

**INFLUENCE OF TEACHER PARTICIPATION IN MANAGEMENT ON  
DISTRIBUTED LEADERSHIP STYLE IN SECONDARY SCHOOLS IN  
UASIN NGISHU COUNTY, KENYA**

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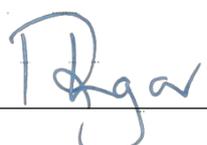
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University**

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## DECLARATION AND RECOMMENDATION

### Declaration

I declare that this thesis is my original work and has not been presented in any other university.

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### Recommendation

This thesis has been submitted for examination with our approval as university supervisors.

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## **DEDICATION**

This thesis is dedicated to my late Mum Mrs Ludiah Langat for her much support and passion for education. May she continue Resting in Eternal Peace.

## **ACKNOWLEDGEMENT**

I acknowledge God above everything else, I give glory and honor for giving me the vision to pursue higher education and providing an enabling environment; secondly, I thank my supervisors Dr. Wilson Muema and Dr. Lucy Ikiara for their wise counsel given and great input towards the development of the research project, their follow-ups, reviews of the manuscripts, and the invaluable and consistent guidance has helped me a lot. Thirdly, I acknowledge the lecturers who took me through the entire course, I say thank you for an academically stimulating and enriching encounter. I would also like to thank my classmates and friends, who always wished the best for me; it is courtesy of your team spirit that this study succeeded. Lastly, to all who prayed, touched and contributed in any conceivable way during this academic period. To you all I say thank you and God bless.

## ABSTRACT

Distributed leadership in schools has been highlighted as an important factor in motivating teachers. In Kenya, on the other hand, the education system allows school management to make all the important decisions with little influence from the teachers. Existing studies show that distributed leadership is still low in terms of involvement in the management of school activities. Massive teacher absenteeism, administrative tasks, significant staff turnover, a lack of dedication, poor time management, subpar performance on national exams, strikes, and property damage exacerbate the situation. Increasing teacher involvement in school decision-making is one of the most promising techniques for education reform, but empirical data on the circumstances of teachers' actual participation when given the chance is fairly scant. Therefore, against this background, this investigation looked into the influence of teacher participation in management on distributed leadership style in secondary schools in Uasin Ngishu County, Kenya. It was specific to the influence of teacher involvement in curriculum management on distributed leadership style in secondary schools in Uasin Ngishu County, Kenya, management of physical resources on distributed leadership style in secondary schools in Uasin Ngishu County, Kenya, management of students' activities on distributed leadership style in secondary schools in Uasin Ngishu County, Kenya, management of community partnership on distributed leadership style in secondary schools in Uasin Ngishu County, Kenya and financial management on distributed leadership style in secondary schools in Uasin Ngishu County, Kenya. Given the nature of the study, a descriptive research design that was supported by the participatory leadership theory, the distributed leadership model, and the change management model as well as the shared decision-making theory as its primary theory was used. 375 teachers made up the study's population. Based on the Yamane algorithm, a representative sample of 193 respondents was chosen and identified using stratified random selection. To confirm the validity and reliability of the data gathering instrument, a pilot study was conducted. Personal interviews and questionnaires were used to collect the data. Descriptive and inferential statistics were used in the data analysis. Descriptive statistics included percentages, frequencies, and averages, while inferential statistics used a multivariate linear regression model. The study findings indicated that teachers' involvement in: curriculum management ( $\beta = 0.212, p < .05$ ), physical resources management ( $\beta = 0.126, p < .05$ ), students' activities management ( $\beta = 0.142, p < .05$ ), community partnership management ( $\beta = 0.178, p < .05$ ), and financial management ( $\beta = 0.132, p < .05$ ) had a positive and significant effect on distributed leadership style. According to the study's findings, Kenya's public secondary schools' teacher participation in management is highly influenced by distributed leadership style. The study recommended that public secondary schools' management should involve teachers in school leadership. The ministry of education should develop policies aimed at strengthening teachers' participation in school management. Determining the influence of distributed leadership on teacher participation in school management provides valuable information that is beneficial to the government, the ministry of education, school managers, teachers, researchers and the general population. The study has highlighted the contribution of teachers' involvement in school management. This study has provided valuable information for designing appropriate mechanisms for enhancing teacher participation in school management.

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## **LIST OF ABBREVIATIONS**

<b>ANOVA</b>	Analysis of Variance
<b>BoM</b>	Board of Management
<b>KESSP</b>	Kenya Education Sector Support Programme
<b>KICD</b>	Kenya Institute of Curriculum Development.
<b>NEC</b>	New English Curriculum
<b>PLT</b>	Participative Leadership Theory
<b>SPSS</b>	Statistical Package for Social Scientists

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the Study**

The degree to which teachers participate in school administration has been under scrutiny over the past 10 years. Nkyabonaki (2013) defines teacher involvement in school administration as a multidimensional phenomenon that represents strategies and initiatives that benefit students and aid in their goal-achievement. This entails choosing topics that will help attain the goals for the full curriculum (Kamugisha & Mateng'e, 2014).

Teacher participation, according to Muindi (2011), is when teachers actively participate in discussions and choices pertaining to their immediate work. Other research Sarafidou and Chatziioannidis (2013), Gardinier (2012) and Ali (2012) have demonstrated that incorporating teachers in change management is not only a collaborative agenda but also a motivational tactic. According to Mohammed (2011), school administrators should prioritize implementing teacher recommendations and ensuring their motivation.

They clarified that the majority of choices in schools are decided by regulatory bodies without teachers' input. According to Akinfolarin (2015), Mazandarani and Mahnoosh (2015), teachers' involvement in the management of the curriculum and the delivery of instruction, the provision of physical and material resources, the development of student-teacher partnerships, and the school community as a whole have all led to an increase in productivity, innovation, low absenteeism, engagement, and high-quality work.

In America, Kingi (2018) argues that most teachers are unqualified and lack the innovative skills to successfully engage in change management related to the implementation of learning activities. According to Stephen et al. (2015), computer technology and online resources are not included in the scope of teacher involvement in changes linked to curriculum management and entrepreneurial education. Furthermore, Mavrou and Meletiou (2013) asserted that because most schools were technologically behind the times, teachers were unmotivated to employ technology in the classroom.

Mulford (2010) contends that motivation, authority, autonomy, and a feeling of duty are all factors that are directly related to teacher engagement in the management of student and teacher activities in Australia. Migwi (2018) discovered a conflicting association between teacher engagement in overseeing staff and student activities in Singapore, nevertheless.

Selingo (2015) notes that when using technology to educate and learn in China, teachers are concerned with providing the finest experience possible for their charges. Traditional educators, who have little practical classroom experience, overemphasize theoretical and pedagogical understanding (Andreasen & Haciomeroglu, 2009; Oonk, 2009; Zhang, 2009). The need for transformation in education around the world through teacher participation cannot be divorced from Latin American countries (United Nations Educational Scientific and Cultural Organizations [UNESCO], 2022).

They contend that in Mexico, secondary school education reform has looked at the degree of involvement of three instructors in managing the curriculum and instruction. Despite efforts to provide transparency and chances for teachers to participate in curriculum and

training, the results revealed that the majority of secondary school teachers were only participating in the implementation phase. Teachers lack the motivation to actively participate in school change management (Millet, 2010).

According to Gardinier (2012), Albania's education strategy in Eastern Europe has embraced a competency-based curriculum that is democratic and involves high-level teacher participation in the supervision of teacher and student activities. These theories see pupils as independent, self-reliant individuals who will eventually grow in democratic societies and the global market. Teachers are characterized as knowledgeable professionals who will become informed through their involvement in changing schools. According to Cheng, teachers participate in school administration as team leaders, change agents, advisors, and curriculum designers.

Benoliel and Somech (2018) contend that in Israel, a lack of organizational ownership prevents teachers from being fully involved in the management of school activities. The majority of schools in Singapore frequently use leadership tactics that highlight the relationship between teachers and the student body (Caprara, 2016). In South Africa, Swanepoel (2016) revealed that school success occurs when teachers participate at the highest level in managing disciplinary activities as well as in preparation of school budget, taking control measures and coordinating school development projects.

However, the study revealed that most teachers were often motivated to take part in school management in South Africa. This is in contrast to Dagneu (2017) research in Ethiopia, which shows that school leaders tend to discourage teachers based on school-related factors, such as schools and teachers, school leaders' attitudes towards teacher

involvement in their school affairs, and social stereotypes that teachers have in participating. they are in less profitable school activities.

Studies in Africa also show strong relationship between distributed style of management adopted by school managers and teacher willingness to be involved in the oversight of schools. For instance, Duze (2011) shows that in Nigeria, teacher participation in school government is significantly correlated with leadership style. Particularly, truancy, vandalism, school burnings, strikes, and property destruction decreased in schools that used participatory leadership techniques (Ikediugwu, 2017). In Botswana, Hasha, and Wadesango (2020) identified lack of motivation, poor attendance, poor time management and absenteeism in schools occurring as a result of leadership style. In Tanzania, Kitila (2012) found that teacher involvement was low, with the majority of teachers feeling compelled to be involved in school governance. In Uganda, studies show that shared values contributed to improved school management (Bubale et al., 2021).

The Kenyan government is dedicated to delivering high-quality education via collaboration with stakeholders. Thus, the government encourages participatory governance by involving management bodies, teachers associations and local communities. This shows that teacher involvement in curriculum management, physical resources, student activities, community partnerships and finances is very important. However, Momanyi (2015) contends that inadequate teacher participation is evident in many schools in Kenya. Teachers have had a modest role in managing schools in Uasin Gishu County, similar to the rest of the country, because the system places the weight of management on the principals, who must make important decisions. The choice to choose a distributed leadership style, for example, which allows teachers to participate in the management of

the school, is up to the principals.

As organizations today struggle to keep up with the swift changes in a knowledge-based world, organizational processes and decision-making are becoming increasingly complex. Today, it is believed that the competitive and hierarchical leadership styles that were once common are unable to deal with the problems of a quickly changing, complex, and globalized society (Clegg et al., 2019). In educational organizations the situation is no different, there is a trend towards increasing school management, which has increased the workload of principals and made it very difficult to fulfill their responsibilities (Bush, 2012). To develop and attain excellence in these circumstances, schools must involve their workers and stakeholders in school governance more than ever before (Leithwood et al., 2009).

The pedagogical leadership literature has shifted to a more collective and participatory approach, where teachers and other stakeholders within the organization engage and collaborate in making decisions and taking action to resolve matters. An increased focus has been placed on models of distributed leadership in which various participants in the organization have a hand in driving forward the goals of the institution. In educational institutions, things are accomplished more quickly and effectively (Weiss & Cambone, 2020). According to Berjaoui and Karami-Akkary (2019), assigning leadership tasks to organizational members improves decision quality, helps schools, and is more effective than alternative leadership techniques. This compels the researcher to look into whether the distribution of leadership in Ainabkoi Sub-County, Uasin Gishu County, affects teacher participation in school management.

## **1.2 Statement of the Problem**

Distributed leadership encourages collective management and decision-making among those in the educational setting. This approach emphasizes collaboration between teachers, administrators, and other stakeholders in creating a healthy school environment, leading to high levels of job satisfaction and better academic results. Fautha (2019) has demonstrated that this form of school organization can have beneficial impacts on stakeholders in education, such as increased job satisfaction among teachers and improved academic performance from students.

Teacher participation in management is highlighted as an important factor in teacher motivation. The Basic Education Act (2012) in the Republic of Kenya, as well as Mualuko et al. (2009), both state that the educational system in Kenya allows school administration to make all key decisions with little to no teacher input. The drive to oversee school activities remains minimal. Strikes, low performance on national exams, a lack of commitment, poor time management, and property destruction (Ali et al., 2015; Berjaoui & Karami-Akkary, 2019; Ileri, 2015; Mualuko et al., 2009).

One of the most promising initiatives for education reform is to increase teacher involvement in decision-making, yet there is little empirical data on how teachers really participate when given the chance (Momanyi, 2015). The results of the available studies indicate that distributed leadership leads to teacher participation in school management. Since schools play a significant role in socio-economic development it would be important to determine whether adoption of distributed leadership would also lead to improved teacher participation in school management (Kamugisha & Mateng'e, 2014).

This is due to the fact that some studies indicate a connection between distributed leadership and teacher participation in school governance, but other studies indicate there is none. Muli and Muturi (2019) for instance, investigated how distributed leadership affected teachers' involvement in school management in a sample of schools in the Kitui District and discovered that it increased as a result of distributed leadership responsibilities, indicating that there may be a connection between distributed leadership and teachers' involvement in school administration.

When Oyugi and Gogo (2016) examined the effect of leadership style on teacher involvement in school government in Migori County, Kenya, they were unable to find a statistically significant correlation. Some of the factors affecting teacher participation were discussed in these studies, but not in Uasin Gishu County. The researcher decided to undertake a study to determine whether distributed leadership affects teacher participation in management of secondary schools in Ainabkoi Sub County, Uasin Gishu County, as a result of the mixed results.

### **1.3 Purpose of the Study**

The purpose of the study was to establish the influence of teacher participation in management on distributed leadership style in secondary schools in Uasin Ngishu County, Kenya.

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

- i. To determine the effect of teacher involvement in curriculum management on distributed leadership style in secondary schools in Uasin Ngishu County, Kenya.

- ii. To establish the effect of teacher involvement in management of physical resources on distributed leadership style in secondary schools in Uasin Ngishu County, Kenya.
- iii. To evaluate the effect of teacher involvement in management of students' activities on distributed leadership style in secondary schools in Uasin Ngishu County, Kenya.
- iv. To assess the effect of teacher involvement in management of community partnership on distributed leadership style in secondary schools in Uasin Ngishu County, Kenya.
- v. To establish the effect of teacher involvement in financial management on distributed leadership style in secondary schools in Uasin Ngishu County, Kenya.

## **1.5 Research Hypotheses**

**Ho1:** There is no statistically significant relationship between teacher involvement in curriculum management and distributed leadership style in secondary schools in Uasin Ngishu County, Kenya.

**Ho2:** There is no statistically significant relationship between teacher involvement in management of physical resources and distributed leadership style in secondary schools in Uasin Ngishu County, Kenya.

**Ho3:** There is no statistically significant relationship between teacher involvement in management of students' activities and distributed leadership style in secondary

schools in Uasin Ngishu County, Kenya.

**Ho4:** There is no statistically significant relationship between teacher involvement in management of community partnership and distributed leadership style in secondary schools in Uasin Ngishu County, Kenya.

**Ho5:** There is no statistically significant relationship between teacher involvement in financial management and distributed leadership style in secondary schools in Uasin Ngishu County, Kenya.

## **1.6 Justification of the Study**

Concern should be expressed about the extent of teacher involvement in school administration. If teachers are actively engaged in the management of school activities and programs, it is easier to achieve the school's goals. However, not all school principals allow teachers to participate in school management. The study's justification was based on the notion that teachers must be active in the administration of educational activities. Determining the influence of distributed leadership on teacher participation in school management provides valuable information that is beneficial to the government, the ministry of education, school managers, teachers, researchers and the general population.

