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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A research thesis submitted to the department of post graduate studies in partial fulfilment of the requirements of the degree of Master of Educational Administration and Planning

The Catholic University of Eastern Africa

August, 2022

DECLARATION AND RECOMMENDATIONS

This research thesis is my original work and any other source used has been acknowledged and that to the best of my knowledge the content has not been presented in any other university.

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Dedication

This thesis is dedicated to my family whose physical, social and emotional support enabled me to complete this study just in time. The selfless guidance of my supervisors and lecturers at all levels has gone a long way in shaping and inspiring my academic life. God bless you all.

ACKNOWLEDGEMENTS

I thank the almighty God for his grace, strength and mercies this far God has been my strong tower; I would then like to express my deepest and heartfelt gratitude to my supervisors: Dr.Sr.Elizabeth Piliyesi and Dr.Peter Koros for their insightful and constructive comments and unreserved guidance. Their patience with me and encouraging comments are valuable not only for this study but also in my career progression path. I am also very much indebted to my lecturer and role model Prof.Sr. Marcella Momanyi from the Department of Educational administration and planning at Catholic university of Eastern Africa Nairobi Kenya

I am particularly grateful to my beloved wife Rebecca Muthusi and my children Joy, Glorious and Samuel Muthusi for their continuous encouragement and support in my education life. They have been a constant source of energy to help me pursue my studies all the way through.

Finally, I am very much obliged to express my indebtedness to my entire blessed best friends: Sr.Pauline, Fr.Tesfaye, Sr.Regina, Sr.Ann, Fr.Adem, Sr.Mary and Vincent Kipketer. They have always been helpful and encouraging in my endeavor to complete my studies. Dr. Ann Kanga deserves gratitude for her patience, kindness and passion for research, guided by the slogan "Happy research and reading" has been a pillar in my study.

Thank you all and God's blessings upon your lives.

Abstract

This study focuses on teachers' contribution to Programmed administrative decisions in relation to students' academic performance in day secondary schools in Makindu Sub-county, Makueni County, Kenya. The study was guided by the following research questions: What is the relationship between the areas teachers' contribute to in programmed administrative decision–making and students' academic performance in day secondary schools in Makindu sub-county, Makueni County, Kenya? How does the methods used by principals to enhance teachers' contribution to programmed administrative decision making relate to students' academic performance in public day secondary schools in Makindu sub-County? Which challenges do principals face when dealing with programmed administrative school decision making in day secondary schools in Makindu sub-county? What measures can be put in place to improve the way principals deal with programmed administrative school decision making in day secondary schools in Makindu sub-county? The study was anchored on shared decision making theory, specifically Bridges model. The study adopted mixed methods design, specifically convergent parallel mixed method design, qualitatively; phenomenology design and quantitatively: correlational and cross-sectional survey design. 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. Sampled schools were stratified; simple random sampling with proportional allocation was used to select the teachers and purposive sampling was used to sample principals' participants. A sample of 8 schools, 8 principals and 58 teachers were used in this study. Probability (stratified) and non-probability (purposive) sampling procedures were used in the study. Data collection instruments were questionnaires and interview guides. Cronbach Alpha technique was used to determine the reliability of research instruments. Quantitative data was analyzed using descriptive statistics which involved generating frequencies, percentages, bar graphs, mean and standard deviation. Independent t-test was used to compare means, chi-square and correlation analysis were used to determine the relationships between variables. Qualitative data was analyzed using content analysis and was in form of; narratives and direct quotes .The entire research process remained confidential and anonymous. The finding revealed that, teacher contributions in the four programmed administrative decision making areas was moderately practised and had a small insignificant relationship between teacher contributions and students' performance in kcse (chi-square value =1.778, p = 0.6320). The dominant common decision-making area that teachers were involved to contribute in was student's affair and school discipline (M = 3.855, S.D = 0.901, p = 0.006) and the least was school finance and income generating activities (M = 2.105, S.D = 0.743, p = - 0.006). Principals' methods of enhancing teachers' contribution had a small insignificant relationship with students' performance in kcse (r = 0.293, p = 0.482). The study recommended that: TSC and MOE should facilitate virtual in-service training aimed at developing and equipping both teachers and principals with knowledge and skills on shared decision making.

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ABBREVIATIONS AND ACRONYMS

BOM: Board of Management

CUEA: Catholic University of Eastern Africa

CDF: Constituency Development Fund

CDFC: Constituency Development Fund Committee

KCSE: Kenya Certificate of Secondary Education

KEMI: Kenya Education Management Institute

LBDQ: Leader Behavior Description Questionnaire

MOE: Ministry of Education

MOEST: Ministry of education science and technology

NACOSTI-National Commission for Sciences Technology and Innovation

PTA: Parent Teachers Association

SPSS: Statistical Package for the Social Sciences

SDM: Shared Decision Making

TSC: Teachers Service Commission

UNESCO: United Nations Educational, Scientific and Cultural Organization

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CHAPTER ONE
INTRODUCTION

1.1 Background to the study

Schools are educational institutions intended to provide inclusive education services to all learners. Each school is governed by a set of internal policies and a routine which informs decision making. Based on this premise, all educational stakeholders are expected to provide outstanding academic performance of the students. As stated in the basic education Act (2013) in secondary school context in Kenya, the principal performs a series of professional and administrative duties which include: approving working documents and school records, supervision of curriculum implementation, financial management and budgeting, evaluation of the learners, reporting to various educational stakeholders, provision of instructional resources, students' and staff welfare, and maintenance of school infrastructure. To perform the stated functions, it is paramount to adopt the idea of shared decision-making and delegation of duties.

Internal policies, rules and regulations are critical for principals' effective and efficient performance of their duties and have a major impact on the entire school routine, programmed decisions are formulated and implemented. 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 and policy decisions used to solve problems that are frequently occurring. In this study the researcher adopted the meaning of programmed decisions as; low risk decisions which can be easily delegated leading to formulation of a routine, rules and procedures which guide in curriculum supervision and implementation, school planning, students affairs and financial management on daily basis.

These decisions remain consistent over a long period of time and guide the school community in achieving goals and objectives (Migwi, 2018). According to Cherono (2013) involvement of teachers to contribute in making internal policies and routine decisions is a motivator. Okumbe (2013) defines motivation as an intellectual or mental deficiency that triggers the behavior, or a drive that leads to a

goal or incentive, here motivation plays a great role in that it builds success, creates reward incentives, makes one to focus on his or her dreams, sets goals, establishes good habits, generates new ideas and enables one to stay positive.

Supporting this argument, Smylie (2010) asserted that, through teacher involvement in decision making their level of commitment and satisfaction is improved and the society benefits because basically teachers help in molding the society. Okumbe (2013) asserts that, educational organizations are established to help the society enhance knowledge, values, attitudes and skills. Kingi (2018) agrees with Okumbe that, there is need for quality teaching and learning for the achievement of knowledge, skills, values, attitudes and good grades in examinations. Migwi (2018) posits that, quality teaching and learning of teachers and students should be a joint effort, to achieve goals, to have quality teaching, which is measured by teachers' performance through students' performance in KCSE examinations in secondary schools which is also an output of many variables and one of them is the motivation of the teachers. Agreeing to the assertion, Mungunda (2015) revealed that, motivation of teachers is very important as it affects performance of students either positively or negatively. Motivated teachers positively motivate students to work hard and perform well in their academics but on the contrary demotivated teachers demotivate students and they end up performing poorly in academics (Gemechu, 2014).

Similarly, Marques (2010), asserted that, motivation, satisfaction and academic performance are interdependent. Burnes (2015) recommended that, development of a collaborative, conducive environment and a joint planning culture through teachers involvement in decisions making was a motivational strategy that was capable of arousing management to make full use of the potential capacities of the teachers and also to gain a high degree of group loyalty leading to increased acceptance of the decisions, easier co-ordination, greater varieties of alternatives and solutions considered; greater job satisfaction and work achievements as well as greater teacher integration into the school.

Globally the problem of teacher involvement to contribute in programmed administrative decisions was cited in Argentina by Otega (2011) who studied on the influence of extrinsic rewards on teachers' job in public secondary schools in the informal settlements in urban populations in Argentina

indicated that, teachers were hardly involved to contribute in internal policy making and hence it was common to meet learners' abandoned in classes. In Argentina the problem of teacher non-involvement was that teachers abandoned teaching and engaged in informal businesses because they felt excluded in formulation of policies they were expected to implement in class which contributed to low examination achievements. The researcher recommended that involving teachers in making internal policies was an incentive which ought to be availed to teachers to motivate them so as to dedicate a lot more time with learners thus improving the schools' examination outcomes

Findings of a study conducted by Smylie (2010) on instructional outcomes of school-based participative decision-making", in Chicago established that, school principals in rare occasions involved teachers to contribute in academic issues which include block time-table, teacher's professional documents for instructional planning, students' fees payment schedules and daily attendance register which had contributed to low achievement in examinations. Further, Smylie (2010) found that in some secondary schools, issues of discipline were addressed mainly by the principals or with the involvement of their deputies. According to his study he stated that, "where teachers were involved to contribute to programmed administrative decision-making in the areas of curriculum implementation, instructions, school finances, income generating activities, school policies, rules and regulations formulation and implementation, student affairs and school discipline, teachers would be committed and dedicated to implement such decisions and the overall school mean grade and students' grades were good".

Concurrently, a study conducted by Dewettinck (2011) on the effect of leadership empowerment behavior on staff attitudes and behavioral intentions among teachers in India, established that, most of teachers were not involved to contribute to school financial decisions and their morale was very low because headteachers felt that, teachers were not trained in schools' financial management hence they were not comfortable involving teachers in financial decisions terming it a sensitive decision area this laxity in using the procured instructional resources and affected examination performance negatively. An argument mirrored in the work of Divili (2012) on factors influencing students' performance in national examinations in basic educational schools in India which established that teacher's performance directly influenced learning outcomes, whose measures are examination results.

In Iran, results of a study conducted by Hava (2013) on effects of teacher participation in educational decisions" showed that, when teachers are given the chance to contribute in educational decisions their professional skills, job satisfaction and occupational devotion improve. The study was done in country with better living standards compared to Kenya, necessitating the present study carried out in Kenya. Similarly, Burnes (2014) studied the styles used by the school principals to make decisions in Manchester and established that, occasionally teacher's opinions were sought by principals when making decision. This study generally paid attention to shared leadership, but failed to be specifically touch on programmed administrative decision-making which the current study is addressing.

Supporting these findings, Selmer (2011) studied on job motivation factors and work outcomes in Colombian private primary schools indicated that, very little interaction between teachers and principals on financial matters in schools was evident. In their response, teachers reported that examination outcomes could be negatively affected by non-involvement to contribute to decision making in their respective schools. Sentiments echoed by Toker (2011) in his study on job satisfaction of academic staff carried out by in Turkey the findings revealed that, allowing teachers to contribute to programmed administrative decisions enhanced commitment and loyalty which are ingredients to better academic performance of students and improved school mean grades. This study was done in Turkey and focused on eight programmed administrative decision areas where teacher involvement is critical for better academic attainments in a school which was very broad and may not apply in Kenya. The current study will specifically focus on four programmed administrative decision areas in relation to students' academic performance.

Findings of a study conducted by Appelbaum (2013) on the influence of participative decision making on job satisfaction and commitment among teachers in Amsterdam indicated that, establishment of management teams and committees' enhanced shared decision-making in school which led to adoption and implementation of decisions made. Agreeing to this finding Gemechu (2014) argued that the work of this site-based management is to give teachers a platform to contribute to the school decision-making process in order to improve their students' attainment in academics. In New Zealand findings of a study done by Chan (2014) to explore "the relationship between emotional intelligence and

participation in decision-making among secondary school teachers" showed that, involvement of teachers to contribute in making decisions positively made them active participants in implementation and the entire school leadership. Chan, further argued that "teachers experiencing a truly meaningful shared decision-making process were encouraged, not only to contribute but also to lead. Similarly, finding of a study conducted by Ferizi (2018) on the teachers' impact on policy making for the improvement of the school performance in Kosovo, Mecadonia" indicated that, involvement of teachers to contribute to programmed administrative decisions in school policy making crucial and had a significant effect on teaching and learning process.

Regionally in Africa Ofoegbu (2014) while enumerating factors influencing teachers' productivity in public institutions in Nigeria, noted that; working conditions, availability of working tools and resources, improved knowledge and skills through regular training, accessibility to information and sense of recognition, superior remuneration and handsome reward system, are critical ingredients of worker job performance. In West Africa, particularly in Nigeria, research reveals that teacher motivation is much determined by the way teachers participate in running of the school, working conditions and availability of opportunities for growth. Hussein (2015) lamented that there exists alarming exclusion of teachers in administrative decision making process in Ethiopia to the extent that many teachers feel ashamed to proclaim the teaching profession. Findings of a study conducted by Steyn (2010) to assess teacher empowerment and its effect on the leadership role of principals in South Africa established that, majority of the teachers interviewed felt that their input was necessary in decisions related to instructional and curricular implementation although their desires and expectations differed on the areas of involvement in the process of making programmed decisions. Further, Steyn concluded by stating that, teacher involvement to contribute in administrative decision making was considered to promote commitment, increase job satisfaction and productivity in schools. Accordingly, Ngwenya (2015) study on factors which motivate Zimbabwean teachers amid the economic challenges the country is confronted with revealed that, in schools where teachers participated in formulation of routine decisions examination performance was better compared to schools with low participation levels. Ngwenya, concluded that factors which motivate teachers include; conducive working environment, adequate

teaching and learning materials, team work, teacher involvement. On the other hand, factors that demotivate teachers include; poor working conditions, lack of teaching learning materials, poor interpersonal relationships sand lack of drive among others. This was in agreement with Gemechu (2014) in his study on participative decision making in Ethiopia noted that, where teachers participated in all areas touching on daily routine decisions in the school better decisions would be made and in turn promote active curriculum implementation leading to better school and student mean grades in examination.

In a study conducted by Agnes (2015) on factors influencing teachers' motivation and job performance in Kibaha in Tanzania the findings indicated that, low involvement of teachers in school decision making demotivated teachers which was manifested in teacher unwillingness to participate in school activities, poor attendance, unexpected absence, late coming, uncreative and non-stimulating teaching, lack of interest in meetings, unhelpful attitudes when assistance is needed, and occurrence of hold-ups because deadlines are not kept. These factors affected effective curriculum implementation leading to poor performance in examinations.

In Kenya, teacher involvement and performance of students in academics are not any better. Accordingly, Sirima (2010) in his study on the factors perceived of influencing public secondary school teachers' job satisfaction in Busia District, Kenya stated that, there ought to be an operational return system to keep the high performers in the institution and compensation should be associated with their productivity and to maximize teachers commitment and productivity, schools ought to make procedures, routines and policies collectively and articulate such compensation system under those procedures and policies. Agreeing with findings of Achoka and Mualuko (2011) which stated that teachers are the custodians of instruction, implementers of school policies and co-organizers for school activities and they had a lot of inputs and influence in the school, therefore it was important to pay attention to their opinion before making a decision because the decisions made in schools affected them and as professionals and specialists in different subject areas, they were better suited to make the correct decisions having in mind what is required of them as teachers.

According to Orodho (2014) in a research to examine teachers' perceptions regarding their levels of in decision making process in selected management tasks in secondary schools in Machakos County Kenya finding of the study revealed that, involvement of teachers to contribute in decision making processes was limited only to matters related to collection and checking of exercise books, preparation of professional documents and general curriculum implementation through teaching and learning but not allowed on matters related to schools' financial management decisions and this had affected the performance in examinations negatively. The recommendations where; the principal should endeavour to provide enabling administrative and pedagogical environments that increase the operational autonomy of the teacher to be able to actively get involved to contribute in decision making processes that structure the various forces of the school, classroom and the school environments to meet the students learning needs and enhance their overall academic performance. Descriptive survey research design was used to collect data from the teachers in the study but the current study will use cross-sectional survey, correlational and phenomenological designs to gather more factual data from the principal's and teacher's.

Similarly, Wanjala (2012) on the influence of motivation on teachers' work performance, in Vihiga Sub- County, indicated that teaching was a domain that required sacrifices, teamwork and collaboration and given that most institutions had done very little to involve teachers in policy making this was to blame for perennial poor performance in examinations.

Findings of a study conducted by Oguta (2012) on factors affecting students' performance in internal examinations in public secondary schools in Kasipul Division, noted that performance of an individual teacher directly corresponds to the performance of learners in examinations and that the level of motivation of teachers significantly influenced their general performance. He concluded that the learners' performance was substandard because teachers did not display commitment to duty due to low involvement in school decision making. This meant that teachers were dissatisfied and discouraged hence without attempts put in place to motivate teachers, improved students' performance would be difficult to realize.

A study carried out by Kiprop and Kipruto (2012) on participation of teachers in decision-making in public secondary schools in Baringo District, Kenya established that, involvement of teachers to contribute in curriculum and instruction decision making led to better decisions since they are nearer to students and are best equipped to carry out and make decisions meant for students' performance in academics. Shared leadership inspired the teachers involved thus promoting creativity, responsibility, accountability and collaboration which are key ingredients to improved KCSE performance. The study was however general as it focused on all categories of public secondary schools in Baringo District. The present study will specifically focus on public day secondary school and also establish the areas of programmed administrative decision-making that teachers get involved in.

In support of this report, Kosgei (2020) in his research on effects of students discipline on their academic performance in public secondary schools in Vihiga sub-county in Kenya, reported that, maintaining discipline remained a difficult task for the stakeholders in the education sector in Kenya, indiscipline cases interfere with the teaching and learning process which negatively affected the school KCSE mean grade and student grades needed a collaborative approach and shared leadership. From the study finding Kosgei identified established that low teacher involvement in setting discipline policies led to truancy a common form of indiscipline because teachers were relaxed in enforcing the set discipline policies (Mulwa, 2021). From the study the researcher concluded that, truant student develop low ability to learn, loses interest in school, drop out of school and finally fail in terminal examinations. The study intensively focused on the effect of indiscipline on academic and student performance the contribution of the teacher was not captured in solving the indiscipline problems and this prompted the current study.

Researchers such as Symlie (2010) Sirima (2010), Mualuko and Achoka (2010),Oguta (2012), Gemechu (2014) and kosgei (2010) indicates that where teachers' involvement is high, their level of commitment and motivation is high and learners' performance is high. Conversely, where teachers are lowly involved, disregarded their motivation is low hence poor job performance leading to low performance in examinations. From Makindu sub-county KCSE analysis report (2022) the researcher established that, performance in day secondary schools was low, Probably the neglect and the outcry of

teachers' low level of involvement to contribute in the process of making programmed administrative decision has contributed to the current levels of performance of students in academics in Makindu sub-county which is manifested in form of low level of performance in KCSE examinations shown in

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: Field data, 2022

Other issues that have raised social concern over the behavior of public day secondary school teachers in Makindu Sub-County, Makueni County Kenya is that they have a negative attitude to work including but not limited to lateness, absenteeism from work stations, not willing to take up extra responsibilities besides teaching and lack of zeal in carrying out assigned duties.

