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Original Article

### Relationship between Teachers' Participation and Management Outcomes in Primary Schools in Pader District, Uganda

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Participation,  
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Scholars, as highlighted by Asgari and Mahjoob (2013), have shown considerable interest in the outcomes of management throughout the years. This study examined the relationship between teachers' participation and management outcomes in primary schools in Pader District, Uganda. The investigation examined teachers' participation in Pader District primary schools, management outcomes and the relationship between participation and management outcomes. This study involved 301 participants, utilized questionnaire surveys, interview guides and observation checklists for data collection. The data were then analyzed using various statistical methods, including SPSS version 25, descriptive statistics, the Chi-Square test, Spearman's rank correlation coefficient and linear regression analysis. The study explore the relationship between teachers' involvement and management outcomes. The findings revealed a moderate correlation between teachers' participation and management outcomes, with a significance level of 0.01%. These results are consistent with prior research (Baig, Rehman and Khan, 2012), suggesting that teachers' engagement in activities such as water hygiene, sanitation, equipment procurement, guidance, inventory control, budget preparation and classroom maintenance has a positive impact on management outcomes.

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**INTRODUCTION**

Over time, scholars have increasingly focused on the results of effective management. This research delved into the correlation between the involvement of teachers and the outcomes of management in primary schools in Pader district. The efficient management of schools is crucial for a substantial educational foundation in the pursuit of formal education and its associated advantages, as emphasized by Muindi (2011). This underscores the idea that the achievement of education is intricately linked to the prosperity of schools. Consequently, it is imperative to ensure the proper management of schools to attain the anticipated outcomes as envisioned by society.

Historically, management outcomes have been around for a while, so it makes sense that the management study is old and based on Taylor's work, according to Nishimura and Nishimura (2017).

In numerous developing countries, the historical functions of teachers in promoting community involvement in school management have been pivotal in facilitating educational access (Boosey, Prestwich and Deave, 2014). In sub-Saharan Africa, for example, education provisions received support from community-based providers and faith-based organizations even before gaining independence. During this period, certain countries in the region eliminated primary education fees, leading to a substantial rise in public education spending (Boosey, Prestwich, and Deave, 2014). Nevertheless, this initiative fell short of its goals due to inefficient institutions, a decline in educational quality, elevated informal fees and other schooling-related expenses (Chen, 2011).

Chen (2011) suggested that the engagement of teachers in school curriculum development is not a novel concept in education. There exists a noteworthy historical documentation regarding both theoretical perspectives and practical

applications related to teachers' involvement in curriculum development. For instance, Dewey's 1903 article titled "Democracy in education" claimed that matters related to teaching methods, discipline, curriculum, textbooks, and other educational materials should be deliberated and arranged by educators themselves.

The active involvement of teachers has been recognized as a significant element influencing employee performance, as highlighted by Matoke et al. (2015). Mazandarani and Abedini's (2015) study demonstrated a positive correlation between teachers' participation and management outcomes. According to Muindi (2011), teachers' participation is defined as direct involvement in discussions and decisions related to their daily responsibilities. Mohammed (2011) contended that school head teachers should prioritize incorporating teachers' input and ensuring their motivation. They argued that decisions in schools were predominantly made by management authorities when teachers were not actively engaged.

According to Mazandarani and Mahnoosh (2015), teachers' participation and management outcomes lead to productivity, innovation, minimal absenteeism, commitment, and quality work. Millet (2010) states that a lack of teachers' participation leads to poor academic outcomes, an increase in absenteeism and indiscipline cases. Mulford (2010) asserted in the Australian context that the connection between teachers' involvement and management outcomes hinges on factors such as motivation, authority, autonomy, and dedication to duty. Conversely, Squire (2011) identified an inverse relationship between teachers' participation and management outcomes in Singapore.

In Eastern Europe, according to Gardinier (2012), the educational approach in Albania involved implementing a curriculum that prioritized democracy and competence. This curriculum encouraged significant involvement of teachers in

managing both teacher and student activities. The educational models applied in this context perceived students as self-driven, autonomous individuals, fostering the belief that they would go on to excel in democratic governance and the global economy. Teachers were depicted as reliable, knowledge-oriented professionals, with their active participation seen as essential in the ongoing transformation of schools.

