

Teachers' Contribution To Programmed Administrative Decision-Making In Relation To Students' Academic Performance In Public Day Secondary Schools In Makindu Sub-County, Makueni County, Kenya.

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1.1 Background to the study

Schools are educational organizations that should provide a high quality of education services for all learners. Every school has a set of internal policies and a routine to organize the work, all stakeholders are expected to follow these policies in order to systematize the day to day running of the school and provide outstanding students' academic performance services. In the secondary school context in Kenya, the principal being the chief administrator performs a series of professional and administrative duties which include: approving working documents and school records, curriculum planning and development, programme planning for the session, examination function, recruitment and development of teachers, provision of facilities, budgeting, students' and staff's welfare, maintenance of school facilities, staff and student's discipline. It is apparent that, the principal alone cannot successfully carry out all the aforementioned duties without embracing the idea of shared decision-making and delegation of duties.

For the principal to effectively perform their duties; internal policies, rules and regulations which directly affect school decisions and have a major impact on the entire school routine are formulated. Categorizing this type of decision making as programmed decisions, Hebert cited in Migwi (2018) a proponent of participative decision making described programmed decisions as repetitive, routine decisions used to solve problems that are frequently occurring and the decisions remain consistent over a long period of time. In support Orodho (2014) pointed out that teachers should be prominently involved to contribute to school decision-making process because, the decisions made in schools on the routine affect them as professionals and specialists in different subject areas. Concurrently, Smylie (2010) revealed that involvement of teachers in school decision making improves their opportunities in acquiring new knowledge and insights which enhances instructional implementation and students' outcomes. In agreement Desalegn (2014) noted that if teachers participate in all areas touching on daily routine decisions in the school better decisions would be made hence; student's academic performance may improve.

In support of participative leadership in schools Orodho (2014) reported that a reason for involving teachers to participate in decision making is to improve the quality of decisions that a school makes and the effectiveness of the school in achieving its goals. According to Migwi (2018) It is therefore useful that school administrators have enough knowledge of how and when to involve teachers in decision making.

Findings of a study conducted by Smylie (2010) on instructional outcomes of school-based participative decision-making in Chicago, however indicated that, the school administrators usually dictate the school academic issues, which include block time-table preparation, scheme and records of work preparation, fees payment schedules, daily attendance register and teachers' lesson plan format without constituting any standing committee to work on it and give feedback to the entire member of staff after briefing the school principal. Similarly, the findings of a research conducted by Selmer (2011) on job factors and work outcomes in Colombia revealed that a majority of teachers still on the payroll felt that they were not involved in school decision-making and had very little interaction with administrators. Teachers in the study felt that effectiveness of students' instruction was adversely affected by their lack of involvement in decision-making and that if they were given greater participation and autonomy, especially in the school planning, instructional and curriculum management students' academic performance would be improve. Supporting this finding, Toker (2011) in his study on job satisfaction of academic staff in Turkey, pointed out that teachers greater involvement in school

decision-making would assist them in helping students reach their full potential, as they felt that their contribution in day to day running of the institution would help them shape both short-term and long-term goals.

Similarly, finding of a study conducted by Ferizi (2018) on the teachers' impact on policy making for the improvement of the school performance a case of Kosovo in Mecedonia, showed that; Having teachers contributing in policy making decisions is crucial and has been globally accepted to be significantly associated with the quality of education in general and students' learning outcomes in particular. This study finding mirrored the findings of a study conducted by Mungunda (2013) on school principals' experiences and perceptions of participative management in South Africa, which pointed out that involvement of teachers to participate in decision-making raises motivation, satisfaction and performance, which are generally acknowledged as commitment and productivity.

In a study conducted by Ofoegbu (2014) on teacher motivation as a factor for classroom effectiveness and school improvement in Nigeria, the study results showed that involvement of teachers to participate in school decision-making has a positive impact on teacher job motivation, teacher commitment, teacher performance and school effectiveness. Which concurred with the findings of a study conducted by Achoka et al (2011) to determine the level of participatory decision-making among teachers in Makueni District in Kenya, and found that teachers desired greater involvement than they are currently involved in. They concluded that among others, very important groups to involve in making decisions in schools are teachers who are the custodians of instruction, implementers of school policies and co-organizers for school activities along with headteachers and recommended that due to the growing appreciation of the need for valid, knowledgeable inputs in administrative decision-making from various organization levels, the need for involving teachers in decision-making is paramount.

In Kenya, the basic education act (2013) established democratic leadership by outlining the guidelines governing formation of Schools' Board of management and Parent-Teacher Association committees consisting of members from the community, teachers and students council representatives. It can be asserted that the policy is in line with many scholars' argument; Achoka (2011), Mungunda (2013), Ofoegbu (2014), Orodho (2014) Ferizi (2018) and Migwi (2018) for the need to employ participative decision making at school level. For example, according to Owens (2013) participative decision making requires the interaction of power and influence from two faces: the administrator on one-hand and the teacher, students and community members' on the other hand.

