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Teachers' Participation in Decision Making: An Investigation on Teacher-Administration Conflict Management and its Effects on Students Academic Performance in Private Secondary Schools, in Uasin Gishu, County, Kenya

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Keywords:

Teacher Participation, Administration-Teacher Management, Decision Making in Schools.

During the last decade, worst cases of conflicts in secondary schools in Kenya have been reported. The purpose of the study was to investigate teachers' participation in decision-making on teacher-administration conflict management and its effects on students' academic performance in private secondary schools, in Uasin Gishu. It was guided by two theories by Raman on conflict management and Hanushek educational production-function theory. This study adopted the use of a mixed methodology and concurrent triangulation research design. The target population consisted of school directors, principals, members of the board and teachers. A sample size consisting of 91 respondents (30%) was selected using stratified random sampling method from the target population to achieve 10 school directors, 10 principals, 10 Members of the Board and 59 teachers from 10 schools. The study used questionnaires and interviews to collect data. The dependability of the research instrument were established through source and location triangulation while the dependability of the research findings was measured by the standards of which the research was analysed, conducted and presented. Piloting was done in the neighbouring Nandi County by selecting 10 principals and 20 teachers from private secondary schools. Validity was determined through expert opinion while reliability was determined through piloting. Quantitative data was analysed using descriptive that is frequencies and percentage scores and Pearson's correlations. The qualitative data was thematically arranged as per the research objectives. The results of data analysed were presented using a frequency table, percentages and charts. Statistical Package for Social Sciences aided data entry, coding and analysis. The findings showed that majority of teachers believed that they were not involved in decision-making, values and interests causing conflicts between teachers and schools' administration. Pearson correlation coefficient used for data analysis found that there was a significant positive correlation ($r=0.503$ and $p=0.028$) between teachers' involvement in decision-making and students' academic performance in secondary schools. The study shows that when teachers are involved more in decision-making in private secondary schools, there is improved academic performance among the students. Majority of the teachers believed that the use of guidance and counselling could be an effective way of solving conflicts between teachers and the school administration. Teachers' participation in decision-making is one of the most important managerial practices

that school heads should consider practicing. Results from interview analyzed thematically revealed that when teachers are involved in decision-making, they give their views which in turn if adopted result to effective curriculum implementation. When teachers are involved in decision-making processes like school discipline, purchasing among others, this boosts their job morale and performance. From the above, it is seen that teachers' involvement in decision-making is critical to school academic success. The study recommended that there was a need for private school administrators to involve all the stakeholders in the running of the schools. This would enable them to address these issues and therefore add to the common goal of excellence. Further, there is need for effective channels of communication to be put in place by the school administrators to reduce conflicts and improve students' academic performance. The major findings can be useful as they may generate valuable information for the management and administration of secondary schools in the County. It can also help the Ministry of Education, in their bid to deal with conflicts in secondary schools to improve education standards in the country.

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INTRODUCTION

The teacher is typically viewed as a person with training mostly in the humanities, sciences, and educational philosophies (Khasawneh, *et al.*, 2023). Through a variety of carefully chosen and logically ordered learning experiences, he or she is the one who may lead, inspire, and motivate the student toward the accomplishment of particular school goals and objectives for constructive changes in society. His sufficiency, reputation, and commitment to work are what make the educational system effective (Karakos *et al.*, 2023). Thus, his professional background and

intellectual wealth are crucial to the efficient use of teaching tactics for the students' exceptional academic achievement (Aldila, *et al.*, 2023).

As an in loco-parentis, a teacher's role in the classroom extends beyond instruction to include motivating, guiding, and instructing pupils toward the development of peaceful and amicable attitudes. To create enduring peace and goodwill amongst himself and his fellow educators, the teacher must live an exemplary life within the school premises (Maharjan, 2023).

According to the findings of Shapiro and Stefkovich (2016) decision-making is an integral

part of school administration which must always be done collectively by both teachers and administration. Teachers' participation in decision making affects teachers' job satisfaction and willingness to work extra man-hours when they are called upon to do so.