According to Pader District Inspection Report (2016), the level of teachers' participation is very low. Nsangi (2017) states that if teachers' participation in school activities is high, management outcomes could be effective. However, specifically in the Pader district, there is a high rate of absenteeism among teachers. The findings indicate that teachers do not usually attend planning meetings, absenteeism was rated at 57%, inadequate teaching was rated at 56%, poor display of appropriate education learning materials was rated at 55%, poor record of continuous assessment was rated at 70% and low numbers of lesson plan and schemes of work were rated at 80%. This is a serious problem in primary education in Pader district (Pader District Inspection Report, 2016). The pupil's results also reflect the low level of teacher participation in the Pader district. This has resulted in low management outcomes in primary schools in Pader District.

### **Statement of the Problem**

A high level of primary school teachers' participation in all school activities should lead to effective and efficient management outcomes by head teachers (Usen, 2017). However, in the Pader district, teachers do not seem to be involved in school activities. According to Pader District 2015 Report Card, Pader district was ranked 79 out of 112 districts (UWEZO, 2015). As per UWEZO (2015), the attendance of teachers in Pader on the day of the school visit was 19 out of 100, slightly higher than the national average of 18 out of 100. Similarly, the absenteeism rate among pupils in Pader on the school visit day was 42 out of 100, surpassing the national average of 37 out of 100 (UWEZO, 2015). This indicates that

there is a high level of absenteeism of both teachers and pupils in the Pader district, late reporting for work, low syllabus coverage as teachers are absent from school most of the time, low attendance during planning meetings, low pupils' promotional rate, low completion rate, poor record keeping, and high indiscipline cases (UWEZO, 2015).

The pupil's results also reflect the low level of teacher participation in the Pader district. In 2015, for instance, Pader district got only 31 pupils in division one out of the thousands who sat for PLE examination as per the DEO Pader data base (2018/2019). In 2017, the district local council V chairperson (LC V) and chief Administrative Officer summoned head teachers of primary schools in Pader district to explain the causes of low teachers' participation in respective schools. This was after the number of pupils in first grade had dropped from 73 in (2016) to 41 in (2017). This dropping implies that teachers are not performing as expected. One wonders how high this alarming situation may go if not controlled; therefore, it was essential to explore the connection between the involvement of teachers and the results of management.

### **Purpose of the Study**

This study aimed to examine the correlation between teachers' participation and management outcomes in primary schools within Pader District. The objective was to identify potential trends in teachers' participation levels and enhance the overall outcomes of management.

### **Main Objective of the Study**

- To investigate the relationship between the level of teachers' participation and the status of management outcomes in primary schools in Pader District.

### **Specific Objective**

- To examine the relationship between level of teachers' participation and the status of management outcomes in primary schools in Pader District.

## Research Question

The study sought to provide answers to the following question:

- What is the relationship between level of teachers' participation and the status of management outcomes in primary schools in Pader District?

## Scope of the Study

*Geographical scope:* The study investigated the relationship between teachers' participation and management outcomes in primary schools in Pader district in Uganda. Pader district is bordered by Agago district from the east, Gulu district from the west, Kitgum district from north, and Lira district from the south (UWEZO, 2010).

*Content scope:* This study concentrated on teachers' participation and management outcomes in primary schools in Pader district. Teachers' participation refers to teachers' involvement in lesson planning, organising co-curricular activities, and discipline management. Management outcomes refer to academic achievements, co-curricular activities, and discipline management.

*Time scope:* The study considered a period from 2008 to 2020; data were collected from July 2019 to August 2019. This time scope was chosen to compare management outcomes for different years of primary schools in Pader district.