The study highlights the contribution of teachers' involvement in school management. Such a study provides valuable information for designing appropriate mechanisms for enhancing teacher participation in school management. The study provides data that may form the basis for influencing teachers to delegate or share responsibilities with teachers to prepare them for future leadership. It is expected that the results of the study provide

insight into the reasons why principals might be hesitant to involve teachers in school management.

The report assists the government in developing policies that encourage teacher involvement in school administration. The study helps the Kenyan ministry of education determine how much distributed leadership affects teacher involvement in school administration in Kenya's secondary schools. This provides a basis for recommending the use of distributed leadership style in secondary schools in Kenya.

The findings are also important to the school principals as it informs their decisions to delegate management responsibilities to teachers. The study may be adopted to guide the principals in incorporating teachers in school management. The findings may help teachers to take up delegated responsibilities in learning to participate in school management. The study may also inform the parents and the school community on the benefit of teacher participation in school leadership.

### **1.7 Limitations of the Study**

The focus of this study was on how distributed leadership affects teacher involvement in secondary school management in Kenya. There are some restrictions that are probably going to come up in the study. Because information about principals' leadership styles is thought to be confidential, some respondents were reluctant to provide pertinent information. Additionally, the survey was only conducted in public secondary schools. The finding is therefore only loosely extrapolated to private schools in Kenya.

To get past these limitations, the researcher assured the respondents that the data they

submitted would be kept anonymous. Without withholding any information crucial to the study, the researcher urged the responders to take part in it. Additionally, the researcher requested early authorization from the administration of the chosen secondary schools to enable data collecting. The researcher also used appropriate sampling techniques to enhance generalization of the findings.

### **1.8 Delimitations of the Study**

The study was conducted in Ainabkoi Sub County's public secondary schools in Uasin-Gishu County. It looked into how teacher participation in school administration is impacted by distributed leadership. The research also focused on distributed leadership as the predictor variable and teacher participation in curriculum management, management of physical resources, management of students' activities, management of community partnership and financial management as the criterion variables. It took place between April and October 2022.

### **1.9 Significance of the study**

The research discusses practical, theoretical, and policy concerns that are important to diverse stakeholders in improving teacher participation in secondary schools leadership in Kenya. First, the results of this study will be beneficial to the ministry of education in terms of the necessity for and value of distributed leadership style. Secondly the study findings will be beneficial to secondary schools as it will enable them enhance their levels of teacher participation in school management. Lastly it will benefit the academia as it will serve as a reference material to researchers in who may be interested in conducting further research in school management.

### **1.10 Assumptions of the Study**

School principals distribute leadership roles to teachers in public secondary school will be established. Secondly teachers' involvement in school management of public secondary schools will influence distributed leadership and lastly the respondents would express their true opinions and beliefs regarding the influence of distributed leadership on teacher participation in management of public secondary schools.

### **1.11 Operational Definition of Terms**

**Curriculum management:** The processes of developing, maintaining, and improving curricula through implementation and assessment of learning activities.

**Distributed leadership:** Allocating roles and responsibilities amongst the different members of the school community, allowing for a more collective approach to managing the school.

**Financial Management in schools:** Involves overseeing the use of financial resources and ensuring that these resources are allocated in a way that is best suited to meet the educational institution's objectives and goals. Furthermore, it entails overseeing budgeting and forecasting processes, purchasing and managing supplies, and monitoring performance metrics.

**Physical resources:** The buildings, grounds, furniture and apparatus along with equipment available for use in the school.

**School Community partnership:** The involvement of teachers in working with the

communities in promoting academic, social and emotional well-being of the school.

**School management:** The action of managing and organizing the day-to-day operations of a school in order to ensure that it runs smoothly and meets its goals.

**Teacher participation:** The ability to have access and successfully be involved in problem handling activities aimed at providing leadership, guidance in the school.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introductions**

The researcher did a critical evaluation of the literature in this chapter to determine the applicability of the study and, consequently, the theoretical knowledge of the research subject.

#### **2.2 Empirical Review**

Literature is expounded on in this section, guided by the objectives of the study that is; teacher involvement in curriculum management, management of physical resources, management of students' activities, management of community partnership, financial management and their willingness to participate in the administration of public secondary schools in Ainabkoi Sub County.

#### **2.3 Teacher Involvement in Curriculum Management**

According to Fang and Garland (2013), they discovered that instructors felt marginalized in NEC-related policies since it is a hypothetical account of policy conduct in their study on the implementation of the New English Curriculum (NEC) in Chinese schools. The survey found that teachers chose to give their opinion on the latest textbooks rather than the curriculum guide because they felt that changing textbooks would have a major impact on changing the curriculum. In addition, teachers must use textbooks in the daily learning process. Therefore, they consider textbooks more appropriate than understanding NEC

guidelines (Fang, 2013).

In Vietnam, Nguyen (2011) conducted an exploratory study focusing on the implementation of English language education policies in primary schools. This study shows that unresolved teacher problems such as career development, training, resources, methodology and materials hinder the implementation of English language education policies. According to the survey, there are discrepancies between the actual practice and the guidelines provided by the government. The practice of teaching in schools is very different from the practice proposed in the political curriculum. The study also found that the differences were due to the fact that teacher training and their beliefs about teaching did not change. Kingi (2016) also observed through a descriptive study that focused on the level of teacher loyalty in implementing the reforms introduced by Ghana in relation to education and found that teachers supporting the implementation of the planned curriculum were deactivated, so the persistence in implementation was uncertain. However, this research leaves a gap as it specifically refers to teacher involvement in English teaching policy in primary schools, whereas this research focuses specifically on teacher involvement in school management.

Teacher participation in curriculum development is discussed in another study on curriculum development by Alsubaie (2016). This study comes to the conclusion that while no curriculum is perfect, finished, rigid, or free from criticism, it must be accepted by teachers and viewed as pedagogically sound by parents and society at large in order to be successful. As a result, curriculum development should be viewed as a process whereby addressing students' needs results in better learning for students. It also can't remain motionless. The curriculum needs to be a dynamic, ever-evolving document. It must be

flexible enough to adjust to societal and educational developments. The educational process can only be changed effectively after that. This study examines teacher involvement in curriculum development, which leaves a gap that this study attempts to fill by assessing teacher involvement in school governance.

Jadhav and Patankar (2013) conducted a study entitled "Quality Circles in M.Ed. Teacher Education Quality Improvement Curriculum". In this study, a quality circle is introduced in which the student teacher completes the assigned task in groups in order to succeed in the M.Ed. Curriculum. The result of this research is the circle of quality in the implementation of M.Ed. works very effectively. Curriculum. The current M.Ed Syllabus (prescribed by Shivaji University) plays a very important role in shaping the personality of the students and indirectly improving the teaching quality of the teachers.

Science teachers' engagement in the creation and execution of the curriculum is examined by Oloruntegbe (2011). 630 secondary school teachers make up the sample. The study's findings demonstrate that the majority of teachers place a greater emphasis on instruction and getting students ready for national tests than on their overall growth as learners. Teachers, according to Oloruntegbe, are unmotivated to produce curricula and are resistant to change. This study however left a research gap since it was specific to teachers' motivation towards curriculum development while the current study deals with teachers' involvement in curriculum management.

Nyamai (2020) used a case study analysis of teacher involvement in curriculum development in Kenya to analyze the current level of teacher involvement in curriculum development. This study also looks at how the Kenya Institute for Curriculum Creation

(KICD), the regional curriculum management organization, can guarantee teachers' full participation in curriculum development. This research is a desktop study that uses qualitative methods for data collection and analysis. Document analysis is the main data collection tool used to analyze the use cases in this study. Analysis of the selected case studies and the use of thematic analysis and coding were carried out to produce the results. The study found that teachers received inadequate guidance during the curriculum development process in Kenya and most of them were dissatisfied with the current KICD approach to curriculum development. This study adopted qualitative study design while the current study will adopt both quantitative and qualitative methods to enhance study findings.

Kingi (2016) examined secondary school teachers' perceptions of the teacher's role in curriculum development in Kenya. This study is a literature review and shows that teachers are dissatisfied with the current way of curriculum development, which they ignore. In Kisii District, the majority of teachers have never worked on curriculum creation. The majority of educators are eager to participate in all stages of curriculum creation. The teachers stated that they had problems implementing the developed curriculum. This study left a research gap since it was a desktop review while will adopt both quantitative and qualitative research techniques.

Kingi (2018) carried out a study to look at the degree of teacher involvement in change management in connection to changes in the curriculum and learning and their effects on teacher motivation. Using a correlational design, this study. 3630 people, including 578 principals and 3052 subject teachers, were the target population. For teachers and school principals, this study used a proportional stratified random sampling technique. The

information was gathered through a survey given to teachers and principals. Content validity is a metric for validity. Reliability is determined by internal consistency reliability, which has a Cronbach alpha coefficient of 0.982. Data analysis with SPSS utilized both descriptive statistics and inferential statistics (simple regression). Different teachers were motivated and committed to managing school reform. This study discovered that teachers' motivation was significantly impacted by how involved they were in dealing with curriculum and instruction modifications. To boost teacher motivation, it is advised that schools implement participatory structures that foster a high level of teacher involvement in curriculum management and instructional improvements. However, this study concentrated on teachers' involvement in curriculum management, whereas the current study was more general in its focus on teachers' engagement in change management.

#### **2.4 Teacher Involvement in Management of Physical Resources**

Physical asset management is an essential part of school administration. It is essential to make sure that physical resources are allocated and used in an effective, efficient, and strategic way in order to attain the school's desired aims and objectives (Migwi, 2018). Performance on standardized tests and the caliber of the amenities offered in schools are directly correlated. These resources are broken down into three groups: learning materials, financial resources, and human resources. Therefore, it is crucial for educational professionals to constantly be aware of the expenses that these resources must make. This justifies the contribution that education makes to raising people's standards of living. In Kenya's Kiambu, Machakos, and Kajiado areas, Kingi and Kalai (2018) examined the effect of teachers' involvement in the control of physical and material assets on teacher motivation. Herzberg's hygiene motivation theory from 1959 and Kurt Lewin's change

management model from 1951 are both used in this study. A sample of 345 subject instructors and 58 principals was used in the correlation design. Questionnaires for teachers and principals as well as self-monitoring manuals were used to gather data. The size of the sample of respondents was decided using a stratified random sampling procedure. Expert opinion is used to determine validity, and Cronbach's alpha is used to determine dependability. A t-test was employed to compare the perspectives of teachers and principals regarding the involvement of teachers in the management of physical resources. Additionally, a simple regression analysis was conducted to measure the impact of teacher involvement in the supervision of physical resources on their motivation and satisfaction.

According to this survey, teachers were proactive in controlling their classroom's physical physical assets and supplies. The findings of the independent sample t-test show that the opinions of principals and teachers about teacher involvement in the management of physical assets and supplies differ significantly in the mean. In addition, this study shows a statistically significant relationship between instructors' motivation and how much they are involved in overseeing physical infrastructure. In order to promote teacher involvement in the oversight of physical facilities and resources, a system of shared responsibility must be implemented. These initiatives increase the level of motivation among instructors, which raises academic standards in Kenya.

Kingi (2016) examined the effectiveness of physical resource management and how it affects the effectiveness of education provided in schools. The poll included a systematic questionnaire, and the findings indicate that many government organizations lack the financial expertise needed to create workable budgets and acquire funding for their educational institutions. Because they are unable to develop organized systems and

exacting procedures, schools incur unnecessary expenses and teachers are unable to maintain and effectively utilize physical resources. They badly lack the capacity to regularly monitor and assess how well physical resources are being provided for and maintained. Professional administrators should have minimal trouble efficiently managing the school's physical resources. This study however left gaps since it assessed the effectiveness of management of physical resources while the current study relates distributed leadership and teachers' involvement in Management of Physical Resources.

According to Lelei (2019), it was discovered that primary school facilities in Nigeria are severely inadequate, with the required percentage of availability ranging from 1.5 percent to the maximum, in his study of the provision and administration of physical facilities for primary education in Nigeria. 35.2 percent more. His research emphasizes how crucial physical facilities are to the management of the educational system. He believes that stakeholders in all education systems, be it primary, secondary or tertiary schools, must ensure the provision of adequate physical facilities to enhance learning and increase productivity. In addition, it is emphasized that educational goals can only be achieved if there are adequate and adequate physical resources in a school. However, this study leaves a gap as was done in Nigeria and its findings may not be generalizable to the Kenyan setting.

A study on the connection between teacher organizational involvement and the leadership style of school administrators was undertaken by Devos et al. (2014). Data were collected from 1,495 secondary school teachers. This study uses a structural equation model. The findings demonstrated that distributed leadership (vice principals, teachers, participative and collaborative decision-making) was responsible for the school leadership style and

teacher involvement. The path model shows satisfactory model fitting results. In addition to dispersed leadership and primary leadership, principal leadership style also accounts for 36 percent of the variation in participatory decision-making and 44 percent of the variation in teacher participation. However, the direct impact of school administration on teacher engagement is very minimal. While this study focuses on the impact of teacher organizational engagement on their motivation, it also examines the connection between a principled leadership style and teacher organizational involvement.

According to a study by Ayele (2014), inadequate physical facilities and low pay have a negative effect on teachers' commitment to and motivation for managing school resources. Ayeni and Adelabu (2012) contend that low teacher morale is caused by a lack of teacher involvement in facility management (furniture, ventilation, incinerators, urinals, and audiovisual equipment). Additionally, they discovered that instructor involvement fosters innovation and engagement, but the absence of such resources results in subpar performance (Osei, 2006). The role that teachers play in the management of physical and material resources can have a different effect on their motivation, according to these authors who put special emphasis on the role of teachers.

Salifu (2014) conducted a study on the barriers to motivating teachers to practice professionally in managing school resources. This study uses a qualitative approach. The results showed dissatisfaction and stress in the teaching profession due to poor working conditions. He goes on to say that factors affecting teacher motivation include class size, working hours, leadership style, and the location of the school. Despite being the study's main objective, participation in connection to motivation was not examined. According to Wadesango (2012), teacher involvement in facility management in Zambia led to low

morale and administrative stress in schools. He stated that better working conditions resulted from teachers being involved in facility management. Wadesango did not go into detail about the extent of the involvement or the nature of the connection, though.

Ayele (2014) did a study on the job satisfaction and participation of secondary school teachers in the Hadiya zone of Nigerian secondary schools. The study, which focused on internal and external factors affecting teacher work satisfaction and involvement, included 159 respondents, including eight principals, sixteen vice principals, eight supervisors, and eight educational service personnel. Questionnaires and interviews were the main ways of acquiring data. The mean, standard deviation, and Pearson product correlation coefficient were employed in a quantitative data analysis. The findings revealed a significant and favorable correlation between teacher engagement and job satisfaction. Increased engagement among teachers is correlated with higher work satisfaction. The study recommends providing adequate facilities, tools, and materials, including staff housing, water, electricity, transportation, working conditions, and refreshments, but it leaves gaps in teacher job satisfaction. This study focuses on teachers' involvement with physical resource management.

