

Relationship between Teacher Involvement in Management of Physical Resources and Leadership Style in Secondary Schools in Uasin Gishu County, Kenya

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Abstract

The study established the effect of teacher involvement in management of physical resources on distributed leadership style in secondary schools in Uasin Gishu County, Kenya. The study employed a descriptive research design to collect data from 25 public secondary schools with 375 teachers in Ainabkoi Sub-County, Uasin Gishu County, Kenya. The study conducted descriptive analysis (frequencies, percentages, and mean) and inferential statistics (correlation and regression weight analysis to test hypothesis and model of the study respectively). Pearson correlation indicated that teacher involvement in physical resources management had a positive and significant relationship with distributive leadership style ($r = .671$, $p = .000 < .05$). The study concluded that teacher involvement in physical resources management had a positive and significant influence on teachers' willingness to develop distributive leadership skills. The implication is that teacher involvement in physical resources management has the likelihood of increasing their willingness to distributive leadership skills. The study recommends that 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.

Keywords: *Teacher involvement, management of physical resources, distributed leadership style*

1.0 Introduction

Physical resource management is an essential part of administration whereby resources are allocated and used in an effective, efficient, and strategic way to attain the school's desired aims and objectives (Ndambuki, 2012). 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 (Magala, 2010).

Benoiel 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 Dagnev (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.

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 physical resources 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.

1.1 Problem statement

Distributive leadership should encourage 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 (Slater, 2004). Once there is a teacher-participation in management, it greatly motivates a quality engaging leadership style.

However, The Basic Education Act of 2012 on the educational system in Kenya, allows school administration to make all key decisions with little to no teacher input. As a result, the drive to oversee school activities remains minimal, frequent strikes, low performance on national exams, lack of commitment among teachers, poor time management, and property destruction (Ali et al., 2015; Berjaoui & Karami-Akkary, 2019).

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 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 socioeconomic 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).

1.2 Purpose of the Study

To establish the influence of teacher involvement in management of physical resources on distributed leadership style in secondary schools in Uasin Gishu County, Kenya.

1.3 Research Hypothesis

H₀₁: Teacher involvement in management of physical resources has no influence on distributed leadership style in secondary schools in Uasin Gishu County, Kenya.

2.0 Literature Review

2.1 Theoretical Review

Participative leadership theory was developed by Yukl (2006) whereby 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 distributive 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 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, Arnold and Loughlin (2013) 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.

2.2 Empirical Review

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. However, the direct impact of school administration on teacher engagement is very minimal.

According to a study by Garipagaoglu (2013), inadequate physical facilities and low pay have a negative effect on teachers' commitment to and motivation for managing school resources. Therefore, the 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.

Salifu (2014) conducted a study on the barriers to motivating teachers to practice professionally in managing school resources in Ghana. 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.

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. 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. According to this survey, teachers were proactive in controlling their classroom's physical assets and supplies. In addition, this study shows a statistically significant relationship between instructors' motivation and how much they are involved in overseeing physical infrastructure.

3.0 Methodology

The study employed a descriptive research design to collect data from 25 public secondary schools with 375 teachers in Ainabkoi Sub-County, Uasin Gishu County, Kenya. The Yamane (1967) formula was used to get 193 as the sample size for the teachers selected using a simple random sampling technique. The sampled teachers were issued with questionnaires as part of data collection process. The study conducted a pre-test study in 3 secondary schools in Moiben Sub County whereby 19 teachers answered the pre-test questionnaires as part of the 10% requirement as suggested by Mugenda and Mugenda (2003). The study also measured Cronbach alpha coefficients to measure reliability while content, criterion, and construct validities were assessed. The study conducted descriptive analysis (frequencies and percentages) and inferential statistics (correlation and regression weight analysis to test hypothesis and model of the study respectively).

4.0 Results and Discussion

4.1 Response Rate

The study's sample size comprised 193 teachers whose response rate is revealed in Table 1.

Table 1: Response Rate

Respondents	Sampled	Response	Percentage
Teachers in Ainabkoi Sub-county's public secondary schools	193	153	79.3%

Table 1 points out that 153 (79.3%) questionnaires were successfully filled and returned. According to Saunders et al. (2009), a success rate of above 50% is appropriate for statistical analysis. Hence, this study's response rate was sufficient.