Langat (2023), sought to determine how much involvement secondary school teachers had in managing school reform and how that involvement affected their motivation. The study set out to determine the following effects on teacher motivation: how much their involvement in overseeing curriculum and instruction affected them; how much their involvement in overseeing physical facilities affected them; how much their involvement in overseeing student and teacher activities affected them; how much their involvement in overseeing school-community partnerships affected them; and how much their involvement in overseeing school finances affected them. The study found that teachers participated in the five areas of school management at varying degrees. The study's first goal showed that instructors' motivation was statistically significantly impacted by their degree of involvement in curriculum and instruction management. The study's second aim revealed a statistically significant correlation between the motivation of teachers and their degree of involvement in the upkeep of physical facilities. Regarding the third goal, it was discovered that instructors' motivation was statistically significantly impacted by their degree of involvement in overseeing students' and teachers' activities. The study's fourth goal found that teachers' motivation was strongly impacted by their amount of involvement in managing school community relations. Regarding the fifth goal, it was discovered that the degree of teachers' involvement in school financial management had a statistically significant impact on their motivation. It was determined that one positive predictor of teachers' motivation was their degree of involvement in overseeing the five school management work areas. In order to boost teachers' motivation, it was advised that educational institutions adopt participatory

frameworks that support high levels of teacher involvement in change management.

Background

In order to provide students, instructors, and staff with a productive learning environment, conflict management in schools is essential. A peaceful environment is maintained, conflicts are prevented and resolved, and communication is improved with the aid of effective conflict management. Creating a pleasant learning environment where all stakeholders can thrive requires effective conflict management. The majority of institutions have used various conflict resolution techniques. Among them are avoidance, cooperation, mediation, and negotiation.

Ali, *et al.*, (2019), studied the reasons behind and consequences of unfavourable teacher-student connections on students' psychological well-being and academic performance, with a focus on unfavourable teacher-teacher interactions. The results showed that a conflict-inducing attitude among faculty members is caused by higher levels of dissatisfaction with university resources and incivility among faculty members, which in turn leads to bad behaviour in teachers toward students. It has also been noted that instructors' antagonistic behaviours toward students have a negative impact on students' psychological well-being and academic performance.

Agugu (2019) in Nigeria focused job performance and principal-teacher conflict in public senior secondary schools in Nigeria's North Central Zone. Particularly, it aimed at the impact of principal-teacher conflict on teachers' work performance in terms of communication, instructional resources used, lesson planning, discipline in the classroom, and monitoring of instruction in public senior secondary schools. The findings demonstrated that the level of conflict between principals and teachers regarding the use of instructional materials, communication, and lesson note planning, willingness to reprimand students, and supervision of instruction has a major impact on the job performance of teachers in public senior secondary schools. The

study's conclusions led to several recommendations, including that principals and teachers show tolerance for one another and actively seek to promote a harmonious workplace environment.

Research has also shown that, in addition to being a cause of stress for educators, conflict presents a huge potential for skill development and refinement, critical reflection, and growth on an individual, interpersonal, and group level (Doğan, 2016). As a result, special attention should be paid to teachers' capacities for avoiding conflict emergencies as well as for effectively handling conflicts and implementing innovative, constructive conflict resolution techniques without interfering with learning objectives, negatively affecting relationships with students, or impairing classroom peace (García-Moya *et al.*, (2019).

Kanyip, *et al.*, (2023) examined the opinions of principals and educators regarding how conflict resolution techniques affect the quality of instruction in Enugu State's secondary schools. It was discovered that effective teaching is perceived to be significantly impacted by conflict management tactics. The study came to the conclusion that there isn't a single conflict resolution approach that is solely responsible for improved teaching outcomes. To get high-quality results, principals and teachers must work well together in their everyday managerial tasks in the classroom. In order to equip leaders and teachers to handle conflict in the field, the study suggested that conflict management be included in the curriculum for principals and teachers at all training levels.

In Ethiopia, Shanka and Thuo (2017) examined the different approaches taken to handle and settle disputes between educators and administrators in Wolaita zone government primary schools. The main reasons of conflict were found to be related to leadership, work, or institutions. Two important dispute-resolution techniques were developing leadership abilities and abiding by the law, accepting change, judicious use of resources, participation in decision-making, offering

chances for training, and recognition of individual differences and role. According to the study's findings, school administrators must recognize the root causes of disputes and provide a channel for employees to address their concerns. Leaders must also consistently develop their leadership skills, be adaptable, involve their team, and offer opportunities for professional development. Also, administrators in schools ought to explore for methods to increase and obtain financial sources.

