in school. Data is tabulated in Table 4.20

**Table 4.20 Pupils responses on the frequency at which they held assemblies in school**

<b>Frequency</b>	<b>F</b>	<b>%</b>
Once a week	32	14.5
Twice a week	144	65.5
At the end of term	44	20.0
<b>Total</b>	<b>220</b>	<b>100.0</b>

Findings from Table shows that majority of pupils held assemblies twice a week, while a few of the pupils once a week including those that held assemblies at the end of term in the school. The data implies that headteachers involved pupils in school management. In a study by Bisschoff and Phakoa (2009) indicates that learners are not satisfied with the status they presently enjoy in the governing bodies and that they would like to be given the same status as that enjoyed by all other stakeholders.

The researcher further sought to establish who selected prefects in the school.

Pupils responses is presented in Table 4.21

**Table 4.21 Pupils responses on who selected prefects in the school**

<b>Response</b>	<b>F</b>	<b>%</b>
Administration	26	11.8
Teachers	59	26.8
Outgoing prefects	46	20.9
Students	89	40.5
<b>Total</b>	<b>220</b>	<b>100.0</b>

Data shows that majority of the pupils indicated that they were selected by the other pupils while a few percentage of the pupil indicated that they were selected by the teachers. The data further shows that headteachers embraced participative management.

Asked whether the administration involved pupils (prefects) in administration matters of the school, they responded as Table 4.22

**Table 4.22 Pupils responses on whether the administration involve pupils (prefects) in administration matters of the school**

<b>Response</b>	<b>F</b>	<b>%</b>
Yes	54	24.5
Sometimes	127	57.7
Never	39	17.7
<b>Total</b>	<b>220</b>	<b>100.0</b>

Majority of pupils indicated that sometimes the administration involved pupils (prefects) in administration matters of the school, while a few number of pupils said they were involved, including those not involved in administration matters of the school. The researcher further sought to establish whether the headteachers involved pupils in leadership. Headteachers responses is tabulated in Table 4.23

**Table 4.23 Headteachers responses on pupils' involvement in school leadership**

<b>Statement</b>	<b>Disagree</b>		<b>Agree</b>		<b>Strongly agree</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Prefects are involved in school governance	3	25.0	7	58.3	2	16.7
Prefects play a vital role in the school and are guided on how to use the powers given to them			7	58.3	5	41.7
Respect for student' opinions regarding school improvement exists in the school.	3	25.0	4	33.3	5	41.7
The administration consults students before making decisions pertaining to academic progress.	5	41.7	4	33.3	3	25.0

Findings shows that majority of headteachers involved prefects in school governance, the same number of headteachers agreed that prefects play a vital role in the school and were guided on how to use the powers given to them. Data further shows that 5(41.7%) of headteachers strongly agreed that respect for student' opinions regarding school improvement exists in the school while the same number of headteachers disagreed that the administration consults students before making decisions pertaining to academic progress.

**Table 4.24 Pupils responses on their involvement in school leadership**

Statement	Yes		sometimes		Never	
	F	%	F	%	F	%
Does the headteacher invite you to discuss school matters	68	30.9	81	36.8	71	32.3
Are you involved when the school is making major decisions in the school	72	32.7	61	27.7	87	39.5
Are pupils given chances to presents their views in school matters?	61	27.7	63	28.6	96	43.6
Does the headteacher hold meetings with prefects to set up school rules?	26	11.8	139	63.2	55	25.0
Are you involved when the school is making major decisions in the school	61	27.7	87	39.5	72	32.7
Are pupils given chances to presents their views in school matters	61	27.7	96	43.6	63	28.6
Pupils are adequately involved in decision making about academic issues in the school	72	32.7	100	45.5	48	21.8
The principal/teachers consult with pupils before making a major decision	68	30.9	102	46.4	50	22.7
Pupils are willing to ensure school rules are followed	173	78.6	36	16.4	11	5.0
Pupils are given authority to participate in ensuring that school rules are followed	47	21.4	168	76.4	5	2.3

Data show that less number of pupils indicated that the headteacher invite them to discuss school matters, including those who were never involved in making major decisions in the school, majority of pupils said that sometimes the headteacher held meetings with prefects to set up school rules. Data further indicates that sometimes pupils were given chances to presents their views in school matters. Majority of pupils said that pupils were willing to ensure school rules are followed while majority 168(76.4%) of pupils indicated that pupils were sometimes given authority to participate in ensuring that school rules were followed.

