



Stakeholders Level of Involvement in Decision Making Process in the Management of Public Secondary Schools in Awendo Sub County, Kenya

Hezekiah Otieno Omolo¹

Department of Education Foundations and Management, Rongo University, P.O Box 103-40404, Rongo-Kenya

Email: otimolo@yahoo.com

Lazarus Millan Okello (PhD)²

Department of Educational Psychology and Science, Rongo University, P.O Box 103-40404, Rongo-Kenya

Email: millan15@yahoo.com

Abstract

This research utilizes the survey questionnaire data collected in May/June 2017 from 200 Public Secondary Schools in Awendo Sub-County of Migori County to analyse Level of Involvement in Decision Making Process in the Management of Public Secondary Schools in Awendo Sub County, Kenya. The researcher analysed the data quantitatively through the SPSS Version 22 where the frequency and percentages outcome have been used to help in making references and drawing conclusions. The target population comprised of 15 public secondary schools in Awendo Sub-County. There are four major findings. A descriptive research design was adopted for the study. The questionnaire with a reliability coefficient of 0.85 was administered on the sample. Percentages and frequency tables have been used to present the findings of the study. The study recommended among others that the role of prefects should be one of promoting understanding between the supervisors and the subordinates in the school system. The prefectural body is a very important organ in maintenance of students' discipline in schools. Parents should be involved at all levels of school system according to their interest and capabilities. They should also be involved in educational decision making process.

Key Words: Stakeholders, Decision making process, Management, Public Secondary Schools

INTRODUCTION

The concept of participatory management is a management that involves individuals or groups in the decision making process. It can be either formal or informal, and it entails intellectual and emotional as well as physical involvement. The actual amount of participation ranges from an extreme of no participation where the superior makes the decisions and as for no help or ideas from any one to the other extreme of full participation, where everyone connected with or affected by the decision is completely involved. Participatory management, which has its main principles the delegation of authority and function at all hierarchical levels, it allows for the participation of all organization component Luthans (1989).

Ki-zerbo (1990), argues that democratization of education administration call for more regard to voluntary borne, respect in three indispensable areas; participation in design, decision making process and regular structure involvement in process of management and education and finally financial accountability.

Participatory management is a management that gets everyone to pull in the same direction, and a leadership that is a driving force for change and which draws its strength from a culture of complete trust and commitment. The group has to create a working dynamic such that everyone is able to take an active part. Anyone who does not take part is superfluous: the group does not need that person. The knowledge

that everyone depends on the group and that the group depends on every one, every one has to learn that success or failure does not depend on him or her alone, but on each and every member Herrera (2001).

RESEARCH METHODOLOGY

The study was exploratory in nature and therefore survey design was used to explore the effect of participatory management, this research design was appropriate because descriptive survey design and numeric skills was used in preliminary and exploratory studies which allowed researchers to gather information, summarize, present and interpret them for purpose of clarification Orotho (2004). In the study the researcher employed methods of collecting information by interviewing and administering questionnaires to a sample of individuals. The researcher targeted public secondary schools. The respondents were H/T, D/HT, Sn/T, H.O.D, Student body, B.O.M, P.T.A there are 15 public secondary schools with population of 94 male and 50 female teachers, 6,852 students 2,947 boys and 3905 girls in Awendo Sub-County (Sub-County Education Office, 2017).

The researcher used both simple random sampling and purposeful sampling during the study. According to Gay (1976), the bigger the sample the better, therefore the 15 secondary schools which included day and boarding were all included in the study. The 15 principals, BOM chairpersons, PTA, 15 deputy head teachers, 15 senior teachers, 60 HODs, 30 students, a captain and their assistants from each school were equally included in the study.

The main research instrument which was used in the study was interview schedule, questionnaires and documentary analysis. According to Nkapa (1997), a questionnaire is a carefully designed instrument for collecting data in accordance with the specification of the research questions to obtain the necessary data. Interview schedule was used to collect data from the BOM and PTA members, document analysis was used to get records from the education stakeholders and schools, and questionnaires were given and answered by the H/T, teachers and students.