In Mawajdeh (2022), investigated how teachers' participation in decision-making affects their stability, work satisfaction, and the efficacy of the school. According to the research, school performance is impacted by instructors' engagement. Favourably, the results indicate that involving teachers in school decision-making processes positively impacts school performance. As such, leaders ought to communicate, confer, and share concepts with teachers to improve school outcomes. Teachers also possess the capacity and more autonomy over their work in the academic than in the administrative domains, and they participate in choices that have an impact on their actions. Furthermore, teachers are satisfied and committed to the current school.

Kariuki *et al.* (2023) did a study to examine the extent to which teacher support systems moderate the relationship between conflict management strategies and teachers' productivity in Kenya. Regression analysis results indicated that there was a strong positive link between teacher productivity and avoidance, negotiation, mediation, and collaboration together. The study found that teacher support systems increase teacher productivity in public secondary schools. As a result, it was suggested that secondary school administrators or management develop these systems in order to resolve workplace conflicts with the best outcomes. A thorough and comprehensive investigation of teachers' conflict resolution strategies is required, given the importance of building and improving their abilities to deal with potentially conflictual situations that may arise with students in the modern educational context and the fact that little

research has been done in European countries in this area.

Statement of the Problem

Building a supportive and effective learning environment for students, instructors, and staff in schools requires effective conflict management. Good conflict resolution facilitates communication, prevents and ends conflicts, and upholds peace in the workplace. In order to foster a productive learning environment where all parties can succeed, effective conflict management is essential. Conflicts in Kenya's Secondary Schools have become a major problem that all stakeholders in education should take great concern. This affects the community, the school administration and the government directly or indirectly. If this is allowed to continue, it will ruin educational institutions and education itself. Several conflicts arising from school management have been reported to have devastating impacts. There are frequently and repeated conflicts in most private schools in Uasin-Gishu County leading to high teacher turnover. Despite the various strategies employed to counter, the rising cases of conflicts in private secondary schools in the County, the trend seems to show that conflicts in the private secondary schools between administrators and teachers are still on the rise, thus negatively affecting students' academic performance. In Uasin Gishu County, academic performance has got a wide range. This research would, therefore, help to minimize disputes that may disrupt learning particularly in Uasin Gishu County.

LITERATURE REVIEW

Theoretical Framework

Conflict Management Theory

Conflict management principles have been applied for centuries, the formal development of conflict management theory as a field of study emerged in the mid-20th century. Key proponents and contributors to conflict management theory include scholars such as Kenneth Thomas, Robert R. Blake, Jane S. Mouton, Mary Parker Follett,

Herbert C. Kelman, Peter T. Coleman, Morton Deutsch, Roger Fisher, William Ury, and Dean G. Pruitt, among others.

Rahim (2002) on theory of conflict management, designed a meta-model for conflict management styles based on two dimensions concern for self and others, within this framework there are five management practices: integration, obliging, dominating, avoiding and compromising. In a school setting, students, teachers, and administrators may exhibit different conflict styles based on their personalities, experiences, and cultural backgrounds. Educators can help students recognize their own conflict styles and teach them how to adapt their approach based on the situation. Rahim (2002) contends that there is no one best approach to make decisions that leads or manage conflicts, but managers have to deal with it as it affects the morale, turnover and litigations which affects the prosperity of the organization either constructively or destructively. Based on his view it means that failure to manage conflicts constructively may erupts into teacher-administration conflicts negatively. Conflict management theory helps educators and school administrators understand the underlying causes and dynamics of conflicts in schools. By recognizing the sources of conflict, such as cultural differences, competition for resources, or misunderstandings, stakeholders can address root causes more effectively. Schools' prosperity will depend on the management approach. Conflict management theory emphasizes the importance of creating a positive school climate that fosters trust, respect, and cooperation. Schools can implement proactive measures, such as conflict resolution training, restorative justice practices, and peer support programs, to prevent conflicts and promote a culture of empathy and inclusivity. This study was therefore interested in establishing whether teacher-administration conflict management is only driven by their own desire or there are other reasons.

Rahim (2002) theory however assumed that conflicts are inevitable in any organization. Therefore, this means that managers in any

organizations have a key responsibility to manage conflicts, but this ultimately affects the other partner (the teacher) to enable them to work or decide otherwise. The teacher also is responsible for managing conflicts in school and also be responsible for students learning. Therefore, teacher involvement in decision-making could help minimize conflict since they may be involved in providing school guiding policies, which means they would also comply as they are part of decisions makers. Finally, the kind of relationships between teachers and administration calls for effective communication. In context of this, there was need to establish whether communication, teachers' participation in decisions making, and conflicts managements applied by school administrators could cause conflicts.