From the foregoing background, it is evident that lack of teachers' contribution in decision making at the school level could be dangerous to the implementation and execution of curriculum and policies of the school. The Kenyan published empirical literature however, in view of the enhanced teacher contribution to programmed administrative decisions as per the provision by the Basic Education Act (2013) remains scanty on how teacher contributions to programmed decision making relates to students' academic performance in rural public day secondary schools.

Against this backdrop, the present study set out to assess the relationship between the areas teachers' contribute to programmed administrative school decision-making and students' academic performance in day secondary schools in Makindu sub-county, Makueni County, Kenya?

1.2 Statement of the Problem

Teachers' contribution to school decision making on; curriculum and instructional, school policies, rules and regulation, students' affairs and school discipline, school finances and income generation activities is an avenue to enhance students' performance as Wadesango (2015) pointed out. However, the constitution of Kenya (2010) and the TSC act (2012) places the secondary school management in a position to make all these major decisions with little or non-involvement of teachers.

Studies conducted on participative decision-making approach in schools' by; Steinbach, (2013), Desalegn (2014), Richard et al (2015), Migwi (2018) and Ezewuzie (2019) have indicated that, there is a growing need for more teachers' contribution in programmed administrative decisions in secondary schools. Recommendations made have been made and implemented. However, the level of teachers' contribution has continued to be low.

Probably the neglect and the outcry of teachers' low level of involvement to contribute to programmed administrative decision making process has led to the current levels of students' academic performance in Makindu sub-county which is manifested in form of low level of performance in national examinations.

Table 1

K.C.S.E performance of the 8 sampled public day secondary schools for the last three years

No.	Secondary schools	KCSE 2019 Mean points	KCSE 2020 Mean points	KCSE 2021 Mean points	Overall mean points
1	Kaunguni	3.56	3.18	3.41	3.38
2	Mukameni	4.29	4.60	3.25	4.05
3	A.C.K. Ilatu	2.49	2.70	2.50	2.56
4	Salama	3.18	3.37	2.28	2.94
5	Kisingo	3.84	3.71	4.16	3.90
6	Nthia	3.96	5.00	4.45	4.47
7	Ngomano	3.02	3.46	2.68	3.05
8	Mitendeu	2.28	2.37	2.78	2.48

Source: Primary data, 2022

Day secondary Schools in Makindu sub-county today face intense pressure from rapidly growing student population due to educational reforms such as; re-admission of teenage mothers which have caused myriads of challenges in both teaching and administrative activities which seem to have consistently hampered students' academic performance. These problems require unified effort from the principals and the teachers for quality and effective administration.

This study therefore seeks to find out whether the level of students' academic performance in public day secondary schools in Makindu sub-county could be traced to the problem of lack of teachers' involvement to programmed administrative decision making and increased student enrolment.

Research question

The study is guided by the following research question;

1. What is the relationship between the areas teachers' contribute to programmed administrative school decision-making and students' academic performance in day secondary schools in Makindu sub-county, Makueni County, Kenya?

Theoretical framework

This study is based on shared decision making theory, according to Bridges (1968) model for shared decision making in schools; zone of acceptance provides the administrator at any level in an organization with criteria to guide him/her in determining when and how he/she should involve teachers in decision making. By using this model the principal can determine the extent to which he should involve teachers in decision making. Bridges (1968) postulates that (1) as the administrator involves teachers in making decisions located in their zone of acceptance, participation will be less effective and (2) as the administrator involves teachers in making decisions clearly located outside their zone of acceptance, participation will be more effective. The administrator will then determine which decisions fall inside and which fall outside the zone of acceptance. If teachers have a personal stake (high relevance) in the decision and have the knowledge to make a useful contribution (high expertise), then the decision clearly falls outside the zone of acceptance, and teachers' should be involved in the decision making process. If the issue is not relevant and it falls outside their sphere of competence, however, then the decision clearly falls within the zone of acceptance and involvement in decision making should be avoided. In addition to determining when teachers should be involved in decision making, the administrator must also decide the extent of involvement.

The extent of involvement focuses on the four stages of decision making; the first one is to define the problem. The second one is to list the alternatives. The third one is to predict the consequences for alternatives, and the fourth one is to make the choices (Bridges, 1968).

This theory is linked to the undertaken study in that the principals are basically managers in their respective secondary schools and are bestowed with authority to make decisions than the rest of the teachers. Hence the undertaken study is set to assess the relationship between the areas teachers' contribute to programmed administrative school decision-making and students' academic performance in day secondary schools in Makindu sub-county, Makueni County, Kenya?

According to Huddleston (1991) cited in Desalegn (2014) shared decision making theory appears to be a tool that managers can apply with some confidence in deciding how much subordinates should participate in decision making.