Findings and Discussions

How do stakeholders’ level of involvement influences’ students’ performance in KCSE in secondary schools?

Table 1.1: Involvement of prefect body in the management of public secondary schools in Awendo Sub-County.

	level of the prefect body involved in disciplinary cases among students	level of the prefect body monitoring how teaching is taking place in the school	level of the prefect body recommending relevant T&L resources	level of the prefect body having a say in what should be taught in the school	level of the prefect body evaluating and maintaining high academic standards		
LEVEL	Freq	Freq	Freq	Freq	Freq	Total	Percent
Not At All	4	10	14	18	11	57	43.85
Very limited extent	1	2	2	2	1	8	6.15
Some Extent	2	3	6	3	6	20	15.38
Considerable Extent	16	9	2	2	3	32	24.62
Very Great Extent	3	2	2	1	5	13	10.00
Totals	26	26	26	26	26	130	100.00

Table 1.1 above revealed that out of 26 prefects body representatives interviewed:

- Four were not at all involved in the disciplinary actions taken, 1 to a very limited extent, 2 to some extent, 16 to a considerable extent and 3 to a very great extent are involved in disciplinary cases among students. This shows that teachers are to some extent not involving prefects fully in the matters of school disciplinary actions.
 - Ten were not at all, 1 to a very limited extent, 3 to some extent, 9 to a considerable extent and 2 to a very great extent are involved in monitoring how teaching is taking place in the school.
 - Fourteen were not at all, 2 to a very limited extent, 6 to some extent, 2 to a considerable extent and 2 to a very great extent are involved in recommending relevant teaching and learning resources.
 - Eighteen were not at all, 2 to a very limited extent, 3 to some extent, 2 to a considerable extent and 1 to a very great extent are having a say on what should be taught in the school
 - Eleven were not at all, 1 to a very limited extent, 6 to some extent, 3 to a considerable extent and 5 to a very great extent are involved in evaluating and maintaining high academic standards.
- From the above analysis it can be seen that the prefects are not involved in decision making which is contributing factor to poor performance in secondary schools.

To what extend does participatory management process affect students' performance in KCSE?

Table 1.2: Involvement of BOM/ PTA in the management of public secondary schools in Awendo Sub-County.

	level of BOM/PTA having a say on what should be taught in the school	level of BOM/PTA recommending relevant T&L resources	level of BOM/PTA monitoring how teaching is taking place in the school	level of BOM/PTA training teachers (in-service)	level of BOM/PTA evaluating and maintaining high academic standards	Total	Percent
LEVEL	Freq	Freq	Freq	Freq	Freq		
Not At All	7	1	1	6	0	15	20.00
Very Limited Extent	3	6	3	3	1	16	21.33
Some Extent	4	5	7	4	6	26	34.67
Considerable Extent	1	3	4	1	8	17	22.67
Very Great Extent	0	0	0	1	0	1	1.33
Total	15	15	15	15	15	75	100.00

Table 1.2 above revealed that out of the 15 Head teachers interviewed, they perceived the BOM/PTA involvement in school management as follows:

- Seven were not at all, 3 to a very limited extent, 4 to some extent, 1 to a considerable extent and none to a very great extent are involved in having a say on what should be taught in the school.
- One was not at all, 6 to a very limited extent, 5 to some extent, 3 to a considerable extent and none to a very great extent are involved in recommending the relevant teaching and learning resources
- One was not at all, 3 to a very limited extent, 7 to some extent, 4 to a considerable extent and none to a very great extent are involved in monitoring how teaching and learning is taking place in the school.
- Six were not at all, 3 to a very limited extent, 4 to some extent, 1 to a considerable extent and 1 to a very great extent are involved in training teachers (in-service)
- None was not at all, 1 to a very limited extent, 6 to some extent, 8 to a considerable extent and none to a very great extent are involved in evaluating and maintaining high academic standards.