Mualuko et al. (2009) conducted a study to ascertain the degree of teacher involvement in school transfer decisions that really occurs and what is wanted. The dependability coefficient is calculated in this study utilizing the Pearson product formula with an ex post facto design and split-half approach. This reveals a significant gap between the actual and desired involvement of educators in change management with regard to physical resource management. They claim that the ideal people to take part in changes pertaining to the management of physical resources are teachers because they are professionals and

practitioners. Although this study examines both the desired and actual levels of teacher participation in decision-making, it primarily examines teacher participation in the management of physical resources.

## **2.5 Teacher Involvement in Management of Students' Activities**

Rules and regulations are typically established in school organizational policies by school personnel. School administrators must follow them while creating policies, rules, and regulations because they will be the ones putting them into practice. Kingi (2016) observes that there are three categories of principals: procedures, regulations, or policies. Principals tend to rely more on problem-solving. A method is a set of connected, sequential stages that teachers might employ to help students address a specific problem. The only significant challenge is figuring out the issue. Once understood, the process will be as well. Policies are clear declarations that outline the school leader's rights and obligations. Because they are simple to follow and offer consistency, rules are frequently utilized. Politics serves as a guidance for making decisions. Policies, as opposed to regulations, lay out broad guidelines for the decision-maker rather than dictating what should or shouldn't be done. Policies frequently use ambiguous language that is left up to the decision-maker to interpret.

Fauth et al. (2019) looked at a teacher's core competencies and outcomes and came to the conclusion that a teacher's effectiveness is substantially associated with how effectively they are employing managerial skills. In a study that included a thorough evaluation of classroom management activities in 75 elementary school classes (Nisar, 2019) found that both sexes performed better in classrooms that were truly operating with little time

investment or task disruption and teacher loss. superior. powerful. According to a classroom management study by Charles (2012), teachers who have precise lesson plans feel more in charge and more professional. One experiment looked at how different instructional management techniques affected how well students behaved.

Kingi (2016) came to the conclusion that the therapy program significantly changed the way that pupils behaved in a positive way by lowering tantrums, screaming, and disobedience. According to research, Migwi (2018) draws the conclusion that classroom management training helps teachers adapt to the various behaviors, attitudes, and educational demands of children and foster meaningful interactions with both students and parents. Male teachers performed significantly better than female teachers in terms of learning management and behavior. However, there was no statistically significant difference in governance dimensions. Likewise, men rated the dominance factor slightly higher than women.

According to Gardinier (2012), Albania's educational policy has embraced a democratic and competency-based curriculum with a high level of teacher involvement in the administration of teacher and student activities. These theories see pupils as independent, self-reliant individuals who will eventually grow in democratic societies and the global market. Teachers are characterized as knowledgeable professionals who will become informed through their involvement in changing schools. According to Cheng, teachers participate in school administration as team leaders, change agents, advisors, and curriculum designers.

Migwi (2018) noted that managing school community partnerships, physical resources,

and material resources is not something that teachers are completely involved in. He continued by saying that instructors were excluded from changes affecting several benefits, including housing and travel expenses, all of which were crucial to keeping them motivated. Migwi (2018) adds that integrating teachers in budgeting fosters organizational commitment, effectiveness, and a sense of ownership. Somech goes on to say that teacher collaborations with sponsors and parents are intended to guarantee adequate access to physical and material resources for educational purposes. Somech claimed that because administrators involve teachers more in student activities than other management responsibilities, bad leadership practices are to blame for the lack of teacher enthusiasm.

King'oina et al. (2015) examined how teacher morale affects the academic standard performance of eight students in public elementary schools in the Marani District of Kenya. In this study, an ex post facto design was employed. A sample size of 100 teachers was chosen using a straightforward random sampling method. Questionnaires were used to gather the data, and correlation coefficients were used to analyze it. The findings demonstrated that the factors under study had a statistically significant association. The authors of this study advise principals to involve teachers in running internal quality assurance initiatives. Educational stakeholders are urged to assist and inspire instructors to raise student achievement. This study suggests that teacher morale can have an impact on students' academic achievement, while current research tends to focus on how teacher participation in the management of physical and material resources can affect teacher motivation.

In Greek primary schools, Sarafidou and Chatziioannidis (2012) conducted a study on

teacher decision-making participation and its effects on teachers. The research design in this study is correlational. A total of 141 teachers make up the sample. Through multivariate analysis, data were examined. Classes, extracurricular activities, class assignments, attendance, and discipline are all instances where teachers are involved in the lives of their students. Participate in the management of teacher activities, which include allocating workloads and other responsibilities among classes, maintaining discipline, participating in professional development opportunities and working with subject-matter experts, as well as managing teacher behavior and interactions with parents. The results indicate that even with teachers' readiness to participate, their actual engagement in teaching and managing students was quite low.

There is a statistically significant difference between teacher participation and school teachers, say the findings. The fact that this study was limited to Greek primary schools meant that its conclusions might not apply to secondary schools in Kenya. Mutinda (2018) investigated the level of teacher involvement in school change management and its implications on teacher motivation in secondary schools. The basis of this study is Herzberg's change management paradigm and motivation theory. This research made use of a correlational design. The results showed that the degree of teacher involvement in the five areas of school management was one factor in motivating teachers. Through their conferences and workshops, school administrators and other stakeholders should be made aware of the importance of involving teachers in school change management. However, the current study focuses on teacher participation in secondary school change management and how it influences teacher motivation. This study, however, creates a gap since it examines teacher involvement in school change management.

## **2.6 Teacher Involvement in Management of Community Partnership**

Bringing instructors into the equation when forming partnerships between a school and its local community will enable them to join forces and share the burden of running a school and allowing kids to reach their academic goals- an outcome that will be beneficial to both the school and the neighbourhood (Tondeur, 2013). Community involvement in giving help to upgrade and maintain existing infrastructure is provided by the Kenya Education Sector Support Program (KESSP, 2010).

According to their observations, Onsomu and Mujidi (2011) claim that in the majority of African nations, teachers do not appear to take community partnerships or parental involvement into consideration. Some of them reduce the number of parent sessions they give, alter the time parents and teachers meet, think communication channels are less efficient, and conduct fewer or no house visits. According to Migwi (2018), removing obstacles to parental involvement in schools and more broadly in the context of the systemic change necessary, family communities are frequently denied the opportunity to take part in school activities, make location-based decisions that involve parents, and replicate less bureaucratic, less impersonal, and less budget-driven policies. Like Machako, who encountered the same difficulty.

According to Kambouri et al. (2022), encouraging school-community collaborations across educational boundaries and encouraging teachers to be receptive to engaging with parents requires more than just requiring curriculum modifications to include an engagement component for noting parents before service. In their study, Onsomu and Mujidi (2011) found that the same factors still exist in East and Central Africa, namely:

First, schools do not make an effort to form partnerships with parents because they believe that parents have no role in the educational process because they do not even understand what is being taught.

According to research by Weiss and Cambone (2020), teacher and parent behaviors, attitudes, and beliefs have the biggest impact on the level of home-school connection. According to him, there are differences in how schools and teachers operate, as well as in reporting practices, attitudes toward children's families at school, and interest in and knowledge of effective parental involvement. These factors all have an impact on how well families and schools collaborate. Despite a growing recognition of the special role of parental involvement in schools in student achievement, historical analysis suggests that parent- teacher relationships tend to be characterized as dissociative (Kitila, 2012). In other words, school and home rarely work together as closely as one might expect.

In Africa, Guillaume (2011) observed that teachers are not adapting and encouraging parents to be more involved. Some of them offer fewer classes for parents, change parent-teacher time, find communication mechanisms less effective, and make fewer or no home visits. In most instances, family communities are denied the chance to take part in school activities, involve parents in local decision-making, and replicate school structures that are less expensive, impersonal, and bureaucratic in order to remove obstacles to parental participation in the broader context of change. The parental and community roles in this scenario seem to have been downplayed and limited to resource provision. According to Migwi (2018) study teachers frequently view students, parents, and society through the prism of their own culture and may be reticent to comprehend the difficulties that students, families, and the communities in which they teach face when it comes to

learning. Such experiences are unable to provide future teachers with the chance and challenge to examine their own cultural perspectives and beliefs and grow receptive to fresh ideas.

Soutullo et al. (2016) conducted a study titled *Fearsome Partnerships: Teachers' Perspectives on Immigration-Related Barriers to Family-School Collaboration*. This study focuses on problems that teachers in urban school districts with high immigration rates have identified with family-school relationships with immigrant families. There are 18 respondents, making up the sample size. Focus group interviews were employed in this study to gather data. Barriers to entry of immigrant families are related to language, culture, family resources and marital status. According to the survey, parental partnerships and school policies were reported (94.4%), as well as ineffective communication (83.3%), family absence from school events (88.9%), failure to respond to communications from the school (72.2%), a lack of resources (88.9%), and refusal to go through the screening process (55.6%). According to the study's findings, school-family relationships help immigrant families overcome obstacles and provide them with practical involvement options. The current study focuses on teacher involvement in managing relationships in the community, whereas this study addresses teachers' perceptions on immigration-related impediments to family-school collaboration.

According to Migwi (2018), staff morale suffers as a result of lack of teacher involvement in controlling teacher activities, which results in tense school management. He continued by saying that integrating teachers in managing teacher and student activities runs the danger of causing disagreement, delaying decision-making, adding to burden, alienating coworkers, and frustrating students and teachers. Wadesango contends that ineffective

time management, absenteeism, and unfavorable work attitudes are other ways that a lack of motivation shows up and harms job performance. He claimed that because he lacked motivation, he wasted a lot of time trying to figure out how to make his job satisfying while minimizing student learning.

In secondary schools in Oredo, both public and private, Omobude and Igbudu (2012) conducted a study on the effects of teacher involvement in decision-making on performance. The creation of lesson plans, instruction, career counseling, guidance, and assessment, as well as teacher evaluation, all fall under the category of teacher engagement. Fisher's z test was utilized to analyze the data in this ex post facto investigation. The results showed no statistically significant difference between the performance and decision-making of male and female instructors. Both experienced and novice teachers took part in decision-making. The conclusion drawn from this is that there is no statistically significant performance difference between teachers who actively participate in decision-making and those who do not. The previous study concentrated on job performance in both public and private secondary schools, but the current study is focused on public secondary school administration, leaving gaps in the data.

## **2.7 Teacher involvement in Financial Management**

According to Kingi (2016), planning for learning resources requires the preparation of a budget and the allocation of adequate funds. To ensure skilled and motivated staff, proper budget allocation is also necessary for learning outcomes. Ineffective school financial management has a detrimental effect on teacher motivation (Njagi & Jagongo, 2013). The performance of the public sector was found to be negatively correlated with financial

management engagement in previous studies.

In secondary schools in the Arsi zone, Hussain (2015) performed a study on democratic decision-making in the classroom. Participating in financial management entails budgeting, knowing monthly cash flows and expenses, rallying the community to generate funds, and assigning resources to departments. This study used a sample of 231 respondents and a descriptive survey design. The results indicated that choices about the financial administration of the school were not made with input from the instructors. Dissatisfied leadership, unreliable teachers and principals, incompetence, irresponsibility, and lack of support are some of the factors that hinder teachers' involvement in financial management. However the study left gaps since it focused on secondary schools of Arsi Zone and its findings might not be generalized to the Kenyan setting.

Sukandani and Istikhoroh (2016) studied participatory budgeting to boost department heads' productivity in East Java. Budgeting, accounting, and auditing for costs including travel, supplies, equipment, office supplies, and allowances are all part of financial management. 105 responders who are in charge of budget planning make up the sample size. Data collection involved the use of questionnaires. Employing multiple regression to analyze data. The results show statistically significant differences between participatory budgeting and leadership performance and organizational commitment.

According to Wadesango (2011), teachers' participation in overseeing school finances is a significant source of motivation. Participation in financial management activities includes setting up budgets, serving on fundraising committees, and planning events like parties, competitions, and field trips. The findings indicate that a relatively small

percentage of teachers are opposed to participating in financial management because most school administrators and management committees exhibit corruption. Wadesango contends that teachers feel valued when their hobbies and areas of competence are acknowledged. He concluded that teacher involvement in school funding decisions was a critical area for their motivation. It is clear that there is a gap in Wadesango's research because it does not show the direction of the relationship further using regression analysis.

Kingi (2018) looked at teachers' motivations for participating in the management of financial resources. The basis of this study is Herzberg's change management paradigm and motivation theory. A sample size of 345 subject instructors and 58 principals was used in the correlative design. Data were gathered via questionnaires for teachers and principals as well as self-monitoring guides. In this study, it was discovered that there were gender differences in principal and teacher involvement in financial administration of the school. A statistically significant correlation between administrators' and teachers' perceptions of teachers' participation in financial management in schools is also demonstrated by the findings. However, there is a gap in this study because it does not show the direction of the relationship further through the use of specific regression analysis for teacher motivation for teacher involvement in financial resource management.

## **2.8 Distributed Leadership**

Distributed leadership has become increasingly popular in the recent times and has been applied in many organizations, especially in the educational setting. It is a concept studied heavily by scholar James Spillane, which looks at how leaders and followers engage with each other in various circumstances (Spillane, 2006). It allows roles to be allocated and

distributed among different school staff members, both formally and informally appointed, with the intention of creating positive organizational impacts (Harris & Spillane, 2008; Bennett et al., 2003). The concept has its origins in ancient times, as early as 1250 B.C (Oduro, 2004). However, modern research cannot be attributed to a single researcher- the idea of distributed leadership has been explored by various academics (Bennett, 2003; Bolden, 2011; Harris, 2014; Leithwood et al., 2009; Spillane, 2006). These studies suggest distributed leadership has several advantages; one such benefit is “normative power”, which reflects the desirable changes which distributed leadership has brought about, such as widening the responsibilities of leadership roles.

## **2.9 Theoretical Framework**

This study is guided by a combination of shared decision- making theory, distributed leadership model and participative leadership theory.

### **2.9.1 Shared Decision-Making Theory**

Charles et al. (1997) proposed the concept of decision-making theory, which dictates that information needs to be exchanged between the person carrying out the decision and the person making the decision in a structured setting for obtaining decisions with high quality and informed by the best available evidence concerning the merits and drawbacks of each option. In schools, groups make a lot of decisions even though the focus is mostly on individual decision-makers (Lunenburg & Ornstein, 2014). These organizations may be referred to as field boards, task forces, committees, or teams. Consensus rather than a majority vote is commonly used to make decisions (Straus, 2012). Although implementing shared decision- making is not straightforward, it has advantages in terms of faculty

involvement, teamwork, and full commitment to the decisions made, encouraging everyone involved for the benefit of the group. Having possession and dedication towards such solutions is critical if we want to reconstruct our schools and tailor our classes to the evolving needs of scholars in the current century (Lunenburg, 2013).

Teachers will put out the effort, skills, abilities, and time necessary to ensure that problems are solved because they are inspired, valued, and respected. In essence, once teachers are an essential component of the solution, they will be strongly motivated to accomplish a solution in which they contribute and bring about major change in the organization. Reform initiatives will fail in the absence of teacher commitment.

Involving teachers in school leadership can reduce the increasing difficulty of school leadership in dealing with individual teacher problems. Many principals will alone pay attention to teacher behavior and problems, which in turn creates hostility with each teacher. Principals and all staff are notified when they can encourage or prevent desirable and undesirable behavior or behavior by understanding shared decisions and thus coming together as a unit. All parties involved in the decision-making process share the risks and rewards, and no one is singled out for blame. This results in a better resource institution with a clearer structure. Administrators at schools must choose whether to involve teachers in decision-making and how to raise the standard of group decisions (Mutinda, 2018).