Empirical Review

The study examined literature for teacher's participation in decision making empirically in the next chapter.

Teacher's Participation in Decision Making

According to the findings of Shapiro and Stefkovich (2016) decision-making is an integral part of school administration which must always be done collectively by both teachers and administration. They further instigated that teachers' participation in decision making affects teachers' job satisfaction and willingness to work extra man-hours when they are called upon to do so.

Mawajdeh (2022) investigated how teachers' participation in decision-making affects their stability, work satisfaction, and the efficacy of the school. Both qualitative and quantitative methods were used in this study to draw the final conclusions by descriptively evaluating the data acquired from the mixed-method, which provides a thorough understanding of the problems directly associated with teacher participation. The 150 educators and 11 school administrators from one of the Dubai schools that are part of the study's sample has two divisions. The examination of the research data provides convincing proof that

teacher involvement improves schools' success. One of the key elements influencing education quality is the presence of teacher in academic advancement. According to the research, school performance is impacted by instructors' engagement. Favourably, the results indicate that involving teachers in school decision-making processes positively impacts school performance. As such, leaders ought to communicate, confer, and share concepts with teachers to improve school outcomes. Teachers also possess the capacity and more autonomy over their work in the academic than in the administrative domains, and they participate in choices that have an impact on their actions.

Sarafidou and Chatziioannidis (2013) look at how teachers participate in various decision-making processes in Greek primary schools and investigates relationships between these factors and variables related to the school and teachers. A self-administered questionnaire survey was utilized, utilizing a Likert-type scale to evaluate instructors' intended and actual involvement in three decision-making domains. Information was gathered from 143 primary school teachers in various regions of Greece. The use of a multifaceted approach to assess teacher involvement in decision-making produced results that showed low levels of participation in administrative choices but relatively high levels of actual participation in decisions pertaining to the challenges facing teachers and students. Significant deprivation was evident across all domains of decision-making, as seen by the disparity between the desired and actual levels of engagement. Higher degrees of collegiality and greater leadership were perceived by teachers in schools when they were more involved in decisions pertaining to teacher issues and less deprived of engaging in management matters. Teachers' involvement in decisions about teacher issues was the largest predictor of their sense of efficacy and job satisfaction.

Kweygir, Aggrey and Yelkpiერი (2016) study in Sharma Sub County in Western Region of Ghana found that teachers' participation in decision-making was one of the prime functions of

education management and in the current educational set-up. This was however obstructed by poor communication system in the school, directive leadership of principals, poor human relationships between teachers and administration leading to poor teaching and learning outcomes. They suggested that decision making in schools must be grounded on consensus building, shared leadership and shared accountability.

In Ghana, Agebure (2013) investigated how much teacher participation there was in senior secondary public schools in Ghana's Bolgatanga Municipality. Eighty-four (84) professional teachers and three school administrators who had been employed by their current institutions for at least six months were stratified and chosen at random. There were two sets of questionnaires created: one for school administrators and one for teachers. There were 45 items on the questionnaire for instructors, and 16 things on the questionnaire for school heads, pretesting was done before the real research was carried out, and the data was analysed using percentages, means, and frequency counts. According to the study, teachers and school administrators typically engaged in consultative decision-making. Additionally, it was discovered that the instructors participated in decisions about the curriculum and instructional activities, school operations, and decisions that supported relationships between the school and the community. They were not, however, engaged in decisions about staffing, finances, or student admittance and placement. Additionally, instructors participated in school decision-making through committees, meetings, the Board of Governors, and delegation.

Kiprop-Marakis (2021) explored on how teachers' involvement in decision-making affected their output in schools in Mombasa. It employed a mixed methods approach, combining quantitative and qualitative research techniques. 474 instructors at 24 public schools in the County were the focus of the investigation. 110 teachers were chosen using the simple random sample method, and 10 schools were chosen using purposive sampling. Data were collected by means of questionnaires. Tables were utilized to display the

results of the analysis of the data using descriptive statistics, which included mean, frequencies, standard deviation, and percentages. The study discovered that because instructors contributed more in one area than the others, they were only partially involved in the decision-making process in the school. The study's conclusions lead to the conclusion that Mombasa County teachers are not completely involved in school decision-making. The report suggests giving educators more influence and participation in decision-making across the board for the educational system.