From the above analysis it can be seen that BOM/PTA are not fully involved in the management of student performance in KCSE. hence leading to poor performance as in table 1.1

Table 1.3 Involvement of DH/T, Snr Teachers and HODs in the management of public Secondary Schools in Awendo Sub-County.

	level of the respondent to decide on what should be taught in school	level of the respondent to recommend relevant T&L resource/materials	level of the respondent to monitor the teaching and learning	level of the respondent to conduct training for teachers' in-service courses/seminars	level of the respondent to recommend student promotion to the next class		
LEVEL	Count	Count	Count	Count	Count	Total	Percent
Not At All	2	1	1	11	3	18	4.74
Very Limited Extent	10	3	6	11	3	33	8.69
Some Extent	22	20	19	13	22	96	25.26
Considerable Extent	35	36	35	28	31	165	43.42
Very Great Extent	7	16	15	13	17	68	17.89
Total	76	76	76	76	76	380	100.00

Table 1.3 above revealed that out of the 76 DHTs, Snr Teachers and HODs interviewed:

- Two were not at all, 10 to a very limited extent, 22 to some extent, 35 to a considerable extent and 7 to a very great extent are involved in having a say on what should be taught in the school.
- One was not at all, 3 to a very limited extent, 20 to some extent, 36 to a considerable extent and 16 to a very great extent are involved in recommending the relevant teaching and learning resources/materials
- One was not at all, 6 to a very limited extent, 19 to some extent, 35 to a considerable extent and 15 to a very great extent are involved in monitoring how teaching and learning is taking place in the school.
- Eleven were not at all, 11 to a very limited extent, 13 to some extent, 28 to a considerable extent and 13 to a very great extent are involved in training teachers' in-service courses and seminars
- Three were not at all, 3 to a very limited extent, 22 to some extent, 31 to a considerable extent and 17 to a very great extent are involved in recommending student promotion to the next class.

Discussions

Involvement of Stakeholders

McGinn and Welsh (1999) state that all actors in institution content are potential stakeholders. They go on to say that active involvement of stakeholder. In organizational planning and decision-making increases the likelihood of the action. Mukabi (2008) states that participation is inseparable with empowerment. Okumbe (1998) defines school leadership as a process where the school principal

encourages and helps other teachers to work enthusiastically towards achieving the school objectives. Okumbe (1998) and Olembo (1992) further agreed that management is a social process aimed at achievement of the organizational goals. They further acknowledged that performance in examinations depends entirely on how well the student has prepared himself or herself, the input by teachers, the pupils and other stakeholders depends entirely on the managerial practices of the school principal. It is a common knowledge that schools which are well managed performs well in both internal and external examinations.

It is managerial skills of the school principal which determines the success or failure of a schools' fulfilment of objectives. Learning or teaching efforts equally determines the outcome in performance in the various subjects in school setup. The principals' leadership skills will have direct impact on teachers, BOM and PTA behaviour, students and non-teaching staff. A favourable style stimulates all the key players towards the achievement of school goals. It noted that an autocratic leadership skill is often characterized by centralized decision making, stable structure exchanges or agreements with followers. The leader with such skills develops and points out what the followers will receive if they do something right or wrong. On the other hand, a democratic principal will motivate their teachers to transcend their expected performance by allowing them to make decision and hence the success of the school.

Roles of Prefects.

According to Kyungu (1999), a prefect is a student or pupil with leadership qualities either selected by school authority or elected by other students and given constant powers to control and guide other students. The role of prefects should be one of promoting understanding between the supervisors and the subordinates in the school system. The prefectural body is a very important organ in maintenance of students' discipline in schools. The prefects are close to the students and therefore, deal with discipline cases at grass root level. They are the bridge between staff or administration and students community. Even planned strikes can be thwarted by active and responsible prefects. Prefects should report serious cases to the deputy principal who will in turn report to the principal in case the offence is so serious. However, prefects should be protected from being mishandled by other students.