## Significance of the Study

It was hoped that the result of the study would be useful in the following ways: Findings from this study may guide policy makers in the Ministry of Public Service, Ministry of Education and Sports, and other educational development partners in identifying the gaps in the management outcomes that need to be bridged and the teachers' participation pitfalls that need to be avoided in primary education systems in the study area and countrywide. The results of this investigation can offer valuable insights for school administrators, teachers, local government officials, parents, and the broader community. These insights can guide

the adoption of more effective mechanisms for managing teachers' active involvement in schools, ultimately contributing to the achievement of successful educational objectives, often reflected in improved management outcomes. Additionally, the study's findings may contribute to the existing body of knowledge in the literature on teachers' participation and its impact on management outcomes in educational institutions. Pupils and parents stand to benefit as well, as the study has the potential to help teachers recognize and elevate their efforts and level of participation, leading to enhanced academic performance among students.

## Assumption of the Study

This study recognised the existence of several external variables such as teachers' attitudes, environment, school culture (language and dressing), school structural buildings and class room sizes, government policy such as automatic promotion, and age that may have a bearing on the study as extraneous variables outside the research's interest. The researcher tried to limit the effect of such variables through randomisation. The extraneous variables would have had some influence as well.

## LITERATURE REVIEW

### Theoretical Review

Theoretically, according to Fayol (1911), as revised by Fayol, Taylor, and Rahman (2012), there are six management functions under which teachers and head teachers as managers can participate in schools. This includes fore casting, planning, organising, commanding, coordinating, and controlling. This study adopted Fayol's theory to establish the relationship between teacher participation and management out comes in primary schools in the Pader district. The independent variable was teachers' participation with dimensions of teachers' participation in planning, organising co-curricular activities and discipline management in primary schools in Pader district. The dependent variable was management outcomes with the dimensions of academic achievements, co-curricular activities,

and class management. The extraneous dimensions were school environment, school culture and school structure.

In line with Chunck's (2012) behavioral learning theories, effective teacher involvement in appropriately arranging the environment is crucial for optimal management performance. Teachers play a key role in establishing an environment conducive to achieving management outcomes, and head teachers should organize activities that align with this conducive environment. Moreover, as per Chunck (2012) and cognitive learning theories, teachers are expected to actively engage in structuring learning materials that facilitate students' grasp of various concepts.

Jean Piaget's developmental learning theory, which centers on children's cognitive development, has been acknowledged by Atherton (2011). Atherton emphasizes that children may not be able to tackle specific tasks until they reach psychological maturity. Accordingly, he advocates for teachers to plan lessons that allow both students and teachers to gather and apply information regarding progress toward learning objectives. Teachers are encouraged to tailor their approach based on the learners' maturity levels, progressing from simpler to more complex or from abstract to concrete concepts in line with developmental and maturity considerations.

Fayol's initial management theory from 1911, later revised by Fayol, Taylor, & Rahman (2012), outlined six management functions that teachers and head teachers could engage in as managers within schools. These functions encompassed forecasting, planning, organizing, commanding, coordinating, and controlling. According to UWEZO (2015), administration principles emphasized the need for organization to prevent disorder and erratic behavior. Fayol defined management as encompassing five elements: planning, organizing, directing, coordinating, and controlling. These elements were further detailed into fourteen principles, including the division of work to enhance employee effectiveness, the importance of authority, discipline, unity of

command, unity of direction, consideration for subordinates, fair remuneration, adherence to the scalar chain, emphasis on order, stability of personnel tenure, equitable treatment, encouragement of initiative, promotion of team spirit, and fostering harmony within the organization.

*Conceptually*, teachers' participation is essential to human dignity and hence helps individuals exercise their rights (Peters & Peters, 2016). The notion of teachers' participation refers to the act of participating in a group's activities in meeting agreed school goals; for participation to occur, there must be activities. These activities must be taking place in a context. The context is expected to help one evaluate individuals' participation level. Thus, different context is likely to have different levels of participation.

In this study, teachers' participation means involvement in handling problems and developing work processes. Learning is facilitated if teachers have access to and can successfully participate in problem-handling and activities aimed at developing improvements in instruction and guidance, both formally and informally. According to Fayol (2011), management outcomes refer to the ability to administer and control affairs through guiding in planning, organising, commanding, coordinating, and controlling activities. The concept of management outcomes in this study refers to both positive and negative achievements of management activities. It includes academic achievements, co-curricular activities, and management of disciplines in the school.