Considering the foregoing background, it is evident that minimal involvement of teachers contribute to programmed administrative decision making at the school level could hamper effective implementation and evaluation of curriculum pedagogy. There is insufficient published empirical literature on level of teacher involvement to contribute in making programmed administrative decisions as per the provision by the Basic Education Act (2013) in Kenya. It is against this limitation that the current study sought to assess both the extent of teacher's contribution in programmed administrative decision-making in relation to student's performance in academics with reference to public day secondary schools in Makindu sub-county, Makueni County in Kenya.

1.2 Statement of the Problem

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 posed challenges in curriculum implementation and administration and have hampered students' performance in academics. These challenges call for "a collaborative approach from both the principals and the teachers to enhance quality curriculum and pedagogy implementation as well as effective administration," Marcella, (2021) class manual stated.

This study therefore seeks to find out whether the current level of students performance in academics in public day secondary schools in Makindu sub-county, Makueni County in Kenya could be traced to low involvement of teachers to contribute in the process of making programmed administrative decision and increased student enrolment.

1.3 Research questions

This study was guided by the following research questions;

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

II. What is the relationship between the methods used by principals to enhance teachers' contribution to programmed administrative decision making and performance of students in academics public day secondary schools in Makindu sub- County, Makueni County, Kenya?

III. Which challenges do principals face when dealing with involvement of teachers in programmed administrative decision making in day secondary schools of Makindu sub-county, Makueni County, Kenya?

IV. Which measures can the principal employ to enhance involvement of teachers in programmed administrative decision making in day secondary schools of Makindu sub-county, Makueni County, Kenya?

1.4 Research hypotheses

The research was guided by the following hypotheses:

Ho: There is no statistically significant relationship between contribution of teachers in planning and policy making and student's performance in KCSE in public secondary schools in Makindu Sub-County, Makueni County, Kenya.

Ho: There is no statistically significant relationship between contribution of teachers in curriculum and instructional implementation and student's performance in KCSE in public secondary schools in Makindu Sub-County, Makueni County, Kenya.

Ho: There is no statistically significant relationship between contribution of teachers in student affairs and discipline and student's performance in KCSE in public secondary schools in Makindu Sub-County, Makueni County, Kenya.

Ho: There is no statistically significant relationship between contribution of teacher in financial management and income generation activities and student's performance in KCSE in public secondary schools in Makindu Sub-County, Makueni County, Kenya.

1.5 Significance of the study

Results of this study may equip principals with the knowledge on the benefits of involving teachers to contribute in the process of making programmed administrative decisions. Makueni County Ministry of Education may use the findings in formulation of shared leadership and teacher involvement policies. Findings of the study may help the students to appreciate the need for collaborative approach and participation in decision making and develop ethical judgment skills. The Makueni County Quality Assurance and Standards Officers (CQASOs) may use the findings to develop curriculum evaluation and implementation tools that would advocate for teachers are involvement. The findings will equip teacher's knowledge on their role in instructional leadership and curriculum implementation. The study will provide crucial information to KEMI necessary for formulation of instructional leadership training programs. The study may increase awareness to the community about the benefits of participatory decision making. Finally, the study may act as a foundation upon which future researches may be based in relation to various aspects of teacher involvement and shared leadership.

1.6 Scope and delimitation of the study

There are many programmed administrative decision making areas that call for teacher's contributions but, to make the research manageable this study focused on the following four areas of programmed administrative decisions namely; curriculum implementation and instruction, policy, rules and regulations, finance and income generating activities, student affairs and school discipline.

Since the study was carried out in eight day secondary schools in Makindu sub-county, targeting only teachers and principals leaving out students, PTA and BOM members. The results obtained and conclusion to be drawn from the study will therefore be unable to be generalized to the whole country.

1.7 Theoretical framework

This research was anchored on shared decision making theory, according to Bridges' (1968) using these model the principal is guided in determining when, how and to what extent teachers should be involved to contribute in decision making. Bridges further reported that as the administrator involves teachers in making decisions located in their zone of acceptance, participation will be less effective and as the administrator involves teachers in making decisions clearly located outside their zone of acceptance, participation will be more effective.

Shared decision making model help the principal to determine which decisions fall inside and which fall outside the zone of acceptance. For example, "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, Bridges' (1968) advised. As stated by Bridges' the extent of involvement should be based on four stages namely definition of the problem, listing the alternatives, predicting the consequences for alternatives and making the choices.

Shared decision making connects to this study in that principals are top managers in their respective schools and they have been given power and authority under the basic education act (2013) to make decisions than the rest of the teachers. The model is a tool which principals can use when delegating roles to teachers. Hence this study is set to assess the relationship between the areas

teachers' contribute to programmed administrative school decision–making and performance of students' in academics in day secondary schools in Makindu sub-county, Makueni County, Kenya?

1.7.1 Strengths of shared decision making theory

According to Kingi (2018) teachers felt, appreciated, satisfied and valued through their involvement teachers to contribute in the process of making programmed administrative decisions. In his study Burnes (2014) reported that, teachers were active to implement decisions they had participated in formulation and would go an extra mile to see the intended purpose achieved agreeing to these assertions, Katzenmeye (2012) stated that, teachers' contribution in programmed administrative decision-making process could ease the principals' increasing difficulties in handling individual teachers' problems.

In support of this finding Goksoy (2014) added that shared decision making promoted positive interpersonal relationships, good communication, quality decisions and positive work environment which contributed to better performance of students in academics. Teachers play a greater part when devoted to participate in the decision-making process more actively, implying that teacher participation in programmed administrative decision-making improves the schools' productivity as well as the quality of the decision Pashiards (2014) added. In agreement to this statement Owen (2013) established that, through shared decision making, students, teachers and the principal would pull together towards curriculum and pedagogy implementation thus improving academic attainments.

According to Gemechu (2014) shared decision-making promotes collaboration, team work and a unified approach in formulation and implementation of the decisions made. In agreement with these observations, Migwi (2018) stated that, shared decision making promotes a sense of ownership of the decision, which is likely to contribute to a greater acceptance of the course of action chosen and greater commitment on the part of the affected individuals to make the course of action successful.

1.7.2 Weaknesses of shared decision making theory

Findings of a study conducted by Chapman (2010) on school-based decision-making and management in Hampshire established that, teacher involvement to contribute in programmed

administrative decisions may compromise the standards of curriculum implementation leading to ineffective delivery of content. Meanwhile Chapman (2010) stated that, “teachers spend more time in committee work, that increases their tiredness and stress which in turn affect classroom practice and attendance; and the teachers’ limited time affects the decision-making process itself and the quality of the decisions made.

According to Pashiards (2014) a lot of consultations slow down the entire process of making urgent decision and it would be better if the principal made them alone. This was echoed by Gemechu (2014) who stated that, in shared decision making, sacrifice, commitment and endurance and personal devotion and all require time. This study will encourage use of technology like what-up groups and Google meet mobile applications so as to save on time. Accordingly, Ezewuzie (2019) stated that, in an emergency when there is little time to converge and agreement and where the principal has expertise than the rest of the team, an autocratic leadership style may be most effective. The theory may not be applied in confintential programmed administrative decisions which require top secrecy due to their sensitivity in nature. The study will focus on specific areas in which teacher often contribute to programmed administrative decision making.

1.7.3. Application of shared decision making theory

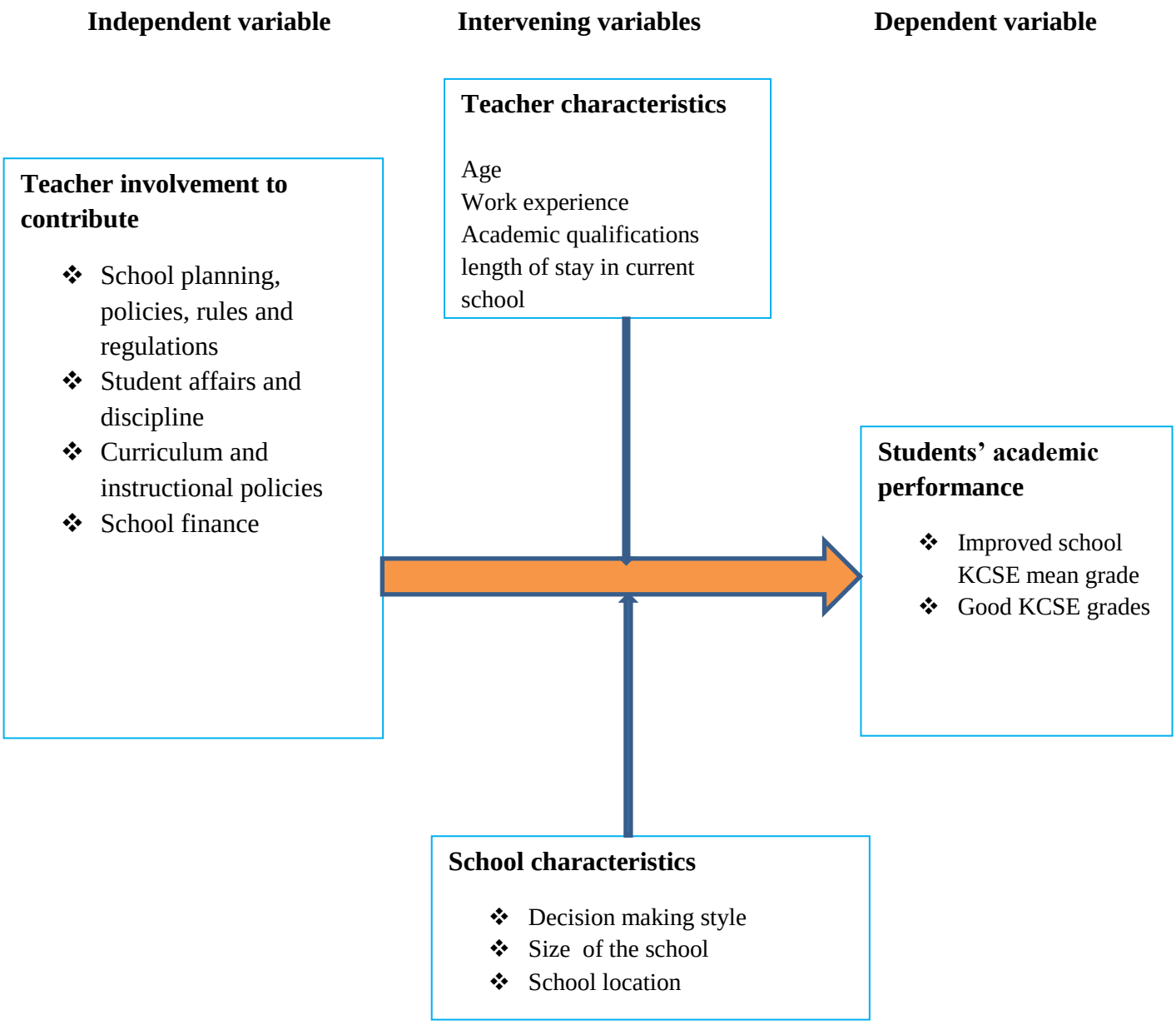
Shared decision making theory was relevant this study in that programmed administrative decisions touches on curriculum and pedagogy implementation, therefore teachers need to be involved by the school leadership. In his views, Katzenmeye (2012) stated that, the principal is positioned at a place of authority and responsibility at which all the most important programmed decisions pertaining instruction and curriculum implementation financial management, student affairs and discipline management are taken. Agreeing to the observations of Bridges (1968) this decision making areas fall outside the zone of acceptance hence principals need to involve teachers to contribute.

In Kenya the basic education act (2013) stipulates that secondary schools’ Boards of Management work with the principal to address various issues including the school budgets and income generation activities, student activities, instructions and curriculum as well as teacher relations. A similar view was established by Kingi (2018) who reported that since teachers are the pipeline through

which these policies are implemented in class their involvement in school programmed administrative decisions boosts their motivation and commitment hence improving student's performance in academics.

1.8 Conceptual framework

A conceptual framework refers to the conceptualization of the relationship between variables in the study and shows the relationship graphically or diagrammatically (Orodho, 2004)



Source: Researcher, 2022

Figure 1: Conceptual framework which shows interrelationships of study variables

The model demonstrates that, for teachers' to be involved to contribute in the process of programmed administrative decisions, schools need to develop some strategies to help in moderating the intervening variables

Looking at figure 1, it can be observed that teacher characteristics are factors which moderate and mediate in the relationship between teacher contributions to programmed administrative decisions and performance of students in academics. Agreeing to this observation, Migwi (2018) stated that, "individual teachers' characteristics and personality can have a significant mediating effect on teachers' contribution in programmed decision-making and their commitment to curriculum and pedagogy implementation".

The conceptual frame work model shows that there may be a relationship between the involvement of teachers' to contribute in programmed administrative decision-making and student performance in academics, although this relationship is moderated by the school and teacher attributes.

1.9 Operational Definition of Key Terms

Academic performance of students: The process of ensuring that a set of activities and outputs meet an organization's goals in an effective and efficient manner. In this study it implies how students achieve academic goals and objectives set in the program or course that a student attends. Some indicators of student's academic performance include; improved school mean grade and good student's grades in KCSE examinations.

Day secondary school: learners report to school from home from Monday to Friday and interactive teaching and learning take place at day time, in this study day schooling implies a programme runs from 8:00a.m to 4:00p.m in Kenya.

Effective school administration: Is the ability of the principal to lead the school in accomplishing its mission and achieve laid down goals and objectives. Considered in this study, as conducive work environment, good national examinations attainment, decreased dropout rate, increased retention and completion

Motivation of Teachers: is the process of inspiring people to have a**s** strong will and desire to work, committed to meet and exceed targets under minimal supervision. In this study, it means the drive and desire of the teacher to engage in effective teaching and fulfilling all duties assigned to him/ her with continued commitment.

Programmed decisions: programmed decisions are not high risk decisions which can be easily delegated leading to formulation of a routine, rules and procedures for handling them. In this study, these decisions guide in curriculum supervision and implementation, school planning, students affairs and financial management on daily basis.

Principals: In this study are the head and deputy of a secondary school, bestowed with responsivity of curriculum supervision and implementation.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter contains a comprehensive review of related literature on different aspects of teachers' involvement to contribute in programmed administrative decisions, a critical review of theories related to participative decision making and teacher involvement, empirical studies on areas of programmed administrative decision which teachers contribute in, the role of principals in enhancing teachers' involvement to contribute, hindrances of teachers involvement to contribute and the measures principals can take to encourage shared leadership in day secondary schools.

2.2. Critique of Related Theories

As proposed by Marcella (2021) class manual, for effective and efficient curriculum implementation, collaboration and collegial interrelations are critical between teachers and the principal in a school. Team work, delegation of duties and the ability of teachers to work under minimal supervision are indicators of shared leadership which affect productivity of the school (Migwi, 2014**).** This section has critically reviewed the motivation hygiene theory and the contingency theory which are linked to shared leadership and participative decision making.

2.2.1. Motivation Hygiene Theory

According to Herzberg (1966) on Motivation-Hygiene theory, satisfaction is caused by motivators and dissatisfaction by hygiene factors and they play a crucial role in an employee's performance. Agreeing to this statement, Tan et al (2011) studied on factors which lead to motivation and demotivation of the staff and reported that, intrinsic factors were the motivators while the hygiene factors (extrinsic) were the organizational policies in relation to appraisal, rules and regulations. Expounding on this assertion, Kingi (2018) stated that, in a school setup collective decision making process are factors that give teachers satisfaction with their work and subjecting them to already made decisions as factors that prevent them from becoming satisfied.

In accordance to Herzberg‘s view and in the view of this study, hygiene factors only maintain the teachers committed in the job hence improving the quality of output. An idea supported by Migwi (2018) who indicated that, a noisy work environment or unsafe working conditions will lead to dissatisfaction among teachers with their job but absence of the same will not. Findings of a study done by Smylie (2012) on the role of the principal in teacher participation in managerial decision-making in Hong Kong revealed that involvement of teachers to contribute in decisions was a read motivator which enhanced team work leading to effective curriculum and pedagogy implementation. Conclusion of Smylie’ study was that, Since teachers derived job satisfaction from involvement in decision-making, principals should be determined when to involve their teachers in decision-making as well as how to enhance group decisions quality.

According to Wadesango (2015) shared decision making was a motivator that gave teachers room to air their views and participate actively in implementation. Similarly Tan etal (2011) stated that, by nature, participative decision-making is a motivator and guarantees sustainable implementation, allows the mobilisation of local resources, divergent interests are reconciled and consensus among all stakeholders is secured on how to tackle priority issues. (pp. 96-98)

In Kenya, the basic education act (2013) recommends teacher involvement to contribute to programmed administrative school decision-making through decentralization as a vital motivator. According to Mbibi (2013) involvement of teachers in the process making decisions and job satisfaction correlated positively to “teachers’ job performance in junior secondary schools in Abia State, Nigeria Mbibi stated that, where teachers are adequately involved in decision making process, they would be highly motivated and committed to work hence the realization of school goals would be easy.

Agreeing to the recommendations of Migwi (2018) application of Herzberg, Motivation Hygiene Theory in a secondary school setting would be limited because there may be too much familiarity between the principal and the teachers that could bring about contempt thus affecting negatively students’ academic performance. Further- more, the need for power, recognition and achievement may bring about power wrangles that may stifle the smooth running of the school. Lastly, there could be a feeling that the power possessed by the teachers could be a threat to the principal especially if he/she is

not an effective leader. Similar conclusions were made by Jacinta (2021) class manual in Catholic University of Eastern Africa in Nairobi Kenya, which revealed that; application of the Motivation Hygiene Theory in a school setting can be done by; giving opportunities to teachers to maximize control over the mechanisms for performing their respective tasks, enabling them to feel part of the schools' achievements on tasks assigned to them and providing regular feedback on their performance in form of recognition. The theory gave more insights in this study on the intervening factors which had impact on teacher commitment and job satisfaction and would negatively affect examination outcomes if not taken care of.