Table 4.25 shows teachers responses on the frequency at which the headteacher invited pupils to discuss school matters

**Table 4.25 Teachers responses on the frequency at which the headteacher invited pupils to discuss school matters**

<b>Response</b>	<b>F</b>	<b>%</b>
Frequently	61	31.3
Rarely	100	51.3
Never	34	17.4
<b>Total</b>	<b>195</b>	<b>100.0</b>

Data shows that majority of teachers indicated that the headteacher rarely invited pupils to discuss school matters, while less number of teacher indicated that they were frequency invited including teachers who said that the headteacher never invited pupils to discuss school matters. The above findings

indicated that even as teachers involved pupils in school administration, pupils were not involved in some other areas such as discussing school matters. Riley (2008) states that it is rare that children's voices are heard in school management. Riley further argues that children have much to learn, much to be taught, but they are not empty vessels, and they also have much to give. Riley's view (2008) that learners' voices deserve to be listened to and that they can make a significant contribution to creating a vibrant school community of learners.

Nongubo (2004) found that learner involvement in school governance is still problematic, though it is presently provided for by policies that govern schools, including the South African Schools Act. Nongubo (2004) suggests that the reason for minimal learner involvement in school management is that there is an indecisive and autocratic mindset among educators regarding the issue of learner involvement in governance and management.

#### **4.6 Parent's involvement in school administration**

The study also sought to establish how headteachers involved parents in school administration. To establish how headteachers involvement of parents in school management influence KCPE performance in public primary schools, the headteachers were asked to respond to items that sought the same. Table 4.26 tabulates their responses.



**Table 4.26 Headteachers response on the parent’s involvement in school administration**

Statement	Disagree		Agree		Strongly agree	
	F	%	F	%	F	%
Parents are encouraged to participate in decision making	3	25.0	7	58.3	2	16.7
Parents are consulted before making decisions pertaining to academic progress.	5	41.7	2	16.6	5	41.7
Parents are involved in making school programmes for the school	7	58.3	2	16.6	3	25.0
Parents are engaged in addressing administrative problems			7	58.3	5	41.7
Solving administrative problems with parents improves student academic progress	3	25.0	4	33.3	5	41.7

Data shows that majority of headteachers agreed that parents were encouraged to participate in decision making and they were engaged in addressing administrative problems. The same number of headteacher disagreed that parents were involved in making school programmes for the school. Data further indicates that 5(41.7%) of headteachers strongly agreed that solving administrative problems with parents improves student academic progress. The data shows that headteachers participative management had in influence on pupils academic performance.

**Table 4.27 Teachers responses on whether the headteachers involved parents in school administration**

<b>Response</b>	<b>F</b>	<b>%</b>
Yes	141	72.3
No	54	27.7
<b>Total</b>	<b>195</b>	<b>100.0</b>

Majority of teachers indicated that headteachers involved parents in school administration while a few of the teachers indicated that headteachers did not involve parents in school administration the data shows that headteachers used participative management which had in influence of pupils academic performance. In her study of European School Governance (ESG) , Riley (2008) notes that schools do not exist in a vacuum. According to literature in general, parental involvement in school management has had an impact of schools academic performance. Hatry, Morley, Ashford and Wyatt (2004) came up with the following finding in their research on parental involvement in American educational administration. They found that parents continue to be uninvolved or under-involved in school operations or activities despite the presence of the School-Based Management programmes or policies. This finding is crucial and very appropriate to the Kenyan educational management, especially rural education.