Report from Bondo teachers' college workshop on Guidance and counselling (1999) outlined that the institution of prefect ship is very crucial in school administration. Since prefects work under the office of the deputy principal, the teacher counsellor should occasionally invite him/ her to share in their discussions and at times give guideline to him/her. Prefects need to know precisely their roles, areas of jurisdiction, leadership qualities, administrative hierarchy and prospects. Prefects have been seen as betrayers of their fellow colleagues like in Nyeri High School whereby the student body was discontented with the prefects thus locked them in their cubicles while they were asleep, poured petrol and set them on fire killing four of them, (Republic of Kenya, 2001). It is therefore important that prefects be academically above average, a person of high integrity, honest, respectful, obedient, consistent and active in co-curricular activities in order to be a role model to the rest of the students.

Parents Role in Enhancing Student Discipline

An important factor determining the extent to which parents become involved in education of their children is the scope of the activity in which they are offered participation (Murphy, 1986). In this regard parents should not be restricted to "a token" committee or to those task no one else wants to do. They should be involved at all levels of school system according to their interest and capabilities. They should also be involved in educational decision making process. Parents' participation means an active, sustained, intelligent continuous and responsible presence of parents throughout a school system. If the school exists to serve the community then parents knows the community better than any other person and so needs to be incorporated in the decision making process of the school.

If parents can become involved in the school affairs as partners and be assessed in important decision making activities they will be more inclined to volunteer time, energy and expertise in school activities.

Administrators and teachers who have made the effort to bring parents back into the school and class rooms have not only done the students a service, but themselves as well. Many factors determine the effectiveness of parental involvement in school, but as Murphy, (1986) emphasizes the attitude of school principal towards the concept of participation. If a principal perceives the involvement of parents in decision making activities at school will be a waste of time, any parental involvement at his or her institution will be taken. Alternatively, principals who strongly support a greater involvement of parents in school affair need the support of their teaching staff for any involvement to have meaning.

Indeed, a successful program of parents' participation requires the teachers to carefully nature and actively encourage the parents in decision making resulting to more cooperation in implementing choices among alternatives and so better quality decision evolve (Murphy, 1986). In the earlier cited study, Mwiria (1995) had the finding that all the school directors (21) who respond to the questions of whether or not they called for meetings of all the parents with children in their respective schools said that they called those meetings. The majority (88%) did so either twice a year or once a term or three times a year.

BOM Members in Public Secondary Schools

Bell (1976) commenting on the local board of education in America says that, "of all governing bodies, the local board of education carries the weight of many decisions that daily touch the lives of your child and his education." A guide to school boards and trusteeship in Manitoba, Manitoba Association of school trustees, November (2004) reports that a part from decision making, most school boards deal with matters such as finance, personnel, curriculum and facilities.

In Kenya, the functions of BOM members on the management of secondary schools are spelt out in the Kenya Education Act (KEA) cap 211. These secondary schools governing bodies are entrusted with the daily management of secondary schools' resources, finances, administration and academic in such schools. The Gachadhi Report (Republic of Kenya, 1976) endorsed that secondary schools be run by BOM and be given a larger degree of delegation in order to enhance effective management of schools, especially the need to maintain discipline. Kamunge Report (Republic of Kenya, 1988) saw the establishment of BOM by the government as a noble intention to decentralize the day to day management of educational institutions to the boards and head teachers. It further acknowledged that the role played by the BOM in the management of educational institutions was crucial and therefore, boards should be appointed on time and members carefully selected to ensure that the boards had committed members. BOM members are also charged with the approval and discussion of the school budget (Ministry of Education, 2000).

Jack (1977) says that the first stage in an institutional program designed to increase education productivity has to do with the overall management of the system. This implies that the competence of the BOM, in the management of the above functions is very important. The BOM must ensure that the school has enough personnel both teaching and non-teaching and are well managed. They must ensure that the school has adequate finance to run the school for a whole year and physical and material resources are available and adequate. These functions are very crucial and require experience and technical know-how. Having looked at the composition of the boards and their functions, Okumbe (2001:29) in his book, Human Resource Management states: "since the overall management of secondary schools and colleges is vested in the Boards of Governors, it is imperative that the members of these boards not only be person with good education but also people with sufficient practical knowledge in educational management. While it would be difficult to appoint all people with these qualities into the boards, it is however, necessary to consider the educational management skills of the board members." Holding the same view with (Okumbe, 2001) is sessional paper No.6 of 1988, which states that members of the Boards of Management and school committees should be appointed from among persons who are committed, competent and experienced as this would enhance the management and development of educational institutions.