2.2.2. Contingency theory

Contingency theory by Vroom (1988) is also connected this study in that, as stated in the basic education act (2013) in Kenya principals' has been mandated to monitor decision making and implementation process than the rest of the teachers. Considering the current study which sets to assess involvement of teachers to contribute in making programmed administrative decision, Vroom-Yetton-Jago- Contingency theory is a tool that can be used by principals to determine the extent of teacher involvement to contribute in programmed administrative decisions in schools. Accordingly, Cherono (2013) stated that "the model requires the manager to assess the situation use decision trees to determine when and how to involve teachers.

Contingency theory suggests that, the style adopted by the manager will depend on the nature of the situation at hand, amount of subordinate input needed and time available. According to Somech (2014) stated that, the reason for involving teachers to contribute to programmed administrative decision making is to improve the quality of decisions that a school makes and the effectiveness of the school in achieving its goals therefore the leader should have skills to apply decision making styles in a continuum from highly autocratic to highly consultative.

Strengths of Contingency theory were outlined by Cheruto (2013) firstly; the theory is designed to protect the quality of the decisions and to ensure decision acceptance by all the subordinates' therefore confidential decisions may not land in the hands unauthorised members of staff. Secondly, strive for power and recognition which would otherwise stifle the smooth running of the school will be minimal

because teacher contribution to programmed administrative decisions will be maintained at the equilibrium but not at the extremes ends of the continuum. Lastly, according to Vroom (1988) when a manager desires to reach a solution by expending the least personnel hours, he/she should use the minimised man-hour model and this would help in solving the problem of limited time.

Some of the limitations of this theory as outlined by (Cherono, 2013) include, good analysis skills because incorrect analysis of the decision making tree models may cause conflicts which may stifle smooth running of the school and affect students' performance in academics, differences in describing the decision situation between teachers and principals may lead to laxity during implementation.

According to Herzberg (1966) involvement of teacher contribute in programmed administrative decision is a motivator which brings effective instructional delivery hence good student performance. However, Vroom (1988) stated that, it is vital to note that some decision making situations have characteristics which require the principal to do an analysis to determine how, when and to what extend would teachers be involved. The two theories therefore complement each other and are linked to the current study in that, weaknesses of shared decision making for instance; time consumption can be solved using the minimised man-hour decision making tree model. Recognition of teachers' ideas in programmed administrative decision-making process would boost their morale and this may contribute to good student performance. However, for the relevance of this study, the researcher will focus only on contribution of teachers to four programmed administrative decision making areas and an equal treatment of the respondents will be maintained throughout the study.

2.3. Review of Empirical and Conceptual studies

This section reviewed related literature on areas of teacher involvement to contribute in programmed administrative decision making and students performance in academics, methods used by the principal to enhance teacher contribution, challenges faced in shared leadership and the measures which can be taken to improve the level of teacher involvement.

2.3.0 Areas of programmed administrative decision–making teachers contribute to.

Programmed administrative decision making touches nearly all the areas in a school, however in this study the researcher has focused on four areas of programmed administrative decision teachers are involved to contribute to and are believed to be related to the level of student performance in academics in the day secondary schools selected for this study. The areas identified include; Curriculum and instruction implementation, School planning and policy making, school finance and income generation, Students affairs and school discipline.

2.3.1 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, established that involvement of teachers to contribute in curriculum implementation policies, planning school calendar and financial management policies was moderate. These findings concurred with the finding of a study carried out by Khandwalla (2011) on organizational designs for excellence in New Delhi, India which stated that teachers were moderately involved to contribute in decisions related to organizational planning and making policy decisions although they were willing to be involved in the entire process from formulation up to the implementation level.

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” stated 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 and teachers endowed with the obligation to implement those policies”. Similarly, Gemechu (2014) carried out a study on practices of teachers’ involvement in decision-making in government secondary schools of Jimma town in Ethiopia and established that teachers faced intense exclusion on decision thought to be on crucial matters such as financial management policies. 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 Cherono (2013) on the areas that class teachers were involved in managerial decisions in secondary schools within Keiyo district in Kenya and established that, teachers were more involved in formulation of class room management policies for instance choice of prefect's criteria, class arrangement, keeping of student's records and announcement of their results. 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 policy formulation 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).

2.3.2 Curriculum and Instructional implementation

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 indicated a positive correlation between teachers' contributions in educational decisions and development of their professional skills. Kazempur further stated that, involving teachers to contribute to educational decisions has an important effect on the development of teachers' professional skills and productivity. Similar finding was reported by Fathi (2014) on "the feasibility of teacher participation in curriculum planning processes of education system in Persian Iran" which revealed that, teacher involvement to contribute in curriculum-related programmed decision-making enhanced effective and efficient curriculum implementation as well as improving teacher professional skills of their hence improving their productivity. Notably Gemechu (2014) stated 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 revealed that, involvement of teachers

to contribute formulation of decisions leads to efficient communication, unity of purpose and effective curriculum implementation hence improved students' academic performance.

Alyaha and Mbogo (2017) conducted a study establish how working conditions affect job satisfaction of teachers and performance in private primary schools in Yei town, South Sudan. The study employed a survey design. Simple random sampling technique was used to select the respondents from ten private schools. The respondents included 10 head teachers and 100 teachers. Questionnaires were used for data collection. Findings established that low involvement of teachers in the decision making process led to inadequacy of school facilities led to teachers' dissatisfaction with their job. Working atmosphere also affected teachers' level of satisfaction. The study recommendations were that, principals involve teachers when formulating decisions on the instructional materials for teachers' use in order to enhance teacher job satisfaction, as well as good students' learning outcomes. This study was conducted in private schools but the current study was conducted in public day secondary schools.

Similarly, Kiprop and Kipruto (2012) on teacher participation in decision-making in public secondary schools in Baringo District, Kenya established that, contribution of teachers in curriculum and instructional implementation decisions had positive effect both on teachers and students. In addition, a survey study in Kitui County in Kenya by Nzambi (2012) investigated the role played by teachers in instructional supervision in order to improve on students' academic achievement in secondary schools. The study found out that 62.6% of the respondents agreed that teachers communicated confidently and provided necessary resources for teaching and learning activities. The study further indicated that 58.6% of the respondents confirmed that the head teachers to some extent encouraged new ideas, planned and executed new service courses for teacher professional growth. However, the study also reported that 97.0% of the respondents acknowledged that there was failure of syllabus coverage. The survey study relied on quantitative design and did not consider the qualitative design in order to achieve in-depth understanding of how effective head teachers' role is, in instructional leadership. The current study employed both qualitative and quantitative designs in its study. Given that the study was conducted in a secondary school, this agrees with the current study which was also conducted in public secondary schools in Makindu sub-county, although the disparity comes in

geographical setting, the current study was conducted in rural areas. Similar findings were established by Mutie (2013) on the overall and facet satisfaction of teachers and secondary school administrators in Kitui District Kenya who advised 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 implementation if they anticipate their better job performance and commitment.

2.3.3 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. 48 managers participated in the study and regression analysis was used to analyse the data. The findings indicated that involvement of teachers to contribute to budgetary decision had significant effect on job performance (beta= .30, $P<0.05$) and 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, involvement of subordinates in financial management was very low. In Zimbabwe, Wadesango (2015) stated that, teachers' level of participation in programmed decisions in related to financial management was a critical source of motivation although involvement of teachers in this area was very low. Similarly, in Ethiopia, Hussein (2015) carried out a study on teachers' involvement in school decision making in secondary schools of Arsi Zone established that, teachers involvement in financial management decision making was hampered by: mistrust, demotivation, lack of support and training. Agreeing to this finding Ojediran (2017) in his study on the impact of budgetary participation and institutional commitment and performance in Nigeria reported that, low involvement of subordinates in financial management decisions had an effect on their commitment and performance. Ojediran 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 was carried out in Kenyan day secondary schools.

Similarly, Migwi (2018) proposed that, principals should be sensitized to involve teachers to programmed decisions in the area of financial management and income generating activities which had an effect on the overall school performance and productivity. Which according to Kingi (2018) can be achieved through effective teacher orientation process on delegated roles and functions in each area of programmed decision making.

2.3.4 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. Correlational research design and a sample of 141 teachers were used. The findings of the study revealed that, teacher involvement in managing student's affairs and discipline was average. In addition, Khan (2012) studied, the role of teachers in providing educational and career counseling in secondary school students in Gilgit- Baltistan of Pakistan and found 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. Agreeing with this finding, Duze (2011) in his study on "involvement of teachers to contribute to decisions on students' affairs and school discipline in Anambra State in Nigeria reported that, involvement of teachers to contribute in formulation of decisions on disciplinary issues and student's welfare was very low.

Regionally, studies in Africa indicate that supervision can boost teachers' motivation to perform effectively in their duties. Unfortunately, a case study by Adewale, Toyin and Odusogaet (2014) which investigated school supervision effects in public secondary schools in Ogun State in Nigeria, found that shared leadership was relatively low in schools. The study reported that head teacher decided when to involve teacher contributions in decision making.

Lyonga (2018) examined impact of head teachers' instructional supervision practices on teachers' performance in primary schools in Konye, Cameroon. The study adopted a descriptive survey design. The sample included six head teachers and 28 teachers. Data was collected using

questionnaires. Study findings revealed that teachers who routinely prepared participated in the process of making programmed decisions in student affairs had their schemes of work, planned their lessons, wrote lesson note and maintained learners progress records performed better in curriculum delivery leading to good examination performance. Similarly, Migwi (2018) recommended that, principals need to be exposed through training the decision situations where teacher inputs are critically required one being 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" reported that, class assemblies were avenues used by principals to involve teachers in management of student discipline.

Ouma and Munyua (2018) carried out a study to investigate the relationship between teachers' working conditions and job performance in public day secondary schools in Nyando Sub-County. The study adopted a correlational research design. The target population was all public day secondary schools in Nyando Sub-County. A sample of fourteen schools, which comprised 50% of the total population, was used in the study. Stratified random sampling was used to allow full participation of the schools. Descriptive and inferential statistics were used to present the results of the study. Findings revealed that, poor working conditions and inadequate teaching and learning materials due to low involvement in decision making were the major de-motivators of teachers. The study recommended that the principals should involve teachers should distribute teaching and learning materials equitably to schools to support good performance in all schools in Kenya. This study used correlational research design but the current study used convergent parallel mixed method.

Looking at the literature reviewed the research identified crucial knowledge gaps which formed the basis of this study. It was particularly notable that researchers such as; Smylie (2010), Lammessa (2010), Ofoegbu (2014), Khoza (2014), Gemechu (2014) and Migwi (2018) paid a lot of attention on participative decision making, job satisfaction and school performance in all categories of secondary schools. Very little attention was given to day schools in rural setting which prompted the researcher to

carry out the present study focusing on involvement of teachers in decision making and performance of students in academics in public day secondary schools.

Although researchers such as: Handler (2010), Kiprop and Kandie (2012), Gemechu (2014), Wadesango (2015), Migwi (2018), Mulwa (2019) and Kosgei (2020) narrowed their studies to examine on involvement of teachers in management of curriculum and instruction implementation activities, their school categories remained general and they did not look at the association between involvement of teachers in decisions and performance of students in academics. Hence, the current study was set to establish the relationship of teacher's involvement to contribute in programmed administrative decisions had with performance of students in academics in public day secondary schools within Makindu sub-county in Makueni County, Kenya.

2.4. Styles used by the principals in programmed administrative decision-making

In Manchester, Burnes (2014) assessed the decision-making styles used by school principals and found that shared decision making requires the school principals to share their governing responsibilities with the teachers. In addition Burnes reported that despite the fact that most of the school principals single-handedly make decisions, others actually do consult with their subordinates before making most of their decisions, yet some others involve teachers and they both take decisions together. The study was carried out in the United Kingdom, a developed economy different from Kenya. Despite the fact that the study paid attention to shared governance responsibilities, it failed to be specific on those areas of programmed decision making teachers need to be involved to contribute to which the current study is addressing.

According to the research findings of a study conducted by Bijlsma et al (2014) on the antecedents of trusts in private school principals in Indonesia, the results showed that the association between the principal and teachers influenced the readiness to contribute to decision-making and those collaborative, open and supportive relationships between teachers and the principal were more enthusiastic to participate in decision-making. Similarly, Botha (2015) studied the role of leadership in school-based management with reference to selected schools in South Africa and found that school leaders are perceived to be at the helm of decision-making are held accountable for the decisions they

make either individually or as a group. It is against this background that the current study focused on how the school principal involves teachers on decision-making and its relation with student performance.

In Nigeria, Nakpodia (2010) studied, the influence of principals leadership styles for effective administration of secondary schools in Delta State, Nigeria and found that participation of teachers in making school decisions was an imperative feature of the school-based management devolution policy and a substitute to the bureaucratic top-down system of school decision making in many diverse settings. The study was however based in Nigeria and not in Kenya, hence the present study.

Similarly, Nkado (2012) assessed the capacity building needs of principals in human resources development in secondary schools in Bornu State, Nigeria and found that involvement of teachers to participate in school decision-making was associated with job commitment and satisfaction which would lead to good performance of students in academics and that renunciation of participation in decision making issues of prominence led to lower satisfaction levels. Nwaeze (2013) explored the relationship between leadership styles of principals and organizational climate of secondary schools in Anambra State and found a significant relationship existed between levels of teacher involvement and job commitment". Nwaeze further stated that "democratic leadership style boosts the teacher's morale thus improving productivity in school and improve teaching standards", the study was carried out in Nigeria, a different context from Kenya, and hence the present study.

In Zambia Wadesango (2015) argued that lack of teachers' participation in management decision making of led to low staff morale which culminated into stressful school governance. He further stated that absence of teachers' participation in management of students' activities involved the risk of conflicts, slow decision making process, increased workload, work alienation and frustration. Wadesango added that lack of involvement was manifested in form of poor time management, absenteeism and negative attitude to work which were detrimental to the performance of duties and would affect the performance of students in academics.

In agreement with the findings of Wadesango, Kingi (2018) reported that lack of motivation resulted into spending a lot of time working out modalities of how best to secure job satisfaction at the

expense of students' learning. However study two studies emphasised more on effect of teacher motivation on teachers' job performance but paid little attention on the effect of teacher contribution to programmed administrative decision making on student performance in academics, hence the current study.

In a research conducted by Barenge (2016) to investigate the influence of head teachers' leadership styles on teachers' motivation to participate in school decision making process in Kajiado County, Kenya. The study focused on democratic, laissez-faire and transformational leadership styles on teachers' motivation to participate. This study adopted a descriptive methodology design. Data was analyzed using descriptive statistics and Chi-Square. The study established that there was a statistically significant relationship between leadership styles and teachers' motivation. The research conclusion was that "head teacher's leadership style was a major factor for teacher motivation". Recommendation of this study was that the school head teachers need to familiarize themselves with participative leadership styles in order to enhance teachers' motivation. The study by Barenge (2016) focused on the relationship between leadership styles and motivation, however, the current study focuses on the effects of the teachers' level of participation in school student affairs and school discipline on student performance.

Findings of a study conducted by Wambua (2017) on influence of principals' involvement of students and teachers in decision making on discipline in secondary schools in Machakos County, Kenya indicated that students and teachers were moderately involved in making routine decisions, for instance; in deciding on school menu, the purchase of the school bus, infrastructure developments which have budgetary considerations and bring tension and sometimes unrest in the school. Wambua pointed out that, the continued occurrence of strikes and discipline cases in schools is because principals do not want to cede ground and allow participatory management practices.

This study concluded that there was a discrepancy between teachers' and students' preferred areas of involvement in school decision making and what they were actually involved in.

This study focused majorly on student as key stakeholders and their role in school decision making in all categories of secondary schools and the voice of the teacher was left out hence the current study is intended to pay attention on the relationship of teacher's contribution to programmed

administrative decisions and students' performance in academics in public day schools within Makindu sub-county in Makueni County, Kenya.

A research conducted by Migwi (2018) to determine influence of teacher participation in decision-making on job motivation in public secondary schools in Nyeri, Nairobi and Kajiado counties, Kenya, revealed that teachers' involvement to contribute in programmed administrative school decision-making depends largely on school leaders' ability and interest to divide and delegate tasks to teachers, train and involve them in all areas of decisions that affect them and to carry out these tasks effectively and efficiently, there is need to equip school principals with the appropriate knowledge, skills and attitude. The study was however conducted on three different socio-economic settings and generally focused on influence of teacher participation in decision making on their job performance" and failed to link teacher participation in school decision making with student' performance in academics which the current study will address.

2.5. Level of students' academic performance in relation to teacher contribution to programmed administrative decision-making

Finding of a study conducted by Bogler (2014) on the influence of teacher empowerment on teachers' organizational commitment, professional commitment and organizational citizenship behavior in schools in the United Kingdom and established three organizational levels associated with school-based management namely; participation at the individual level-decision area close to the teaching task within a classroom, participation at the group level-decision area of topics related to the functioning of groups (departments, subject-areas, and grade-level) and participation at the school level-decision issues at the whole school level including goals, budget, personnel. Bogler, reported that involvement of teachers to contribute to level three school decision was minimally practised despite the benefits associated with it one being better decisions which would lead to increased school productivity. The study focused on teacher decision-making against student achievement in a developed economy context yet the present study focused on teacher contribution in programmed administrative decision-making in relation to students' academic performance in a developing economy. In support of this finding Gemechu (2014) stated that, teachers typically have more complete knowledge of their work

management, so if teachers contribute in administrative routine decision making, decision will be made with a better pool of information. A statement supported by Ezewuzie (2019) who reported that, "teachers' contributions in school decision making process thought to give school administrators access to critical information closest to the source of many problems of schooling hence increased access to and use of this information are thought to improve the quality of curricular and instructional decision hence overall student performance in discipline, school attendance, completion rate and KCSE performance.

In Nigeria Ofoegbu (2014) in his study on participative decision-making and its impact on teacher job motivation revealed that share decision making had a positive impact on teacher commitment, teacher performance, school effectiveness and academic performance of students in a school. Further, Ofoegbu stated 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 produce more. In support of this statement research results of a study done by Khoza (2014) on teacher participation in site-based management in schools in South Africa, established that participative management increases productivity, enhances job satisfaction, leads to high performance work practices and it increases employee sense of belonging and commitment. Further, Khoza (2014) added that compared to an individual, a group can arrive at considerably better decisions since the group contains many persons with diverse information, skills and brains; people naturally work hard to execute something that they have jointly decided or designed; it induces the participants' commitment in the decision-making process due to their sense of involvement; this leads to better solutions, information and options". However, there was no clear linkage in the study between participation in decision making and students' performance in academics hence the present study.