This study necessitates involving teachers in school leadership conversations, such as those between school leaders, Boards of Management, and school governance committees, about decisions that influence teaching and learning operations in addition to personnel. To guarantee successful implementation, the four stages of preparedness,

exploration, refinement, and authorization must be taken into consideration. However, shared decision-making theory is primarily applicable in situations where there is a high level of uncertainty or disagreement among individuals involved. It may not be as relevant in cases where there is a clear-cut solution or when decision-makers have vastly different levels of expertise or authority. Additionally, despite its emphasis on collaboration and equal participation, shared decision-making theory may not be fully achievable in practice. In reality, there can be power imbalances among decision-makers, leading to some individuals having more influence and control over the final decision than others. To address the aforementioned challenge, the researcher introduced distributed leadership model.

### **2.9.2 Distributed leadership Model**

Distributed leadership model was developed by Hulpia, Devos, and Rosseel in 2009. The theory consists of three dimensions, namely support, supervision and teamwork. This dimension includes the connection between leaders and followers in the form of collaborative efforts. The dimensions of support, supervision, and cooperation relate to the practices of leaders and followers and to situations in the organization. This leadership practice encourages spontaneous working relationships through participation in teamwork and collective efforts (Hulpia et al., 2012). The methodology developed by Tschannen and Moran (2004) which assesses two key factors—student behavior and successful learning strategies—measures the collective effectiveness of teachers. On the basis of Bandura's (2000) theory, this model was selected. This research approach, as depicted in Figure 1, explains how distributed leadership affects teachers' overall effectiveness.

When confronted with the many contexts of South African schools, school leadership teams and teachers taking on leadership roles need to develop a wide range of potential leadership abilities and techniques. According to Tsvara (2013), the effectiveness of teachers can be strongly influenced by school leader management tactics, either directly or indirectly, and this can lead to an improvement in teachers' job satisfaction. Interest in alternative forms of leadership has been fueled by the realization that heroic and charismatic leaders may not be able to bring about lasting changes in organizations. (Harris, 2005). In democratic post-apartheid educational systems, instructional, transformative, and diffused leadership styles appear to be the most durable and well-liked, according to Mutinda (2018).

For the purposes of this study, the researcher has provided additional information on distributed leadership, such as teacher participation in curriculum management, physical resource management, student activity management, management of community partnerships, Managing the finances and operations of public secondary schools. Despite the intention to distribute leadership and decision-making, certain individuals may have more influence or control due to their position, expertise, or personal characteristics. This can undermine the egalitarian nature of distributed leadership and lead to inequalities in decision-making. To curb this gap, the researcher introduced participative leadership style.

### **2.9.3 Participative Leadership Theory**

According to Yukl's (2006) theory, the ideal leadership style involves valuing the opinions of group members and making them feel as if they are part of the decision-making process.

This style encourages participation and input from all individuals, while still granting the leader the right to make important decisions.

The idea of distributed leadership in schools was investigated using participatory leadership theory (PLT). PLT is a proactive management strategy built on the fundamental tenets of empowerment, awareness, and consultation. Democracy in contemporary government and decision-making is the core of PLT. The fundamental tenet of participatory leadership theory is that involvement in decision-making improves comprehension of the issues faced by those who must carry out the decision. Additionally, according to the theory, people only commit to an action after taking part in the appropriate decision-making process, which lowers levels of rivalry and conflict among institutional members (Coutts, 2019).

Therefore, a participatory leader seeks to include people in the decision-making process rather than making decisions in an authoritarian manner. Engaged leaders transform the organization and give it a purpose by doing this. Murphy (2005) highlights that participatory leadership can help a leader achieve high performance, better collaboration, and increased effectiveness. A central figure inside the institution is not necessary for participatory leadership; rather, (Kingi, 2016) point out that power and responsibility are distributed among many people. Participatory leadership theory is used to derive the variables examined in this study. The key variable is teacher involvement in school governance. It is believed that involving teachers in school governance offers the opportunity to influence important aspects of schools such as academic achievement, student discipline and communication. In addition, the involvement of teachers in school administration will enable them to explore and develop their leadership talents and skills

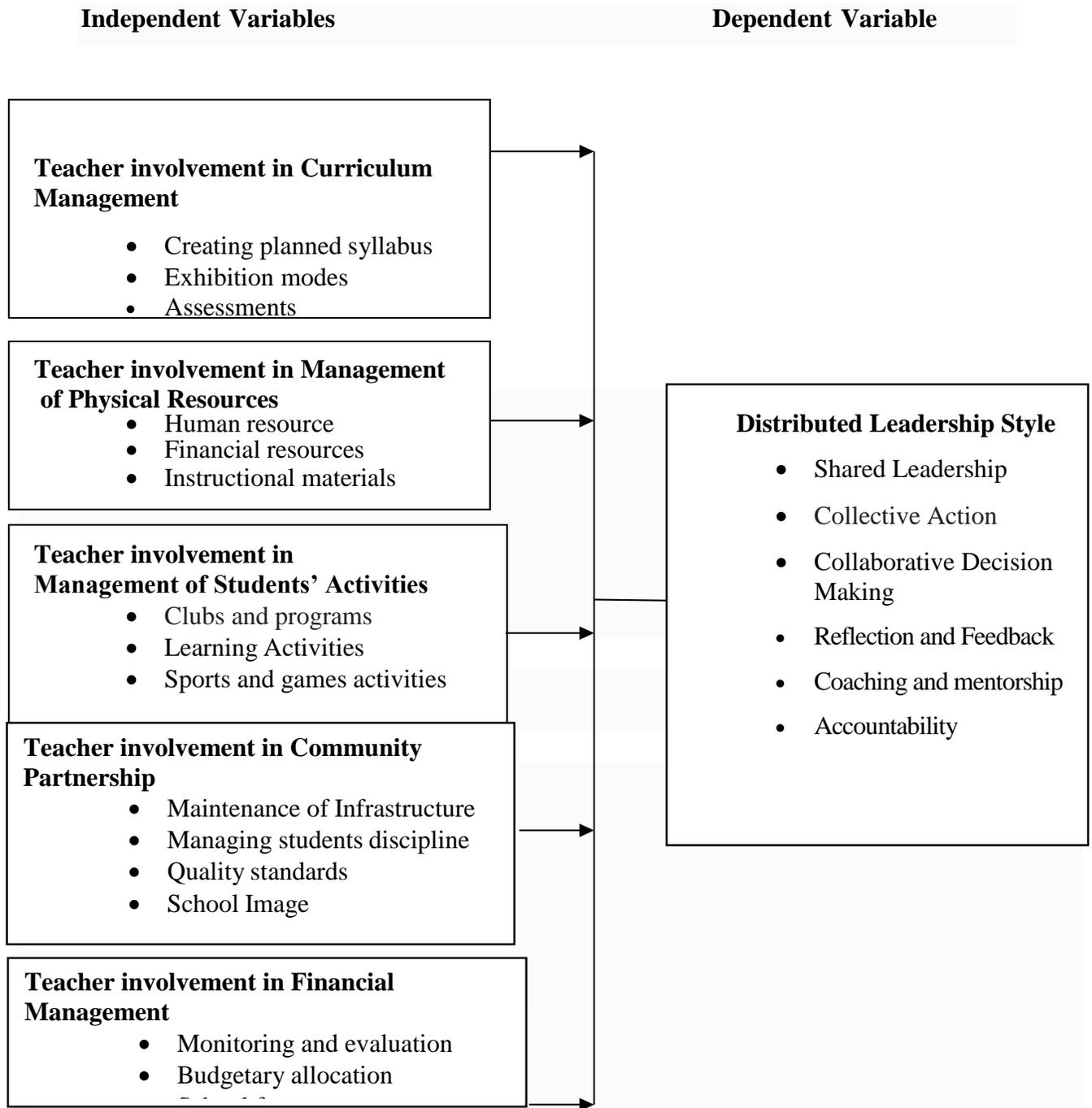
through exposure to a variety of leadership experiences. According to PLT, there is also the belief that when teachers participate in decision-making, they will 'own' the choices they make, increasing school performance and lowering conflict. To achieve this, school management needs to be involved and try to involve teachers and other school leaders.

## **2.10 Conceptual Framework**

Creswell (2011) described a conceptual framework as the most up-to-date version of a researcher's understanding of the topic at hand. It portrays how the different variables are connected and influence each other. The relationship between the independent variable and the outcome of the study is illustrated in Figure 2.1.

**Figure 2.1**

*Conceptual framework*



**Source:** *Researcher, 2023*

The conceptual framework of this study demonstrates that the teacher engagement in managing the curriculum of public secondary schools is explained by developing planned curricula, exhibition formats, and assessments. Involvement of teachers in the administration of material resources, human resources, financial resources, and teaching resources. In addition, there is teacher involvement in management of students' activities explained by participation in clubs and programs, learning activities and sports and games activities. Furthermore, teachers are involved in community partnership by maintenance of infrastructure, managing students' discipline, quality standards and maintaining school image. Lastly teachers are involved in financial management that is monitoring and evaluation, budgetary allocation and school fee payment. The dependent variable was willingness to participate in the management of public secondary schools that is desire to take action, intentional risk taking, accountability, Sharing knowledge and their role towards outcome orientation.

### **2.11 Summary of Literature Review**

The aim of the literature review is to assess the relationship between distributed leadership and teacher involvement in various domains of school management. It evaluates the views of different scholars on distributed leadership with respect to its influence on teacher participation in different aspects of school management. The review includes an overview of the concept of distributed leadership, as well as its impact on teacher involvement in school management. Additionally, it assesses the advantages and disadvantages of distributed leadership. Finally, the review outlines the current state of research on the topic. A review of the relevant literature shows that every organization has an interest in

being effective and therefore strives to achieve the goals and objectives set. As organizations, public schools must be recognized for the distributional leadership indicators that affect teacher involvement in school governance. The majority of researchers focus primarily on the 'self-directed' leadership of school leadership, ignoring the role of teachers structured along lines of authority. There is no evidence of a distributed leadership style associated with the literature on teacher involvement in management. Therefore, the purpose of this study was to close the information gap that currently exists and to add new knowledge regarding how distributed leadership styles affect teacher participation in the management of public secondary schools in Ainabkoy Sub County.

## **2.12 Research Gap**

In recent years, there has been an increase in research attention on distributed or collaborative leadership (Mailhot et al., 2014; Xu et al., 2021; Shu & Wang et al., 2021). Noted as one of the most effective leadership styles of the 21st century (Bush, 2011) distributed leadership involves employees taking part in essential activities ranging from organizational change to assigning tasks and measuring results (Kingi, 2016). Educators, particularly those in educational management, believe distributed leadership has positive impacts on teacher quality and student performance (King'oina, 2015). Through this model, formal power has the potential to be utilized while allowing the organization to benefit from its collective latent potential (Benn et al., 2016) such as employees, funders, policymakers, and external stakeholders. Also, since the educational realm is exceedingly complex, distributed leadership calls for shifting from person-based to team-based management and leadership in schools.

There is limited empirical research regarding the impact of teacher involvement in school management on the development of a distributed leadership style. Previous studies on this topic have produced inconsistent results, with some indicating a connection and others suggesting no correlation. These investigations considered multiple determinants of teacher participation, although they did not take place in Uasin Gishu County. This research gap inspired the researcher to undertake an exploration into the effects of teacher involvement in school management on distributed leadership in secondary schools in Uasin Gishu County, Kenya.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

In this section, the approach taken to carry out the research is outlined. It includes an introduction to the research design, details of the population studied, information on the sample and how it was selected, details of the data collection techniques utilized, the implementation of any pilot studies, findings on the reliability and validity of the research, discussions on how the data was analyzed, and a description of the ethical considerations taken into account.

#### **3.2 The Research Design**

The investigation employed a descriptive research design to examine how teachers' engagement in management of public secondary schools affects distributed leadership styles of school administrators. Descriptive design seeks to clarify, assess, and explain the issue as it is (Bryman, 2016). Descriptive research focuses on a phenomena that only happens at a specific time and place (Creswell et al., 2011). This study utilizes a descriptive research design in order to acquire and evaluate data in an efficient manner while still taking into account the importance of its subject matter this is according to Creswell and Clark (2017). Through this design, researchers can look into the how, when, and why a particular phenomenon has come about- thus helping the study reach its desired objectives.

#### **3.3 Target Population**

According to Creswell et al. (2011), a population is an entire group about which some

information is required to be ascertained. All of the secondary school teachers in the Ainabkoi District were the study's target population. The region consists of 25 public secondary schools with 375 teachers.

Therefore, the target group of this study included all 375 teachers. Teachers are selected because they are interested individuals destined to work in the management of public secondary schools. This study also included the sub-county director of education and zonal curriculum support officers (CSOs) who were interviewed to give in depth information on the study variables.

### **3.4 The Sampling Procedure**

Oso and Onen (2011) observes that sampling is the systematic removal of elements from a population of representative ones. This section describes the procedures for calculating sample size and sampling.

#### **3.4.1 Sample Size**

As can be seen below, the researcher utilized the Yamane's 1967 formulas to get the sample size for the teachers:

$$n = \frac{N}{1 + N(e)^2}$$

Where;

n is the sample size

N is the population size, (375)

e is the level of precision

$$n = \frac{375}{1 + 375(0.05)^2}$$

$$= 193$$

The desired sample size for the study thus comprised of 193 teachers, the Sub County director and 3 zonal education officers.

### **3.4.2 The Sampling Techniques**

The research utilized stratified, purposive and simple random sampling techniques to select the 3 zones, 25 schools, identify the Sub County director of education, 3 curriculum support officers and the 193 teachers. The respondents were stratified into three zones: Ainabkoi, Kaptagat and Kapsoya and the 25 secondary schools. The stratified sampling technique made sure that each stratum received the same proportion of respondents from each of the groups. By considering proportionality when selecting samples, simple random sampling technique ensured that all subsets are distributed equally (Oso & Onen, 2011).

A simple random sample produced a sample that is given the same probability. All of the teachers that were chosen were listed in the survey, and then each one was given a number. Using the proportionate random sampling technique, the researcher identified the sample from the population. According to Saunders and Bezzina (2015), research findings from randomly chosen samples can be extrapolated to a broader population within calculated statistical error margins. In order to eliminate systematic bias and lessen the effect of an outside factor, random sampling frequently necessitates selecting and assigning the

subject completely by chance. Lastly, three zone education officers and the Sub County director of education were chosen using purposive sampling.

### **3.5 Instrumentation**

Kombo and Tromp (2006) defined data collecting instruments as tools used to gather specific information that is then utilized to support or refute specific claims. The following tools were used to gather data for this study: a questionnaire and an interview schedule.