Kogan et al (1984) in a detailed study on the operation of governing bodies in four local education areas in Britain found out that the role confusion was common among members governing bodies who displayed widely varying purposes in behaviour and performance. The main source of variations emanated from the uncertainties of purposes, legitimacy, power and professional –lay relationship. Because of the above uncertainty, Kogan et al concluded that governing bodies lacked identity and a sense of their own mission. Corrective measure should be aimed at making governors understand and have confidence in their functions. This will not only lead to effective school management but also achieve sound educational output.

Participatory School Leadership

According to Wallace (1995), effective principals adopt the management board of objectives (MBO) Strategy. This method has seen corporations successful because it involves all participants in the formulation of objectives and ensures that these objectives are met. This type of leadership engenders a common sense of commitment and collegiality among the staff. For a school to operate well and effectively, the principal has to outline the rules governing the institution. A well run school depends on a few but clearly understood rules which students find easy to follow. Charles (1981) encourages head teachers to have dialogue with their students both formally and informally as this indicates a sense of concern to them and that cares about their learning and behaviours. In fact this is an effective technique of maintaining good discipline in schools since students feel involved and kept informed about their learning and behaviour. In this way students will in return support the teachers and their colleagues (prefects) thus resulting in few indiscipline problems.

Participatory leadership encompasses involving all the members of school in decision making. It is a situation of making every group equal in reaching a consensus. According to Paternan (1970), participation describes a situation in which workers are offered full explanation, exists only in circumstances where each member of an organization or decision making body within it has equal power to determine the outcome of deliberations associated with the decisions in question.

Leadership in a school ought to be an interactive process. According to Robins (1979), without proper interaction and proper channels of communication, an organization is only a confusion of people and machines. The leader, the group and the situation influence each other. On the contrary, a style of leadership that informs people on what to do without seeking their opinions is considered autocratic and the outcome is disorderliness and use of violence. This occurs with the student's riots which always rock the city of Nairobi, like it happened in 2003 with students of Nairobi University (Daily Nation: April 26th 2003 pg.5). This paper portrayed a picture of the students of the University of Nairobi who were protesting against a decision made by their vice chancellor to send home all students pursuing a degree in nursing without informing them.

A study carried out by Saiders and Hofstede (1974) indicated that consultative leadership is preferred to autocratic style whereby leaders make decisions on their own without involving the rest of the group members. They further found out that authorization ignores the needs of the followers as well as centralizes power in the person of a leader. Lewis (1939) puts it that autocratic leadership produces great tension and frustration. Democratic leadership technique produces better results than the autocratic leadership.

The Functions of a Team Leader

Herrera (2001) highlights the following issues on a team leader. Firstly, the linkage functions where he says that a team leader must relate the objectives of the organization to the objectives of the team that he or she leads. Secondly, information sharing functions: possessing information is a necessary condition for taking on responsibilities. Anyone who lacks the necessary information is unable to perform his or her duties responsibly.

Thirdly, spokesman function: A team leader must respond quickly to requests, ideas and suggestions without taking a defensive stance and take appropriate action that will promote cooperating and trust. Fourthly, innovation function: It is essential that leaders in telecommunication companies maintain at all times a focus on innovation and to be sure that they convey the same approach to their work teams throughout the organization.

Fifthly, the delegation function: delegation consists of defining the work to be carried out, assigning the corresponding responsibility and granting the necessary authority so that whoever is responsible for carrying out the tasks is empowered to make the necessary decision. The sixth is conflict management function: it is imperative that a leader be able to analyze and understand the root cause of problems. Devising practical, creative solutions is a necessary condition in telecommunications companies in this new century. Lastly on the negotiating function: The underlying principle in any negotiation is that both parties must achieve something: it must be a “win-win” situation. Between any leader and his or her team, relationship of mutual cooperation must be established, since everyone is united in common thought and belief.