In a study conducted by Etyang (2018) on class teachers' role in maintaining students' discipline" in secondary schools in Teso south district, Kenya findings indicated that, class teachers' participatory role in administration promotes discipline and boost academic performance among students. Etyang reported that, curriculum implementation fosters involvement hence students are kept busy through co-curricular activities and the curriculum content of some subjects also helps to enhance

good behavior, as well guidance and counseling by class teachers also enhance discipline as they know the students in the class they lead. The study focused on two areas of programmed administrative decision making that is student discipline and curriculum implementation, the current study will focus on four areas to which teachers' contributions might affect students' performance in academics in public day secondary school. In support of this report, Kosgei (2020) in his research on study on effects of students discipline on their academic performance in public secondary schools in Vihiga sub-county in Kenya, reported that, maintaining discipline remained a difficult task for the stakeholders in the education sector in Kenya, indiscipline cases interfere with the teaching and learning process which negatively affects students' academic performance needed a collaborative approach and shared leadership. From the study finding Kosgei identified truancy as a common form of indiscipline in students attending public secondary schools in Vihiga sub-county, Kenya. From the study the researcher concluded that, "truant student develop low ability to learn, loses interest in school, drop out of school and finally fail in terminal examinations". The study intensively focused on the effect of indiscipline on academic and student performance the contribution of the teacher was not captured in solving the indiscipline problems and this prompted the current study.

2.6. Summary and knowledge gaps

Literature reviewed by Akir etal (2013) on teachers effectiveness and students' academic performance in public secondary schools in Delta State, Nigeria and revealed that the data regarding the effect of teachers' involvement to contribute in school decision-making and students' performance in academics are inconclusive due to lack of definitive agreement on the full meaning and definition of participative decision-making, who participates in making decisions, categories of decisions, measures of effectiveness, motivation, and control. The study brought out the gap of the nature of association participative decision-making may have on other aspects of schooling such as; retention, completion, transition and student's performance in national examinations hence warranting the present study.

The reviewed studies attempted to link involvement of teachers to contribute to programmed administrative decision-making with various notable learning outcomes including teachers' commitment, satisfaction and students' performance in academics. The reviewed literature has however

brought out pertinent knowledge gaps that formed the basis of this study. It was particularly notable that researchers such as; Smylie (2010), Ofoegbu (2014), Khoza (2014), Gemechu (2014),Kingi (2018) 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 they 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, some of the researches conducted in developed economies including Europe, the United States of America and Asia which may not reflect Kenyan scenario in rural day schools in Kenya hence the current study.

Although researchers such as: Handler (2010), Kiprop and Kandie (2012), Gemechu (2014), Wadesango (2015), Mulwa (2017), and Migwi (2018) focused on teachers' involvement of teachers to participate in management of curriculum activities, they deviate in the areas of teachers participation in school decision making. For example, Kiprop and Kandie (2012), Gemechu (2014), Wadesango (2015), Kingi (2018) 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 intended to investigate the relationship of teachers' contribution to programmed administrative decisions and students' performance in academics in public day secondary schools within Makindu sub-county in Makueni County, Kenya.

Waweru and Orodho (2014) focused on teachers' participation in management of curriculum activities, school planning, student affairs and school finances; however they used descriptive survey in their studies. This study used cross-sectional, correlational and phenomenological research designs which enabled the researcher to collect all the required information from the respondents.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This section presents a description of research design and methodology adopted in the process of carrying out this study. It gives a description of the location of the study, target population, sample size, research instruments, pilot testing, data collection and analysis procedures, validity and reliability of the instruments, logistical and ethical considerations in the study.

3.2 Location of the study

This study was conducted in Makindu sub-county, representing a rural and Semi-Arid socio-economic setting. The sub-county is situated in Makueni County along the Nairobi –Mombasa highway in South Eastern Kenya. The sub-county currently has 25 public secondary schools, which have taken part in the Kenya Certificate of Secondary Examination (KCSE); 2 of which are boys' boarding schools, 4 girls' boarding schools, 3 mixed day boarding schools, and 16 day secondary schools.

The larger part of Makueni County is ASAL with rural characteristics. Majority of the people grow drought resistant crops and are not economically empowered because of unemployment and under-employment. There is high rate of poverty manifested mostly in the public day secondary schools in form of dropout rates and poor performance in national examinations.

A combination of the following factors made Makindu sub-County in Makueni a suitable choice of study location: (a) education sector in Makueni County is somehow incapacitated as many of the public day secondary schools in this region have limited basic schooling resources like physical infrastructures, teachers and supplies of instructional materials; (b) Makindu sub-county represents an ASAL, prone to frequent and prolonged droughts due to harsh climatic conditions; (c) most parts of the sub-county have poorly developed transport and communication networks which is quite a challenge; (d) Droughts over the years have affected school enrolment and attendance.

The difficult educational circumstances and the increasing enrolment in public day secondary schools of Makindu sub-county probed the researcher to conduct this study. The sub-county enjoys

fairly good security as compared to other ASALs. In addition, the sub-county's geographical and socio-economic nature enriched the study by capturing the diversity. Residents had raised serious concerns over the sub-county's public day secondary schools students' performance in national examinations thus probing the study on teacher contribution to programmed and how it relates to students' performance in academics in public day secondary schools of Makindu sub-county in Makueni county, Kenya. (See attached map, appendix vii)

3.3 Research Design

The study adopted mixed methods design, specifically convergent parallel mixed method design, qualitatively; phenomenology design and quantitatively: correlational and cross-sectional survey design. In support of integration of qualitative and quantitative Creswell (2014) pointed out that "the mixed strategy will help to complement each other" which in turn assisted in offsetting the weaknesses of both qualitative and quantitative data analysis techniques as well as for triangulation for data validity.

In the quantitative approach both cross-sectional survey and correlational research designs were used in this study enabling the researcher to collect adequate data from the respondents. Orodho (2012) asserts that "cross-sectional survey enables the researcher to collect data from a wide spectrum of respondents for further clarification of issues as well as involving some types of comparison or contrast to discover relationships". By employing cross-sectional survey, the researcher was able to collect data from the public day secondary school principals and teachers in Makindu sub-county Makueni County Kenya.

Correlation design was suitable for this study because it enabled the researcher to determine the rate of the practise of teachers' involvement to contribute to programmed administrative decision making process in relation to curriculum and instructional management, school policy, rules and regulations, students' affairs and school discipline, school finance and income generation activities on students' academic performance. This concurred with the statement of Creswell (2011) stating that a correlation research design determines relationships between variables in order to make meaningful predictions, responses in the questionnaire were rated from a Likert scale of 1-5 hence enabling correlation test to be carried out.

In qualitative research paradigm this study used phenomenology design enabling the researcher to describe as accurately as possible the relationship between teacher contribution and students' performance. In agreement with this observation, Creswell (2011) established that phenomenological research design would help the researcher to "obtain an in-depth description of the experiences" the respondents had on shared decision making in day secondary schools and how it relates to student's performance in academics.

3.4 Target Population

According to Mugenda and Mugenda (2013) a target population refers to a group of individuals, items or objects from which samples are taken for measurement. This study targeted 16 public day secondary schools in Makindu sub-county. The target population comprised of 16 principals and 168 teachers. The observable characteristics of the current study population are; principals' lead in decision making because they hold the top management position in secondary schools and teachers implement programmed decisions directly at school level. This was in agreement with Mugenda and Mugenda (2013) who advised that, in a research, the population targeted should possess some observable characteristics

3.5 Sampling procedures and Sample size

A sample refers to the set of subjects from which a researcher can select (Kothari, 2019). (Mugenda and Mugenda 2013) describes a sample as a sub-set of the entire population targeted, while sampling is a research procedure used to select a given number of subjects from a target population. This study used both probability (simple random sampling and stratified sampling) and non-probability (purposive sampling) sampling procedures to sample target groups because of the variations in the characteristics describing the populations targeted. This section presents a description of the sampling procedures, techniques and the sample size used in this study.

3.5.1 Sampling of day secondary Schools

Stratified random sampling and simple random sampling techniques were used to choose the schools for the study, whereby the public day secondary schools in Makindu Sub-County, Makueni County Kenya were sub-divided into four groups namely; Makindu north, Makindu south, Makindu west and Makindu east. A list comprising the names of the public day schools in each zone was made then strips of papers each bearing the name of a sampled school was written, after which they were folded tightly, then put in a carton and shaken well. The papers were poured on a table then picked at random to get the right number of schools required. The use of Stratified random sampling and simple random sampling techniques enabled all schools to have an equal chance of being selected due to its accuracy and minimal sampling bias. A school was picked at random bringing to a total of 8 schools representing (50%) of the study population. Bryman and Bell (2011) added that a return of 50% is adequate

3.5.2 Sampling of school principals

From the 8 sampled schools, the 8 principals were included in the study. Purposive sampling method was adopted to select the principals used in this study because of their administrative position and their role in decision-making at secondary school level.

3.5.3 Sampling of teachers

In order to select the teachers used in this study, the researcher got a list of teachers' from the principals' office in each school and wrote each their names on a strip of paper. Separately, their names were wrapped in the strapped pieces of papers and put in two boxes one for the male and the other for the female teachers, shaken and then picked randomly until 70% of the number of teachers for each gender was attained. This was done to make the sample population more representative and because of the manageability of the number of the sample selected. Thus, the simple random sampling with proportional allocation was employed as follows: the total number of male/female teachers in the sample

school was represented by **N'** and the proportional determined sample percent to be taken **'n'%**. Then **N x n%** was given the proportional number which was used to determine the number of both male/female teachers in each school. For example, the total number of male teachers in Salama secondary school was 10 (100%) of the total number of male teacher 7 (70%) of them were included in the sample of the study. Similarly, the total number of female teachers in the same school is 4 and the total number of female teachers 3 (70%) of them were included in the sample of the study. A similar procedure will be followed to select teacher respondents in other Schools. Teacher participants were used in this study because they are the implementers of programmed administrative decisions directly at school level, Migwi (2018) concurred with this argument by stating that teachers are the real implementers of school decisions at class room level.

A sample summary framework representing each sample and sampling procedures that was used to select schools, principals and teachers is shown in Table 2. The summary also consists of the actual samples and percentages used in each case.

Table 2

Sampling frame for the principals and schools

No.	Category	Sampling procedure	Target Population	Sample size	Percentage
1.	Principals	Purposive sampling	16	8	50.00%
2.	Schools	Stratified, Simple random sampling	16	8	50.00%
3.	Teacher	simple random with proportional allocation sampling	60	58	96.67%
	TOTAL		**92**	**74**	**80.43%**

Source: Researcher, 2022

3.6 Research Instruments

This study used semi-structured questionnaire for the teachers and structured interview guide for the principals, research instruments to aid in conducting the study.

3.6.1 Questionnaire for teachers

The self-administered questionnaire for teacher contained both open-ended and closed-ended questions. Closed-ended questions adopted Likert scales to allow the teacher respondents choose answers from the given alternatives. This concurred with the argument of Bonharme (2012) which indicated that closed questions provide structured responses where respondents are asked to choose the answers from the given alternatives and thus they do not take much effort to complete and thus save a lot of time. Open-ended questions contained in the questionnaire were aimed at giving the teacher respondents an opportunity to express their views on various issues related to their involvement to contribute in programmed administrative decision-making process.

The research questions formed the basis from which the research instruments were constructed. According to Orodho (2014) questionnaires are used because they collect a large amount of information within a short period of time ensuring confidentiality and easy narration of information required.

The questionnaire used in this study comprised of 4 sections: Section A, contains questions geared towards addressing respondents' bio data while section B, contained questions designed to address the first research question that is areas of programmed administrative decision-making teachers contribute to in public day secondary schools. Section C contained questions designed to address the extent to which public day secondary school teachers are involved to contribute in programmed administrative decision-making; while section D contained; questions designed to determine the styles used by principals to make decisions in public day secondary school, questions designed to highlight the challenges faced by teachers in participatory decision making and the measure principals can take to improve involvement of teachers contribute in programmed administrative decision making process in the school.

3.6.2 Interview guide for principals

The school principals being key informants for the study and main source of information on how they enhanced involvement of teachers to contribute in programmed administrative decision-making areas and extent to which they allowed them were engaged in a scheduled interview.

The interview questions were structured as per the research questions and were to probe the principals to give more detailed information based on their responses to the questions. In support of this statement, Kombo (2012) established that an interview created an opportunity to develop relationships with the principal such good relationship enabled the researcher to get the full range and in-depth of information from them.

The interview guide comprised of two sections: Section A, contained questions geared towards addressing principal respondents' back ground information while section B, contained open-ended questions structured to address the research questions that is: areas of programmed administrative decision-making teachers are involved to contribute to in public day secondary schools, to what extent are they involved, the decision making style used by the day secondary schools' principal, challenges faced when involving teacher to contribute and the measures which they can take to improve teacher involvement to contribute in programmed administrative decision making process. (Attached in appendix ii)

3.7 Validity, Pilot Testing and Reliability of Research Instruments

This section presents a description of validity of the research instruments, pilot testing and the reliability of the instruments.

3.7.1 Validity of research instruments

Validity of research instruments significantly influences the findings of a scientific research since they serve as the guarantee of the results of the informants' performances (Kingi, 2018). According to Kothari (2019) basically validity is categorized into two forms that is, external validity which is generalizability of research findings to the population from which a representative sample had been randomly drawn. External validity answers the questions; can the findings of this study be

generalized? The second form is internal validity which is the ability of a research tool to measure the item it has been constructed to measure and it answers the questions related to differences that may exist in measurement. To enhance higher validity and the possibility of bias, Cohen (2010) proposes the consideration on the attitude, views and prospects of the interviewer, misconception on the part of the interviewer with regard to interviewee's responses and the tendency of the interviewer to seek answers to support their preconceived notion

Content validity on the other hand is the degree to which items of a research tool are relevant to collect the desired data and comprises of the validity and representativeness, clear instructions, free from grammatical error, logical flow of items and adequate space for the responses in a clear format" (Kothari, 2019). In this study, content validity was improved and enhanced through my supervisors' judgement to determine whether it met the standards and adjustments were made as advised.

During the pre-test, grammatical errors were corrected, spaces for responses were adjusted accordingly, items were reorganised to flow logically and some items were discarded from the questionnaire because they were found ambiguous and others were restructured to enable the researcher to capture relevant information for the study based on the research questions. The pre-test enhanced relevance, quality and reliability of the questionnaire.

3.7.2 Pilot testing of the research instruments

The researcher employed simple random sampling technique to select two schools within the area of study to participate in the pilot study. A pre-test with 2 principals and 8 teachers was done from the two selected day secondary schools which did not participate in the final study.

Prior to the main study, a pilot study to assist in determining if there were flaws, limitations, or other weaknesses within the interview guide and questionnaires was conducted successfully and necessary corrections were made prior to the implementation of the study, as Kvale (2010) advised.

According to Bryman (2011) the desirability of piloting research instruments is not solely to ensure that survey questions operate well but also ensures that the research instruments as a whole function well. In this study, a pilot study was carried out in two schools within the area under study

which are not part of the selected sample. This exercise was crucial because it assisted the researcher to determine the time required carrying out research in one school and the time one teacher respondent required to complete filling the questionnaires as well as enhancing relevance, quality and reliability of the research instruments.

3.7.3 Reliability of the research instruments

In his study, Bryman, (2012) defines reliability as the consistency of the measure of concept. Concurring with this definition, Sushil (2010) added that reliability is the extent to which a measure is stable or consistent and produces similar result when administered repeatedly. Cronbach's Alpha Coefficient (α) of 0.8 was employed in determining the reliability of the teacher questionnaire. The coefficient was suitable because it had internal consistency and was administered only once in this study.

Furthermore, as Kingi (2018) established Cronbach's Alpha Coefficient does not require the splitting of items into halves. The Statistical Package for Social Sciences (SPSS) version 23 was used to test for reliability.

Agreeing to Smith (2013) and Koros (2021) class manual, a reliability coefficient threshold of α=0.7 is usually the rule of the thumb. The instrument for this study was accepted as reliable at an alpha level of 0.8 based on the outcome generated from SPSS. See (Appendix xi)

The reliability of the interview guide and other qualitative data was determined in terms of their credibility and dependability. In terms of credibility, after the interview, the researcher read the points taken to the participants to confirm whether their views were accurately captured. For dependability, the researcher used source triangulation as recommended by (Creswell 2014). These reliability strategies enabled the researcher to generate findings, which are transferable, credible and dependable.

3.8. Collection of data procedures

The researcher visited the sampled day secondary schools and asked for permission to conduct the study from the principal during the visit. At this stage, the researcher presented an introduction letter from Catholic University, research licence from NACOSTI, authorization letter from the county director

of education and an authorization from the county commissioner. After being allowed to carry on with the study, the principals signed the consent form and were interviewed.

The researcher explained the purpose of the study to the sampled teacher respondents; those who were willing to participate in the study signed a consent form and were issued with a questionnaire. The teachers were left to fill the questionnaire; ample time to respond to the questionnaires based on their busy schedule was allowed.

3.9. Data analysis procedure

To find out the extent of involvement of the teachers to contribute in programmed administrative decision-making areas, descriptive, frequency and percentage were computed. Information gathered using the principals' interview will help to validate the quantitative data.

To determine whether the methods used by the principal to enhance teacher's contribution to programmed administrative decision making were effective, descriptive, frequency, weighted arithmetic mean and percentages were calculated. Correlational analysis was conducted to determine the relationship between the decision making style and kcse performance.

For the study to determine the significant statistical difference between the respondent's rating on the practise of involvement of teachers to contribute to programmed administrative decision-making between the teachers and the principals responses, t-test was used to determine whether there was any statistical significant difference between their rating or not. Qualitative data from the principals' interview was analyzed by content analysis.

To determine the relationship of student performance in KCSE examination in public day secondary schools in Makindu sub-county compared with the level of teacher involvement to contribute to programmed administrative decision making process, chi-square tests were conducted.

3.10. Ethical considerations

The researcher visited the sampled day schools informed the respondents the purpose of the intended study, their role and then sought their informed voluntary consent to participate. A letter

addressed to the respondent's was issued to the sampled teachers and the principals, giving details on the purpose of the study.

The research process remained confidential and anonymous. No question required the respondents to either disclose their names or their schools even because the framework of this study did not require such information.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter deals with the presentation, analysis and interpretation of data gathered from sample population. It consists of two parts. The first part is concerned with presenting personal information of the sample population and part two deals with the presentation and analysis of the findings of the study.

In this study, 60 teachers, 8 principals from a sample of eight public day secondary schools in Makindu sub-county, Makueni County in Kenya were included. Questionnaires were distributed to all sampled teachers hence the analysis was made based on the data obtained from the total of 58 respondents. In addition, the questionnaires were substantiated by analysis of documents such as; staff meetings minutes and national examination analysis) and structured interview conducted with the school principals.