In Kenya, Migwi (2018) sought to determine how secondary school teachers' involvement in decision-making affected their motivation for their jobs in the counties of Nyeri, Nairobi, and Kajiado. The study aimed to ascertain the decision-making styles employed by principals, investigate the degree of decision-making involvement of secondary school teachers, assess the degree of job motivation exhibited by teachers, and establish the correlation between teachers' job motivation and their involvement in decision-making. Shared decision-making theory and motivation-hygiene theory were employed to explain the influence of participation decision-making on job motivation. Descriptive design, which included quantitative and qualitative methods, was employed in the study. A total of 9385 individuals, which were 277 principals and 9,108 teachers, were the target population. For the study, a sample size of 496 respondents 111 principals and 385 teachers was employed. After the study schools were stratified, respondents were chosen using random sampling with proportionate allocation. The research findings indicated that there was a moderate implementation of participatory decision-making in public secondary schools within the study counties. Student affairs was the primary area in which teachers shared decision-making authority. The study suggested that principals and teachers work together to build collaborative relationships and that instructors actively participate in decision-making inside their schools.

RESEARCH METHODOLOGY

Research Design

Clark, *et al.*, (2021) defined research design as a methodological approach one will adopt; that is the plan, strategy, blueprint and framework for conducting the research study scheme, in order to generate answers to research problems. The study adopted a concurrent triangulation research design. Concurrent triangulation research design was used, to collect information from a sample of original data of the large population of Uasin Gishu County, which could not be observed directly. According to Plano Clark (2017) the development and use of mixed method, are useful in determining what the existing situation is in terms of a particular research question through non-experimental quantitative studies, while on a deeper level determining why this existing situation exists, this enabled the researcher, to generalize from the data collected and make a plan for prediction regarding the private secondary schools in the entire population.

Target Population

The study was conducted using different subjects from various private secondary schools in Uasin Gishu County. The targeted population for this

study was all the private secondary schools in Uasin Gishu County. According to the County Education Office (CEO) records, the county has 33 registered private secondary schools. The respondents comprised; 33 school directors, 33 Headteachers, 198 teachers, 33 board members, a member of Kenya Private School Owners Association (KPSA) and 1 County director of Education (CDE) giving a total of 299 respondents. The school directors, principals and board members were selected because they are particularly responsible for both students’ academic performance and the management of conflicts within the school. Teachers were selected because they are directly concerned with students’ academic performance and would give details concerning the existence of teacher administration conflicts in their respective schools. The County director of education is responsible for handling any kind of conflicts in all public and private schools in Uasin Gishu County, so as to maintain a favourable environment for learning while the KPSA are responsible for conflict management particularly in private schools which ultimately affects the academic performance of the school and were considered to provide adequate information need for the research

Table 1: Target Population

	Respondents Population(n)
School Directors	33
Principals	33
Teachers	198

Source; County Director of Education (2023)

Sample Size and Sampling Procedure

Sample size refers to the number of items to be selected from the universe to constitute a sample or any group from which information was obtained (Walliman, 2021). The sampling frame for the schools involved a list if all Private secondary schools as obtained from the County Director of Education Office. According to Mugenda and Mugenda (2013), a minimum of 30% of the target population should be included

in the sample when dealing with heterogonous sample. To get the sample size the study calculated 30% of 297 respondents to arrive at a total respondent comprising of 10 School Directors’, 10 Principals, 59 Teachers, 10 Board members. However, 1 County Director, 1 member of Kenya Private School Owners Associations (KPSA) was purposively selected to participate in the study giving a total of 299 respondents. The Sample size was derived as shown in Table 2.

Table 2: Sample size Frame

Respondents	Sample size (N)	Sample size(e)	Sampling procedure
Principals	0.3×33	10	Stratified random sampling
Teachers	0.3×198	59	Stratified random sampling
Board members	0.3×33	10	Stratified random sampling
TOTAL		91	

Source; Researcher (2023)

The study employed probability sampling design that involved stratified random sampling of the respondents. The study used stratified sampling categorizing the population based on position. These categories included school directors, principals and board members, County Director, a member of KPSA. To ensure representativeness of the population, Uasin Gishu County was subdivided into two zones; zone A (Soy, Kesses and Moiben) and zone B (Turbo, Ainabkoi and Kasperet). According to Orodho(2003), allocation of sample size among strata is commonly used, since each stratum contributes to the sample a number that is proportional to its size population.