#### **4.7 SMC involvement in school administration**

To determine how headteachers involvements of school management committee (SMC) in school management influence KCPE performance, the

respondents were asked to respond to the items that sought the same. Data is presented in the following section.

**Table 44.28 Teachers responses on the frequency at which headteacher involved SMC in school management**

<b>Frequency</b>	<b>F</b>	<b>%</b>
Frequently	159	81.5
Rarely	36	18.5
<b>Total</b>	<b>195</b>	<b>100.0</b>

Majority of teachers indicated that the headteacher frequently involved SMC in school management while a few of teachers indicated that the SMC was rarely involved.

**Table 4.29 Headteachers response on the SMC involvement in school administration**

<b>Statement</b>	<b>Disagree</b>		<b>Agree</b>		<b>Strongly agree</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
SMC are encouraged to participate in decision making			7	58.3	5	41.7
SMC are consulted before making decisions pertaining to academic progress.	3	25.0	4	33.3	5	41.7
SMC are involved in making school programmes for the school	3	25.0	4	33.3	5	41.7
SMC are engaged in addressing administrative problems	3	25.0	7	58.3	2	16.7
SMC are involved in solving administrative problems with parents improves student academic progress			10	83.3	2	16.7

Findings shows that majority of headteachers agreed that SMC were encouraged to participate in decision making and were engaged in addressing administrative problems, majority of headteachers agreed that SMC are involved in solving administrative problems with parents improves student academic progress while a high number of headteachers strongly agreed that SMC were consulted before making decisions pertaining to academic progress. The data shows that headteachers used participative management practices. A study was done by Isherwood and Osgood (1986) in Canada on administrative effectiveness of school management committees in enhancing school performance. The results of this study revealed that that most school management committees members were frustrated when they failed that they didn't get chance to deal with real educational issues and when meetings deal with unimportant issues.

The headteacher s further added that student academic performance was dependent on the stakeholders' involvement. They also suggested that for the school management committees should be involved in school administration as it had a positive impact on pupils' academic performance

The study further sought to determine the academic performance rating of the school in the study. The headteachers response is presented in Table 4.30.

**Table 4.30 Headteachers rate on the student performance in school examinations and tests**

<b>Rate</b>	<b>F</b>	<b>%</b>
Good	8	66.7
Fair	4	33.3
<b>Total</b>	<b>12</b>	<b>100.0</b>

Majority of headteachers indicated that the student performance in school examinations and tests was good while a lesser number of headteachers said that it was fair. This shows that head teachers use of participative management had a positive influence on pupils' academic performance.

Asked to indicate the student performance in KCPE, they responded as Table 4.31

**Table 4.31 Headteachers rate on student performance in KCPE**

<b>Rate</b>	<b>F</b>	<b>%</b>
Good	9	75.0
Fair	3	25.0
<b>Total</b>	<b>12</b>	<b>100.0</b>

Table 4.31 shows that majority of headteachers rated the student performance in KCPE being good while a few of headteachers indicated that it was fair. The data further shows that headteachers' use of participative management practices had an influence on pupils' academic performance. Data from the

headteachers further indicates that the intelligence was related to student academic performance. According to Muyingo (2004), the participatory style of management regards people as the main decision makers. The teachers and other stakeholders have a greater say in decision-making, the determination of academic policy, the implementation of systems and procedures of handling teaching, which leads to school discipline and hence academic excellence and overall school performance in the fields of sport and cultural affairs. Verhoeven (2009) has suggested that parents are generally insufficiently aware of their rights and obligations in the school management bodies. Verhoeven (2009) continued outlining that parents readily accept that only teachers have a professional understanding of the problems of children at school and ascribe to them a great deal of autonomy. In terms of communication, she highlights that teachers are not easily contacted and always available for meetings (Verhoeven, 2009).

Banks (2002) revealed that management of finances of the school management committees left a lot to be desired as there was no clear rationale for the allocation funds. It also noted that board members viewed training positively and thought it as the only way their skill on school management could be improved. The study revealed that there was need for the parent members to be upgraded so as to make contribution with the quality of education provided in their schools.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

The chapter presents the summary of the study, conclusions and recommendations. The study also presents the suggestions for further studies.