All the data obtained through questionnaires, interviews and document analysis based on the basic research questions posed in chapter one, interpretation and discussion were carried by taking in to account theories discussed and empirical works reviewed in the literature.

4.2. Questionnaire response rate

Table 3

Questionnaires' response rate

No.	Respondents	Sample size	Response rate	percentage %
1.	Teachers	60	58	96.67%
2.	Principals	8	8	100%
Total		**68**	**66**	**97.06%**

Source: Field data, 2022

The study had sampled 68 respondents including 60 teachers and 8 principals. The teachers were issued with questionnaires to fill and give their opinion to the open-ended questions while the principals

were interviewed by the researcher. At the end of the data collection exercise, the researcher received 58 filled questionnaires from teacher's respondents. The questionnaire return rate for the teachers was 96.7% as shown in table 3. All the interviews with the eight principals were successfully conducted giving a participation rate for principal's interviews at 100%. Owing to this, the actual sample size that participated in the study was of 66 respondents. This represents an overall return rate of 97.06%. Mugenda and Mugenda, (2013) assert that 50% response rate is adequate, 60% good, while over 70% is rated very good.in agreement with Mugenda, Bryman and Bell (2011) added that a return of 50% is adequate, although Kvale (2010) set the adequacy bar at 75%. This implies that based on these assertions, the response rate of 96.67% for the teachers and 100% for the principals are therefore very good.

4.3 Back ground information of respondents

In this section some basic background information which pertains to the sample population of school principals and teachers that helped to know the overall information of the respondents was provided, with the assumption that it could have some association to shed light on involvement of teachers to contribute to programmed administrative decision making process of schools studied and performance of students in academics.

The characteristics of the respondents were examined in terms of gender, age, highest academic qualification and length of stay in the current school. Data was summarised and presented as shown in table 4 and 5.

Table 4

Teacher's respondents background information

Item	Frequency	Percentage
Gender		
Male	35	60.3%
Female	23	39.7%
Total	**58**	**100%**
Age		
21-30	20	34.5%
31-40	28	48.3%
41-50	9	15.5%
Over 50 years	1	1.7%
Total	**58**	**100%**
Highest academic qualification		
Masters	2	3.4%
Bachelors	50	86.2%
Diploma	6	10.3%
Total	**58**	**100%**
Length of stay in current school		
Below I year	6	10.4%
1-5 years	38	65.5%
6-10 years	14	24.1%
Total	**58**	**100%**

Source: Field data, 2022

In Table 4 item 1, the researcher established that, out of the total sample of the teacher respondents (n = 58), 35 (60.3%) were males teachers while 23(39.7%) were female teachers. From this information, the researcher inferred that the participation rate of males was slightly higher in this study as compared with females. This was consistent with the Constitution of Kenya, (2010) which advocates for at least 30% of any gender. For the purpose of this study, student's performance in academics was not expected to be influenced by the gender of the teachers involved to contribute to programmed administrative decision-making but rather by matters affecting their work environment and welfare regardless of gender.

Participants were asked to pick from a list of choices the range of their ages. This information was necessary since it enabled the researcher to gain a deeper understanding of the sample. Findings showed that 48 (82.8%) of the teachers' age was between 21 and 40 years which could be attributed to the fact that, "this is the prime age for employment here in Kenya".in agreement with this finding Kingi (2018) established that, "most of the teachers in secondary schools are likely to be in the age group of between 21 and 40 years". Teachers aged above 41 and 50 years were 9 (15.5%) and only 1 (1.7%) was above 50 years of age as shown in table 4 item 2. differences in the age of teachers could be attributed to the fact that teachers graduate every year into the field and posting does not discriminate on age but qualification here in Kenya. Migwi, (2018) asserted that teachers aged between 21 and 40 years were desired great participation while those above 40years were desired less because they either achieve more or expect less". By relating the data to this research finding, it can be said that most of the teachers were in the desired age bracket and involving those in school decision is very important and they are a big asset for the school administration.

As shown in Table 4 item 3; 50 (86.2%) of the teacher respondents had acquired a minimum academic qualification having attained a Bachelor's degree in education and 6 (10.3%) had a diploma in secondary school education. This shows that most of the teachers had met the "minimum requirement for the teaching profession at secondary school level". This may have a positive effect on teaching and learning process in general and their participation in school decision-making in particular. The other (3.4%) represented 2 of the teachers who had acquired masters of education as noted from Table 4 item 3. In support of this finding, Orodho (2014) revealed that continued teacher education by teachers in Kenya has led to some teachers possessing higher qualification teaching at secondary school level. These findings are in agreement with the post primary teacher recruitment guidelines of Ministry of education (2022) which indicates that, "secondary school teachers should have a minimum of either diploma in secondary education, post-graduate diploma in education or first degree in education".

From Table 4 item 4, Concerning, the service year of teacher respondents in the current school, it was indicated that 44 (75.9%) of the teachers had been in their current work stations for 5 years and below. This could be attributed to the fact that the government, 2through the MOE, has in the recent past

intensified teacher recruitment in the country. Researchers such as Sergiovani and Trusty, cited in Migwi (2018) have argued that teachers with more than 1year of experience will desire great participation while those with 10 and above years of experience were desired less because they either achieve more or expect less. This finding was encouraging since most of the teacher's respondents had taught in their current schools of more than 1 year an indication they were familiar with programmed administrative decision-making process in their schools. It can be inferred from the findings that the long period of stay by the teachers reflects their wealth of experience on participation or lack thereof in school decision-making and the influence on student's academic performance.

Table 5

Principal's respondents background information

Item	**Frequency**	**Percentage**
Gender		
Male	6	75%
Female	2	25%
Total	**8**	**100%**
Age	6	75%
41-50 years	2	25%
0ver 50 years		
Total	**8**	**100%**
Highest academic qualification		
Masters	3	37.5%
Bachelors	5	62.5%
Total	**8**	**100%**
Length of stay in current school		
1-5 years	5	62.5%
6-10 years	3	37.5%
Total	**8**	**100%**

Source: Field data, 2022

From the results obtained in Table 5 item 1, from the sample of the principal's respondents (n= 8), 6 (75%) were male principals and 2 (25%) were female principals. From this information, we can infer that although the participation rate of males was slightly higher in this study as compared with females, however it is vital to highlight that this was a good indicator to see implementation of two thirds gender rule stated in the Kenyan constitution (2010) being actualized by even having a representation of female principals in the public day secondary schools. For the purpose of this study gender imbalance did not affect the quality of the data collected from the respondents.

In Table 5 item 2, information concerning the range of the principals age indicated that 6 (75%) of the principals were aged between 41 and50 years while the remaining 2 (25%) were over 50 years. This could be attributed to the fact that "most teachers are promoted to the level of principalship after serving for about 10 years, ordinarily above 45 years of age. From this finding the researcher inferred that age is, therefore, a relative indicator of principals' experience on matters pertaining to decision-making and teacher involvement. This is in agreement with Obasi, (2010) who said that, the age of the principal influences the command and respect that may encourage the willingness of teachers to participate in decision-making".

Out of the eight principals interviewed, 5 (62.5%) had degree qualifications and 3 (37.5%) had master's degrees as seen in Table 5 item 3. This could be as a result of the increasing need for educational management and leadership skills at secondary school level in Kenya. True to the words of, Piliyesi (2021) class manual, to effectively execute decision-making as well as teaching and administration, secondary schools need sufficient administrative staff with rich academic backgrounds to work effectively. The finding also indicated that most of the principal's respondents had attained high academic qualifications. This finding concurred with UNESCO (2012) report which established that principal's level of education influences the teacher participation in decision-making which in turn determines their success and participation in education.

Results from interviewed principals showed that most principals (62.5%) had been in their current stations for relatively short time of between 1 to 5years while a (37.5%) had been in their stations for less than one year. From this finding the researcher inferred that this trend could be attributed to the fact that FDSE is relatively a new programme introduced in Kenya in 2008 thus, attracting majority children from primary to secondary which led mushrooming of new free day secondary schools to accommodate the influx which in turn required deployment of teachers to head the schools which justifies their length of stay. From the interviews with the principal it was established that all the principal respondents had accumulated a wealth of experience as deputy principals a key administrative position in management of secondary schools in Kenya. In support of this findings, Ogbeide and Harrington (2011) pointed out that, the principal‘s management experience influences their decision-making styles which in turn determine the level of teacher participation in decision-making.

4.4. Areas of programmed administrative School decision-making teachers' contribute to.

For the purpose of this study the researcher identified four programmed administrative decision making areas which teachers need to be involved to contribute to and classified them as: school planning and policy making, curriculum and instruction management, school finance and income generation activities, students affairs and school discipline were taken by considering the current Kenyan secondary school practices. In each of these areas of decision-making, teachers‟ were requested to give their extent of participation on the rating scale that varies from very low to very high. The summaries of respondents in each area of decision-making were shown in the following successive tables (Table 6 to 9).

Table: 6

Level of teacher's involvement to contribute in school planning and policy decision making

No.	Areas	Stat	NE	ASE	NS	SE	GE	Total	M	Sd
i.	Setting of the school policies	F	15	14	11	12	6	58		
		%	25.9	24.1	19.0	20.7	10.3	100	2.66	1.345
ii.	Planning the school calendar of activities.	F	8	13	15	14	8	58		
		%	13.8	22.4	25.9	24.1	13.8	100	3.02	1.263
iii.	Making of the block teaching timetable.	F	5	5	17	19	12	58		
		%	8.6	8.6	29.3	32.8	20.9	100	3.48	1.730
iv.	Drawing up staff meeting agenda.	F	8	13	13	19	5	58		
		%	13.8	22.4	22.4	32.8	8.6	100	3.00	1.214
v.	Developing students' daily school attendance policy.	F	2	8	18	17	13	58		
		%	3.4	13.8	31.0	29.3	22.4	100	3.53	1.096
vi.	Developing examination setting and marking policy.	F	1	8	9	22	18	58		
		%	1.7	13.8	15.5	37.9	31.0	100	3.83	1.078
vii.	Setting of school rules and regulations.	F	13	6	18	14	7	58		
		%	22.4	10.3	31.0	24.1	12.1	100	2.93	1.323
	Calculated grand mean								**3.21**	**1.293**

Key*:* GE = Greater Extent, SE = Some Extent, NS = Not Sure, ASE = A smaller Extent

NE = No Extent.

Source: Field data, 2022

From Table 6 item 1, regarding teacher contribution to programmed administrative decision making related to setting the mission, vision and values of the school, majority 15 (25.9%,) of them responded that they are not involved at all. On the other hand, 14 (24.1%) of the teacher respondents replied that their involvement in this area is to a smaller extent. 11 (19.0%) were not sure of their extent

of involvement. 12 (20. 7%) and 10.3% responded to some extent and to a greater extent respectively. With a low range mean of (M = 2.66, SD = 1.345). Teachers reported that the school principals involved them to a very small extent in setting the school mission, vision and value. When asked about the involvement of teacher to contribute in setting school missions, vision and school values during the interviews, principals in agreement reported that;

> "Teachers are given an opportunity to participate in areas touching on students and academics but the issue of school mission, vision and values was beyond their scope and was purely an administrative role assisted by the PTA and the BOM".

In an open ended question teachers noted their displeasure by the way their opinion never counted when it came to matters related to school vision, mission and values. They added that, they were just passive implementers. This findings were supported by, Khoza (2014) who noted that, "compared to an individual, a group can arrive at considerably better decisions since the group has many persons with diverse information, skills and brains; people naturally work hard to execute something that they have jointly decided or designed; it induces the participants' commitment in the decision-making process due to their sense of involvement; this leads to better solutions, information and decision options".

Teacher's contribution regarding making of programmed administrative decisions in the area of planning the school calendar of activities from Table item 2, is relatively higher. 14 (24.1%) and 8 (13.8%) of the respondents replied that the participation is to some extent and a greater extent respectively. 15 (25.9%) of the teacher responded that they were not sure their participation in this area. 13 (22.4%) replied that their involvement to a smaller extent. Only 8 (13.8%) responded that they were not involved at all to contribute to programmed administrative decisions on planning the school calendar of activities. The extent of teacher's involvement in this area is moderate at a mean of (M = 3.02, SD = 1.263) which is at average. 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".

Regarding the extent of teachers' involvement to contribute in making of the block teaching timetable shown in table item 3, 19 (32.8%) and 12 (20.7%) of the teacher respondents replied that their extent of involvement moderate and to a greater extent respectively, 17(29.3%) were not sure, 5 (8.6%) responded that they were involved to a smaller extent. Only 5 (8.6%) said that they were not involved to contribute to programmed administrative decisions in making of the block time table. Relatively speaking, extent of teacher's involvement is greater at a mean of (M = 3.48, SD = 1.173) which is above average and that is quite encouraging. This result finding was in agreement with the findings of a study carried out by Orodho (2014) on "teachers' perceptions regarding their levels of in decision making process in selected management tasks" in secondary schools in Machakos County, Kenya. Findings of the study revealed that "teachers were involved in decision making processes only on restricted matters related to collection and checking of exercise books, methods of teaching, but rarely on matters related to student mentoring, procurement of learning materials and students behaviour management".

In Table 6, item 4 on the extent of teacher's involvement to contribute to programmed administrative school decision making in drawing up staff meeting agenda 19 (32.8%) and 5 (8.6%) of respondents reported some extent and greater extent of involvement respectively. 13 (22.4%) were not sure of their extent of involvement in drawing of staff meetings' agenda. Similarly, 13 (22.4%) of the teacher's respondents recorded a smaller extent of involvement and only 8 (13.8%) reported that they are not involved to contribute in this programmed administrative school decision making area. The extent of teachers contribution to programmed administrative decision making in drawing up staff meeting agenda is moderate, with a mean of (M = 3.00, SD = 1.214).This findings are supported by Wall (2012) in a research on school-based decision-making and the empowerment of secondary school teachers in Brooklyn, New York, who reported that, teachers were found to have different levels of participation in different decision-making areas, they were moderately involved in making policies related to curriculum and instruction, co-curriculum and their welfare decisions. Wall, further established that teachers desire to participate throughout the entire school programmed decision-making process up to the implementation level which would enhance their productivity.

The extent of teachers involvement to contribute in item 5 and 6 regarding developing students' daily school attendance policy and developing examination setting and marking policy is the greatest with a mean exceedingly above average at (Mean = 3.53, SD = 1.096) and (Mean = 3.82, SD = 1.078). From table 6 item 5, 17 (29.3%) of the respondents said that they were involved to some extent, 18 (31.0%) at the middle and not sure of their extent of involvement and 13 (22.4%) said they were involved to a greater extent, this was very good. Similarly, in table 6 item 6, on developing examination setting and marking policy, 22 (37.9%) of the respondents said that they were involved to some extent, 18 (31.0%) said that they were involved to a greater extent and 9 (15.5%) were neutral and not sure of their extent of involvement. Only 8(13.8%) and 1 (1.7%) reported that they were involved to a smaller extent and not involved at all respectively. Findings in Table 6, are in agreement with findings of a study conducted by Chalchissa (2013) who reported that, school principals agreed that all stakeholders need to be invited to take part in decision-making if the school was to be effective and that teacher to have the expertise required to make critical decisions about the school. Chalchissa further established that "performance improvement in public secondary schools requires highly motivated teachers through taking part in formulating the school policies, rules and regulations which made a majority of teachers feel they have a place in the school for the reason that their ideas or proposals are considered when decisions are made in the school".

Regarding the involvement of teachers to contribute to programmed administrative decision in setting of rules and regulations governing the school, the report was not encouraging with a mean of (M = 2.93, SD = 1.323) which is below average. 13 (22.4) recorded that they were not involved at all, 14 (24.1%) were involved to a smaller extent, 18 (31.0%) were neutral and not sure of their involvement. Only 7 (12.1%) and 6 (10.3%) contribute to some extent and to a greater extent respectively. In an open ended question teachers reported that; the school principal's did not take their contributions and opinions in setting school rules and regulation into account. The grand mean score (Mean = 3.21, SD = 1.293) of teachers revealed that "the extent of teachers involvement in school planning and policy making under study was moderate". This finding is supported by findings of a research conducted by Lebusa and Joubert (2014) who revealed 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. The researcher inferred that; teachers were usually excluded by school administrators in the process of policy formulation and not endowed with the obligation to implement school policies and were merely informed of the results of decisions made, teachers might not clearly understand why or how those decisions were made as they seldom had opportunities to be involved in these crucial matters, their isolation within classroom might bring about the alienation or misunderstanding between them and school.

During the interviews with the principals, regarding involvement of teachers to contribute to administrative decisions related to; setting of examination setting, marking and analysis policy, setting of student's school attendance policy and preparation of the teaching time table there was an agreement between the principal's responses and the finding in Table 6. One of the interviewed principal said that;

> "I always involve my teachers in any decision issue which touch on students because they spent most of their time with them in classes and fields as class teachers, coaches and mentors".

All the eight interviewed principals reported that, setting of school mission, values and vision, drawing of staff meetings agenda was done by the administration which concurred with the findings in Table 6. The study findings were consistent with the findings of a study conducted by Kingi (2018) which revealed that, "the teachers' level of participation in the formulation of policies, rules and regulations was moderate".

Responses on item 7, on Setting of school rules and regulations were supported by Desalegn (2018) which revealed that, "class teachers were less involved in policy making decision areas such as; drawing up staff meeting agenda, setting of rules and regulation, admission of new students and procurement of educational materials. This showed that the school principal involved the rest of teachers in management decisions but in areas that are not directly related to the central running of the schools. The class teachers were more involved to contribute in issues geared towards students' academic success rather than in the entire running of the schools.

In an open-ended question class teachers expressed dissatisfaction with their contribution in formulation of key decisions; they reported that the school principal's gave them at being fewer opportunities when admitting new students, setting school rules and regulations and during staff meeting agenda formulation.

2. Curriculum and Instruction management

To establish the decision areas in curriculum and instructions management where the teachers are involved to contribute to, the teachers were given six decision activities to indicate their level of involvement to contribute in making such decisions. The findings are shown in Table 7.