*Contextually*, in Uganda, the current education system, referred to as Universal Primary Education (UPE), has been in place since 1997. Its establishment was a result of democratization and open elections, driven by widespread public support for free education (Gobena, 2014). In 2018, schools under UPE had a higher number of students sitting for the Primary Leaving Examinations (PLE) compared to non-UPE schools, with 476,130 students (or 70.9%) out of 671,923 candidates (Eton et al., 2019). This

outcome affirmed the decision to initiate UPE two decades earlier, ensuring access to basic education for every child. Consequently, UPE enrollment has significantly increased from approximately 3.06 million pupils in 1996 to about 8.84 million pupils in 2017. Notably, more girls are attending school for the first time (Eton et al., 2019). The surge in enrollment has necessitated a high level of teachers' involvement. Consequently, the Education Service Commission has delineated the duties and responsibilities of every teacher, including preparing schemes of work and lesson plans aligned with the approved curriculum on a termly and weekly basis, conducting lessons and remedial work according to the set timetable, participating in the setting, administration, and marking of internal and external examinations, carrying out continuous assessment and evaluation of pupils' performance, selecting appropriate learning aids/materials for classroom teaching, maintaining class records and inventory, participating in co-curricular and community activities, guiding and counseling pupils, attending class meetings, serving as a classroom teacher, and performing any other duties related to the profession as assigned (Education Service Commission, 2013).

### **Empirical Review**

#### ***Relationship between Teachers' Participation and Management Outcomes***

Dhaliwal's (2013) investigation into the perception and handling of challenging behavior in primary school classrooms revealed that teachers who genuinely express interest in their students and their activities are more likely to establish a robust and positive relationship with them. The study also emphasized that a close, positive, and supportive teacher-student relationship is crucial for effectively fostering mutual respect and managing challenging behaviors. Additionally, it underscored the significant correlation between teachers' involvement and the state of management outcomes.

Farahiyanfar and Ghandehari (2016) conducted a study examining the correlation between participation, empowerment, and organizational commitment among secondary school teachers in Iran. The research employed Pearson correlation and multiple regressions as analytical tools. The findings demonstrated a statistically significant effect between participation in goal setting and organizational commitment (Beta=0.123, P<.01), decision making (Beta=0.379, P<.01), problem-solving (Beta=0.205, P<.01), and competence (Beta=0.117, P<.01). However, this current study took an additional step by investigating the connection between the level of teachers' participation and the status of management outcomes in primary schools within the Pader District, utilizing regression analysis.

Jasper and Le Bartram's (2012) investigation into water and sanitation in schools, as referenced by Petronilla (2018), explored the implications for health and educational outcomes. The findings indicated an adverse impact on pupil attendance, with higher rates of absenteeism observed during menstruation due to inadequate sanitation management by teachers. Moreover, the study highlighted the positive influence of convenient access to safe drinking water and hygienic, private toilets on the health of both students and teachers, thereby affecting motivation. This current study specifically delved into the involvement of teachers in providing water and sanitation services, examining its connection to both school health and educational management outcomes. The research aimed to establish a correlation between the degree of teacher participation and the state of management outcomes.

Likewise, Garipagaoglu's (2013) research on the handling of physical resources in schools found that the absence of adequate facilities for physical materials and the provision of inadequate salaries and incentives to teachers had detrimental effects on the commitment and motivation of teachers.

Further, Kimutai and Kosgei (2012); Ayeni and Afolabi (2012) argued that the quality of teachers' participation in different work in the school had a significant on pupils' academic achievement. The

two authors focused on teachers' work performance, and therefore, the existing gap was to establish the relationship between the level of teacher participation and management outcomes.

Mwangi (2013) contended that teachers lack enthusiasm, leading to challenges in creating schemes of work, planning lessons, teaching effectively, and providing guidance and counseling to pupils to meet instructional objectives. Ayele (2014) reported negative attitudes among teachers toward the teaching profession, largely influenced by the poor performance of pupils in national examinations. Evidently, there was a gap in establishing the connection between the extent of teacher participation and the state of management outcomes.