#### **3.5.1 Questionnaire**

The questionnaire consisted of questions used to extract information from respondents. A distributed questionnaire was used for this study, with the first section containing data on the major respondents and the second section being divided into sections according to the survey's goals, which were teacher involvement in curriculum management, management of physical resources, management of students' activities, management of community partnerships, management of finances, and management of public secondary schools. Questionnaires are a great saving technique in terms of business value such as time and money. In addition, respondents were given time to provide constructive feedback on answers to these questions. The questionnaire in this study provided information that was accurate, comprehensive and easy to administer. Participants were asked to fill out the questionnaire as honestly as possible. The study adopted drop and pick method

#### **3.5.2 Interview Schedules**

Interviews are particularly helpful since they encourage in-depth investigation and can produce reasonably trustworthy results, according to Bryman (2012). The researcher

arranged scheduled interviews for the selected Sub County director and 3 zonal education officers. A desire to compile information on a variety of topics, such as teacher involvement in curriculum management, management of physical resources, management of student activities, management of community partnerships, management of finances, and management of public secondary schools. This helps with data collection and also helps collect explanations when the questionnaire does not cover. In situations where face-to-face participation was not possible, the researcher conducted telephone interviews to save time and provide detailed oral information that would not have been collected through questionnaires.

### **3.6 Methods of Data Collection**

Relevant documentation and consent was requested prior to data collection. After the university gave its clearance, NACOSTI granted its approval for the research. Prospective subjects were formally contacted after authorization was granted by means of the proper national and local government officials and their relevant managers. The study's objectives was explained to potential respondents, and the participants were asked for permission to take part in the research.

Three research assistants with at least a bachelor's degree assisted the researchers in gathering data. Training to become a research assistant took place before data collection began. Each respondent had roughly two weeks to distribute and gather the questionnaires that respondents had filled out. The researcher arranged scheduled interviews lasting one hour for the selected Sub County director and 3 zonal education officers.

### **3.7 Pre Test**

A pre-test of the questionnaire was carried out to familiarize the researcher with the sample and its administration procedure, as well as to identify items that need to be modified. The analysis allowed the researcher to correct the errors made by the instruments and ensure that they measure what was expected. Pre-testing was carried out on 10% of the study sample, which was randomly chosen from the schools in Moiben Sub County. The choice of was done using stratified random sampling. The six sub-counties i.e Turbo, Soy, Ainabkoi, Moiben, Kessess and Kapseret were stratified and then simple random sampling was done to make the selection. This was done using table of random numbers. Research instrument reliability and validity was then tested.

#### **3.7.1 Validity of research instrument**

The investigator must follow the relevance of material for checking the quality of the data collection instrument. Content validity allows the data collected to represent the specific content of a concept reliably. Experiments are constructed and carried out on identical test subjects providing reliable data; Furthermore, conclusions are drawn and compared with existing hypotheses. To determine whether each object is a reliable mirror of the target material and to determine how it can measure what it is intended to assess, the researcher must examine each item with objectivity. The established method is then sent to the testing expert, including the supervisor, who evaluates the test by examining the concepts applicable to the analysis and deciding whether the set of items identified in the questionnaire set correctly reflects the concepts being tested. To guarantee the instrument relevance, the experts' feedback and critique should be considered and integrated into the

final draft of the questionnaires. Creswell and Clark (2011) notes that the standard method for assessing the quality of a measure's substance is to use practitioners or specialists in a particular area. According to Bryman (2016), having a panel of experts to examine the product criteria and object collection can improve a study's content validity.

In this study, factor analysis was used to examine the relationships between the manifest and latent variables. Exploratory Factor Analysis (EFA) was utilized to assess the correlation of items in the instrument to latent constructs. This offered insight into the structure of the independent and dependent variables. By probing the covariance of the observed variables, the researcher was able to uncover information associated with the underlying latent variables, referred to as factors. Factor analysis provides a way to reduce a large number of items or variables into super variables (Field, 2017). Through this analysis, data can be segregated into various factors and associated factor loadings.

### **3.7.2 Reliability of research instrument**

The reliability of data collection methods was established by a pre-test of the questionnaire performed on at least (10%) of the survey sample taken from teachers in Moiben Sub-County who did not participate in this research analysis. This study employed retest-test reliability to assess the instrument's dependability, which is similar with Mugenda and Mugenda's findings (2003). The following measures were taken: The questionnaires created was given to 16 teachers, not in the survey; a survey chosen was collected using basic random sampling, taken by the questionnaire administration and manually scoring answers. The same was applied to the same school after one week; the grades were manually scored keeping all the conditions unchanged. It was achieved by calculating the

coefficient of similarity between the first and second tests. Reliability was achieved using Cronbach's Alpha, where a value of 0.7 and above was used as an appropriate cut-off value for reliability.

### **3.8 Data Analysis**

Descriptive statistics were used to summarize the data and present it in a meaningful way, such as in the form of charts and tables. Inferential statistics were then used to make predictions based on the information obtained from the descriptive statistics.

#### **3.8.1 Qualitative data**

Thematic analysis was used to identify, analyze and or interpret significant patterns of meaning within the data. The most effective way to do this is by creating themes based on the data. The themes were enduring patterns that emerged as categories, concepts or ideas in the data (Saldea & Meca, 2017).

#### **3.8.2 Quantitative Analysis**

The quantitative data was analyzed using both descriptive and inferential methods. While multiple regression analysis is a component of inferential statistics, descriptive techniques use percentages, frequencies, means, and standard deviation to identify the group characteristics.

##### **3.8.2.1 Descriptive Statistics**

Descriptive statistics, also referred to as summary statistics, is a method for providing data analysis, classification, and summaries of numerical data (Somekh & Lewin, 2005). This implies even more strongly that attempts at descriptive statistics primarily focused on

condensing, summarizing, and examining item structures. It offers information on the sample's characteristics and serves as the foundation for statistical judgments made through the use of correlation and regression analysis. Other researchers have found that frequency, percentage, mean, and standard deviation are among the descriptive statistics for the dependent and independent variables (Saunders et al., 2007; Sekaran & Bougie, 2010). The results of the investigation were summarized using the mean, any relevant standard deviations, frequencies, and percentages.

### **3.8.2.2 Inferential Statistics**

Inferential statistics were employed to examine the relationships between variables and the hypotheses H01 through H05 in light of the researchers such as Hayes (2017), Preacher and Hayes (2004). The study employed both multiple regression analysis and Pearson moment correction. The link between variables is evaluated using correlation analysis. The degree of the correlation between study variables is expressed using the Pearson correlation coefficient (Tranmer et al., 2020). The letter "r" stands for the correlation coefficient's value. R's value falls between -1 and +1, inclusive, or  $-1 \leq r \leq 1$ . A positive relationship, also known as a positive correlation, exists between the two variables if y rises as x rises. However, there is a negative or inverse association when y declines as x increases (Tranmer et al., 2020).

To test the predicted impacts, multiple regression equations was created and used. The following model was used in regression analysis to ascertain the impact of the principal's distributed leadership style on teacher involvement in the management of public secondary schools:

$$Y = B_0 + B_1X_1 + B_2X_2 + B_3X_3 + B_4X_4 + B_5X_5 + \varepsilon$$

Where

Y – Willingness to participate in the management of public secondary schools

X1- curriculum management

X2 – management of physical resources

X3 – management of students' activities

X4 – management of community partnership

X5 – financial management

$\beta$ 's – Unstandardized regression coefficient

$\varepsilon$  - Regression residual

### 3.8.2.3 Assumptions of Regression Model

A regression model can be used to make predictions, whereas regression analysis looks at the connections between variables (Anaesth, 2019). If the data is fitted into a regression model that meets certain requirements, then it may be accurate. However, assumptions can be broken, which may lead to inaccurate results, incorrect conclusions, and misleading recommendations.

The suppositions evaluated were:

**Tests for normality:** According to Schmidt and Finan (2018), normality presupposes that the data are regularly distributed. In order to test for normality, Shapiro-Wilk tests were also performed (Tranmer et al., 2020).

**Linearity:** The linearity between variables was tested by using scatterplots and conducting an analysis of variance. This enabled the researcher to assess the extent to which the

dependent variable changes due to an alteration to the predictor variables (Tranmer et al., 2020)

**Homoscedasticity:** Rosenthal (2017) states that under the tenet of homoscedasticity, the variance of the dependent variable should remain constant across all levels of the independent variables. To ensure that the data collected in the present study conforms to this, measures should be taken to ensure its normal distribution. This will reduce the risk of violating the homoscedasticity assumption.

**Multicollinearity:** According to Hair et al. (2009), multicollinearity happens when two or more variables have a high degree of correlation. This affects how the regression parameters in the model are estimated. Due to multicollinearity, it is impossible to determine the regression coefficients, which complicates interpretations and leads to inaccurate conclusions. Previous studies have shown that multicollinearity is an issue when the correlation between variables is greater than 0.9 (Trammer et al., 2020) and the VIF is above 10 (Stevens, 2009). To assess the explanatory variables in the study for multicollinearity, a correlation matrix, a matrix, and a VIF were utilised.

### **3.9 Legal and Ethical Considerations**

Before the data was collected, the researcher sought approval from NACOSTI, the Director of Education of Uasin Gishu County and the Education Office of Ainabkoi Sub County to conduct the research. Respondents were informed of what was expected of them and clarifications were made and respondents were treated confidentially. Participants focus is on voluntary participation and withdrawal from research through interpretation and other aspects of research that require objectivity. Bryman (2012) suggest that when important

issues arise, informed consent needs to be considered. Full disclosure of study results is guaranteed. The word and language sensitivity of this study was avoided because the participants were already familiar with the cultural norms of the research area.

Informed approval was sought from all the respondents; this is after clarifying to them the significance and nature of the current research. All the respondents accepted to participate freely after explaining to them the following. That; they would not write their names on questionnaires, their identity would be hidden, they were allowed to pull out from the research any time, and that any publications from the study would not identify them.

Finally, participants sign a consent form, which is stored for a maximum of three years, if they choose to share their opinions and ideas on the research topic. The gathered data is kept in an Excel file that is kept on a flash memory data storage device that is password-protected. Copies of the transcripts, along with consent forms that have been signed and records of participant comments were sealed in envelopes and kept in a secured cabinet that is only open to the researcher.

**CHAPTER FOUR**  
**RESULTS AND DISCUSSION**

**4.1 Introduction**

In this chapter, the results of the research are evaluated and examined in the context of the study's objectives. The data is compared with that of other similar studies. Additionally, the chapter examines the outcome of the reliability test, demographic data, correlation analysis, and multiple regression analysis.

**4.2 Reliability Test**

A check of the consistency of the data instrument was done to confirm its reliability. The Cronbach's Alpha coefficient was generated using SPSS.

**Table 4.1**

*Reliability Test*

<b>Constructs</b>	<b>No. of Items</b>	<b>Cronbach's</b>	<b>Alpha</b>
Teacher involvement in	5	0.773	
Teacher involvement in	5	0.815	
Teacher involvement in Management of Students'	6	0.773	
Teacher involvement in	5	0.824	
Teacher involvement in Financial	5	0.810	
Participation in the management of	7	0.786	

**Source:** *Survey Data, 2023*

The results in Table 4.1 indicate that the Cronbach alpha coefficients for all variables were higher than 0.7, which is a benchmark for data collection reliability in social sciences (Bhattacharjee, 2012). Therefore, the instrument used in this study can be trusted.

### **4.3 Response Rate**

Teachers in Ainabkoi Sub-county's public secondary schools were given 193 questionnaires by the researcher. Out of this, 153 (78.3%) questionnaires were successfully filled and returned. According to Saunders et al. (2009), success rate of above 50% is appropriate for statistical analysis. Hence, this study's response rate was sufficient. The researcher further interviewed one Sub- County Director and three zonal education officers.

### **4.4 Background Information**

The background information shown in Table 4.2 relates to the teachers' response. These include gender, highest level of qualification, teaching experience, work duration, and location of the school. The information is relevant since it provides the bio data of the respondents, which helps in the interpretation of descriptive statistics.

**Table 4.2***Background Information*

		<b>Frequency (f)</b>	<b>Percent (%)</b>
Gender	Male	68	44.4
	Female	85	55.6
	<b>Total</b>	<b>153</b>	<b>100</b>
Highest level of qualification	Diploma	26	17
	Bachelors	127	83
	Total	153	100
Teaching experience	5yrs and below	9	5.9
	6-10years	53	34.6
	11-15years	54	35.3
	16-20years	28	18.3
	Above20years	9	5.9
	<b>Total</b>	<b>153</b>	<b>100</b>
Work duration	5yrs and below	50	32.7
	6-10years	65	42.5
	11-15years	34	22.2
	16-20years	4	2.6
	<b>Total</b>	<b>153</b>	<b>100</b>
Location of the school	Urban	57	37.3
	Rural	96	62.7
	<b>Total</b>	<b>153</b>	<b>100</b>

**Source:** *Survey Data, 2023*

The findings indicated that there were more female 85 (55.6%) respondents compared to men 68(44.4%). However, there results showed fair representation of both men and women teachers in the study. The majority of respondents, 127 (83%) had bachelor's degrees, compared to 26 (17%) who had diplomas, suggesting that the majority of instructors had acquired the necessary intellectual level to participate in school management. Results showed that 54 (35.3%) of the participants had 11-15 years of teaching experience, 53 (34.6%) had 6-10 years, 28 (18.3%) had 16.20 years, while 9 (5.9%) had 5 & below years, and 9 (5.9%) had above 20 years respectively. The findings imply that most of the teachers had adequate experience hence could participate in school management.

On work duration, 65 (42.5%) of the respondents had worked in their current station for 6-10 years, 50 (32.7%) stated 5 years and below, 34 (22.2%) reported 11-15 years, while 4 (2.6%) revealed 16-20 years. The findings implied that a higher percentage of the teachers had worked in their current schools long enough to participate in the institution's management. In addition, 96 (62.7%) of the respondents reported that their school was in the rural setting, while 57 (37.3%) stated that their school was in urban setting.

#### **4.5 Descriptive Analysis of the study variables**

##### **4.5.1 Teacher involvement in curriculum management and distributed leadership style**

The goal of the study was to ascertain the connection between teachers' involvement in curriculum management and distributed leadership style. The following scale was used to gauge the respondents' level of agreement with the assertions regarding teacher involvement in curriculum management: 1=Strongly Disagree 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree.

**Table 4.3***Descriptive Statistics on Teacher involvement in curriculum management*

<b>Statement</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
	<b>f(%)</b>	<b>f(%)</b>	<b>f(%)</b>	<b>f(%)</b>	<b>f(%)</b>
I am involved in the acquisition of text books for the new syllabus	13 (8.5)	31(20.3)	10(6.5)	41(26.8)	58(37.9)
I am involved in curriculum assessment to align it with ministry of education guidelines	9 (5.9)	25(16.3)	19(12.4)	46(30.1)	54(35.3)
I am involved in the integration, administration and supervision of school curriculum in line with the new changes from the ministry of education	7(4.6)	17(11.1)	17(11.1)	53(34.6)	59(38.6)
I contribute to the creation of instructional materials for the school.	5(3.3)	25(16.3)	16(10.5)	35(22.9)	72(47.1)
I am involved in the integration of ICT in teaching and delivery of instructions	8(5.2)	18(11.8)	15(9.8)	45(29.4)	67(43.8)

**Source:** *Survey Data, 2023*

Table 4.3 shows that most (64.7%) of the respondents agreed that teachers are involved in the acquisition of text books for the new syllabus, teachers are involved in curriculum assessment to align it with ministry of education guidelines (65.4%), teachers are involved in the integration, administration and supervision of school curriculum in line with the new changes from the ministry of education (73.2%),

teachers are involved in the development of educational resources used in the classroom (69.9%), and they are also involved in the integration of ICT into instruction (73.2%). The results suggest that most respondents were aware of teachers' engagement in curriculum management, which would make it easier for them to participate in school management. The findings concur with those of Kingi (2018) who found that the level of teacher involvement in dealing with curriculum and teaching changes had a statistically significant impact on their motivation. Teachers can participate in curriculum management through a variety of means, including classroom management, counseling, inspiring and motivating students, inviting and including parents in management, and addressing students' issues. The study also discovered that one way for students to participate in curriculum management was through representation in school administration meetings.