Literature review

This chapter has a comprehensive review of the related literature on areas of teachers' contribution to programmed administrative decision-making. It comprises of the empirical studies in areas in which teachers contribute to Programmed administrative decision-making in day secondary schools. For the purpose of this study, the researcher has identified four potential programmed administrative decision-making areas for teachers to contribute. Selection of these areas is made by taking the current day secondary school practices under the study into account. The areas identified include; School planning and policy making, Curriculum and instruction, school finance and income generation, Students affair and school discipline.

School planning and policy making

In a study conducted by Wall (2012) on school-based decision-making and the empowerment of secondary school teachers in Brooklyn, New York, teachers were reported to have different levels of involvement to contribute in different school decision-making areas. Wall stated that "teachers were moderately involved making policies related to curriculum and instruction, co-curriculum and their welfare decisions and mostly they were involved in the implementation level. The findings concurred with the finding of a study carried out by Khandwalla (2011) on "organizational designs for excellence" in New Delhi, India which revealed that teachers were moderately involved to contribute to decisions related to organizational planning and making policy decisions and they desired to be involved throughout the entire school decision making process up to the implementation level.

In New Zealand, Scott-Ladd (2014) explored "the relationship between emotional intelligence and participation in decision-making", among secondary level teachers and found that involvement of teachers in influencing policy decisions and the substance of these decisions may be crucial for having teachers actually become leaders in schools by influencing the decision-making process, encouraging the shifting of their active participation in the direction of teacher leadership. In agreement to this finding Lebusa and Joubert (2014) in their study on, "teacher involvement in decision-making with reference to the University of Technology in South Africa and found that policy decision-making of school staffing, curriculum, admission and resource allocation had been conventionally made by school principals or members of administrative managerial teams". Further, Lebusa established that teachers were usually excluded by school administrators in the process of policy formulation and only endowed with the obligation to implement the school policies.

Similar finding was mirrored in the study of Gemechu (2014) carried out on practices of teachers' involvement in decision-making in government secondary schools of Jimma town in Ethiopia, reported that teachers had very minimal opportunities to be involved to contribute to these crucial matters, "their isolation within classroom might bring about the alienation or misunderstanding between them and school which would affect quality of decisions made and the general school productivity" (Mbibi 2013) noted.

A study conducted by Cheron (2013) sought to establish the areas that class teachers were involved in managerial decisions in secondary schools within Keiyo district in Kenya and established that class teachers were more involved in management decisions such as; consulting on matters of students' discipline, during choice of school prefects, drawing up programs for important school functions, and involvement in announcement of students' results. The class teachers were however found to be less involved to contribute in school planning and policy making decision areas such as; drawing up staff meeting agenda, in writing of students' school leaving certificate, admission of new students and procurement of educational materials. This finding concurred with the results of a study by Kingi (2018) on "effects of teachers' level of participation in management of change on teachers' motivation" in public secondary schools in Kiambu, Kajiado and Machakos counties in Kenya, which revealed that; the teachers' level of involvement to contribute in the formulation of policies, rules and regulations was moderate. "This was evident when class teachers expressed their displeasure at being given fewer opportunities when admitting new students, writing school leaving certificates and during staff meeting agenda formulation" (Kingi, 2018).

Findings of a study conducted by Migwi (2018) on influence of teacher participation in decision-making on job motivation in public secondary schools in Nyeri, Nairobi and Kajiado counties, Kenya, indicated that; less attention was given to teacher's contribution to efficient and effective planning and policy decisions on finance, community relation and student affairs which would have effect on the overall activities of school in general and teaching-learning process in particular. Migwi further noted that, "teachers have dual role to play". One is their role in instruction and the other is their participation in school management and decision-making. However, from the findings obtained, it was concluded that, there might be misperception in identifying teachers' roles and responsibilities by the principals, that is, they might consider the role and responsibility of teachers as teaching and learning activities only, and other activities of the school as the role and responsibilities of the management of the school. The study paid a lot of attention on the influence of teacher participation on decision-making on job satisfaction but failed to find out the relationship of teacher involvement to contribute to

programmed administrative decisions to performance of students in academics which the current study seek to find out.

Curriculum and Instructional management

Findings of a study conducted by Kazempur (2010) on comparison between, “the existing and desired conditions” of less experienced and experienced teachers in curriculum planning process focusing on Islamic Azad University in Iran, found that there was a positive correlation between teachers' contributions in educational affairs and their professional skills as well as their subsequent performance. Kazempur further noted that involving teachers to contribute to educational decisions has an important effect on the development of teachers' professional skills and productivity.