Simple random sampling was used to select 10 private secondary schools and 89 respondents from the two zones, in the entire target population of 297 participants in 33 Private secondary schools in Uasin Gishu County. This provided equal opportunity of selection for each of the

population as a member of the sample therefore, minimizing the possibility of the researcher being biased, given that the population of the schools. Teachers and administrators in Uasin Gishu are large. The respondents interviewed included School Director, a member of the Board and the Principal. Teachers were selected through simple random sampling from selected private secondary school in each zone, using lottery technique. This was done by folding 33 pieces of paper (of equal sizes and colour) folded into equal size and shape, mixed well and 33 students were allowed to pick one at a time, each representing a school in a given stratum. In this case 10 students (5 from each zone) who picked a paper marked 'X' was included in the study, so as to arrive at a total of 10 Private Secondary School and 91 respondents from the entire target population of 297 participants in 33 Private secondary schools in Uasin Gishu County as shown in *Table 3*.

Table 3: Sample size of schools

Zone	NO. of schools	No of Respondents per school	Total sample
A	5	School Directors	5
		Board members	5
		principals	5
		Teachers	30
B	5	School Directors	5
		Board members	5
		principals	5
		Teachers	31
Totals	10	School Director	10
		Board members	10
		Principals	10
		Teachers	59
Total			91

Source; Researcher (2023)

Research Instruments

The instruments that were used in the study were questionnaires, interview schedules and document analysis. Stokes and Wall (2017), argue that

studies mainly concerned with views, opinions, perceptions, feelings, and attitudes are best collected using questionnaires and interview techniques. Further, Mugenda and Mugenda (2013) said that each item in the questionnaire

developed to address a specific objective and research question of the study is better placed to do this, which was further reinforced by the interview schedule so as to meet specific objectives of the study and was used to verify information obtained from the questionnaire. The questionnaire consisted of a series of questions for the purpose of gathering information from respondents. The research used the questionnaires to collect data from the teachers. This was aimed at obtaining general information on, how integration of conflict resolution mechanisms like teachers' participation in decision-making, effective communication and conflict management methods applied by school administrators and its effect on academic performance in private secondary schools. The questionnaire contained five sections with the first section covering the demographic description of the participants involved in the study; section two covered the causes of conflicts between teachers and administration on academic performance. Section three had items on the effect of effective communication between teachers and administration on academic performance, section four covered the influence of teachers' participation in decision-making on academic performance while the last section was on conflict management methods applied by private school administrators and its effect on academic performance in private secondary schools in Uasin Gishu County. The interview schedules were designed for the school Directors, Principals, a member of the school board, the County Director of Education and a member of the Kenya Private school Owners Association. The interview schedule was designed to establish a proper rapport with the interviewee so that they are motivated to communicate in a favourable atmosphere. Personal interview method was used; this involved face-to-face contact with the respondents, as this provided a forum for the study to gather a lot of it in depth, which may have not been captured by the questionnaire. It also helped the study, to collect plenty of information about the respondent's personal characteristics and the environment that are vital in interpreting. The kind of interview conducted was semi-structured.

The intention was to elicit short and brief responses to the previous questions and provide room for the responses in the respondents' words to the latter questions.

Data Analysis

Data collected from questionnaires and interview schedules was adequately checked for completeness before analysis. Descriptive statistics that were used in this study included the use of frequencies and percentages. Pearson Correlation was used to find out if there was an association or correlation between students' academic performance and research independent variables that is; communication between teachers and administration, teachers participation in decision making and conflict management methods applied by school administrators and all data were analyzed at $p < 0.05$ level of significance.

The data collected from the field, was coded using Statistical Package for Social Scores (SPSS) (Version 26) computer software. The data was checked to ensure that the output was free from outliers and the effects of missing responses were at minimum. Information from the data was analyzed both quantitatively and qualitatively. Quantitative analysis therefore involved, generating descriptive statistics including frequency tallies and their corresponding percentage scores. These were presented using frequency tables, bar graphs, pie charts as found appropriate. Qualitative analysis involves, the categorization of data from interviews and field notes into a common theme. This, therefore, enabled the researcher to be able to draw relevant interpretations, discussions and make recommendations from the analyzed data.