A study conducted by Mahuro and Hungi (2016) highlighted the significance of investigating the relationship between teachers' level of participation in school administration and their organizational citizenship behavior. The research indicated that a higher level of participation in school administration corresponded to elevated organizational citizenship behaviors. Conversely, a decrease in the level of participation in school administration was associated with a decline in organizational citizenship behaviors (Alderman et al., 2012).

The result of a synthesised 35 years of research found that if a student attends an average school and has an average teacher for two years, the student's achievement will be 50%. If the same student attends an effective school and has an ineffective teacher, the student's achievement will have dropped to the 3<sup>rd</sup> percentile (Alderman, Gilligan, & Lehrer, 2012). The study concluded that an individual teacher can provide positive and powerful gains in student learning (Alderman et al., 2012).

Ali et al. (2015) explored the correlation between teachers' perceptions of organizational commitment and school health in Turkish primary schools. Boosey et al. (2014) found a negative association between teachers' compliance and

commitment and the concepts of identification and internalization. Furthermore, Boosey et al. (2014) noted that aspects like school health facilities, instructional integrity, and morale were negative predictors of teachers' commitment. According to Devries et al. (2013), parental involvement in public primary schools consistently correlates with improved academic performance in children. Collaborative efforts between schools, parents, families, and the community in supporting learning have been shown to result in higher grades, improved attendance, longer school retention, and enrollment in advanced programs (Garry and Witherspoon, 2011). Barr et al. (2012) added that the more teachers involve parents in educational activities, the more disciplined the children become. This highlights a substantial relationship between teachers' participation and management outcomes.

Rapp and Duncan (2011) claimed that the connection between parents and schools strengthens with the improvement of students' academic and extracurricular achievements. They further argued that parents' engagement in school activities, including football matches, music, dance and drama, debate, and athletics, leads to positive attitudes among parents toward their children's education.

In affluent nations such as the USA, the structural setup in which teachers promote accountability, competition, and autonomy has a noteworthy positive impact on school management outcomes (Antonioni & Kyriakides, 2013). Conversely, a study conducted in Gambia uncovered several potential reasons why World School Development (WSD) failed to enhance learning and academic results (Ford et al., 2012). An initial query raised was whether management holds significance in that particular context. Block et al. (2012) assert that the establishment of goals, progress monitoring, and the implementation of incentives demonstrated a substantial and robust cross-sectional correlation between teachers' involvement and management outcomes.

Duflo (2011), in a research project conducted in Kenya, contrasted various interventions that incorporated extra resources, teacher incentives, and some degree of institutional modifications. The study discovered that instructing communities to actively oversee teachers' involvement in schools, coupled with reducing class sizes and offering incentives to teachers, resulted in substantial improvements across diverse management outcomes. Notably, the hiring of additional teachers was observed to diminish the efforts of existing teachers. The intervention that involved community monitoring saw a considerable reduction in the "crowding out effect" on teachers' efforts, ultimately enhancing management outcomes.

Farahiyanfar and Ghandehari (2016) conducted a study exploring the correlation between participation, empowerment, and organizational commitment among secondary school teachers in Iran. The research employed Pearson correlation and multiple regression analyses, revealing statistically significant effects between participation in goal setting and organizational commitment ( $\text{Beta}=0.123$ ,  $P<.01$ ); decision making ( $\text{Beta}=0.379$ ,  $P<.01$ ); problem-solving ( $\text{Beta}=0.205$ ,  $P<.01$ ); and competence ( $\text{Beta}=0.117$ ,  $P<.01$ ). In contrast, the present study took an additional step by investigating the relationship between teachers' participation levels in primary schools in the Pader District of Uganda, using Pearson correlation and linear regression techniques.