In Eastern Europe, Gardinier (2012) reported that the Albanian educational policy adopted democratic and competency-based curriculum which embraced high level of teachers' participation in curriculum management and students' activities. Gardinier added that “Teachers were portrayed as stable information-based workers who would be apprised through their participation in transforming schools and making them more productive”. Similar finding was reported in Persian; Iran by Fathi (2014) on “the feasibility of teacher participation in curriculum planning processes of education system” which showed that teacher involvement to contribute in curriculum-related programmed decision-making is effective on the enhancement of their professional skills and improving their productivity. Notably Gemechu (2014) established that the problem in the school decision making is not on formulation but in the implementation of decisions because teachers become passive implementers in decisions they did not contribute to.

Findings of a study conducted by Ofoegbu (2014) on “teacher motivation as a factor for classroom effectiveness and school improvement” in Nigeria and showed that shared decision-making has a positive impact on teacher commitment, performance and school efficiency. Furthermore Ofoegbu , reported that “when all the teachers in the school take part in the decision-making process, communication within the school is much more effective and all the teachers produces more efficient results hence improved students' academic performance”. The study was however based in Nigeria while the present explored the Kenyan scenario.

Findings of a study conducted by Kiprop and Kipruto (2012) on “teacher participation in decision-making” in public secondary schools in Baringo District, Kenya indicated that teachers' participation in making curriculum and instructional decisions at the school level led to better decisions since teachers were nearest to students and are best equipped and suited to carry out and make policy decisions to advance their schools.

Similar finding was established by Mutie (2013) on “ the overall and facet satisfaction of teachers and secondary school administrators” in Kitui District, Kenya which revealed that a variety of individual factors determined teachers' desires in participative decision making and concluded that better methods must be devised for educational administrators of determining means and ways in which teachers will be active participants to programmed administrative decisions both in the areas of curriculum and instructional decision making process if they anticipate their better job performance and commitment.

School finance and income generating activities

In Thailand, Limsuwan (2011) carried out a study on “the effects of budgetary participation and organizational commitment to job performance”. Data were collected from 48 managers and was analyzed using regression analysis. Financial construct measurement comprised of gross profit, net profit, sales growth, and market growth. The findings indicated that involvement of teachers to contribute to budgetary decision had significant effect on job performance ($\beta = .30, P < 0.05$), budgetary participation ($\beta = .65, P < 0.01$) organizational commitment ($\beta = .27, P < 0.05$). Supporting this finding the research conducted by Sukandani (2016) on participatory budgeting in improving the performance of managerial heads of department in East Java, established that the extent of involving subordinates in financial management comprising of budgeting, accounting and auditing in relation to transport, materials, stationary and remuneration was very low. The study focused on participatory budgeting in improving the performance of managerial heads of department while the current study will go a step further to establish the effects of teachers' level of contribution to programmed administrative decision related to in management of finances and its relationship to students' performance.

In Zimbabwe, Wadesango (2015) argued that, “teachers' level of participation in programmed decisions in relation to management of school finance was a critical source of motivation. Wadesango further added that, involvement of teachers in management of finances comprised of budget preparation, fundraising committees, organizing school trips, parties, exhibitions and competitions”. The findings indicated that a very small percentage of teachers did not want to be involved in management of finances because majority of principals and management committees were characterized by corruption. However, Wadesango asserted that teachers felt respected when their interests and expertise were recognized. The conclusion of the study was that teachers' involvement to contribute to programmed decisions relating to school finances was critical area for

their motivation and commitment. Apparently, a gap exists in this study by Wadesango as it does not go further to indicate the direction of relation by use of the regression analysis.

Similarly, in Ethiopia, Hussein (2015) carried out a study on teachers' involvement in school decision making in secondary schools of Arsi Zone. Involvement to contribute in management of finances comprised of mobilizing community to raise funds, budget preparation, awareness of monthly cash flow and expenditure and allocation of resources to departments and established that teachers did not participated in decision relating to management of school finance. Absence of participatory leadership, lack of trust between teachers and principals, lack of training and support, lack of commitment, and absence of motivation were some of the factors that were found to have impeded teachers' participation in management of finances. Agreeing to this finding in a study carried out by Ojediran (2017) on "the impact of budgetary participation and institutional commitment and performance in Nigeria found that there was minimal practise of employee's budgetary participation which had adversely affected their commitment and performance". The study recommended that organizations to engage employee in activities that promote teacher contributions budget preparation and employee commitment. The study was conducted in Nigeria while the current study will be carried out in Kenya specifically in day secondary schools of Makindu sub-county Makueni County in Kenya.

In Kenya, Serem and Kipkoech (2012) carried out a study on the role of community in the management of free primary education in Kenya. The study used descriptive survey. Data was collected form principals, teachers and education officers. Purposive sampling techniques were used to select a sample size of 260 respondents. Findings of the study indicated that most of the teachers experienced challenges in planning and managing school funds because their involvement was very minimal. According to Migwi (2018) there is need to sensitize the school principal to allow the teachers to participate to programmed decision making that pertains to; school finance and income generating activities which had an effect on the overall school performance and productivity. This is in agreement with Kingi (2018) who identified that teacher involvement to contribute to decision making in secondary schools can be done alongside providing proper orientation on the right duties and responsibilities of individual teachers in each area of decision-making and involve them to bring a change in students' academic performance process.