### **Qualitative Responses from Sub County director and zonal education officers**

The respondents were questioned regarding their desire to assist in school leadership and the impact of teacher involvement in curriculum management. The participants were in agreement that teacher involvement in curriculum management enhances development of distributed leadership skills. In particular, the participants noted the need to involve teachers in the processes of developing, maintaining, and improving school curriculum. Their recommendation was based on the acknowledgement that teachers interact daily with students, hence understand their needs. One interviewee opined that

*“Teachers are classified under primary stakeholders, for they not only develop the curriculum but also take part in its implementation” (Interviewee 1).*

#### **4.5.2 Teacher involvement in management of Physical resources and distributed leadership style**

The study sought to establish the relationship between teacher involvements in management of physical resources on distributed leadership style. The respondents were asked to state their agreement with the statements on teacher involvement in management of physical resources using the following scale: 1=Strongly Disagree 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree.

**Table 4.4**

Descriptive Statistics on Teacher involvement in management of Physical resources

<b>Statement</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
	<b>f(%)</b>	<b>f(%)</b>	<b>f(%)</b>	<b>f(%)</b>	<b>f(%)</b>
I am involved in the requisition and acquisition of modern school facilities and equipment	70(45.8)	28(18.3)	27(17.6)	14(9.2)	14(9.2)
I am involved in the maintenance and purchase of instructional materials	16(10.5)	17(11.1)	11(7.2)	45(29.4)	64(41.8)
I am involved in the maintenance and servicing of the facilities: classrooms, laboratories and	59(38.6)	30(19.6)	23(15)	26(17)	15(9.8)
I am involved in the management of inventory of equipment and supplies in the school	16(10.5)	13(8.5)	12(7.8)	26(17)	86(56.2)
I am involved in the review of school's strategic planning to address emerging issues	17(11.1)	16(10.5)	11(7.2)	28(18.3)	81(52.9)

**Source:** *Survey Data, 2023*

According to Table 4.4, the majority of respondents (71.2%) agreed that teachers are involved in the upkeep and purchase of educational materials, teachers are involved in the management of the school's inventory of supplies and equipment (73.2%), and

teachers are involved in the review of the strategic planning for the school to deal with new issues. The findings imply that there is involvement of teachers in management of physical resources which could be linked to distributed leadership style. The findings support the findings of Kingi and Kalai (2018) who discovered that teachers actively participated in the management of physical and material resources.

The majority of respondents (64.1%) disagreed that instructors participate in the requisition and purchase of contemporary educational facilities and equipment. In a similar vein, 58.2% of respondents disagreed that teachers are responsible for the upkeep and repair of the facilities, including the classrooms, laboratories, and libraries.

#### **Qualitative Responses from Sub County director and zonal education officers**

The interviewees were asked to explain the influence of teacher involvement in physical resources management on distributed leadership style. The participants argued that teachers should be actively involved in management of school physical resources. They classified school physical resources to include staff office space, classroom space, student shared space and laboratories.

One of the interviewees stated that “Physical resources play a key role in the attainment of the school's intended objectives” (Interviewee 2). Another participant alluded that “The quantity and quality of physical resources that are available in the school determines partly the quality of education that the children experience through relevant curriculum coverage” (Interviewee 3).

The findings pointed to the importance of managing school physical resources. The participants acknowledged that teacher involvement in physical resources management

increases the impact on distributed leadership style.

### **4.5.3 Teacher involvement in management of students' activities and distributed leadership style**

The aim of the study was to investigate the relationship between instructors' involvement in the administration of students' activities and distributed leadership style. The following scale was used to ask respondents if they agreed with various claims about teachers' engagement in overseeing students' activities: 1=Strongly Disagree 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree.

**Table 4.5**

Descriptive Statistics on Teacher involvement in management of students' activities

<b>Statement</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
	<b>f(%)</b>	<b>f(%)</b>	<b>f(%)</b>	<b>f(%)</b>	<b>f(%)</b>
I am involved on guidance and counseling for students.	13(8.5)	15(9.8)	16(10.5)	55(35.9)	54(35.3)
I am encouraged to work with students in identifying institutions for further education and career training.	16(10.5)	11(7.2)	13(8.5)	32(20.9)	81(52.9)
I am involved in the facilitation of student's council's activities.	14(9.2)	10(6.5)	15(9.8)	46(30.1)	68(44.4)
I am involved in revising school rules and regulations.	14(9.2)	10(6.5)	19(12.4)	43(28.1)	67(43.8)
I am involved in overseeing, organizing and facilitating sports and games activities for students.	11(7.2)	11(7.2)	10(6.5)	41(26.8)	80(52.3)
I am involved in overseeing, organizing and facilitating sports students clubs and programs	7(4.6)	25(16.3)	25(16.3)	30(19.6)	66(43.1)

**Source:** *Survey Data, 2023*

Table 4.5 shows that the majority of respondents (71.2%) agreed that teachers help students with guidance and counseling and that the majority (73.8%) encouraged teachers to help students choose institutions for postsecondary education and career training. Teachers are also involved in facilitating the activities of the student council (74.5%), teachers are involved in revising school rules and regulations (71.9%), teachers are involved in overseeing, organizing and facilitating sports and games activities for students (79.1%),

and teachers are involved in overseeing, organizing and facilitating sports students clubs and programs (62.7%). The findings imply that most of the respondents acknowledged the involvement of teachers in management of students' activities, which could be linked to distributed leadership style. The findings support Mutinda (2018) conclusion that teacher involvement in management of student activities is positively linked to teachers' motivation to join leadership.

### **Qualitative Responses from Sub County director and zonal education officers**

The interviewees were asked to explain the influence of teacher involvement in management of students' activities and distributed leadership style. The participants were in agreement that teachers should actively be involved in students related activities. In particular, the participants highlighted the following students' activities: Academic, cultural, recreational, and spiritual aspects.

One participant cited that

*“Having teachers take part in student activities encourages the creation of a communal understanding of school work, makes it possible to identify the objectives teachers set for themselves, and assists in finding the most effective way to accomplish them”* (Interviewee 1).

The participants acknowledged the importance of teacher involvement in management of students' activities. There was general agreement that teacher involvement in management of students' activities motives them to develop distributed leadership style.

#### 4.5.4 Teacher involvement in management of community partnership and distributed leadership style

The study sought to determine the relationship between teacher involvement in management of community partnership and distributed leadership style. The participants were asked to state their agreement with the statements on teacher involvement in management of community partnership using the following scale: 1=Strongly Disagree 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree.

**Table 4.6**

*Descriptive statistics on teacher involvement in management of community partnership*

<b>Statement</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
	<b>f(%)</b>	<b>f(%)</b>	<b>f(%)</b>	<b>f(%)</b>	<b>f(%)</b>
I am involved in liaising with parents/guardians over students' discipline	14(9.2)	15(9.8)	12(7.8)	34(22.2)	78(51)
I am involved in overseeing and facilitating school community educational days.	14(9.2)	9(5.9)	13(8.5)	49(32)	68(44.4)
I am involved in organizing the school in local community activities like tree planting/charity walks	23(15)	11(7.2)	15(9.8)	38(24.8)	66(43.1)
I am involved in facilitating research activities with the local community.	20(13.1)	9(5.9)	10(6.5)	44(28.8)	70(45.8)
I am involved in liaison with other institutions, government departments to enhance smooth running of school activities.	9(5.9)	10(6.5)	8(5.2)	55(35.9)	71(46.4)

**Source:** *Survey Data, 2023*

Table 4.6 shows that most (73.2%) of the respondents agreed that teachers are involved

in liaising with parents/ guardians over students' discipline, teachers are involved in overseeing and facilitating school community educational days (76.4%), teachers are involved in organizing the school in local community activities like tree planting/charity walks (67.9%), teachers are involved in facilitating research activities with the local community (74.6%), and teachers are involved in liaison with other institutions, government departments to enhance smooth running of school activities. The results show that the majority of respondents recognized teachers' involvement in managing community partnerships, which may be related to distributed leadership style. The study findings are inconsistent to the work of Migwi (2018) who noted that managing school community partnerships, physical resources, and material resources is not something that teachers are completely involved in.

### **Qualitative Responses from Sub County director and zonal education officers**

The interviewees were asked to explain the influence of teacher involvement in management of community partnership and distributed leadership. The participants acknowledged the importance of community partnership in promoting unity and growth of the society.

One interviewee noted that

*“Community school partnerships provide communities with opportunities to support the needs of children and families” (Interviewee 1).*

The participants further agreed that involvement of teachers in management of community partnership motivates them to improve on distributed leadership style.

#### 4.5.5 Teacher involvement in financial management and distributed leadership

The goal of the study was to determine the connection between teachers' participation in financial management and distributed leadership. The participants were asked to state their agreement with the statements on teacher involvement in financial management using the following scale: 1=Strongly Disagree 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree.

**Table 4.7**

Descriptive Statistics on teacher involvement in financial management

<b>Statement</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
	<b>f(%)</b>	<b>f(%)</b>	<b>f(%)</b>	<b>f(%)</b>	<b>f(%)</b>
I am involved in the preparation of school budgets	60(39.2)	29(19)	25(16.3)	19 (12.4)	20(13.1)
I am involved in the overseeing school fee payment among students	54(35.3)	39(25.5)	18(11.8)	25(16.3)	17(11.1)
I am involved in the school tender and procurement procedures	54(35.3)	36(23.5)	26(17)	16(10.5)	21(13.7)
I am involved in monitoring and evaluation of school expenditure.	61(39.9)	28(18.3)	18(11.8)	17(11.1)	29(19)
I am involved in internal auditing in my school	55(35.9)	24(15.7)	20(13.1)	27(17.6)	27(17.6)

**Source:** *Survey Data, 2023*

According to Table 4.7, the majority of respondents (58.2%) disagreed that teachers are involved in creating school budgets. The respondents also expressed disagreement with the

following statements: teachers are not involved in overseeing student tuition payments (60.8%), in school tender and procurement processes (58.8%), in monitoring and evaluating school expenditures (58.2%), or in internal auditing (51.6%). The results show that the majority of teachers expressed a lack of interest in school financial management, which may affect distributed leadership style. The results confirm that of Arsi zone, Hussain (2015) who found that instructors are not involved in financial management choices at their schools.

#### **Qualitative Responses from Sub County director and zonal education officers**

The interviewees were asked to explain the influence of teacher involvement in financial management and distributed leadership. The participants felt that it was not prudent to involve teachers in financial management. Financial management should be left to top management and school accountants. One interviewee opined that

*“Financial management in schools is a key responsibility of principals”*

(Interviewee 4).

The participants, however indicated that teachers should be involved in the budget making process since they understand the teaching and learning requirements. Overall, the participants acknowledged that involvement of teachers in financial management would motivate them to improve on distributed leadership style.

#### **4.5.6 Distributed leadership style**

Distributed leadership style of teachers in secondary public-school management was the study's dependent variable. The following scale was used to ask the respondents

whether they agreed with the statements on distributed leadership style: 1=Strongly Disagree 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree.

**Table 4.8**

*Descriptive Statistics on distributed leadership style*

<b>Statement</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>
	<b>f(%)</b>	<b>f(%)</b>	<b>f(%)</b>	<b>f(%)</b>	<b>f(%)</b>
I have the desire to take action in curriculum implementation	5(3.3)	19(12.4)	25(16.3)	27(17.6)	77(50.3)
I am accountability in management of school resources	0	35(22.9)	43(28.1)	35(22.9)	40(26.1)
I am outcome orientated on issues touching student activities	14(9.2)	16(10.5)	12(7.8)	47(30.7)	64(41.8)
I exhibit enthusiasm in the execution of duties and responsibilities	8(5.2)	18(11.8)	13(8.5)	50(32.7)	64(41.8)
I am a champion of good time management and punctuality	8(5.2)	13(8.5)	9(5.9)	63(41.2)	60(39.2)
I always strive towards improved efficiency and effectiveness in performance of duties	8(5.2)	20(13.1)	15(9.8)	35(22.9)	75(49)
I demonstrate professionalism and integrity at work place	9(5.9)	15(9.8)	9(5.9)	46(30.1)	74(48.4)

**Source:** *Survey Data, 2023*

According to Table 4.8, the majority of respondents (67.9%) believed that instructors want to apply the curriculum and are responsible for managing the school's resources (49%),

teachers are outcome orientated on issues touching student activities (72.5%), teachers exhibit enthusiasm in the execution of duties and responsibilities (74.5%), and teachers champion for good time management and punctuality (80.4%). In addition, 71.9% of the respondents agreed that teachers strive towards improved efficiency and effectiveness in performance of duties (71.9%), and teachers demonstrate professionalism and integrity at work place (78.5%). The results imply that most of the teachers expressed their willingness to enhance distributed leadership style. The findings agree with Mutinda (2018) assertion that teacher involvement in school management was a positive factor in motivating them. According to Wadesango (2012), staff morale suffers as a result of lack of teacher involvement in school management.

#### **Qualitative Responses from Sub County director and zonal education officers**

The interviewees were asked to explain how distributed leadership can be enhanced. The respondents indicated that teachers can be involved on matters of shared leadership, collective action, collaborative decision, making, reflection and feedback and coaching and mentorship

One of the interviewees stated that

*“The use of a distributed leadership approach can create an atmosphere which allows individuals to feel appreciated and be able to make a meaningful contribution towards achieving the school's objectives”* (Interviewee 1).

Another participant reiterated that

*“Teachers are pivotal in preparing, gathering materials, structuring the*

*atmosphere to strengthen performance, tracking pupils' progress, and predicting possible difficulties.” (Interviewee 3)*

The findings point to the importance of distributed leadership in schools. The participants also acknowledged the willingness to improve on distributed leadership style. This implies that teachers are ready to build on their leadership skills in public secondary schools.

#### **4.6 Inferential Statistics**

The aims and hypotheses of the study were utilized to guide the analysis of the study variables using Pearson moment correlation and a linear regression model. To ascertain the direction, strength, and significance of the link among the study's variables, Pearson moment product correlation was used. The range of values for the Pearson product moment correlation, which evaluates the linear relationship between two variables, is from + 1 to -1. A value greater than zero denotes a positive association, which means that when the value of one variable increases, the value of the other variable also increases. According to Harris (2010), a number less than zero denotes a negative association.

##### **4.6.1 Correlation Analysis**

The correlation results on the relationship between independent variable and dependent variables are presented in Table 4.9.