#### **5.2 Summary**

The purpose of the study is to establish the influence of head-teachers participative management practices on Kenya Certificate of Primary Education (KCPE) performance in Kirinyaga East District. Four research objectives were formulated to guide the study. Four research objectives guided the study. The questions sought to determine how headteachers involvement of teachers in school management influence KCPE performance in public primary schools in Kirinyaga East district; establish how headteachers involvement of parents in school management influence KCPE performance in public primary schools in Kirinyaga East district; establish the extent to which headteachers involvement of pupils in school management influence KCPE performance in public primary schools in Kirinyaga East district and lastly determine how headteachers involvement of school management committee (SMC) in school management influence KCPE performance in public primary schools in Kirinyaga East district

The researcher adopted descriptive survey design in carrying out the study. The target population of the study was all the 45 headteachers, 675 teachers

and 2250 class 8 pupils. The sample comprised of 14 headteachers, 203 teachers and 225 pupils. Data were collected by use of questionnaire and were analysed both quantitatively and qualitatively. Findings of the study revealed that headteachers involved teachers in school management. For example, majority 7(58.3%) of headteachers involved teachers in the budget planning, setting goals and objectives and developing the strategic plan for the school, the same number of headteachers disagreed that their teachers were involved in the procurement of goods and services in the school. Majority 10(83.3%) of headteachers involved teachers in directing function. Teachers were involved in developing visions and missions for the school as indicate by the headteachers. Majority 122(62.6%) of teachers indicated they were involved in decision making in the school, while majority 129(66.2%) of teachers indicated that their headteachers consulted them before making school decisions. Majority 136(69.7%) of teachers were invited by the headteachers to deliberation on school matters, 110(56.4%) of teachers were consulted fellow teachers before making decisions pertaining to academic progress, 104(53.3%) of teachers were involved in making academic policy for the school.

Findings also indicated that pupils were involved in school management by the headteachers. For example, majority 144(65.5%) of pupils held assemblies twice a week, majority 127(57.7%) of pupils indicated that the administration involved them in administration matters of the school. Majority 7(58.3%) of headteachers involved prefects in school governance.



The findings also indicated that parents were involved in school administration. For example, majority 7(58.3%) of headteachers agreed that parents were encouraged to participate in decision making and they were engaged in addressing administrative problems. majority 141(72.3%) of teachers indicated that headteachers involved parents in school administration. Findings also revealed that headteachers involved the SMC in school administration. For example, To determine how majority 159(81.5%) of teachers indicated that the headteacher frequently involved SMC in school management.

Majority 7(58.3%) of headteachers agreed that SMC were encouraged to participate in decision making and were engaged in addressing administrative problems, majority 10(83.3%) of headteachers agreed that SMC are involved in solving administrative problems with parents improves student academic progress while 5(41.7%) of headteachers strongly agreed that SMC were consulted before making decisions pertaining to academic progress. Majority 8(66.7%) of headteachers indicated that the student performance in school examinations and tests was good as a result of participative school management. Majority 9(75.0%) of headteachers rated the student performance in KCPE as good due to participative school management.

### **5.3 Conclusions**

Based on the findings of the study, the study concluded that headteachers involvement of teachers in school management had an influence on pupils' academic performance. Headteachers involved teachers in the budget planning, setting goals and objectives and developing the strategic plan for the school, in the procurement of goods and services in the school.

The study also concluded that headteachers involved pupils in school management. Pupils for example pupils held assemblies twice a week, while the administration involved them in administration matters of the school. Pupils involvement had an influence of pupils performance. The study also concluded that headteachers involved parents in school administration. For example, headteachers agreed that parents were encouraged to participate in decision making and they were engaged in addressing administrative problems. The involvement in school management had an influence of pupils' academic performance. The study lastly concluded that headteachers involved the SMC in school administration which had an influence of pupils performance.