In the United States, teachers' involvement in community partnerships resulted in significant connections between schools, families, and communities (Scheerens & Demeuse, 2005). According to Shirin & Alaeddin (2014), school community partnerships contribute to the physical, social, and mental development of learners. This collaboration fosters guidance and counseling opportunities for teachers, parents, and students. The current study, in contrast, focused on examining the relationship between teachers' participation and management outcomes in

Uganda, deviating from the context of the study conducted in America.

Likewise, Valli amah et al. (2016) investigated the connection between instructional leadership and teachers' commitment with a sample size of 111 participants using a quantitative methodology. The instrument used exhibited a reliability of 0.95. The findings demonstrated a direct correlation between teachers' involvement in shaping instructional objectives, supervising, evaluating, coordinating, and managing time, and their motivation. However, the study did not explore the impact of this relationship, and the qualitative aspect lacked quantification. This is the aspect addressed in the present study, where regression analysis was employed to establish the link between teachers' engagement in curriculum management and planning and its impact on teachers' and pupils' discipline, providing a more detailed understanding of the level of influence. The current research also employed both qualitative and quantitative approaches for triangulation.

Similarly, Samira et al. (2015) conducted research on participative decision-making and its impact on job satisfaction among teachers in the UAE. The aim was to explore if there were notable variations in teachers' participation in decision-making and job satisfaction based on gender, school type, and nationality. Decision-making participation encompassed activities such as planning lesson plans, creating assessment tools, managing the classroom, and preparing student progress reports. Motivation for participation included addressing students' emotional needs and having opportunities to discuss challenges with supervisors. The results indicated that teachers' involvement in decision-making and job satisfaction exhibited differences based on gender and nationality, but no significant statistical difference was found in teacher job satisfaction based on school type. Unlike the study by Samira et al. (2015), which did not delve into the magnitude and direction of the 26 relationships, the current study focuses on examining the



correlation between teachers' participation in planning and management outcomes.

Aliakbari and Amoli (2016) explored the impact of empowering teachers on both their dedication and the academic success of students. The research involved 356 teachers from Payam-e-Noor University who participated through questionnaires. The data analysis utilized Spearman correlation and Cronbach alpha. Teacher empowerment, as defined in the study, encompassed addressing students' issues, engaging with parents, and offering guidance and counseling. The results indicated that elements such as professional growth, status, self-efficacy, and autonomy significantly influenced teacher commitment and student achievement. Notably, all the subcategories of teacher empowerment demonstrated significance ( $P=.000$ ). The conclusion drawn was that teachers' involvement in decision-making within the classroom and in instructional matters heightened their motivation, consequently contributing to improved overall student performance. It's worth noting that the present study utilized linear regression analysis to illustrate the relationship direction, a method not employed in Aliakbari and Amoli's research.

Korkmaz et al. (2011) examined the impact of a 12-week program of recreational activities on the self-esteem of university students, with a sample comprising 40 students from Duzce University. Teachers were involved in overseeing facilities related to activities such as football, volleyball, and swimming. Post-test assessments were conducted after the 12-week period. The experimental design included 40 students, and data analysis utilized descriptive statistics, independent sample t-test, paired sample t-test, and Pearson's correlation analysis. Results indicated no significant statistical difference between the pre-test and post-test control group ( $p > 0.05$ ), but there was a significant difference in scores between the pre-test and post-test experimental groups ( $p=0.05$ ). Furthermore, a statistically significant difference was observed in the post-test self-esteem scores between the experimental group and the control group

( $p=0.05$ ). The study demonstrated that recreational activities had a notable impact on the self-esteem of university students. It's noteworthy that Korkmaz et al.'s (2011) research focused on the influence of recreational activities on university students' self-esteem. In contrast, the current study explored the connection between teachers' participation levels in planning and organizing co-curricular activities and discipline management, examining the status of outcomes in areas such as students' academic achievements, co-curricular activities, and classroom management.