RESEARCH FINDINGS AND DISCUSSIONS

Response Rate

A total of 54 out of 59 teachers fully filled and returned the questionnaires while 7 out of 10 school Directors, 7 out of 10 Board members and 10 out of 10 principals were interviewed. Therefore, the return rate for the questionnaires used in data analysis was 91.5% which was

therefore considered sufficient enough to avail the required information. In addition, the interview schedule used for data analysis was 70% for school Directors and Board members and 100% for principals. Mugenda and Mugenda (2013) reported that more than 50% of the expected coverage is an acceptable coverage in survey research.

Teacher’s Participation in Decision Making

It investigated the influence of teachers’ participation in decision making on academic performance in private secondary schools in Uasin Gishu County. To achieve this objective, the respondents were asked to rate their level of agreement on a five-Likert scale items in the question. The results are presented in Table below.

Table 4: Teacher’s Participation in Decision Making

Statement	SD		D		UD		A		SA	
	f	%	f	%	f	%	f	%	f	%
I take active part in supervision of students in my department	10	18.5	7	13.0	2	3.7	18	33.3	17	31.5
I am involved in identifying problem area in my department	13	24.1	21	38.9	3	5.6	13	24.1	4	7.4
My suggestion counts on how to move the school forward.	11	20.4	21	38.9	3	5.6	14	25.9	5	9.3
I am involved in disciplining students	15	27.8	22	40.7	3	5.6	10	18.5	4	7.4
I am involved in making rules and regulation in my school	14	25.9	23	42.6	5	9.3	9	16.7	3	5.6
I take active part in school development	18	33.3	21	38.9	4	7.4	8	14.8	3	5.6
My suggestions count in vital issues in the school	17	31.5	18	33.3	6	11.1	10	18.5	3	5.6

Source; Researcher’s Data (2023)

The table shows that 18(33.3%) teachers agreed with the statement that they take part in the supervision of students in their departments, 17(31.5%) teachers strongly agreed with the statement and 17(31.5%) teachers were in disagreement with the statement while 2(3.7%) were undecided on the statement. The study findings showed that a majority (64.8%) of the teachers in private schools in Uasin-Gishu County believed that they participated fully in the supervision of students. This implies that teachers understand their students well and therefore are in a position to help them achieve their goals, Mawajdeh (2022) reported that active supervision enables behaviour at an elementary age.

Further, 21(38.9%) teachers disagreed that they were involved in identifying problem area in their departments, 13(24.1%) teachers strongly disagreed with the statement while 17(31.5%) teachers were in agreement with the statement. It emerged from the responses that majority (63.0%)

of the teachers are not involved in identification of problem areas in their departments and this could have a negative effect on academic achievement of the students. Similarly, 21(38.9%) teachers disagreed that their suggestions counted on how to move the school forward, 14(25.9%) teachers were in agreement, 11(20.4%) teachers strongly disagreed, and 5(9.3%) teachers strongly agreed with the statement. The study findings showed that majority (59.3%) of the teachers believed that they were not involved in decision-making within their schools. This implies that private schools mostly do not engage teachers in the management of the schools, but they only involve the directors. Kiprop-Marakis (2021), argued that the talent of decision-making is important because decisions of people may lead to important critical consequences that may affect positively others.

It was also found out that 22(40.7%) teachers disagreed with the statement that they were

involved in disciplining students, 15(27.8) teachers strongly disagreed, and 14(25.9%) teachers were in agreement while 3(5.6%) teachers were undecided. The study showed that a majority (68.5%) of the teachers were not involved in disciplining students. However, they reported that disciplining students was mandated to the deputy principals in their schools and therefore they were not involved in it unless they are requested by the directors. Migwi (2018) argues that there is need for school principals to move away from the hierarchical and authoritarian forms of school governance to a system that emphasizes collaboration and participation. This implies that for student discipline to be high teachers need to be involved in it.