### **5.4 Recommendations**

Based on the findings of the study, the following are the recommendation for the study:

The Ministry of Education should have clearly stipulated policy need for democratic governance in schools. This means active involvement of stakeholders in decision-making, policy formulations and other aspects.

The study also recommends that since teachers, pupils and parents have shown interest in school matters, the MoE should devise a strategy where parents, teachers and pupils who are involved in the school management s get some kind of honoraria for the hours they spend at school in meetings, or any activity.

The study also recommends that pupils should be involved more in school management issues.

### **5.5 Suggestions for further study**

The following are the suggestions for further study

- i. This study on participative management tended to research on the involvement of teachers, pupils and parental. There is a need to focus on a broader scope of parental understanding of the concept as well as a bigger number of learners and educators, rather than so few members.
- ii. A number of researchers have explored participative management, but they have only focused on decision-making, thus under-estimating other significant aspects of what constitutes participative management. It is therefore crucial that more attention is given to other domains of participative management in the future studies.

- iii. The societal (environmental) forces which rural schools operate under, which are both positive and detrimental to participative management have been overlooked. Future researchers should consider such forces in their studies.

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## APPENDICES

### APPENDIX A: LETTER OF INTRODUCTION

University of Nairobi

Department of Education

Administration and Planning

Po Box 92

Kikuyu

The Headteacher

\_\_\_\_\_ Primary School

Dear sir/Madam,

#### **RE: PERMISSION TO CONDUCT A RESEARCH IN YOUR SCHOOL**

I am a post graduate student in university of Nairobi, pursuing a master in education in educational administration. I am conducting a study on influence of Headteachers participatory management practices on pupils' performance in KCPE performance in public primary schools. I am hereby seeking your permission to interview you, your teachers and pupils through questionnaires. The questionnaires are designed for this research proposal. Thank you in advance.

Yours sincerely,

Muriuki Patrick Muruga

## APPENDIX B

### QUESTIONNAIRE FOR HEADTEACHERS

The purpose of the questionnaire is to solicit information on the influence of head-teachers participative management practices on Kenya Certificate of Primary Education (KCPE) performance in Kirinyaga East District. You are asked to participate in this study by responding to this questionnaire. Be honest in giving your responses. Confidentiality will be also assured in your identities. Please respond to all the items

#### A: Background information

1. Sex Male  Female
2. Age bracket 22-30 years  31-40 years  41-49years  50 years and above
3. Highest education level Doctorate  Masters  Bachelors  Diploma
4. How long have you been in this school?  
1-5 years  6-10years  Above 10years
5. In addition to administrative work, how many subjects do you teach?  
One  Two  Three  None
6. Administrative experience  
2 to 5 years  6 to 10 years  11 to 15 years  16 to 20 years   
21 to 25 years  26 years and above

**B: Teacher involvement in school administration**

In this section, you need to choose from the items: 1. Strongly Disagree, 2.

Disagree, 3. Agree, 4. Strongly Agree.

Nature of involvement	1	2	3	4
In this school teachers are involved in the budget planning for this school				
Teachers are involved in developing visions and missions for the school				
Teachers are involved in setting goals and objectives for the school				
Teachers are involved in the organizing function: defining and structuring roles				
Teachers' involvement in designing school programmes in this school is highly supported				
Teachers are involved in directing function; (clarify uncertainties and risk; providing knowledge, experience and judgment)				
Teachers are involved in developing discipline policies of the school.				
Teachers are involved in developing the strategic plan for the school				
Teachers are involved in the procurement of goods and services in the school				

### **Pupils' involvement in leadership**

<b>Nature of involvement</b>	1	2	3	4
Prefects are involved in school governance				
Prefects play a vital role in the school and are guided on				
Respect for student' opinions regarding school				
The Administration consults students before making				

### **Parent's involvement in school administration**

<b>Nature of involvement</b>	1	2	3	4
Parents are encouraged to participate in decision making				
Parents are consulted before making decisions				
Parents are involved in making school programmes for				
Parents are engaged in addressing administrative				
Solving administrative problems with parents improves				