Issah et al. (2016) investigated the condition of academic facilities and its impact on teachers' job stress at Tamale Polytechnic in Ghana. Employing a case-study approach, the study employed an accidental sampling technique to determine the study size. Data collection was carried out through a questionnaire, with Cronbach's Alpha indicating reliability coefficients ranging from 0.734 to 0.755. The research utilized Pearson Product Moment Correlation and multiple regressions for analysis. The findings unveiled a statistically significant relationship between the provision of facilities and teachers' motivation. The conclusion drawn was that insufficient physical and material resources imposed stress on teachers regarding students' academic performance. Notably, while this study concentrated on the influence of recreational activities on motivation, the current research focused on the level of teachers' participation and the status of management outcomes.

Ali et al. (2015) investigated the connections between teachers' views on organizational commitment and the state of school health in Turkish primary schools. The research involved a sample of 323 teachers randomly chosen from 20 primary schools. The findings indicated no notable correlation between teachers' adherence, commitment, identification, and internalization. The only health dimension that exhibited significance in predicting identification and commitment was professional leadership.

Additionally, health, academic performance, and material resources did not emerge as significant predictors of teachers' commitment. While Ali et al.'s study delved into the relationships between teachers' perceptions of organizational commitment and school health, the current research centered on evaluating the extent of teachers' involvement and the outcomes in management status.

King'oina et al. (2015) explored the impact of teachers' morale on the academic achievement of standard eight pupils in public primary schools within Marani Sub-County, Kenya. The research employed an ex-post facto design, utilizing a simple random sampling technique to select a sample size of 100 teachers. Data collection involved the use of a questionnaire, and the analysis employed coefficient correlation. The results revealed a significant statistical relationship among the variables investigated. The study recommended that school administrators encourage teachers' involvement in overseeing internal quality assurance programs. Educational stakeholders were also urged to provide support and motivation to teachers to enhance academic performance in schools. While King'oina et al.'s study concentrated on the influence of teachers' morale on pupils' academic performance, the present research focused on assessing the correlation between teachers' participation levels and the outcomes in management status.

Squire and Valerie (2012) examined the association between teacher empowerment and student achievement, with a focus on elements such as teachers' empowerment, professional growth, status, self-efficacy, autonomy, and student achievement. The analysis utilized Pearson Correlations, revealing no statistically significant relationship between teacher empowerment and student achievement ( $r = .098$ ,  $n = 115$ ,  $p = .298$ ) or between teachers' status and student achievement ( $r = 0.185$ ,  $n = 115$ ,  $p = 0.048$ ). While the study by Squire and Valerie (2012) specifically addressed the link between teacher empowerment and students' achievement, the current research expanded on this by

investigating the correlation between teachers' levels of participation and the outcomes in management status within primary schools in Pader District.

In Asian contexts, educators' active involvement in students' activities has been associated with fostering students' interest, encouraging active engagement in learning, and promoting healthy social and mental development (Opdenakker & Maulana, 2010a, b; Maulana et al., 2012a, b). In the Netherlands, Opdenakker, Maulana, and Brok (2012) conducted a study on teacher-student interpersonal relationships and academic motivation in secondary schools. The research explored how the developmental changes in teacher-student interpersonal relationships influenced students' academic motivation. The data for this study were gathered from 566 students across three secondary schools in The Netherlands, and the analysis involved the application of multilevel growth curve modeling. The results indicated that teacher-student interpersonal relationships significantly predicted autonomous motivation. Specifically, 9% of autonomous motivation was attributed to variations in teacher-student interpersonal relationships, with teacher influence and proximity explaining 59% of the variance at the class level and 24% at the student level. Teacher proximity had a notable impact on autonomous motivation, while teacher influence remained significant even in the absence of teacher proximity. The joint effect of these two dimensions accounted for 2% of the variance in autonomous motivation. Opdenakker, Maulana, and Brok (2012) centered their study on teacher-student interpersonal relationships and academic motivation. In contrast, the present research focused on examining the connection between teachers' levels of participation and the status of management outcomes specifically in Pader District.