Table 7

Level of teacher's involvement to contribute in curriculum and instructions

No.	Areas	Stat	NE	ASE	NS	SE	GE	Total	M	Sd
i.	Choosing the subjects to be selected in the school	F %	14 24.1	19 32.8	11 19.0	12 20.7	2 3.4	58 100	2.47	1.173
ii.	Developing procedures of assessing students' performance.	F %	0 0	16 27.6	9 15.3	20 34.5	13 22.4	58 100	3.52	1.277
iii.	Setting subject targets and mean grade.	F %	0 0	6 10.3	18 31.0	14 24.1	20 34.5	58 100	3.83	1.028
iv.	Developing academic mentorship programs to assist weak student.	F %	5 8.6	8 13.8	17 29.8	22 37.9	6 10.3	58 100	3.28	1.105
v.	Integrating value addition programs in examination analysis to monitor students' academic performance.	F %	3 5.2	10 17.2	9 15.5	26 44.8	10 17.2	58 100	3.52	1.128

Key: GE = Greater Extent, SE = Some Extent, NS = Not Sure, ASE = A smaller Extent
NE = No Extent.

Source: Field data, 2022

Responses on the items in table 7 on the extent of teacher's involvement to contribute to programmed administrative decisions in school curriculum and instruction management, majority of the teachers reported moderate involvement to contribute in choosing the subjects to be offered in their

school, 14 (24.1%), saying not involved at all, 19 (32.8 %,) saying they are involved in a very small extent and 11 (19.0%) saying they are not sure of their extent of involvement respectively. Only 12 (20.7%) and 2 (3.4%) reported involvement to some extent and to a greater extent.

This report was not encouraging with a mean of (M = 2.47, SD = 1.173) which is way below the average. During the interviews the principal's noted that;

> Teachers were given guidelines on the subject's students should select in form two and they assisted students during the subject selection exercise. Similarly records of the staff meetings provided by the principal during the interview showed minimal teacher input on issues concerning the subjects offered in their schools; guidelines on subjects offered in the school only came in as reports from the principal and not an agenda for the meeting.

Findings on item1 in Table 7, were in agreement with the results of a study conducted by kingi (2018) which established that, teachers were moderately involved to participate in formulation of school decisions in curriculum offered in the school and fully participated in the implementation of the policies"

Regarding the second item of Table7, on developing procedures of assessing students' performance, the largest number of the teacher respondents that constitutes 72.4% responded that they were not sure of their extent of involvement and involved to a greater extent indicating that their participation on developing procedures of assessing students' performance was higher. Only 16 (27.6%) said that they were involved to a smaller extent. This report was encouraging, the mean of (M = 3.52, SD = 1.128) was above average revealing that the extent of teacher involvement to contribute to programmed administrative decisions on developing procedures of assessing students' performance was high.

In comparison with the other items, involvement of teachers to contribute to programmed administrative decisions on Setting subject targets and mean grade was the greatest, 14 (24.1%) responded to some extent, 20 (34.5%) to a greater extent and 18 (31.%) were neutral and not sure. From this finding it was implied that "89.6% of the teacher respondents were actively participating in Setting

subject targets and mean grade". This was an impressive report, with an excellent mean score of (M = 3.83, SD = 1.028) which is above average.

In Table 7 item four it was indicated that 37.9% reported their involvement to some extent, 10.3% to a greater extent and 29.3% were not sure. In general "vast majority of the respondent teachers replied that they were participating in developing academic mentorship programs to assist weak students in their respective schools" with a mean of (M = 3.28, SD = 1.105) which is average revealing that the extent of teachers involvement to contribute in developing academic mentorship programs to assist weak students was not greatly practised. Regarding this issue, the principals' interviewed noted that;

> "Although the teachers are always willing to assist the weak students and help them improve in their academic performance, limited contact hours in day secondary schools had negatively affected individualized learner education programs in their schools".

In item five, on integrating value addition programs in examination analysis to monitor the academic performance of students, 26 (44.8%) of the teacher respondents reported that they were involvement to some extent and 10 (17.2%) of them responded that their involvement was to a greater extent. About 9 (15.5%) remained neutral and not sure of their extent of involvement. The mean is (M = 3.52, SD = 1.28) which is above average. From the data the researcher revealed that "most teachers were involved to contribute programmed administrative decisions on integrating value addition programs in examination analysis to monitor academic performance of students in their schools".

The findings in Table 7 were supported by Lammessa (2010) who reported that, the teacher in his/her endeavor to interpret the syllabus and simplify the materials that he/she have to teach involves making certain decisions. For example, to decide what extra supplementary books and teaching materials should use to supplement the text books suggested in the syllabus, he should do so without interference. This is because the teacher knows the ability of the pupils in his class and his choice of the supplementary materials would very much depend on the knowledge of the teacher. This is in connection with what Beikzad (2012) alluded to, when he asserted that teachers' involvement in making school's internal policies influences how students' perform in academics.

Table 8
Level of Teachers Involvement to contribute in student affairs and school discipline

No.	Areas	Stat	NE	ASE	NS	SE	GE	Total	M	Sd
i.	Overseeing, organising and facilitating student councils' activities.	F	2	11	17	12	9	58		
		%	3.4	18.6	28.8	32.2	15.3	100	3.38	1.073
ii.	Participating in solving students' academic problems with parents through academic clinics	F	0	8	18	20	12	58		
		%	0	13.8	31.0	34.5	20.7	100	3.59	0.974
iii.	Providing proper guidance to students with disciplinary problems.	F	0	7	14	25	12	58		
		%	0	12.1	24.1	43.1	20.7	100	3.48	1.73
iv.	Determining disciplinary measures on students with indiscipline cases.	F	4	7	13	29	5	58		
		%	6.9	12.1	22.4	50.0	8.6	100	3.41	1.044
	Calculated grand mean								**3.53**	**1.006**

Key: GE = Greater Extent, SE = Some Extent, NS = Not Sure, ASE = A smaller Extent
NE = No Extent.
Source: Field data, 2022

In item 1 of Table 8, 19 (32.8%) of the teachers responded that they were involved to contribute to programmed administrative decisions related to overseeing, organising and facilitating student councils' activities to some extent, 9 (15.5%) reported that they were involved to a greater extent and 17 (29.3%) remained neutral and were not sure of the extent of contribution. Only 2 (3.4%) reported that they were not involved at all and 11 (19.0%) were involved to a smaller extent. Relatively speaking, this is quite encouraging with almost 77.6% of the teachers actively involved to contribute to programmed administrative decisions on overseeing, organising and facilitating student councils' activities. Involvement of teachers to contribute to programmed administrative decisions related to overseeing, organising and facilitating student councils was moderate with a mean o of (M = 3.38, SD = 1.073) which concurs to Lee (1999) cited in Bademo and Tafera (2016) "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".

From item 2, of Table 8, the extent of teacher involvement to contribute to programmed administrative decisions related to solving students' academic problems with parents through academic clinics is above average with a mean of (M = 3.59 , SD = 0.974). 18 (31.0%) said that their involvement was to some extent, 12 (20.7%) involved to a greater extent and 20 (34.5%) remained neutral and not sure of their extent of involvement. Only 8 (13.8%) reported their involvement to a smaller extent. During the interviews, the principals were in agreement with the findings in table 8, item 2. Their responses indicated that they always involved their teachers to participate in academic improvement programmes, student's target setting forms signed by the subject teachers and parents were provided. The findings concurs with the findings of Cherono (2013) who established that class teachers were more involved in management decisions such as: seeking opinion on matters of students' discipline, during choice of school prefects, drawing up programs for important school functions, and involvement in announcement of students' results.

Compared with the other three items in Table 8, involvement of teachers to contribute to programmed administrative decisions on identifying and providing proper guidance to students with disciplinary problems was the greatest, 25 (43.1%) responded to some extent, 12 (20.7%) to a greater extent and 14 (24.1%) were neutral and not sure. It was implied that "87.9% of the teacher respondents were actively participating in identifying students with disciplinary problems and providing proper guidance". Which was an impressive report, with a mean score of (M = 3.72, SD = 0.934) which is above average.

Item four, on determining disciplinary measures on students with indiscipline cases, 29 (50.0%) of the respondents reported that their involvement was to some extent and 5 (8.6%) of them responded that their involvement was to a greater extent. 4 (6.9%) remained neutral and 7 (12.1%) not sure of their extent of involvement in determining disciplinary measures on students with indiscipline cases. The mean is (M = 3.41, SD = 1.04) which is moderate. The results obtained in item four revealed that, most teachers were involved to contribute programmed administrative decisions on determining disciplinary measures on students with indiscipline cases.

The researcher inferred that from the findings in Table 8, teacher's extent of involvement to contribute in programmed administrative decisions on student affairs and school disciplinary problems is quite great. With a calculated grand mean score of (M = 3.53, SD = 1.006) which is high. The school principals partially confirmed the finding in table 8 for the four items during the interviews; in one accord their responses indicated that;

> Most of students' affairs and disciplinary problems are a mandate given to class teachers in particular and to all teachers in general. "It is the teachers' job to maintain students' discipline". Only heavy disciplinary problems that cannot be solved by individual teachers were reported to the principals through the deputy principals.

During the interview the principal's responses to the open ended question on students' affairs and discipline, the researcher established that, teachers contributions were limited in some decision issues and problems related to students which could only be solved by the principal with the help of the BOM excluding the teachers.

The overall teachers' contribution to programmed decisions on student affairs and discipline under the sample study was found to be relatively high, which could be attributed to the fact that the teachers are always in contact with the students and thus are better placed in making decisions that regards them. The findings in Table 8 were supported by the finding of a study conducted by Kanjwang (2012) which established that, schools were created for the purpose of ensuring the education of students thus teachers can use several mechanisms to establish and maintain good discipline in the school. In the first place, teachers can establish good student's behaviour in the schools by incorporating and providing support through guidance and counselling services and involving students in various co-curricular activities and the other strategy that teachers use to establish good discipline is by effective classroom management.

In support of the findings in Table 8, Charles (2010) said that, with good class room management, the curriculum flows smoothly with few problems, students enjoy the class, the teacher feels successful and rewarded. Therefore, developing and maintaining good discipline in the school

should be one of the primary functions of teachers. School principals therefore should involve teachers in any decision of school student affairs

Table 9

Level of Teachers involvement to contribute in school budgets and income generating activities

No.	Areas	Stat	NE	SE	NS	SE	GE	Total	M	Sd
i.	Deciding on budget allocation for instructional materials in your department.	F %	23 39.7	9 15.5	13 22.4	10 17.2	3 5.2	58 100	2.33	1.303
ii.	Deciding on income generating activities.	F %	20 34.5	11 19.0	12 20.7	12 20.7	3 5.2	58 100	2.43	1.299
iii.	Membership in the school procurement committee.	F %	20 34.5	11 19.0	10 17.2	16 27.6	1 1.7	58 100	2.43	1.272
iv.	Sharing of the budget for departments	F %	9 15.5	14 24.1	16 27.6	27 29.3	2 3.4	58 100	2.81	1.131
v.	Determining the school expenditure priorities	F %	18 31.0	13 22.4	12 20.7	11 19.0	4 6.9	58 100	2.48	1.301
	Calculated grand mean								**2.50**	**1.261**

Key: GE = Greater Extent, SE = Some Extent, NS = Not Sure, ASE = A smaller Extent
NE = No Extent.
Source: Field data, 2022

From Table 9 item 1, on extent of teacher involvement to contribute to school decisions on deciding budget allocation for instructional materials in departments, 29 (39.7%) said they are not involved at all, 9 (15.5%) saying involved to a smaller extent and 13 (24.5%) remained neutral. Only 10 (17.2%) and 3 (5.2%) of teachers reported relatively some extent and a greater extent of participation respectively. The findings concurs with the findings of a research conducted by Migwi (2018) who

revealed that, less attention was given to teacher‘s contribution to efficient and effective policy decisions on finance and income generation activities.

Regarding item 2, of Table 9, the extent of teacher involvement to contribute to programmed administrative related to determining income generating activities is below average with a mean of (M = 2.43 , SD = 1.299). 20 (34.5%) said that they are not involved, 11 (19.0%) to some extent and 12 (20.7%) remained neutral and not sure of their extent of involvement. However, 12 (20.7%) reported their involvement to some extent and 3 (5.2%) to a greater extent.

On item 3, of Table 9, the extent of teacher involvement to contribute to programmed administrative related to membership in the school procurement committee is below average with a mean of (M = 2.43, SD = 1.272). 20 (34.5%) said that they are not involved, 11 (19.0%) to some extent and 10 (17.2%) remained neutral and not sure of their extent of involvement. However, 16 (27.6%) and 1 (1.7%) reported their involvement to some extent and a greater extent respectively.

The extent of teacher’s involvement to contribute to programmed administrative decisions related to sharing of the budget for departments in their schools, in item 4 indicated that their involvement was moderate mean of (M = 2.81, SD = 1.131). 9 (15.5%) said that they are not involved, 14 (24.1%) to some extent and 16 (27.6%) remained neutral and not sure of their extent of involvement. However, 17 (29.3%) and 2 (3.4%) reported their involvement to some extent and a greater extent respectively.

Findings on item 5 of Table 9 on the extent of teacher involvement to contribute to programmed decisions on determining the school expenditure priorities is below average with a mean of (M = 2.48, SD = 1.301). 18 (31.0%) said that they are not involved, 13 (22.4%) to some extent and 12 (20.7%) remained neutral and not sure of their extent of involvement. However, 11 (19.0%) and 4 (6.9%) reported their involvement to some extent and a greater extent respectively.

The overall grand mean score (Mean =2.50; SD= 1.261) of teachers reveal that, their involvement to contribute to programmed decisions in school budgeting and income generating under study was below average point. This research findings affirmed the findings of Wadesango (2013) which revealed that teachers’ participation in budget control although minimally practised was a critical

factor for teachers' productivity and commitment to work as they felt respected when their interests and expertise were put into consideration.

In addition, result obtained from staff minutes support the results obtained in the five items in Table 9, the copies of staff meetings minute provided by the principal's had no evidence showing the teachers' inputs in school finance, budget and income generating activities. Furthermore, the school principals also confirmed that involvement of teachers in school finance, budgets and income generating activities was controlled and teacher's contributions were allowed to a very small extent. The principals argued that;

> "Decisions concerning school finances and budgets are highly sensitive to be a mandate of teachers; rather it is the mandate is given to PTA and BOM. Participation of teachers in school budgets and income generating activities is restricted, and it's done indirectly through their representative".

The findings in Table 9 were supported by the findings of a research conducted by Wambua (2017) who noted that, "the continued occurrence of strikes and discipline cases in schools is because principals do not want to cede ground and allow participatory management practices in school finance and income generation activities".

As a whole, teacher's extent of involvement to contribute in school finances and income generating activities is to a very small extent. The mean values for all items also indicated are low level of involvement. (M = 2.33, SD = 1.303) to (M = 2.81, SD=1.131) from the findings the researcher implied that, "the overall participation of teacher's in determining school budget and means of income generating was below the average". Wadesango (2015) argued that, teachers' level of participation in school decisions in relation to management of school finance was a critical source of motivation. Participation 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 which supports the findings in Table 9.

4.5. Principals' efforts to enhance involvement of teachers in programmed administrative school Decision-making

The role played by the school principals in establishing and maintaining school shared decision making is critical. Leithewood and Steinbach (2013) stated that "principals, who developed a positive school climate, should come up with a method that will ensure opportunity for teachers' collaboration and joint planning through a greater involvement in decision–making". This section considered the particular approaches that the principal could use in sustaining and developing shared methods to make decisions at the school level. According to Lawler (2012) in nurturing high participation school, head teachers ought to deliver knowledge, information, rewards and power to teachers. Lawler added that a decision group's leader enables the dissemination of information between persons and assimilates the feedback with a view to reach a united response.

According to Organ and Batema (2011) the principal ought to share information about the work and school, power and understanding of the field with teachers to surge their involvement by permitting them the occasion to partake in decision making that touches on their work". It was further confirmed during the interviews with the school principals that different schools use various methods in ensuring teacher involvement to contribute in decisions. A school principal for instance reported that, convening regular meetings with teachers where their opinions on various areas of the school operation including student discipline, adequacy of teaching materials, budgeting among others would be shared in a free environment. This statement was in agreement with the finding of a study conducted by Gemechu (2014) which established that, teachers are normally involved on various occasions, mostly at the beginning and the closing of every term in development of the content and form of lesson plan, developing teaching methodologies, setting the learning objectives, evaluating how well department is operating in developing procedures for assessing student achievement.

For the purpose of this study, 6 items denoted as (methods) presented in table 10 which are practiced by effective and successful school principals were taken from literature and if properly practiced by school the school principals, the factors can enhance greater levels of teacher's involvement to contribute to decisions.

Table 10

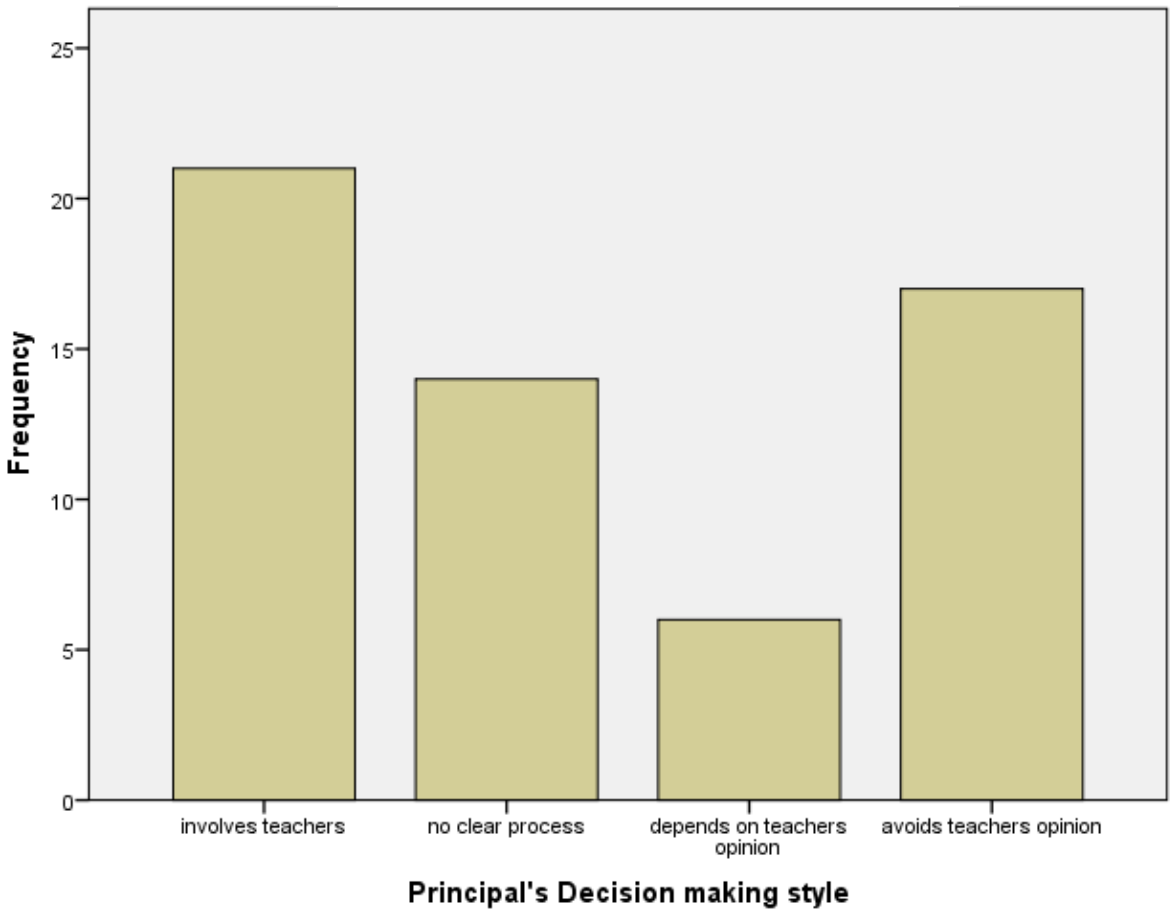
Principal's methods to enhance teacher's contributions to programmed administrative decision making.