### **SMC involvement in school administration**

<b>Nature of involvement</b>	1	2	3	4
SMC are encouraged to participate in decision making				
SMC are consulted before making decisions pertaining				
SMC are involved in making school programmes for the				
SMC are engaged in addressing administrative problems				
SMC are involved in solving administrative problems				

**Academic performance rating**

1. Rate the student performance in school examinations and tests

Poor [ ] Fair [ ] Good [ ] Very good [ ]

2. Student performance in KCPE Poor [ ] Fair [ ] Good [ ] Very good [ ]

3. Intelligence is related to student academic performance Strongly

Disagree [ ] Disagree [ ] Agree [ ] Strongly agree [ ]

4. Student academic performance is dependent on the stakeholders involvement

Strongly Disagree [ ] Disagree [ ] Agree [ ] Strongly agree [ ]

5. Does involvement of the teachers in school management affect KCPE performance?

Yes [.] No [.]

Explain your answer above

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6. Does headteachers involvement of parents in school management affect KCPE performance?

Yes [.] No [.]

Explain your answer above

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7. Does headteachers involvement of SMC in school management influence KCPE performance?

Yes [.] No [.]

Explain your answer above

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8. Does headteachers involvement of pupils in school administration influence KCPE performance?

Yes [.] No [.]

Explain your answer above

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9. What suggestions would you give for effective teacher involvement in school administration

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## APPENDIX C:

### QUESTIONNAIRE FOR TEACHERS

The purpose of the questionnaire is to solicit information on the influence of head-teachers participative management practices on Kenya Certificate of Primary Education (KCPE) performance in Kirinyaga East District. You are asked to participate in this study by responding to this questionnaire. Be honest in giving your responses. Confidentiality will be also assured in your identities. Please respond to all the items

#### A: Background information

1. Sex Male  Female
2.  Age bracket 22-30 years  31-40 years  41-49years  
 50 years and above
3. Highest education level  Doctorate  
 Masters  Bachelors  Diploma  Form Four
4. How long have you been in this school? 1-5 years  6-10years   
Above 10years
5. How many subjects do you teach? One  Two  Three   
More than 3

#### B: Stakeholders involvement in school management

6. To what extent are you involved in decision making in this school?  
To a large extent  To a less extent   
Not at all
7. Does the headteachers consult you before making school decisions?

Yes [.] No [.]

8. How often does your headteachers invite you to deliberation on school matters?

Frequently [.] Rarely [.] Never [.]

9. How often does the headteacher invite pupils to discuss school matters?

Frequently [.] Rarely [.] Never [.]

10. Does the headteachers involve parents in school administration?

Yes [.] No [.]

11. How often does the headteachers involve pupils in decision making in the school?

Frequently [.] Rarely [.] Never [.]

12. How often does the headteacher involve SMC in school management?

Frequently [.] Rarely [.] Never [.]

<b>Nature of involvement</b>	1	2	3	4
Teachers participate in decision making				
Teachers consult fellow teachers before making				
Teachers are involved in making academic policy for				
Solving administrative problems with fellow staff				
Teachers are involved in designing academic				
Academic leadership roles are shared by teaching staff				
In this school there is respect for fellow teachers'				
Teachers participate in determining resource				



13. Does involvement of the teachers in school management affect KCPE performance?

Yes [.] No [.]

Explain your answer above

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14. Does headteachers involvement of parents in school management affect KCPE performance?

Yes [.] No [.]

Explain your answer above

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Does headteachers involvement of SMC in school management influence KCPE performance?

Yes [.] No [.]

Explain your answer above

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15. What suggestions would you give for effective teacher involvement in school administration

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**APPENDIX D:**  
**PUPILS QUESTIONNAIRE**

The purpose of the questionnaire is to solicit information on the influence of head-teachers participative management practices on Kenya Certificate of Primary Education (KCPE) performance in Kirinyaga East District. You are asked to participate in this study by responding to this questionnaire. Be honest in giving your responses. Confidentiality will be also assured in your identity. Please respond to all the items

**A: Background information**

1. Sex of the respondent Male  Female
2. Age 11-12  13-15  16 and above
3. School category Boy's boarding  Girl's boarding   
Boy's day  Girl's day  Mixed day
4. How often do you have assemblies in school? Once a week  Twice a week  at the end of term

**B: Pupils involvement in school management**

5. Who selects your prefects in your school?  
Administration  Teachers  Outgoing prefects  Students
6. Does the administration involve pupils (prefects) in administration matters of the school? Yes  sometimes   
Never
7. Does the headteacher invite you to discuss school matters?