Student's affairs and school discipline

In Greece, Sarafidou (2012) carried out a study on teachers' participation in decision making and its impact on students' affairs in Greek primary schools. The study used correlation design with a sample consisting of 141 teachers. Data was analyzed using multivariate analysis. The activities to which teachers were involved in decision making comprised of teaching, extra- curricular activities, school attendance and discipline. Involvement in management of teacher activities comprised of allocation of teaching work load and other duties, discipline management, professional development activities, and collaboration with subject teachers, teacher behavior and teacher- parent interactions. The findings of the study revealed that teachers' actual involvement in management of students and teachers' activities was moderate while their desire to participate was high.

In addition, Khan (2012) investigated "the role of teachers in providing educational and career counseling in secondary school students" in Gilgit- Baltistan of Pakistan. The key findings indicated that teachers' were moderately involved to contribute in decisions on career guidance and counseling students' subjects' selection and students' academic improvement programs. Khan reported that, "teachers acted as role models and attached high value to guidance in subject selection and career choices". This is in agreement with the finding of a study conducted by Duze (2011) on involvement of teachers to contribute to decisions on students' affairs and school discipline in Anambra State in Nigeria, reported that teachers were grossly deprived from participating to programmed decision-making on student affairs and school discipline in secondary schools.

Furthermore, Duze stressed that denying teachers the opportunity to participate in decision making was the root cause of most teachers' oppression, demotivation and lack of commitment "which in turn degenerates into breakdown of law and order in schools". In the study, it was observed that truancy; decreased retention and completion rate and low academic achievement are some of the evils that have plagued most Nigerian secondary schools, Anambra State inclusive, as a result of inadequate involvement of teachers in decisions that directly or indirectly affect them. Similar observations were made by Migwi (2018) who revealed that there was need to sensitize the school principal to involve teachers to contribute to programmed decision making that pertains to; students' affairs and school discipline which had an effect on the overall students' performance in academics and productivity. Similar conclusions were arrived at by Mulwa (2019) in the study on "influence of Principals' use of collaborative decision making on students' discipline" in public secondary schools in Kitui County, Kenya. The principals reported that "class meetings for collaborative decision-making enhanced decision making and learners concerns were communicated during the meetings". The findings imply that the learners, teachers and the principal had an opportunity to interact and converse together hence sharing concerns that were affecting learners at that particular moment.

The literature reviewed has however brought out pertinent knowledge gaps that formed the basis of the present study. It was particularly notable that researchers such as; Smylie (2010), Lammessa (2010), Ofoegbu (2014), Khoza (2014), Gemechu (2014) and Migwi (2018) have generally focused on all the categories of public secondary schools and paid very little attention on public day secondary school; narrowly focused on particularly administrative regions for instance single districts which may not be representative of the state of affairs in all public day secondary schools in Kenya and conducted in other developed economies including Europe, the United States of America and Asia which may not be reflective of the Kenyan scenario hence the present study.

Although researchers such as: Handler (2010), Kiprop and Kandie (2012), Gemechu (2014), Wadesango (2015), Migwi (2018), and Mulwa (2019) focused on teachers' participation in management of curriculum activities, they deviate in the areas of participation. For example, Kiprop and Kandie (2012), Gemechu (2014), Wadesango (2015) and Kosgei (2020) did not provide a comprehensive and detailed account of the effects of teachers' level of participation in management of curriculum and instruction and its effects on academic and student performance. Therefore this study sought to investigate the relationship of teachers' contribution to programmed administrative decisions and students' academic performance in public day secondary schools within Makindu sub-county in Makueni County, Kenya.

Research design and methodology

This study used convergent parallel mixed design which is a combination of quantitative and qualitative research paradigms. In quantitative paradigm, both cross-sectional and correlational survey research designs were adopted enabling the researcher to gather factual data from the respondents and to determine the relationship between teachers' contribution to programmed administrative decisions and students' academic performance. In qualitative research paradigm descriptive phenomenology design was used enabling the researcher to describe as accurately as possible the relationship between teacher contribution and students' academic performance.

The target population comprised of 16 public day secondary schools 16 Principals and 168 teachers. A sample of 8 schools, 8 principals and 58 teachers were used in this study. Study schools were stratified; simple random sampling with proportional allocation was employed to select the teacher respondents. Purposive sampling was used to sample principals' respondents.