4.2 Reliability Test Results

A check of the consistency of the data instrument was done to confirm its reliability. The Cronbach's Alpha coefficient was generated using SPSS as directed in Table 2.

Table 2: Reliability Results

Instrument	Cronbach's Alpha	N of Items
Questionnaires	.815	19

Table 2 indicates that the Cronbach alpha coefficients for the pre-test questionnaires were higher than 0.7, which is a benchmark for data collection reliability in social sciences (Bhattacharjee, 2012). Therefore, the instruments used in this study could be re-used in another study and provide similar results

4.3 Descriptive Statistics of Distributive Leadership Style

Distributive leadership style of teachers in secondary public-school management was the study's dependent variable. The teachers were asked for statements on distributive leadership style as described in Table 3.

Table 3: Descriptive Statistics of Distributive Leadership Style

Statement N=153	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I have the desire to take action in curriculum implementation	5(3.3%)	19(12.4%)	25(16.3%)	7(17.6%)	77(50.4%)
I am accountable in the management of school resources	0	35(22.9%)	43(28.1%)	35(22.9%)	40(26.1%)
I am outcome orientated on issues touching on 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 workplace	9(5.9%)	15(9.8%)	9(5.9%)	46(30.1%)	74(48.3%)

According to Table 3, 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 workplace (78.5%). The results imply that most of the teachers expressed their willingness to enhance distributive leadership style. The findings agree with Mutinda (2018) assertion that teacher involvement in school management was a positive factor in motivating them.

4.4 Teacher Involvement in Management of Physical Resources

The study sought to establish the influence of teacher involvement in management of physical resources on distributive leadership style. The teachers were asked to state their agreement with the statements on teacher involvement in management of physical resources as presented in Table 4.

Table 4: Descriptive Statistics of Teacher Involvement in Management of Physical Resources

Statement N=153	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am involved in the requisition and acquisition of modern school facilities and equipment	70(45.8%)	28(18.3%)	27(17.5%)	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 library.	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%)

According to Table 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 distributive 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.

4.5 Hypothesis Testing

The study used Pearson Correlation analysis to test the hypothesis of the study as described in Table 5.

Table 5: Pearson Correlation

			Management of Resources	Distributive Leadership Style
Pearson	Management of Resources	Pearson Correlation	1	.671**
		Sig. (2-tailed)		.000
		N	153	153
	Distributive Leadership Style	Pearson Correlation	.671**	1
		Sig. (2-tailed)	.000	
		N	153	153

Teacher involvement in physical resources management had a positive and significant relationship with distributive 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 distributive leadership style. Thus, the study rejected the null hypothesis that teacher involvement in management of physical resources had no influence on distributed leadership style in secondary schools in Uasin Gishu County, Kenya. 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 distributive leadership.

4.6 Regression Weights

The study had a mode of study whereby $Y = C + \beta_1 X_1$. This is Where: Y – Distributive leadership style and X_1 -Teacher Involvement in Management of Physical Resources. Table 6 gives the regression weights results.

Table 6: Regression Weights

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std.	Beta		
1	(Constant)	1.088	0.175		6.215	0.000
	Management of resources	0.12	0.048	0.172	2.621	0.01

a Dependent Variable: Distributive leadership style

Table 6 indicates that Distributive leadership style = $1.08C + 0.12X_1$ which is an indicator that constant was 1.08 and teacher involvement in management of physical resources was 0.12. Therefore, an increase of a unit of teacher involvement in management of physical resources increased distributive leadership style by 0.12. 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.

5.0 Summary

On distributive leadership style, 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 workplace (78.5%).

On teachers' involvement in management of physical resources, 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. Further, Pearson correlation indicated that teacher involvement in physical resources management had a positive and significant relationship with distributive leadership style ($r = .671, p = .000 < .05$). The regression weights indicated that Distributive leadership style = $1.08C + 0.12X_1$ which is an indicator that constant was 1.08 and teacher involvement in management of physical resources was 0.12. Therefore, an increase of a unit of teacher involvement in management of physical resources increased distributive leadership style by 0.12.

6.0 Conclusion

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

7.0 Recommendations

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.

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