No.	Methods	St	SA	AG	UD	DIS	SDS	Total	M	Sd
i.	Creating a free environment for teachers to express their opinion	F %	2 3.4	12 20.7	16 27.6	25 43.1	3 5.2	58 100	3.26	0.966
ii.	Establishing clear communication channels.	F %	1 1.7	2 3.4	20 34.5	25 43.1	10 17.2	58 100	3.71	0.859
iii.	Asking teachers' opinion on various routine issues	F %	1 1.7	9 15.5	12 20.7	23 39.7	13 22.	58 100	3.66	1.052
iv.	Special sessions/retreats to discuss school policy matters	F %	1 1.7	7 12.1	11 19.0	20 3.5	19 32.8	58 100	3.84	1.073
v.	Explaining transparently what is expected from teachers	F %	1 1.7	10 17.2	5 8.6	21 36.2	21 36.2	58 100	3.88	1.141
vi.	Accepting decisions made independently by teachers	F %	2 3.4	14 24.1	5 8.6	25 43.1	12 20.7	58 100	3.53	1.73

Key: SA = Strongly Agree, AG = Agree, UD = Undecided, DIS = Disagree, SDS = strongly disagree.

Source: Field data, 2022

From Table 10 it can be observed that, the responses on item 1, had a mean scores was rated above average mean (M = 3.26, SD = 0.965) an indication that a good number of teachers' claimed that school principals restricted when and how to express their opinion in decision the making in their schools. During the interviews with the principal's, the 8 principals confirmed that they followed a clear process when making decision and involve teachers where necessary. However teachers gave mixed responses as far as the styles used by the principal to enhance their contribution to programmed decision making, with more than 15 teachers clearly reporting that the principal's avoids their opinions in the decision making processes as seen in Figure 2.



Source: Primary data, 2022

For the items 2,3,4,5 and 6, that is, establishing clear communication channels, asking teachers opinion on various routine issues, through special sessions and retreats, explaining transparently what is expected from teachers and accepting decision made independently by teachers, with mean scores 3.53 (SD = 1.173) to 3.88 (SD = 1.141) indicating that the mean scores were rated above the average mean score by the teachers. This indicated that principals were capable of enhancing involvement of teachers to contribute in making programmed administrative school decision. With majority of the teachers "strongly agreeing that principals explained transparently what is expected from them, with a mean of (M = 3.88, SD = 1.73). Repeatedly, during the interviews with the principal's, they emphasised that "teachers were aware and accountable of their work and reported that they keep on explaining transparently to teachers what is expected from them. This was evident from the copies of staff meetings' minutes provided by the principal during data collection. This finding concurs with the findings of Smylie (2012) which revealed that, "decision-making style of the principal's was likely to

influence the level of teacher participation in decision-making thus it was important for this study to identify the decision-making styles that were used by the principals".

Table 11

Correlation Coefficients for principals decision making styles and kcse Performance

Variables		Kcse performance	Decision making styles
kcse performance	Pearson Correlation	1	
	Sig. (2-tailed)		
Decision making styles	Pearson Correlation	.293**	1
	Sig. (2-tailed)	.482	

**. Correlation is significant at the 0.05 level (2-tailed)

Findings in Table 11 show that there is a small positive insignificant correlation between methods of enhancing teacher contribution in decision making and kcse performance (r=0.293, p=0.482). This implies that decision making styles used by the principals had no significant effect kcse performance.

4.6. Rating of teachers' contribution to the four areas programmed administrative decisions

Teachers are involved to contribute in various areas of making programmed administrative decisions to different extents (Symlie, 2010). It was essential for the researcher in this study to find out how teacher involvement in the four key programmed administrative decision making areas used in the study. 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, school finance and income generating activities. A rating scale ranging from not practised to very much practise was used and both the teachers and principal's respondents were asked to give their ratings as shown in Table 11.

Table 12
Respondents rating on practise of teacher contributions to programmed decision making

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

Key: (4 – 5) very much practised, (3 – 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

From Table 12, the findings indicated that the mean score on the extent of involvement in programmed administrative decisions as practised by the teachers in the areas of School finance and income generating activities, School planning and policy making, ranged from (2.5 to 2.99) revealing that involvement of teachers was moderately practised in this areas. Student affairs and discipline had the highest mean (M = 3.21) of the teachers responses and (M = 4.50) of the principals respondents indicating that both the teachers and the principals agreed that teachers were more involved in managing students, followed by curriculum and instruction (2.86) “which is the core business of the teachers” as one of the interviewed principal’s in the study replied. A similar observation made by Symlie (2010)

who reported that principals' were found to be free when involving teachers in decisions touching on curriculum and students' matters. 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 test and know whether there was statistical significant difference between the opinions of the teacher and the principal respondents, a t-value was calculated for each of the items 1, 2 and 3 and found to be more than t-value at (P = 0.05) level of significance as indicated in table 12. This implied that, there was 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 reported 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 concurred 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, this results indicated that decisions on school finance and income generating activities were done by the principals. 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, 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 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 revealed that teachers were partially involved to contribute in decisions touching on school finances, an observation supported by findings obtained by Hussein (2015) 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 inferred 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 12 item 4 indicate that most teachers felt that they were not involved in financial management decisions because headteachers, as a teacher observed. During the interviews the principal's reported 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 that "provision of financial and material resources was a joint effort between parents and teachers, although most of the teachers experienced challenges in planning and managing school funds because their involvement was very minimal".

Findings in Table 12 on teacher involvement to contribute to decisions on school finance and income generating activities in addition 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. Findings of the study indicated that, "teachers were not effectively involved in decisions dealing with finances and this was a cause of their dissatisfaction at work place. Which concurred with 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.

Findings in table 11 shows that involvement of teachers to contribute in making programmed administrative school decision 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".

4.7. Challenges hindering teacher's extent of involvement to contribute in making programmed administrative school decisions.

As indicate in the background of this study one of the major function of school principals is to create conducive environment for teachers' participation in school decision. Therefore the researcher found it necessary to investigate challenges hindering teacher's extent of involvement to contribute in making programmed administrative school decisions. Responses were indicated using a Likert scales ranging from strongly disagree to strongly by the teacher respondents as shown in table 13.

In item 1 in table 12, the teachers were asked to respond to whether “teachers low level of concern or willingness as a constraint for teachers involvement in school decision-making”. The average scores were rated as (M =3.50, SD=1.453) which was found to be above the average point for teachers. This finding indicated that teacher respondents agreed that teacher’s low level of concern/willingness is a challenge that hindered effective involvement of teachers to contribute to programmed decisions in their respective schools.

Reports of the interviews with the principals on item 1 was in agreement with the findings in Table 13,one of the principal stated that, during the opening and closing staff meetings, when most of this routine decisions are made most of the teachers when requested to give their opinion they just keep quiet. Findings which are supported by a study conducted by Migwi (2018) which revealed that teachers feared victimization and were not willing to participate in school decision-making.

Table 13

Challenges hindering teacher's extent of involvement to contribute in making programmed administrative school decision

No.	Challenge	Stat	SA	AG	UD	DIS	SDS	Total	M	Sd
i.	Teachers low level of concern/willingness	F	9	5	13	10	21	58		
		%	15.5	8.6	22.4	17.2	36.2	100	3.50	1.45
ii.	Mistrust and bad relationship between the principal and the teachers	F	1	4	14	24	15	58		
		%	1.7	6.9	24.1	41 .4	25.9	100	3.83	0.958
iii.	Lack of motivation/ignorance by the principal to involve teachers	F	0	1	11	32	14	58		
		%	0	1.7	19.0	55.2	24.1	100	4.02	0.713
iv.	Autocratic leadership style of the principal	F	0	0	9	28	21	58		
		%	0	0	15.5	48.3	36.2	100	4.21	0.695
v.	Fear of taking risks by teachers	F	4	2	9	20	22	58		
		%	6.9	3.4	15.5	34.5	37.9	100	4.64	0.538
vi.	Teachers belief that decision making is not their responsibility	F	13	17	6	15	7	58		
		%	22.4	29.3	10.3	25.9	12.1	100	2.76	1.380

Key: SA = Strongly Agree, AG = Agree, UD = Undecided, DIS = Disagree, SDS = strongly disagree.

Source: Field data, 2022

Concerning mistrust and bad relationship between teachers and principals as a challenge for teacher's involvement in school decision making, the mean score was (M=3.83, SD= 0.958) by teachers which was above average. This finding revealed that teachers agreed that mistrust and bad relationship between them and the principals was a major challenge for teacher's involvement in school decision making, although the principals during disagree on the idea. Majority of the principal's interviewed held to the fact that they always maintained a good and cordial working relationship with their teachers". These findings were supported by Hussein (2015) who said that, "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".

For item 3, 4 and 5 in the Table 13, the score was (M=4.07, SD=0.713) and (M=4.64, SD=0.583) above average respectively for teachers. This revealed that, lack of motivation/ignorance by the principal to involve teachers, autocratic leadership style of the principal and fear of taking risks by teachers were the some of the major challenges that hindered teacher's involvement to contribute to programmed administrative school decision making. Findings which agreed with the research findings of a study conducted by Smylie (2012) which revealed that, decision-making style of the principal's was likely to influence the level of teacher participation in decision-making thus it was important for this study to identify the decision-making styles that were used by the principals.

The eight principals strongly disagreed with the findings of this table and the researcher was made to understand that democracy was practised in their schools. These responses from the principal's indicated that lack of motivation/ignorance by the principal to involve teachers, autocratic leadership style of the principal and fear of taking risks by teachers were not some of the major challenges that hindered teacher's involvement to contribute to programmed administrative school decision making but rather teachers were dis-honesty and involving them in sensitive administrative decisions like school finance and income generation activities would result to conflicts. This finding is supported by Ali (2011) who argues that "participation of teachers in the management of finance decisions was time consuming and unrealistic as it generated mediocre and disruptive conflicts which perpetuated loss of managerial authority and school performance".

Regarding item 6, the mean score was rated (M=2.76, SD= 1.380) with 13 (22.4%) strongly disagreeing, 17 (29.3%) disagreeing, 6 (10.3%) undecided. only 15 (25.9%) and 7 (12.1%) agreeing and strongly agreeing. These responses revealed that "teacher disagreed strongly that their belief that decision making is not their responsibility is a challenge which hinder their involvement to contribute to programmed administrative decision making. This finding was consistent with the findings of a study

conducted by Kingi (2018) which revealed that, teachers were willing to participate in formulation and implementation of school decisions.

During the interviews with the principals' however, their responses revealed that, teachers' belief that decision making is not their responsibility but the responsibility of the principal was a major challenge they faced when they consulted teachers on programmed administrative decision making. This finding was supported by the findings of a study conducted by Steyn (2010) which established that "teachers were least willing to be involved in general administrative decisions and most willing to be involved in programmed decisions such as; instructional and curricular decisions".

4.7.2. Suggested measures the principal can take to improve teachers contribution to programmed administrative decision

Open ended questions were administered to both the teacher's and the principal respondents to give suggestions on the measures to be put in place to improve contribution of teachers to programmed administrative decisions. Analysis of the teacher responses to the open-ended question indicated that, "the principal should; create an environment of collegiality, proper supervision, willingness of giving recognition towards motivating and rewarding teachers according to their efforts in participative decision making, by being transparency , establishing clear communication channels in the school between teachers and principals, certainty of teachers about the areas of programmed administrative decisions they are involve in were some of their suggested measures".

The principals' responses indicated that teachers could be encouraged to contribute by; motivating those who perform their duties well as a demonstration of owning the decision they have participated in making, good supervision to ensure that no teacher is underperforming their duties as per the decision made and establishing clear communication channels with all the stakeholders. In support of this finding, Aggarwal cited in Gemechu (2015) indicated that, " individual and cooperative efforts by teachers to decide when, how and what to teach, to revise courses, select content, plan units and produce teaching aids has become a common practice". In addition, Krug cited in Migwi (2018) noted that, "teacher's participation in curriculum planning today is to be regarded not as a pleasant gesture to the teachers, but rather as an indispensable part of the process"

A similar conclusion was made by Burnes (2014) who reported that, "principals need to develop a positive school climate; ensure opportunity for teacher's collaboration and joint planning through a greater participation in decision making which would in turn become a motivational strategy that is capable of arousing management to make full use of the potential capacities of the teachers and also to gain a high degree of group loyalty leading to increased acceptance of the decisions, easier co-ordination, greater varieties of alternatives and solutions considered; greater job satisfaction and work achievements as well as greater teacher integration into the school". This finding agrees with the finding of a study done by Orodho (2014) which recommended that "the school mangers, especially the principal as the overall manager at the school level, should endeavour to provide enabling administrative and pedagogical environments that increase the operational autonomy of the teacher to be able to actively get involved in decision making processes that structure the various forces of the school, classroom and its environments to meet the students learning needs and enhance their overall academic performance".

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

The **null-hypothesis (H_0)** formulated for the study was. "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 involvement to contribute in making programmed school decisions 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 13 to 16.

Table 14

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 14 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 15

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 was a small statistical insignificant relationship between the level of teacher involvement to contribute in programmed decisions on student's affairs and discipline and kcse performance. The evidence in from table 15 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 16

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 curriculum and instructional implementation and kcse performance. The results from table 16 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 17

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 finance and income generation activities and kcse performance. Findings in table 17 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".

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the major findings of the study, relevant discussions, conclusions and the necessary recommendations. The chapter gives the summaries of the major findings based on the output of the descriptive and inferential statistics and recommendations and suggestions for further research.

5.2 Summary

The purpose of this study was to establish the relationship between involvement of teachers to contribute in programmed administrative decisions and students' academic performance in public day secondary schools in Makindu sub-county, Makueni County in Kenya. The study was guided by the following research questions: what is the relationship between the areas teachers' contribute to in programmed administrative school decisions and students' academic performance in day secondary schools in Makindu sub-county, Makueni County, Kenya? What is the relationship between the methods used by principals to enhance teachers' contribution in programmed administrative decision making and students' academic performance in public day secondary schools in Makindu sub-County? Which challenges hinder principals when dealing with programmed administrative school decision making in day secondary schools in Makindu sub-county? Which measures can be put in place to improve the way principals deal with programmed administrative school decision making in day secondary schools in Makindu sub-county?

The study was anchored on shared decision making theory, specifically Bridges (1968) model. The study adopted mixed methods design, specifically convergent parallel mixed method design, qualitatively; phenomenology design and quantitatively cross-sectional survey design. Target population was: 168 teacher's and16 principals. Both probability (stratified) and non-probability (purposive) sampling procedures were used in the study. Data collection instruments were questionnaires and

interview guides. Research instruments were subjected to both content and construct validity. Cronbach Alpha technique was used to determine the reliability of quantitative data. Quantitative data was analyzed using Statistical Package for Social Sciences software version 23 to generate frequencies and percentages that were summarized in form of; means standard deviation, frequencies and percentages. Qualitative data was analyzed using content analysis and was in form of; narratives and direct quotes. Inferential statistics were analyzed using; t-test and chi-square test analysis. Ethical considerations were considered throughout the research process.

Back ground information revealed that, there was no major gender imbalances between males and females in the sampled population with 23 female and 35 male teacher respondents, 2 female principals and 6 male principals. Regarding their age, the majority of teachers were within the age of 30-40 years having an experience of more than one year in their current work stations..

The findings indicated that, the extent of teacher's involvement to contribute in programmed administrative decisions in the areas of planning and policy making, student affairs and discipline, curriculum and instructions and finance and income generating activities was moderately practised ranging (2.5 to 3.49). Findings on, involvement of teachers to contribute in student's affairs and discipline had the highest mean (3.86) confirming that, teachers were more involved in student's affairs as class room teachers, head of departments, members of disciplinary and guidance of counselling committee. Despite the potential benefit of teachers' involvement to contribute in programmed administrative decision making, the methods used by principals to enhance shared decision making were unsatisfying in general. Teachers categorically cited fear of victimization as the main threat to their willingness to contribute

The principal's during the interviews reported that the main challenges to involvement of teachers in the process of making programmed administrative decision as: "malicious teachers who oppose decisions without reasons, involvement would also cause delays when urgent administrative decisions were needed and unwillingness of teachers to contribute to any school decision making area.

5.3 Conclusion

Based on the findings, the researcher concluded that from research question one; involvement of teachers to contribute in 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, teacher involvement to contribute in making programmed administrative decisions was moderate in the sampled day secondary schools. This implied that, less attention was given to teacher's contribution for efficient and effective of students' academic performance which affected the overall activities of school in general and teaching-learning process in particular. The conclusion therefore was that, teacher involvement in the four areas under this study was crucial to enhance effective curriculum implementation and improve school productivity.

From the findings the researcher deduced that, most of the factors that impede teachers' involvement in school decision-making were related to poor inter-personal relationships between the teachers and the principals. As a result, principals have failed to involve teachers in programmed administrative school decision-making through various management functions such as delegation, communication, and motivation". From this finding, it was concluded that the principals lacked necessary leadership skill, knowledge and attitude to attract teachers toward school decision-making.

Both the principal and teacher respondents stated some of the measures which would be put in place to improve teachers involvement to contribute to programmed administrative decision making, the suggested measures revolved around; improving interpersonal relations between the teachers and principals, improving the communication channels and good supervision. From the responses the researcher concluded that, the school principal was a vital player in creating an enabling environment for practising shared decision making in their schools.