In the study data was collected using questionnaires and interviews. In this study, questionnaires with both close-ended and open-ended questions were designed and administered to the teachers. The instrument was appropriate due to the large number of the teacher respondents hence helped to reduce time and even costs. The instrument helped to obtain important and honest information from the teachers given that there was no indication of names anywhere in the questionnaires. Each item in the questionnaire was designed to address a specific research question or hypothesis of the study.

The use of interview guides to collect data was appropriate given that they were a smaller group of principals' respondents as compared the teachers. The Interview guide helped to standardize the interview situation so that the researcher could ask the same questions in a similar manner.

The researcher set a convenient day for interview with the principals of the selected schools. The researcher also requested the principals to avail relevant documents in the school such as staff minutes files, requisition and procurement files and students' discipline files.

Quantitative data was analyzed using descriptive statistics which involved generating frequencies, percentages, bar graphs, mean and standard deviation. Independent t-test and chi-square were used to determine relationships between variables. Qualitative data from the interviews with the principals was organized thematically after which the information was coded for analysis.

Presentation, interpretation and discussion of findings

Rating of teachers' contribution to the four areas programmed administrative decision making.

Teachers participate in various decision-making areas in different extent. It was necessary in this study to find out how the principals involve teachers on the four key areas. Both teachers and the principal's respondents were required to indicate the strength at which shared decision making was practised in the areas of; school planning and policy, student affairs and school discipline, curriculum and instructions, and school finance and income generating activities. A rating scale ranging from not practised to very much practised was used and both the teachers and principal's respondents were asked to give their ratings as shown in table 2

Table 2

Respondents rating on practise of teacher contributions to programmed administrative decision making

No	Areas	Respondents	N	M	Sd	t-value	Sig 2-tailed
1	School planning and policy making	Teachers	58	2.66	1.132	.855	.395
		Principals	8	3.00	0.000		
Total			66	2.83	0.566		
2	Curriculum and instructions	Teachers	58	2.86	1.191	1.486	.142
		Principals	8	3.50	0.535		
Total			66	3.18	0.863		
3	Students affairs and school discipline	Teachers	58	3.21	1.267	2.836	.006
		Principals	8	4.50	0.535		
Total			66	3.855	0.901		
4	School finance and income generating activities	Teachers	58	2.21	0.951	-.006	.551
		Principals	8	2.00	0.535		
Total			66	2.105	0.743		
Grand mean				2.992			

Legend: (4.0 – 5.0) very much practised, (3.0 – 3.99) much practised, (2.5 – 2.99) moderately practised (2.0 – 2.49) minimally practised and (0.9 – 1.99) not practised.

Source: Field data, 2022

The mean on the extent of shared decision-making as practised by the teachers in the areas of School finance and income generating activities, School planning and policy making, was within the range which has verbal description of low involvement since it ranged from 2.5 to 2.99 as presented in Table 11. Student affairs had the highest mean (M = 3.21) of the teachers responses and (M = 4.50) of the principals respondents indicating that teachers are more involved in managing students'. This was followed by curriculum and instruction (2.86) which is the core business of the teachers.

From the interviews, the principals' reported that;

Involving teachers to contribute to decisions on student affairs, curriculum and instruction was vital to enhance better student academic performance. One of the principal's noted that "when teachers are involved in Curriculum and instructions and Students affairs and school discipline work becomes efficient and teachers' own the decision and work with minimal supervision this leads to improved students' academic performance.

In order to check whether there is statistical significant difference between the opinions of the teacher and the principal respondents, thus the t-value calculated for item 1, 2 and 3 is more than t-value at (P = 0.05) level of significance. This implies that there is a statistically significance difference between the opinions of the teacher and the principal respondents. The findings are in agreement with the findings of a study conducted by Wall and Rinchart (2010) which revealed that, teachers have different levels of participation in different decision-making areas. They were moderately involved in curriculum and instruction, co-curriculum and their welfare decisions. Most teachers were involved in the implementation level.

The researcher probed more to know why teachers felt that their involvement in this area was not rated as very much practised; teacher respondent for instance observed that on student affairs, teachers are only involved in appointment of student leaders, students discipline, setting of students' targets and rewards, and developing disciplinary policies of the school. Admission of continuing students and setting school rules and regulations are the preserve of the school management. This finding concurs with the study findings of a research conducted by Gemechu (2014) which revealed that, the involvement of teachers in school planning; budget and income generation; and school building effort found to be below average. However, teachers' involvement in implementing school curriculum and instruction; and decision concerning students' affairs and

discipline found to be relatively high but teachers' involvement in school policy, rule and regulation is on the medium range.

Contribution of teachers to programmed administrative decisions on school finance and income generating activities, had the least mean ($M = 2.21$) from the teachers respondents and ($M=2.00$) from the principals, implying that this is mostly done by the principal and other senior administrators. In some cases, the principals reported that decision concerning school budget is not a mandate of teachers; rather the mandate is given to school management. The teachers may participate through their one representative as provided in the Board of Management composition provided for in the basic education act (2013).