Yes [ ]      sometimes [ ]      Never [ ]

8. Are you involved when the school is making major decisions in the school?

Yes [ ]      sometimes [ ]      Never [ ]

9. In your opinion, are pupils given chances to presents their views in school matters?

Yes [ ]      sometimes [ ]      Never [ ]

10. Does the headteacher hold meetings with prefects to set up school rules?

Yes [ ]      sometimes [ ]      Never [ ]

**C: Prefect involvement in school management**

The following statements relates to prefect involvement in school leadership.

<b>Nature of involvement</b>	<b>F</b>	<b>S</b>	<b>N</b>
Pupils are involved in decision making in the school			
Pupils are adequately involved in decision making about academic issues in the school			
The principal/teachers consult with pupils before making a major decision			
Pupils are willing to ensure school rules are followed			
Pupils are given authority to participate in ensuring that school rules are followed			
Proper measures are in place to guide students on their role in school leadership			

Pupils are involved in deciding measures to be used to improve KCPE performance			
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Key: V – Frequent      S – Sometimes      N - Never

11. In your opinion how would pupils be involved in school administration?

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## APPENDIX F: AUTHORIZATION LETTER

REPUBLIC OF KENYA



### NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550  
Mobile: 0713 788 787 , 0735 404 245  
Fax: 254-020-2213215  
When replying please quote  
secretary@ncst.go.ke

P.O. Box 30623-00100  
NAIROBI-KENYA  
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/820**

Date: **24<sup>th</sup> May 2013**

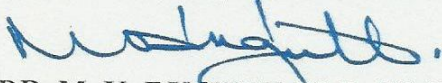
Patrick Muruga Muriuki  
University of Nairobi  
P.O Box 30197-00100  
Nairobi.

#### RE: RESEARCH AUTHORIZATION

Following your application dated **16<sup>th</sup> May, 2013** for authority to carry out research on "*Influence of headteachers participatory management practices on Kenya Certificate of Primary Education performance in Kirinyaga East District, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Kirinyaga East District** for a period ending **31<sup>st</sup> July, 2013**.

You are advised to report to the **District Commissioner and District Education Officer, Kirinyaga East District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

  
**DR. M. K. RUGUTT, PhD, HSC.**  
**DEPUTY COUNCIL SECRETARY**

Copy to:  
The District Commissioner  
The District Education Officer  
Kirinyaga East District

## APPENDIX E: RESEARCH PERMIT

PAGE 2 PAGE 3

Research Permit No. **NCST/RCD/14/013/820**

**THIS IS TO CERTIFY THAT:**


**Prof./Dr./Mr./Mrs./Miss/Institution**  
**Patrick Muruga Muriuki**  
 of (Address) **University of Nairobi**  
**P.O Box 30197-00100, Nairobi.**  
**has been permitted to conduct research in**

Date of issue **24<sup>th</sup> May, 2013**  
 Fee received **KSH. 1000**

**Location**  
**Kirinyaga East District**  
**Central Province**

**on the topic: Influence of headteachers participatory management practices on Kenya Certificate of Primary Education performance in Kirinyaga East District, Kenya.**

**for a period ending: 31<sup>st</sup> July, 2013.**



**Applicant's Signature**

**Secretary**  
**National Council for Science & Technology**

**CONDITIONS**

- 1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Officers will not be interviewed with-out prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

**REPUBLIC OF KENYA**  
**RESEARCH CLEARANCE PERMIT**

**GPK60553mt10/2011** **(CONDITIONS—see back page)**