**Table 4.9***Correlation Matrix*

		Distribut ed leadersh ip style	Curriculu m Managem ent	Resour ce manag ement	Activiti es manag ement	Community managemen t	Financial manag ement
Distributed leadership style	Pearson Correlatio n Sig. (2-tailed)	1					
Curriculum Management	Pearson Correlatio n Sig. (2- tailed)	.700**	1				
Resource management	Pearson Correlatio n Sig. (2- tailed)	.671**	.638**	1			
Activities management	Pearson Correlatio n Sig. (2- tailed)	.497**	.336**	.300**	1		
Community management	Pearson Correlatio n Sig. (2- tailed)	.705**	.616**	.626**	.324**	1	
Financial management	Pearson Correlatio n Sig. (2- tailed)	.682**	.576**	.611**	.415**	.623**	1

\*\* Correlation is significant at the 0.01 level (2-tailed).

**Source:** *Survey Data, 2023*

This suggests that an increase in teacher involvement in curriculum management is associated with a significant increase in enhancement of distributed leadership style in secondary schools in Uasin Ngishu County, Kenya. Table 4.9 shows that teacher

involvement in curriculum management had a positive and significant relationship with distributed leadership style ( $r = .700$ ,  $p = .000 < .05$ ). Consequently, the null hypothesis (H01), which claimed there was no statistically significant connection between teachers' engagement in curriculum implementation and distributed leadership style in secondary schools in Uasin Ngishu County, Kenya, was disproved. Results agreed with those of Kingi (2018) who found that the level of teacher involvement in dealing with curriculum and teaching changes had a statistically significant impact on shared decision making.

Teacher involvement in physical resources management had a positive and significant relationship with distributed leadership style ( $r = .671$ ,  $p = .000 < .05$ ), and this implies that an increase in teacher involvement in physical resources management is associated with a significant increase in enhancement of distributed leadership style. Thus, it was determined that there was no statistically significant relationship between teachers' involvement in the administration of physical resources and distributed leadership style in secondary schools in Uasin Ngishu County, Kenya, which was the null hypothesis (H02). The results corroborate Kingi and Kalai's (2018) research which showed that teachers actively participated in the management of material and physical resources which is key in distributed leadership.

Teacher involvement in students' activities management had a positive and significant relationship with distributed leadership ( $r = .497$ ,  $p = .000 < .05$ ), and this implies that an increase in teacher involvement in students' activities management is associated with a significant increase in their willingness to improve their leadership skills. The null hypothesis (H03), which claimed there was no statistically significant connection between teachers' participation in managing students' activities and distributed leadership style in

secondary schools in Uasin Ngishu County, Kenya, was therefore disproved. The findings support Mutinda (2018) conclusion that teacher involvement in management of student activities is positively linked to teachers' improvement in leadership skills.

Teacher involvement in community partnership management had a positive and significant relationship with distributed leadership ( $r = .705$ ,  $p = .000 < .05$ ), and this implies that an increase in teacher involvement in community partnership management is associated with a significant improvement in distributed leadership style. Thus, it was determined that there was statistically significant relationship between teachers' involvement in community partnership management and distributed leadership style in secondary schools in Uasin Ngishu County, Kenya, contrary to the null hypothesis (H04). The study's findings conflict with Somech's (2010) observation that teachers are not entirely active in managing school community partnerships, physical resources, and material resources. Similarly, the findings contradicted Mutinda (2018) claim that in the majority of African nations, teachers do not appear to take community partnerships into consideration.

Teacher involvement in financial management had a positive and significant relationship with distributed leadership style ( $r = .682$ ,  $p = .000 < .05$ ), and this implies that an increase in teacher involvement in financial management is associated with a significant increase in enhanced distributed leadership style. Therefore, it was determined that there was statistically significant relationship between teachers' involvement in financial management and distributed leadership style in secondary schools in Uasin Ngishu County, Kenya, contrary to the null hypothesis (H05). The findings corroborate those of Kingi (2018), who found a substantial correlation between distributed leadership style and their involvement in school finance management.

## **4.6.2 Regression Analysis**

Multiple linear regression analysis was used as the primary analytical method to test the research hypothesis. Multiple linear regression is based on correlation and allows a number of variables to predict a particular outcome.

### **4.6.2.1 Assumptions of Multiple Regression Analysis**

The regression analysis assumption, according to Anaesth (2019), is crucial to ensuring that the results accurately reflect the sample in order to produce the best results. Anaesth (2019) examined the hypotheses of normality, linearity, multicollinearity, homoscedasticity, and data independence. The existing sample data was used to evaluate the hypothesis once the major research hypotheses have been verified.

### **4.6.2.2 Linearity Test for the Variables**

The Pearson product moment correlation coefficient was used to test for linearity, and a link was discovered (Anaesth, 2019). This is done to determine the correlation's actual strength. When unit changes are constant, the linear model then forecasts values that fall in a straight line, or the slope of the dependent variable when independent variable changes are also constant. Finding the independent variable that offers the greatest predictor is the main goal of employing correlation, which is regarded as a requirement for performing a regression analysis. The outcomes are displayed in Table 4.10.

**Table 4.10***Linearity Test*

		F	Sig.	R Squared	Eta	Eta Squared
Curriculum Management *	Linearity	346.87	0.00	0.46	0.71	0.50
	Deviation from Linearity	1.19	0.25			
Management of Physical Resources *	Linearity	473.02	0.00	0.54	0.77	0.59
	Deviation from Linearity	1.12	0.29			
Management of Students' Activities *	Linearity	381.42	0.00	0.48	0.72	0.52
	Deviation from Linearity	1.45	0.09			
Management of Community Partnership *	Linearity	318.99	0.00	0.43	0.72	0.53
	Deviation from Linearity	1.51	0.12			
Financial Management *	Linearity	136.33	0.00	0.24	0.61	0.37
	Deviation from Linearity	1.80	0.37			

**Source:** *Survey Data, 2023*

#### 4.6.2.3 Normality Test for the Variables

To ascertain whether the data distribution assumes a symmetrical bell-shaped curve, one must run a data normality test. According to Anaesth (2019), the distribution of the data used in regression analysis should typically ensure that the projected Y values (the dependent variable) are distributed in a manner that closely resembles normal healing. At the univariate and multivariate levels (i.e., distribution of scores in combinations of two or more items), the assumption of normality is examined. Shapiro and Wilk (1965) employed the Kolmogorov-Smirnov and Shapiro-Wilk tests to determine the distribution of items in the study that were used to calculate each variable. Kolmogorov-Smirnov is employed

to test for normality because SPSS provides two standard values and the sample size is greater than 50. The Kolmogorov-Smirnov and Shapiro-Wilk tests' p values, on the other hand, can be used to assess normality. Additionally, the data is considered normal if the p-value (significant value) of the Kolmogorov-Smirnov test is higher than 0.05. In contrast, the data deviates significantly from the normal distribution if the p-value is less than 0.05. The fact that the variable's p-value is higher than 0.05, however, suggests that the data's normality has been validated. As a result, the assumption of normalcy is satisfied because the variable is not significant. Results of the normalcy test are shown in Table 4.11.

**Table 4.11**

*Normality Test for the Variables*

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Unstandardized Residual	0.024	402	.200*	0.994	402	0.140
Standardized Residual	0.024	402	.200*	0.994	402	0.140
Studentized Residual	0.024	402	.200*	0.995	402	0.175

\* This is a lower bound of the true significance.  
a Lilliefors Significance Correction

**Source:** *Survey Data, 2023*

#### 4.6.2.4 Multicollinearity Test for the Variables

Multiple regression findings may be impacted by multicollinearity, which is defined as a high correlation between two or more independent variables (Cooper et al., 2006). Multicollinearity is found using the inverse variance inflation factor (VIF) and tolerance.

According to Hair et al. (2006), the threshold for identifying multicollinearity is a tolerance value more than 0.2 and a VIF value lower than 10. Table 4.12's findings reveal that all tolerance values are more than 0.2 and all VIF values are lower than 10, proving that there is no violation of multicollinearity between the variables under investigation.

**Table 4.12**

*Multicollinearity of the Variables*

	Collinearity Statistics	
	Tolerance	VIF
Curriculum Management	0.361	2.769
Resource management	0.316	3.162
Activities management	0.35	2.856
Community management	0.362	2.762
Financial management	0.619	1.616

**Source:** *Survey Data, 2023*

#### **4.6.2.5 Homoscedasticity Test for the Variables**

According to the hypothesis of homoscedasticity in linear regression, the error variance does not significantly change when the predictor value increases (Tranmer et al., 2020). The homoscedasticity presumption is tested using Levene's statistic for the same variance. Levene's test statistic's significance (alpha level 0.05) proved the variant's homoscedasticity violation. Levene's stat, though, was higher than 0.05. This demonstrates that the study supports the homoscedasticity of variation. The outcomes of Levene's test for homoscedasticity are presented in Table 4.13.

**Table 4.13***Levene's Test for Homoscedasticity*

	<b>Levene Statistic</b>	<b>Df1</b>	<b>Df2</b>	<b>Sig.</b>
Distributed leadership style	0.101	4	397	0.982
Curriculum Management	0.736	4	397	0.568
Resource management	1.002	4	397	0.407
Activities management	0.481	4	397	0.750
Community management	1.144	4	397	0.335
Financial management	1.505	4	397	0.200

**Source:** *Survey Data, 2023***4.6.2.6 Multiple Regression Analysis**

A multiple regression analysis model was conducted to determine the effect of teacher participation in management on distributed leadership style in secondary schools in Uasin Ngishu County, Kenya. Model summary, ANOVA and regression coefficients findings are presented in Table 4.14, 4.15, and 4.16 respectively.

**Table 4.14***Model Summary*

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted Square</b>	<b>R</b>	<b>Std. Error of the Estimate</b>
1	.838a	0.703	0.693		0.262987

*a Predictors: (Constant), Financial management, Activities management, Curriculum Management, Community management, Resource management*

**Source:** *Survey Data, 2023*

Table 4.14 shows an R square of 0.703, which indicated that jointly, teacher participation

in management of secondary schools and distributed leadership style components explained 70.3% of variations. The remaining 29.7% can be attributed to other factors not included in this study model. The findings implied that teacher participation in management of secondary schools are good predictors of components of distributed leadership style.

**Table 4.15**

*Analysis of Variance*

<b>Model</b>		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
	<u>Regression</u>					
1	n	24.049	5	4.81	69.544	.000
	Residual	10.167	147	0.069		
	Total	34.216	152			

a Dependent Variable: Distributed leadership style

b Predictors: (Constant), Financial management, Activities management, Curriculum Management, Community management, Resource management

**Source:** *Survey Data, 2023*

The ANOVA results in Table 4.15 indicate an F statistic of 69.544 and a p-value of .000, and this implies that the study model was significant (excellent fit) in predicting the dependent variable. This confirms that teacher's participation in school management are satisfactory predictors of distributed leadership style components.

**Table 4.16***Regression Coefficients*

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.088	0.175		6.215	0.000
Curriculum Management	0.212	0.053	0.259	4.039	0.000
Resource management	0.126	0.048	0.172	2.621	0.01
Activities management	0.142	0.036	0.198	3.967	0.000
Community management	0.178	0.045	0.258	3.965	0.000
Financial management	0.132	0.046	0.184	2.847	0.005

a Dependent Variable: Distributed leadership style

**Source:** *Survey Data, 2023*

### Regression Equation

$$Y = 1.088 + 0.212X_1 + 0.126X_2 + 0.142X_3 + 0.178X_4 + 0.132X_5 + \varepsilon$$

Where: Y – Distributed leadership style

X1- curriculum management

X2 – management of physical resources

X3 – management of students' activities

X4 – management of community partnership

X5 – financial management

Table 4.16 indicates that teacher involvement in curriculum management had a positive and significant effect on distributed leadership style ( $\beta = 0.212$ ,  $p < .05$ ), and this implies that increase in teacher involvement in curriculum management by one unit would increase enhancement of distributed leadership style by 21.1%. The findings concur with those of Kingi (2018) who found that the level of teacher involvement in dealing with curriculum and teaching changes had a statistically significant impact on their motivation to improve their distributed leadership skills. The results, however, are at odds with those of Oloruntegbe (2011) who discovered that teachers exhibited a lack of passion for curriculum creation and a resistance to change.

Teacher involvement in physical resources management had a positive and significant effect on distributed leadership style ( $\beta = 0.126$ ,  $p < .05$ ), and this implies that increase in teacher involvement in physical resources management by one unit would increase their willingness to enhance their distributed leadership style by 12.6%. The findings are similar to the work of Devos et al. (2014) who found that school leadership style and teacher involvement led to improved distributed leadership. Similarly, the findings concur with the results of Wadesango (2012) better working conditions resulted from teachers being involved in facility management.

Teacher involvement in students' activities management had a positive and significant effect on distributed leadership style ( $\beta = 0.142$ ,  $p < .05$ ), and this implies that increase in teacher involvement in students' activities management by one unit would increase their willingness to develop distributed leadership skills by 14.2%. The findings are consistent to the work of Charles (2012) who observed that teachers who have precise lesson plans feel more in charge and more professional. Similarly, the findings support the assertion by

Migwi (2018) that classroom management training helps teachers adapt to the various behaviors, attitudes, and educational demands of children and foster meaningful interactions with both students and parents.

Teacher involvement in community partnership management had a positive and significant effect on distributed leadership style ( $\beta = 0.178$ ,  $p < .05$ ), and this implies that increase in teacher involvement in community partnership management by one unit would increase their willingness to develop distributed leadership skills by 17.8%. The findings did not agree with the assertion by Onsomu and Mujidi (2011) that teachers are not adapting and encouraging parents to be more involved. Similarly, the findings contradicted Onsomu and Mujidi (2011) claim that in the majority of African nations, teachers do not appear to take community partnerships into consideration.

Teacher involvement in financial management had a positive and significant effect on distributed leadership style ( $\beta = 0.132$ ,  $p < .05$ ), and this implies that increase in teacher involvement in financial management by one unit would increase their willingness to develop distributed leadership skills by 13.2%. The results corroborate Wadesango's (2011) research which revealed that teachers' involvement in managing the budget for their schools serves as a substantial source of motivation. However, the results are inconsistent to Sukandani and Istikhoroh (2016) observation that participatory budgeting is related to leadership performance and organizational commitment.

## **CHAPTER FIVE**

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

#### **5.1 Introduction**

The primary findings, conclusions, and suggestions are compiled in this chapter. The chapter is organized into themes that correspond to the goals of the study. The study's objective was to determine the influence of teacher participation in management on distributed leadership style in secondary schools in Uasin Ngishu County, Kenya.

##### **5.1.1 Teacher involvement in curriculum management and distributed leadership style**

The study sought to determine the relationship between teacher involvement in curriculum management and distributed leadership style. Descriptive findings indicated that most teachers are involved in the acquisition of text books for the new syllabus, curriculum assessment to align it with ministry of education guidelines, preparation of teaching and learning materials, and integration of ICT in teaching and delivery of instructions. The correlation results ( $r = .700$ ,  $p = .000 < .05$ ), indicated that teacher involvement in curriculum management had a positive and significant relationship with distributed leadership style. Regression results ( $\beta = 0.212$ ,  $p < .05$ ), showed that teacher involvement in curriculum management had a positive and significant effect on teachers' willingness to develop distributed leadership skills.