The t-value calculated for item 4 is less than t-value at ($P = 0.05$) level of significance. This implies that there is no statistically significance difference between the opinions of the two groups of respondents. This findings were supported by Hussein (2015) carried out a study on teachers' participation in school decision making in secondary schools of Arsi Zone and reported that; teachers did not participate in school programmed decision-making relating to management of school finance.

The researcher observes that teachers should be able to know the school budget and the school leaders should clearly show and involve them in each and every issue related with budget decisions. In some of the sampled schools, interviews with the principals revealed that only one or two teachers' representatives normally attended the decision-making on finance matters in order to express their opinions on behalf of their colleagues; often the decisions were not announced to teachers.

Findings in table 11 item 4 indicate that most teachers felt that they were not involved in financial decisions because headteachers, as a teacher observed. During the interviews the principal's noted that;

Teachers are not trained to handle financial issues in the school. They revealed that they were not very comfortable with involving teachers in financial decisions. one of the principal said that; "Financial management deals with how the schools' revenues and expenditures are run and I consider such information sensitive for teachers to contribute to". A response which concurred with the findings of a study conducted by Serem and Kipkoech (2012) which revealed provision of financial and material resources was a joint effort between parents and teachers. Most of the teachers experienced challenges in planning and managing school funds because their involvement was very minimal. They reported that teachers' were required to participate in the management of finances by allocating funds to various departments.

Findings in table 11 on teacher involvement to contribute to decisions on school finance and income generating activities further agree with Dewettinck and Ameijde (2011) who conducted a study on the effect of leadership empowerment behavior on staff attitudes and behavioral intentions among primary school teachers in India. In a quest to understand whether teachers were involved in decision-making process, teachers were asked to indicate their involvement in different areas. Findings of the study indicated that, teachers were not effectively involved in decisions dealing with finances. The findings mirrors the work of Wadesango (2015) which revealed that, lack of teachers' level of participation in issues affecting teachers directly suffered low success rate during the implementation phase due to lack of clarity and suspicion.

The findings in table 11 shows that involvement of teachers to contribute to programmed administrative school decision making in the four areas examined in this study was moderately practised with an overall mean of (2.992). This is in agreement with Tafera, (2016) who revealed that, a mean of below 2.00 is termed low level, mean between 2 to 3.5 is moderate level whereas as mean of 3.5 to 5 is regarded high level. The findings in table 11 have been supported by studies carried out by Migwi (2018), Dewettinck and Ameijde (2011), Wadesango (2015), Serem and Kipkoech (2012), Gemechu (2014) and kingi (2018) which revealed that, participation of teachers in school decision making was moderately practised.

Practise of teacher involvement to contribute to Programmed administrative decision making and students' academic performance.

The **null-hypothesis (H_0)** formulated for this study is. "There is no statistically significant relationship between teachers' level of contribution to Programmed administrative decision making and the level of students' academic performance in day secondary schools of Makindu sub-county.

To determine how teacher's participation in school decision-making in areas of; school planning, student affairs and school discipline, curriculum and instructions, school finance and income generation activities relate to students' academic performance, a 2*2 contingency table analysis was conducted to determine whether there is a relationship between teacher's level of teacher contribution to programmed administrative decision making in the area of school planning and policy making, curriculum and instructions, school finance and income generation activities relate to students' academic performance in national examinations was conducted and represented as shown in chi-square tables tests 3 to 6.

Table 3

KCSE performance in relationship to the rate of practise of participation in School planning and policy making

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.600 ^a	2	.449

Source: Field data, 2022

The chi-square statistic is (1.600) and a p-value of 0.449 the p-value is greater than the standard alpha value ($p = 0.05$). This suggests that there is no statistically significant relationship between the level of teacher involvement to contribute to programmed decisions in the area of school planning and policy and students' KCSE performance. The results from table 3 indicated that student performance in KCSE is not dependent entirely on the practise of teacher involvement to contribute to school planning and policy making decisions. In support of this finding Mungunda (2013) pointed out that involvement of teachers to participate in school planning decision-making has different results. In the aspect of teachers, participative decision making raises motivation, satisfaction and performance which are generally acknowledged as commitment and productivity

Table 4

KCSE performance in relationship to teacher contribution to Student affairs and school discipline

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.889 ^a	3	.828

Source: field data, 2022

The chi-square statistic is (0.889) and a p-value of 0.828 the p-value is greater than the standard alpha value ($p = 0.05$). This suggests that there no statistically significant relationship between the level of teacher involvement to contribute to programmed decisions on school planning and policy and students' academic performance. The evidence in from table 4 is not enough to indicate that the level of student performance depend on the practise of teacher involvement to contribute to students affairs and school discipline. The result concurs finding of a study by Duze (2011) which established that high level of teachers' to contribute in decisions on students' welfare, students' admission and in-service training enhanced teacher's productivity, interest and commitment while low level of participation created discord and chaos. This study finding mirrors the works of Mualuko, Mukasa, and Achoka (2010) that the level of teachers' participation in students' discipline, career programmes, guidance and counseling, students' welfare management as well as teachers' welfare motivated teachers to make use of their expertise.