Herrera (2001) and Bartle (2007) highlights that everyone wants to be respected and to be taken seriously. The teaching staffs are no different. The administrator can quickly alienate and discourage staff if he acts as if they are not there, acting as if they do not count (are not important), or act as if they are part of the room decorations. In contrast, if the head teacher listens to staff, ask their opinions, take them seriously, treat them with respect, then they will respect themselves, the organization and head teacher more. They will take their work more seriously; they will put in extra effort; they will be more productive. The more the head teacher can do this, the more he exercises leadership. Participatory management, at the very minimum, means that a manager pays attention to the staff.

Power and Limitations of Secondary Schools in Participatory Management

Sections 10-13 of the Education Act cap 211 provides for the appointment, procedures and responsibilities of the B.O.Ms. The act empowers B.O.M members to perform the total management of secondary school. The PTA came into being as a result of presidential degree in 1978, when the president of Kenya Daniel Arap Moi issued a directive that each school should have parents association. McGinnis and Welsh (1999) indicated that active involvement of stakeholders in organizational planning and decision making increases the likelihood of successful action.

According to Danzberger et al (1987), participation in decision making requires good communication; the more channels you can open up – the more you can have staff participate in managing the organization. Every chance you get, look for ways to talk with staff. Let them show you their achievements and frustrations. Staff will quickly see if you are sincere or not. Do not do this in a superficial or perfunctory manner. Develop a genuine interest in what they do. Show respect.

Benefits of Participatory Management

Report of the presidential; working party on education and manpower training for the next decade and beyond chaired by Kamuge (1988) indicates that the teacher management system in the country is not effective and sufficient. This justifies the delegation of TSC functions to County and Sub County TSC officers and B.O.Ms so as to relieve pressure from the centre. The Guidance and Counselling Manual (Republic of Kenya:2002) further points out that secondary school principals should allow open air discussions in schools, formal meetings or put suggestions box to let off steam due to stress or strain in any community. When discipline is put in place, a school's academic performance will automatically improve. Effective learning requires a good teacher, disciplined student and conducive learning environment in order to attain a positive goal. Research findings show that allowing teachers and stakeholders to take part in decision making yields solitary results. Employee satisfaction, motivation, morale and self-esteem are affected positively by involvement in decision making and implementation, Chapman & BOG (1986). Another noteworthy impact of participatory management is that participants

tend to have a sense of ownership of change initiatives and eventually extend stronger support to realize the goals of such effects (Duke, Showers & Imber, 1980). Apart from participatory approaches, enhancing the levels of trust within the school community attains educational benefits (Blasé & Blasé, 2001; Tschannen-Moran, 2001).

Trust as used in this paper means that someone feels confident and assured in allowing something to be in the care or control of another (Tschannen-Moran & Hoy, 2001). Bryk and Schneider (2002) argued that allowing relational trust to grow in a school community triggers the effective interplay of the various factors towards academic productivity. In fostering trust, certain aspects of participatory practices have been found to be essential. These practices are open communication, Blasé and Blasé (2001) states that successful implementation of SBM or any form of school renewal is hinged on trust, Daniels (1996); Lindelow & Heyndrickx (1989) and Spilman (1995/1996). Gamage (1996 a; 1998), states that trust and confidence between the teachers and students or the teachers and parents in schools with open climates promote unity in the school community towards attainment of goals for greater school effectiveness. Your organization will run better if your staffs are more loyal, feel needed and wanted, feel that they are respected and feel that their opinions count. If you pro-actively seek their input management decision making, you will contribute to all those things. Decisions tend to be better when they can call on a wider range of knowledge, on formation and experience. No matter how wise and experienced a boss may be, she does not have as much experience as the total of all the staff, trust is an important factor of leadership. Participatory approaches usually mean that decision making is more transparent. That, in turn, increases the trust of the staff and the leadership of the manager is increased. And transparency itself is an added benefit to this approach. When decisions are made in active consultation with the staff, there is less suspicion of illegal and immoral decisions being made in sneaky circumstances. As with community participation, the end result is that participatory management yields many benefits. There are few costs, however, to obtain it, and decisions are therefore slower than when they are made unilaterally. Research findings show that allowing teachers and stakeholders to take part in decision-making yields salutary results. Employee satisfaction, motivation, morale and self-esteem are affected positively by involvement in decision-making and implementation (Chapman & Boyd, 1986; Doyle & Wells, 1996; Driscoll, 1978). Similarly, employee commitment and loyalty are fostered by collaborative school management practices (Beyerlein, Freedman, McGee, & Moran, 2003; Chapman & Boyd, 1986; Hargreaves & Hopkins, 1991; Wong, 2003). Moreover, researchers claim that better decisions and greater efficiency are reached since issues are discussed extensively via open communication among people having varying viewpoints involved in participative set-ups (Fidler & Bowles, 1989).