5.4 Recommendation

Based on the study findings, the following recommendations were suggested in order to improve teacher involvement to contribute in programmed administrative decisions and students' academic performance;

In order to promote teachers involvement in programmed administrative decision making process,

i) TSC and MOE should facilitate virtual in-service training aimed at equipping both teachers and principals with knowledge and skills on: shared leadership, teamwork, delegation and collaboration competencies.

ii) The principals to sponsor teachers to attend workshops and seminars on their role in shared decision making especially in school financial management skills.

iii) Principals to embrace democracy and decentralization of programmed administrative decision making process in secondary schools.

5.5 Areas for further research

This study has investigated teacher contribution in making programmed administrative decision in relationship to students' performance in academics in public day secondary in Makindu sub-county, Makueni County in Kenya.

Based on the study findings and limitations thereof:

(i) A research should be done to explore other factors that may influence students' performance in KCSE examination, particularly teacher professional development programmes.

(ii)Investigate status of teachers' practise of shared decision making in day secondary in urban setting through the inclusive process of all stakeholders.

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APPENDIX I: Letter to the Respondents

Dear Respondent,

Re: <u>Participation in Research</u>

I am a postgraduate student pursuing a master's programme in Catholic University of Eastern Africa. I am conducting a research entitled: "**Teachers' contribution to programmed administrative decision making in relation to students' academic performance in public day secondary schools in Makindu Sub-County.**

In this regard, you have been selected to participate in this study as a respondent. Kindly respond to all the items to reflect your opinion and experience. Please answer all the questions freely. The information will be treated in confidentiality. The data will be used for academic research only. Your participation is of great importance to the success of this study.

Thank you.

Yours faithfully,

Ndambuki. M. Felix

APPENDIX II: Respondents' Consent Form

Title of the study**: "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.**

Please respond to the questions given below:

Have you read the letter of introduction to this study? Yes/ No

Have you received satisfactory answers to all of your questions regarding this research? Yes/No

Have you received enough information about the study? Yes/No

Do you consent to participate in the study? Yes/No

Do you understand that you are free to either accept or refuse to participate in the study? Yes/No

NB: Please commit yourself by signing with your initials only and do not write the name of your institution.

Sign…… Date……

APPENDIX III: Questionnaire (for Teachers)

PURPOSE

The purpose of this questionnaire is to seek for information relating to 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.

INSTRUCTIONS

The researcher requests that you kindly respond to the questions related to the study. You are assured that the responses given will be kept in confidence and used for research purposes only. Kindly do not write your name. Tick the suitable responses in the spaces provided.

Please be free and honest to provide the information required which will not only be kept confidential and anonymous but also will be used strictly for the purpose of the study.

SECTION A

Background information of the respondents

1. What is your gender?

Male [ ]

Female [ ]

2. In which age bracket do you belong?

20 years and below [ ]

21-30 years [ ]

31-40 years [ ]

41-50 years [ ]

Over 50 years [ ]

3. What is your highest academic qualification?

Qualification	**Tick appropriately**
Phd	
Masters	
Post-graduate diploma	
Bachelors	
Diploma	
Other (Specify)	

4. For how long have you worked in the current school?

a) Less than 1 year [ ]
b) 1-5 years [ ]
c) 6-10 years [ ]
d) 11-20 years [ ]
e) Over 20 years [ ]

SECTIONB:

5. To what extent are teachers involved to contribute to Programmed administrative decisions making in the following areas? Tick the extent to which you agree

5: To a greater extent,

4: To some extent

3: Not sure

2: To a smaller extent

1: No extent

a). School planning & policy making						
	Areas	**1**	**2**	**3**	**4**	**5**
i.	Setting of the school mission, vision and values.					
ii.	Planning the school calendar of activities.					
iii.	Making of the block teaching timetable.					
iv.	Drawing up staff meeting agenda.					
v.	Developing students' daily school attendance policy.					
vi.	Developing examination setting and marking policy.					
vii.	Setting of school rules and regulations.					

b). Management of curriculum and instruction						
	Areas	**1**	**2**	**3**	**4**	**5**
i.	Choosing the subjects to be offered in the school.					
ii.	Developing procedures of assessing student's performance.					
iii.	Setting of subject means and grade targets					
iv.	Developing academic mentorship programs to assist weak students.					
v.	Integrating value addition programs in examination analysis to monitor student's academic progress.					

c). Student affairs and school discipline						
	Areas	**1**	**2**	**3**	**4**	**5**
i.	Overseeing, organizing and facilitating student's council's activities.					
ii.	Participating in solving students' academic problems with parents through academic clinics					
iii.	Identifying Students with disciplinary problems and providing proper guidance.					
iv.	Determining disciplinary measures on students with Indiscipline cases.					

d). School expenditure and income generating activities						
	Areas	**1**	**2**	**3**	**4**	**5**
i.	Deciding budget allocation for instructional materials in your department.					
ii.	Determining school income generating activities					
iii.	Membership in the school procurement committee.					
iv.	Sharing of the budget for departments					
v.	Determining the school expenditure priorities					

6. Do you have any other area of programmed administrative decisions-making you are involved to contribute to by the principal in your school and to what extent?

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SECTION C

7. The decision-making styles used by the principal and the extent it creates an environment allowing teacher contributions to programmed administrative decision- making.

Please, indicate your answer putting a tick **(√)** mark in the box given that best describes your principal current experiences.

a). Which decision-making style does your school principal use to make Programmed decisions?
i). The principal follows a clear decision making process and involves teachers [ ]

ii). Decisions are made without a clear process [ ]

iii). Depends on teachers opinion [ ]

iv). Avoids teachers opinion [ ]

b). How does the principal enhance teachers contribution to programmed administrative decision making in your school? (Tick appropriately in the boxes below)

***Key*: strongly agree =1, agree = 2, undecided = 3, disagree =4, strongly disagree = 5**

Methods	1	2	3	4	5
i) By creating a free environment for teachers to express their opinion.					
ii) Establishing clear communication channels					
iii) Asking teachers' opinion on various routine issues					
iv) Special sessions/retreats to discuss school policy matters					
v) Explaining transparently what is expected from teachers					
vi) Accepting decisions made independently by teachers					

SECTION D

8. In your own opinion, how would you rate the practise of teachers' contribution to programmed administrative decision making in the following area in your school?

Please, indicate your answer by putting a tick (√) mark in the box given that best describes the extent of teacher contribution.

Key: 1.not practised; 2. minimally practised; 3. moderately practised; 4. much practised; and 5. Very much practised

Programmed administrative decision-making area	**1**	**2**	**3**	**4**	**5**
School planning and policy making					
Curriculum and instruction management					
Student affairs and school discipline					
School finance and income generation activities					

9. (a). Do you face some challenges when contributing to Programmed administrative decision making process in your school?

Yes [ ]

No [ ]

b). the following are some of the challenges expected to hinder teacher's contribution in programmed administrative school decision –making.

Indicate your answer by putting a tick (□) mark in the box given across each statement.

Key: Strongly Disagree =1, Disagree= 2, Undecided =3, Agree =4, strongly Agree=5.

Challenge	**1**	**2**	**3**	**4**	**5**
i) Teachers low level of concern/ willingness					
ii) Lack of trust and positive relationship between teachers and the principal					
iii) Lack of motivation/ignorance by principal to involve teachers					
iv) Autocratic leadership style of principals					
v) Fear of taking risks by teachers themselves					

vi) Teachers belief that decision making is not their responsibility					

b). Please outline any other challenge you face in your schools' decision making process in the spaces below.

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c). Suggest some measures the principal can take to improve teachers' contribution to programmed administrative decision-making process in your school.

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Thank you for your cooperation

Interview Guide
(For Principals)

SECTION A

Background information of the respondents

1. What is your gender?

Male [ ]

Female [ ]

2. In which age bracket do you belong?

20 years and below [ ]

21-30 years [ ]

31-40 years [ ]

41-50 years [ ]

Over 50 years [ ]

3. What is your highest academic qualification?

Qualification	**Tick appropriately**
Phd	
Masters	
Post-graduate diploma	
Bachelors	
Diploma	
Other (Specify)	

4. For how long have you worked in the current school?

a) Less than 1 year [ ]

b) 1-5 years [ ]

c) 6-10 years [ ]

d) 11-20 years [ ]

e) Over 20 years [ ]

SECTION B

5. Which decision making style, do you use when making programmed administrative decisions in your school?

i). Follows a clear decision making process and involves teachers [ ]

ii). Decisions are made without a clear process [ ]

iii). Depends on teachers opinion [ ]

iv). Avoids teachers opinion [ ]

Please give a justification for your choice.

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6. Which areas of programmed administrative decisions, (for example; school policies, rules and regulations, curriculum and instructions, student affairs and school discipline and school finance) do you involve teachers to contribute to in your school? Please list and elaborate?

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7. From the list you have given above in (question 6). Which of these areas would you consider key to involve teachers to contribute to for better student performance in your school? Please list and explain why?

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8. In your opinion how does involvement of teachers' to contribute to Programmed administrative decisions key areas identified above affect students' academic performance in your school? Please explain.

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9. Outline some of the challenges (if any) which you encounter when you involve teachers to contribute to, programmed administrative decision making in your school? Please outline them.

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10. Give a list of some of the measures you have put in place to improve teacher's contribution to programmed administrative decisions in your school?

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11. How would you rate the practise of shared decision making in your school (for example; not practised, minimally practised, moderately practised, much practised and very much practised)

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Please give a justification for your

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12. What do you think Makueni County Department of Education can do to improve participative management and shared decision-making in day secondary schools? Please explain

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Thank you for your co-operation

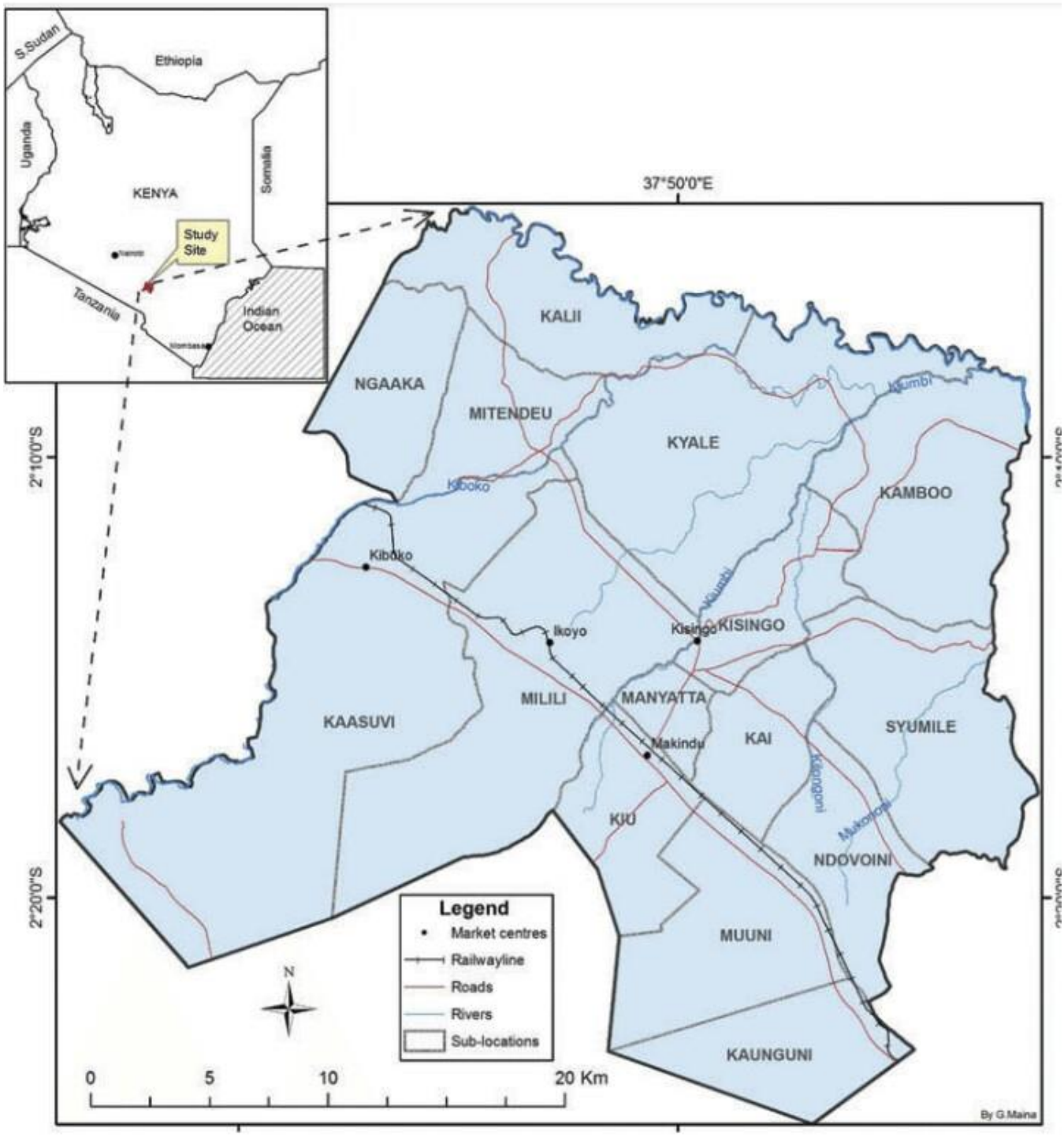
APPENDIX V: WORK PLAN

ACTIVITY	June Dec 2021	January 2022	February	March	April	May	May-July
Proposal development							
Corrections by supervisors and proposal defence		3rd- 20th					
Obtaining permission letter from the department of Post Graduate Studies in Education at Catholic University.		21st					
Obtaining permission letter for research from Makindu Sub-County education offices		24th					
Training research assistants		29th –30th					
Informing principals at the schools			3rd – 5th				
Pre-testing of the questionnaires			11th				
Data collection at the day secondary schools			18th -	4th			
Data cleaning of all questionnaires				7th-14th			
Data analysis through SPSS				15th – 22nd			
Data analysis and interpretation				23rd – 28th			
Writing conclusions and recommendations				29th -	1st		
Corrections by supervisors					2nd – 22nd		
Book for thesis defence					25th -	6th	
Printing the final report and binding							

APPENDIX VI: PROPOSED BUDGET FOR THE STUDY

SECTION	ITEM	DURATION	AMOUNT
Proposal development	i) Communication (e-mails, internet bundles, phone calls)	6 months	30,000
	ii). Printing & photocopying	1 months	10,000
	iii) Consultations	3 months	10,000
Piloting	i). Transport	3 days	3,000
	ii). Airtime	3 days	1,000
Field-work	i). Research assistants wages	2 weeks	20,000
	ii). Transport	1 week	7,000
Data analysis	i). Consultations	1 week	14,000
Final report writing	i). Binding, printing and photocopying	3 months	20,000
Miscellaneous		3 months	11,500
TOTAL			**126,500**

APPENDIX VII: STUDY LOCATION MAP



APPENDIX VIII: LETTER TO NACOSTI

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THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

Faculty of Education

Department of Postgraduate Studies in Education

Our Ref: CUEA/DVC-ACAD/FOE/PGSE/NACOSTI/01/MAY /2022

9TH May 2022

THE DIRECTOR,
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION (NACOSTI)
NAIROBI, KENYA

RE: Felix Muthusi, REG. NO. MED 1042632

I wish to introduce to you Felix Muthusi a final year Master of Education of Education student at The Catholic University of Eastern Africa, Nairobi – Kenya; and request you to assist him accomplish his academic research requirements.

Felix Muthusi's **area of specialization** is in **Educational Administration and Planning.** Every student in the programme is required to conduct research, write a report/dissertation and submit it for examination in the final years of study. Accordingly, **Muthusi's** research proposal has been approved and he will conduct research on the following topic:

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.

Thanking you in advance for according Felix Muthusi the assistance he may require to conduct his research successfully.

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA H.O.D. 09 MAY 2022 POSTGRADUATE STUDIES IN EDUCATION P.O. BOX 62157-00200, NAIROBI

Sincerely,

SR. DR. ELIZBETH NDUKU
HEAD OF DEPARTMENT – POSTGRADUATE STUDIES IN EDUCATION

APPENDIX IX: RESEARCH LICENSE

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **358994**

Date of Issue: **19/May/2022**

RESEARCH LICENSE



This is to Certify that Mr.. FELIX MUTHUSI NDAMBUKI of Catholic University of Eastern Africa, has been licensed to conduct research in Makueni on the topic: 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. for the period ending : 19/May/2023.

License No: **NACOSTI/P/22/17496**

358994

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

APPENDIX X: Makueni County Commissioner research authorization

OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Telegram:
Telephone: 0743-987-177
Fax:
Email: *cc.makueni@interior.go.ke*

COUNTY COMMISSIONER
MAKUENI COUNTY
P.O. Box 1-90300
MAKUENI

Ref: MKN/CC/ADM.6/1 VOL.IV/148

27th May, 2022

FELIX MUTHUSI NDAMBUKI
UNIVERSITY OF EASTER AFRICA

RE: RESEARCH AUTHORIZATION

Reference is made to Director General National Commission for Science Technology and Innovation Research License **Ref. No. NACOSTI/P/22/17496** dated **19th May, 2022** on the above subject.

You are hereby authorized to undertake research on **"TEACHERS CONTRIBUTION TO PROGRAMMED ADMINISTATIVE DESION-MAKING IN RELATION TO STUDENTS ACADEMIC PERFORMANCE IN PUBLIC DAY SECONDARY SCHOOLSIN MAKINDU SUB COUNTY, MAKUENI COUNTY, KENYA"** for the period ending ***19th May, 2023.***

By a copy of this letter the Deputy County Commissioner is requested to give you the necessary assistance.

N. J. KIMUTAI
FOR: COUNTY COMMISSIONER
MAKUENI

Cc
County Director of Education
MAKUENI

Deputy County Commissioner
MAKINDU

APPENDIX XI: Makueni County Director of Education research authorization



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Email:edcmakueni@gmail.com
When replying please quote

County Education Office
P.O. Box 41
MAKUENI

Ref: No. MKN/C/ED/5/33/VOL.II/117 **27th May, 2022**

Mr. Felix Muthusi Ndambuki
Catholic University of Eastern Africa
P.o Box 62157-00200
NAIROBI.

RE: RESEARCH AUTHORIZATION

This office is in receipt of a letter from the Director General, National Commission for Science, Technology and Innovation (NACOSTI) authorizing you to carry out **research on "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. For the period ending 19th may, 2023.**

Following this authorization, you are allowed to proceed with your research in the County as requested.

Dr. Sarmah Arodi
For County Director of Education
MAKUENI

Cc:
Director General/CEO, NACOSTI
Sub-County Director of Education- Makindu

Appendix XII: Cronbach alpha statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
.800	.866	47

Appendix XIII: Convergent parallel mixed method model