### **5.1.2 Teacher involvement in physical resources management and distributed leadership style**

The study sought to determine the relationship between teacher involvement in physical resources management and distributed leadership style. Descriptive findings revealed that most teachers are involved in the maintenance and purchase of instructional materials, management of inventory of equipment, and review of school's strategic planning. The correlation results ( $r = .671$ ,  $p = .000 < .05$ ), indicated that teacher involvement in physical resources management had a positive and significant relationship with development of distributed leadership skills. Regression results ( $\beta = 0.126$ ,  $p < .05$ ), showed that teacher involvement in physical resources management had a positive and significant effect on teachers' willingness to develop distributed leadership skills.

### **5.1.3 Teacher involvement in students activities management and distributed leadership style**

The study sought to determine the relationship between teacher involvement in students' activities management and distributed leadership style. Descriptive results indicated that most teachers are involved in guidance and counseling for students, career training, facilitation of student's council's activities, revising school rules and regulations, and overseeing, organizing and facilitating sports and games activities for students. The correlation results ( $r = .497$ ,  $p = .000 < .05$ ), indicated that teacher involvement in students' activities management had a positive and significant relationship with development of distributed leadership skills. Regression results ( $\beta = 0.142$ ,  $p < .05$ ), showed that teacher involvement in students activities management had a positive and significant effect on

teachers' willingness to develop distributed leadership skills.

#### **5.1.4 Teacher involvement in community partnership management and distributed leadership style**

The goal of the study was to ascertain the connection between teachers' participation in community partnership management and distributed leadership style. According to descriptive findings, most teachers are involved in coordinating with parents and guardians regarding students' behavior, supervising and facilitating school community education days, planning the school for local community events like charity walks and tree planting, facilitating research activities with the local community, and coordinating with other organizations and government agencies to ensure that school activities run smoothly. The correlation results ( $r = .705$ ,  $p = .000 < .05$ ), indicated that teacher involvement in community partnership management had a positive and significant relationship with development of distributed leadership skills. Regression results ( $\beta = 0.178$ ,  $p < .05$ ), showed that teacher involvement in community partnership management had a positive and significant effect on teachers' willingness to develop distributed leadership skills.

#### **5.1.5 Teacher involvement in financial management and distributed leadership style**

The study aimed to determine the connection between teacher involvement in financial management and distributed leadership style. Descriptive findings indicated that most teachers are not involved in the preparation of school budgets, overseeing school fee payment among students, and the school tender and procurement procedures. Further, most teachers are not involved in monitoring and evaluation of school expenditure and

internal auditing in school. The correlation results ( $r = .682$ ,  $p = .000 < .05$ ), indicated that teacher involvement in financial management had a positive and significant relationship with development of distributed leadership skills. Regression results ( $\beta = 0.132$ ,  $p < .05$ ), showed that teacher involvement in financial management had a positive and significant effect on teachers' willingness to develop distributed leadership skills.

## **5.2 Conclusion**

### **5.2.1 Teacher involvement in curriculum management and distributed leadership style**

The study concluded that teacher involvement in curriculum management had a positive and significant influence on teachers' willingness to develop distributed leadership skills. The implication is that teacher involvement in curriculum management has the likelihood of increasing their willingness to develop distributed leadership skills.

### **5.2.2 Teacher involvement in physical resources management and distributed leadership style**

The study concluded that teacher involvement in physical resources management had a positive and significant influence on teachers' willingness to develop distributed leadership skills. The implication is that teacher involvement in physical resources management has the likelihood of increasing their willingness to distributed leadership skills.

### **5.2.3 Teacher involvement in students activities management and distributed leadership style**

The study concluded that teacher involvement in students' activities management had a

positive and significant influence on teachers' willingness to develop distributed leadership skills. The implication is that teacher involvement in students' activities management has the likelihood of increasing their willingness to develop distributed leadership skills.

#### **5.2.4 Teacher involvement in community partnership management and distributed leadership style**

The study concluded that teacher involvement in community partnership management had a positive and significant influence on teachers' willingness to develop distributed leadership skills. The implication is that teacher involvement in community partnership management has the likelihood of increasing their willingness to develop distributed leadership skills.

#### **5.2.5 Teacher involvement in financial management and distributed leadership style**

The study concluded that teacher involvement in financial management had a positive and significant influence on teachers' willingness to develop distributed leadership skills. The implication is that teacher involvement in financial management has the likelihood of increasing their willingness to develop distributed leadership skills.

### **5.3 Recommendations**

#### **5.3.1 Recommendations on study results**

Public secondary schools' management should involve teachers in curriculum management. In particular, teachers should be involved acquisition of text books,

curriculum assessment, preparation of teaching and learning materials, and integration of ICT in teaching and delivery of instructions.

Public secondary schools' management should involve teachers in physical resources management. In particular, teachers should be involved in the maintenance and purchase of instructional materials, management of inventory of equipment, and review of school's strategic planning.

Public secondary schools' management should involve teachers in students' activities management. In particular, teachers should be involved in guidance and counseling for students, career training, facilitation of student's council's activities, revising school rules and regulations, and overseeing, organizing and facilitating sports and games activities for students.

Public secondary schools' management should involve teachers in community partnership management. In particular, teachers should be involved in coordinating with parents and guardians regarding student discipline, supervising and facilitating school community educational days, planning the school's participation in charitable walks and tree-planting events, facilitating research projects with the local community, and coordinating with other organizations and government agencies to improve the smooth operation of school activities.

Public secondary schools' management should involve teachers in financial management. In particular, teachers should be involved in the preparation of school budgets, overseeing school fee payment among students, school tender and procurement procedures, monitoring and evaluation of school expenditure, and internal auditing in school.

The ministry of education should develop policies aimed at strengthening teachers' development of distributed leadership skills.

#### **5.4 Suggestion for further research**

The study focused on five components of teacher involvement in management, which accounted for 70.3 percent of variations in teachers' willingness to participate in school management. The researcher recommends future research on other aspects of teacher involvement in management that can further predict teachers' willingness to develop

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## APPENDICES

### Appendix I: Teachers Questionnaire

#### SECTION A: DEMOGRAPHIC INFORMATION

**Instructions;** Please indicate the following appropriately

1. Male ( )      Female ( )
2. Highest level of qualification Certificate  
( )  
Diploma ( )  
Bachelors ( )  
Any other (specify)\_\_\_\_\_
3. Teaching experience;  
5yrsandbelow ( )  
6-10years ( 2 )  
11-15years ( )3  
16-20years ( )4  
Above20years ( )5
4. For how long have you served as a teacher in this school? Please tick only  
one 5yearsandbelow ( )  
6-10years ( )  
11-15years ( )  
16-20years ( )  
Above20years ( )
5. Location of the school  
Urban ( 1 )  
Rural ( 2)

**SECTION B: INVOLVEMENT IN CURRICULUM MANAGEMENT**

This section deals with information pertaining to the relationship between teacher involvement in curriculum management and distributed leadership style. To what extent do you get involved in curriculum management? Tick the extent to which you agree Where **Strongly Agree (5) Agree (4) Neutral (3) Disagree (2) Strongly Disagree (1)**

SN	Variables	1	2	3	4	5
1	I am involved in the acquisition of text books for the new syllabus					
2	I am involved in curriculum assessment to align it with ministry of education guidelines					
3	I am involved in the integration, administration and supervision of school curriculum in line with the new changes from the ministry of education					
4	I am involved in the preparation of teaching and learning materials within the school					
5	I am involved in the integration of ICT in teaching and delivery of instructions					

Any other specify

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 .....  
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**SECTION C: INVOLVEMENT IN MANAGEMENT OF PHYSICAL RESOURCES**

This section deals with information pertaining to the relationship between teacher involvement in management of physical resources and distributed leadership style. To what extent do you get involved in the management of physical resources in your school? Tick the extent to which you agree. Where **Strongly Agree (5) Agree (4) Neutral (3) Disagree (2) Strongly Disagree (1)**

SN	Variables	1	2	3	4	5
1	I am involved in the requisition and acquisition of modern school facilities and equipment					
2	I am involved in the maintenance and purchase of instructional materials					
3	I am involved in the maintenance and servicing of the facilities: classrooms, laboratories and library.					
4	I am involved in the management of inventory of equipment and supplies in the school					
5	I am involved in the review of school's strategic planning to address emerging issues					

Any other specify

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**SECTION D: INVOLVEMENT IN MANAGEMENT OF  
STUDENTS' ACTIVITIES**

This section deals with information pertaining to the relationship between teacher involvement in student activities and distributed leadership style. To what extent do you get involved in the management of students' activities? Tick the extent to which you agree. Where **Strongly Agree (5) Agree (4) Neutral (3) Disagree (2) Strongly Disagree (1)**

SN	Variables	1	2	3	4	5
1	I am involved on guidance and counseling for students.					
2	I am encouraged to work with students in identifying institutions for further education and career training.					
3	I am involved in the facilitation of student's council's activities.					
4	I am involved in revising school rules and regulations.					
5	I am involved in overseeing, organizing and facilitating sports and games activities for					
6	I am involved in overseeing, organizing and facilitating sports students clubs and programs					

Any other specify

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 .....  
 .....  
 .....  
 .....

**SECTION E: INVOLVEMENT IN MANAGEMENT OF  
COMMUNITY PARTNERSHIP**

This section deals with information pertaining to the relationship between teacher involvement in student activities and distributed leadership style. To what extent do you get involved in the management of community partnership? Tick the extent to which you agree. Where **Strongly Agree (5) Agree (4) Neutral (3) Disagree (2) Strongly Disagree (1)**

SN	Variables	1	2	3	4	5
1	I am involved in liaising with parents/ guardians over students discipline					
2	I am involved in overseeing and facilitating school community educational days.					
3	I am involved in organizing the school in local community activities like tree planting/charity walks					
4	I am involved in facilitating research activities with the local community.					
5	I am involved in liaison with other institutions, government departments to enhance smooth running of school activities.					

Any other specify

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**SECTION F: TINVOLVEMENT IN FINANCIAL MANAGEMENT**

This section deals with information pertaining to the relationship between teacher involvement in student activities and distributed leadership style. To what extent do you get involved in the financial management in your school? Tick the extent to which you agree. Where **Strongly Agree (5) Agree (4) Neutral (3) Disagree (2) Strongly Disagree (1)**

SN	Variables	1	2	3	4	5
1	I am involved in the preparation of school budgets					
2	I am involved in the overseeing school fee payment among students					
3	I am involved in the school tender and procurement procedures					
4	I am involved in monitoring and evaluation of school expenditure.					
5	I am involved in internal auditing in my school					

Any other specify

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**SECTION G: DISTRIBUTED LEADERSHIP STYLE**

This section deals with information pertaining to distributed leadership style. To what extent have you developed distributed leadership skills? Tick the extent to which you agree. Where **Strongly Agree (5) Agree (4) Neutral (3) Disagree (2) Strongly**

**Disagree (1)**

SN	Variables	1	2	3	4	5
1	I have the desire to take action in curriculum implementation					
2	I am accountability in management of school resources					
3	I am outcome orientated on issues touching student activities					
4	I exhibit enthusiasm in the execution of duties and responsibilities					
5	I am a champion of good time management and punctuality					
6	I always strive towards improved efficiency and effectiveness in performance of duties					
7	I demonstrate professionalism and integrity at work place					

Any other specify

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..... **Thank you for your participation**

**Appendix II: Interview Schedule for Sub-County Director and Zonal CSOS**

1. For how long have you worked in this sub-county/zone? \_\_\_\_\_

2. What are the different areas where teachers can be involved in school management?

Mentioned them and explain their willingness to get involved

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3. What is the influence of teacher involvement in curriculum management and development of distributed leadership style?

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4. What is the influence of teacher involvement in management of physical resources and distributed leadership style?

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5. What is the influence of teacher involvement in management of students' activities and distributed leadership style in secondary schools in Uasin Ngishu County, Kenya.

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6. What is the influence of teacher involvement in management of community partnership and distributed leadership style in secondary schools in Uasin Ngishu County, Kenya.

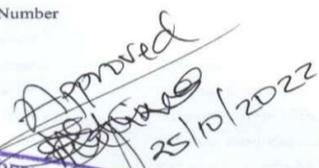
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7. What is the influence of teacher involvement in financial management and distributed leadership style in secondary schools in Uasin Ngishu County, Kenya.

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Thank you for your participation

## Appendix II: Research Permit

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 929659	Date of Issue: 22/October/2022
<b>RESEARCH LICENSE</b>	
	
<p>This is to Certify that Ms. ROSE E LANGAT of Kenya Methodist University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Baringo, Bomet, Bungoma, Busia, Elgeyo-Marakwet, Embu, Garissa, Homabay, Isiolo, Kajjado, Kakamega, Kericho, Kiambu, Kilifi, Kirinyaga, Kisii, Kisumu, Kitui, Kwale, Laikipia, Lamu, Machakos, Makeni, Mandera, Marsabit, Meru, Migori, Mombasa, Muranga, Nairobi, Nakuru, Nandi, Narok, Nyamira, Nyandarua, Nyeri, Samburu, Siaya, Taita-Taveta, Tanariver, Tharaka-Nithi, Transzoia, Turkana, Uasin-Gishu, Vihiga, Wajir, Westpokit on the topic: INFLUENCE OF DISTRIBUTED LEADERSHIP STYLE ON TEACHER PARTICIPATION IN MANAGEMENT OF SECONDARY SCHOOLS IN KENYA for the period ending : 22/October/2023.</p>	
License No: NACOSTI/P/22/21235	
929659 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
 25/10/2022	Verification QR Code
	
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	
<b>See overleaf for conditions</b>	

## Appendix II: Letter of Authorization



REPUBLIC OF KENYA  
**MINISTRY OF EDUCATION**

State Department for Early Learning and Basic Education

Email: [cdeuasingishucounty@gmail.com](mailto:cdeuasingishucounty@gmail.com)  
: [cdeuasingishucounty@yahoo.com](mailto:cdeuasingishucounty@yahoo.com)

When replying please quote:

County Director of Education,  
Uasin Gishu County,  
P.O. Box 9843-30100,  
**ELDORET.**

Ref: No. MOE/UGC/TRN/9/VOLL. IV/118

25<sup>TH</sup> October, 2022

Rose E. Langat  
Kenya Methodist University,  
P.O Box 45240 – 00100  
**NAIROBI**

**RE: RESEARCH AUTHORIZATION.**

In reference to your Licence Ref No. **NACOSTI/P/22/21235** dated 20<sup>th</sup> October, 2022 from National Commission for Science, Technology and Innovation (NACOSTI), you are hereby granted the authority to carry out research on ***Influence of Distributed Leadership Style on Teacher Participation in Management of Secondary Schools in Kenya, for the Period Ending 22<sup>nd</sup> October, 2023,*** Within Uasin Gishu County.

We take this opportunity to wish you well during this data collection.

  
Muriuki Harrison  
County Director of Education  
**UASIN GISHU.**

COUNTY DIRECTOR OF EDUCATION  
UASIN GISHU COUNTY  
P. O. Box 9843 - 30100, ELDORET