Another noteworthy impact of participatory management is that participants tend to have a sense of ownership of change initiatives and eventually extend stronger support to realize the goals of such efforts (Duke, Showers, & Imber, 1980; Gamage, 1996c). Implementing participative management practices is also known to yield the following benefits: heads cannot easily manipulate people (Watkins, 1985); teachers are given a sense of control over their own working lives (Weiss, Cambone, & Wyeth, 1992); power inequities are balanced (Harchar & Hyle, 1996); and additional resources become available to the organization (King & Swanson, 1990).

Aside from participatory approaches, enhancing the levels of trust within the school community attains educational benefits (Tschannen - Moran, 2001). Trust as used in this paper means that someone feels confident and assured in allowing something to be in the care or control of another (Tschannen-Moran & Hoy, 1998). Bryk and Schneider (2002) argue that allowing relational trust to grow in a school community triggers the effective interplay of the various factors towards academic productivity. In fostering trust, certain aspects of participatory practices have been found to be essential. These practices are open communication (Saunders & Thornhill, 2003); and supportive and collegial behaviour of the leader (Tschannen-Moran & Hoy, 1998).

Ways to Channel Participation

Bartle (2007) asserts that if you choose to plan and implement a programme to increase staff participation in management decision making and we encourage you to do so you can devise many ways to make your organization more participatory. Participation in decision making requires good communication; the more channels you can open up - the more you can have staff participate in managing the organization. Every chance you get, looking for ways to talk with staff is sincere or not. Do not do this in a superficial or perfunctory manner. Develop a genuine interest in what they do and show respect. Set up a routine and regular participatory management meeting. Set up special sessions that allow (and encourage) staff input. It is equally advisable that you use job descriptions as your programme of increasing staff participation and arrange annual review sessions to obtain staff input for making annual work plans. One way which is useful is to put up a sign behind the managers desk, "management is far too important to be left only to the managers." When visitors remarked on it, or asked about it, the opportunity should be used to explain the value of staff input into the process of management in decision making.

Conclusions

- It was concluded that a favourable school leadership style stimulates all the key players towards the achievement of school goals. It noted that an autocratic leadership skill is often characterized by centralized decision making, stable structure exchanges or agreements with followers. The leader with such skills develops and points out what the followers will receive if they do something right or wrong.
- Teachers and stakeholders should be allowed to take part in decision making process at whichever level as this will yield solitary results. Employee satisfaction, motivation, morale and self-esteem are affected positively by involvement in decision making and implementation.

Recommendations

Parents should be involved at all levels of school system according to their interest and capabilities. They should also be involved in educational decision making process. Prefect's participation on the other hand means an active, sustained, continuous and responsible presence in school activities throughout. It is therefore important that prefects be academically above average, a person of high integrity, honest, respectful, obedient, consistent and active in co-curricular activities in order to be a role model to the rest of the students. Corrective measure should be aimed at making school prefects understand and have confidence in their functions. This will not only lead to effective school management but also achieve sound educational output.

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