Table 5

KCSE performance in relationship to teacher contributions to Curriculum and instruction management

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.733 ^a	4	.443

Source: Field data, 2022

The chi-square statistic is (3.733) and a p-value of 0.443 the p-value is greater than the standard alpha value ($p = 0.05$). This suggests that there no statistically significant relationship between the level of teacher involvement to contribute to programmed decisions on school planning and policy and students' academic performance. The results from table 5 indicated that the evidence to associate KCSE performance and the practise of teacher involvement to contribute to curriculum and instructional management was not enough. This study finding mirrors the finding of a study by Mualuko, Mukasa, and Achoka, (2010); Ofoegbu and Ezugoh (2014) who found that teachers' involvement to participate in curriculum activities led to commitment, effectiveness and achievement of school goals in general.

Table 6

KCSE performance in relationship to teacher contribution to School finance and income generation activities

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.889 ^a	3	.828

Source: Field data, 2022

The chi-square statistic is (0.889) and a p-value of 0.828 the p-value is greater than the standard alpha value ($p = 0.05$). This suggests that there no statistically significant relationship between the level of teacher involvement to contribute to programmed decisions on school planning and policy and students' academic performance. Findings in table 6 indicate that, teachers' level of participation in management of financial resources did not have significant effect on KCSE performance. This finding concurs with the work of Somech (2010) who asserted that teachers' level of participation in budget preparation in various departments' motivated them to push educational standards to higher levels. The study mirrors the findings of Millet (2012) which revealed that teachers participated in budget preparation and allocation led to improved performance of duties, productivity and creativity, reduced absenteeism, higher attention rates, commitment and quality education.

The chi-square findings revealed that teacher contribution to programmed administrative decisions relating to curriculum and instruction; School planning and policy making, students' affairs and discipline, school finance and income generating had an insignificant effect on KCSE performance one of the indicators of performance of students' performance in academics. These results indicated that there is need to involve teachers more on school finance and income generating activities and student's affairs and school discipline for students' academic performance to be better. In support of this finding Somech (2010), Latham (2010), Millet (2012), Ofoegbu and Ezugoh (2014), Migwi (2018) and Kingi (2018) reported that, involving teachers in school financial decision-making changes the manner in which the schools are governed by removing the power from the hands of the central office or administration and sharing it among teachers, students and sometimes parents leading to commitment, effectiveness and achievement of school goals.

Conclusion

From the finding obtained in this study, it was found that, the involvement of teachers to contribute to programmed decisions in school planning and policy making, school finance and income generating were found to be below average. However, teacher's involvement in implementing school curriculum and instruction; and decision concerning students' affairs and discipline found to be relatively high. In general, the final analysis of the result, however, reflected that, the extent of the rate of practise of teacher's involvement to contribute to programmed administrative decision making found to be moderate in the sampled day secondary schools. This implies that, less attention was given to teacher's contribution for efficient and effective of students' academic performance. Moreover, this affects the overall activities of school in general and teaching-learning process in particular.

Teachers have dual role to play. One is their role in instruction and their other role is in participating in school management and decision-making. The study also established that teachers participated most in making and implementing student's affairs and discipline related decisions. However, from the finding obtained, it can be concluded that, there might be misperception in identifying teachers' roles and responsibilities by the principals and the school management; that is, they might have considered the role and responsibility of teachers as teaching and learning activities only and the decision making role and responsibility left for the principal and management board of the school only.

Recommendations

Based on the findings and conclusion arrived at, the following recommendations have been made: Teachers need to;

- (i) Be actively involved in all areas of programmed administrative decision-making in their schools in order to; encourage, motivate and utilize their wide range of experience and personal characteristics and capability.
- (ii) Establish a collaborative and good interpersonal relationship among teachers in which they can share their ideas and learn from each other concerning their profession to bring an attractive environment and promote shared decision making.

Suggestions for Further Research

The present study has explored teacher contribution to programmed administrative decision making in relationship to students' academic performance in public day secondary in Makindu sub-county, Makueni County in Kenya. Based on the study findings and conceptual limitations thereof, the study recommends that future studies should;

- (i) Explore other factors that may influence students' academic performance, particularly teacher professional development programmes.
- (ii) A study could be carried out on the relationship between the level of teacher participation in management of students' discipline and completion rate.
- (iii) Investigate status of teachers' practise of shared decision making in day secondary schools in urban setting through the inclusive process of all stakeholders.

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