Similarly, 23(42.6%) teachers disagreed that they were involved in making rules and regulation in their schools, 14(25.9%) teachers strongly disagreed with the statement and 12(22.3%) teachers were in disagreement while 5(9.3%) teachers were undecided. It can therefore be shown that a majority (68.5%) of the teachers in private secondary schools were not involved in making rules and regulations governing the schools. This shows that school rules and regulations are vested in the board of directors of the private schools and teachers are only supposed to adhere to school rules and regulations (Ochieng, 2018).

In addition, 21(38.9%) teachers disagreed that they were actively involved in school development, 18(33.3%) teachers strongly disagreed while 11(20.4%) teachers were in agreement with the statement. The study shows that majority of the teachers in private secondary schools are not actively engaged in school development. Furthermore, 18(33.3%) teachers disagreed that their suggestions count in vital issues in the school, 17(31.5%) strongly disagreed with the statement and 13(24.1%) were in agreement. This shows that a majority of the teachers believed that their suggestions did not count on vital issues in the school. This is in contrary to Kweygir, Aggrey and Yelkperri (2016) studies, which said that decision-making is important because it may lead to important critical consequences. On interviewing the principals, it was realized that delegation of responsibilities to teachers enhanced students’ academic performance. Delegation of responsibilities made teachers to own their decisions and therefore struggle hard to make positive contributions to the school.

Pearson Correlation

To understand the effects teachers’ involvement in decision-making on students’ academic performance. A Pearson Correlation analysis was performed at 0.05 significant levels. The results were presented as shown.

Table 5: Correlations

Variables		Teachers’ Involvement in decision making	Students’ Performance
Teachers’ Involvement in decision making	Pearson Correlation	1	.503*
	Sig. (2-tailed)		.028
	N	54	54
Students’ academic Performance	Pearson Correlation	.503*	1
	Sig. (2-tailed)	.028	
	N	54	54

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

Source; Researcher’s Data (2023)

Table 8 shows that the results of Pearson correlation coefficient used for data analysis suggested that there was a significant positive correlation (r=0.503 and p=0.028) between

teachers’ involvement in decision making and students’ academic performance in secondary schools. The study shows that when teachers are involved more in decision making in private secondary schools, there is improved academic performance amongst the students. During

interview with Uasin Gishu County Director of Education, he reported that:

“Teacher’s participation in decision making is one of the most important managerial practices that school heads should consider practicing. When teachers are involved in decision making, they give their views which in turn if adopted result to effective curriculum implementation.”

In addition, one of the principals in a day private secondary schools said that:

“When we allow teachers to be involved in decision-making processes like school discipline, purchasing among others, this boosts their job morale and performance.”

From the above, it is seen that teachers’ involvement in decision-making is critical to school academic success.

Summary

It was also found that there was a significant and positive correlation between teachers’ involvement in decision-making and students’ academic performance in secondary schools. The study shows that when teachers are involved more in decision-making in private secondary schools, there is improved academic performance among the students.

CONCLUSION

The study findings showed that a majority of the teachers in private schools in Uasin-Gishu County believed that they participated fully in the supervision of students. This implies that teachers understand their students well and therefore are in a position to help them achieve their goals. Further, majority of the teachers are not involved in identification of problem areas in their departments, and this could have a negative effect on the academic achievement of the students. Similarly, majority of the teachers believed that they were not involved in decision-making within their schools. This implies that private schools mostly do not engage teachers in the management of the schools, but they only involve the directors. The studies further showed that majority of the

teachers were not involved in disciplining students. However, they reported that disciplining of students was mandated to the deputy principals in their schools and therefore they were not involved in it unless they are requested by the directors. Similarly, majority of the teachers in private secondary schools were not involved in making rules and regulations governing the schools. This shows that school rules and regulations are vested in the board of directors of the private schools and teachers are only supposed to adhere to school rules and regulations. In addition, a majority of the teachers believed that their suggestions did not count in vital issues in the school. The study further showed that there was a significant positive relationship between teachers’ involvement in decision-making and students’ academic performance in secondary schools. The study shows that when teachers are involved more in decision-making in private secondary schools, there is improved academic performance among the students.

Recommendation

Teachers need to be involved more in decision-making in private secondary schools as this has been shown to reduce conflicts and improve academic performance among the students. The study recommends that there is a need for private school administrators to involve all the stakeholders in the daily management of school’s affairs. This will enable them to address these issues and therefore reduce conflicts in schools.

Contribution of the Study to the Knowledge

There is need for a study on the relationship between conflict management strategies and administrative performance in universities and colleges.

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