In Pakistan, Khan et al. (2012) explored the correlation between organizational commitment, teachers' participation, and teachers' organizational citizenship. The study investigated

the characteristics, intensity, and predictive value of organizational commitment, justice, decision-making, and organizational citizenship behavior among schoolteachers. The sample comprised 243 teachers from 35 public and private schools. Employing a correlation design and regression analysis, the study revealed a robust and statistically significant relationship between the variables. Specifically, participation in decision-making contributed to 36%, procedural justice to 6%, organizational commitment to 14.3%, and a combined 23.3% with procedural justice and participation in change regarding organizational citizenship behavior. While Maulana et al. (2011a, b) and Baig et al. (2012) focused on the connection between organizational commitment and teachers' participation in decision-making and organizational citizenship behavior, the current study explored the association between teachers' levels of participation and the outcomes in management status within primary schools.

In Iran, Tok et al. (2013) conducted a study to explore the connection between participative management and institutional commitment, utilizing a correlation approach. The sample size consisted of 217 teachers, determined based on Krejcie and Morgan's sampling table (1990), and a stratified random sampling technique was employed. Data analysis involved correlation coefficient, multiple regression, and stepwise methods. The results revealed a significant statistical relationship between participatory management and organizational commitment ( $F=0.817$ ,  $P=0.001$ ), with 83% of the variation in organizational commitment attributed to participatory management. Delegating authority accounted for 90.3%, suggestions from managers for 21.1%, creating a cooperative atmosphere by administration for 23.7%, and respecting and addressing teachers' needs for 56.5%. The researcher concluded that teachers' level of participation was linked to organizational commitment and motivation. Asgari and Mahjoob focused on the relationship between participative management and institutional commitment. However, the present study took an additional step by investigating the correlation between teachers'

participation levels and management outcomes in primary schools within the Pader district.

As per Ho (2010), the involvement of teachers in overseeing both students' and teachers' activities created a platform for collaborative work among educators. However, Ho held the viewpoint that teachers' engagement in managing these activities didn't necessarily translate into quality work, motivation, or positive outcomes. In a separate study, Mazandarani and Mahnoosh (2015) conducted research in Iran to explore the impact of participatory management on organizational change and the improvement of staff efficiency in the Free Zone of Qeshm. Their study aimed to assess how participative management influenced staff performance and organizational change, utilizing a correlation descriptive approach with a sample size of 169 respondents selected through random sampling. The study employed t-tests, Pearson correlations, and regression analysis. The results indicated a statistically significant relationship between participatory management and efficiency components, including the creation of commitment, a sense of responsibility, decreased resistance to changes, and increased work motivation. There was also a significant relationship between participatory management and organizational change components, such as empowering staff and introducing new cultural perspectives. However, the findings suggested an absence of a statistically significant relationship between participatory management and integration components of organizational change. Evidently, Mazandarani and Mahnoosh's study concentrated on the impact of participatory management on organizational change and the enhancement of staff efficiency. In contrast, the present study focused on examining the correlation between teachers' levels of participation and the outcomes in management status within primary schools.

Duze (2011) conducted a study on the involvement of students and teachers in decision-making and its influence on school operations and internal discipline. The research adopted a survey design, with a sample comprising 3,318 students

and 612 teachers chosen through a multi-stage random sampling technique. The analysis involved the use of T-test, Chi-square, and Pearson's *r*. The results indicated a significant statistical correlation between participatory management and efficiency components (such as fostering commitment and a sense of responsibility, reducing negative resistance, and enhancing work motivation), as well as participatory management and organizational change components (including empowering staff and introducing new cultural perspectives). However, no significant relationship was observed between participatory management and integration components of organizational change. Duze's study focused on the involvement of students and teachers in decision-making and its impact on school work and discipline. In contrast, the current research delved into examining the connection between teachers' levels of participation and the outcomes in management status

Similarly, Omobude and Igbudu (2012) examined how teachers' involvement in decision-making influenced job performance in both public and private secondary schools in Oredo. Teachers' participation encompassed activities such as preparing teaching materials, teaching itself, providing career guidance, offering guidance and counseling, and conducting training needs assessments and teacher appraisals. The study included a sample of 400 teachers from both public and private secondary schools, utilizing an ex-post-facto design, and Fisher's *Z* test was employed for data analysis. The results indicated a lack of statistically significant differences in job performance between male and female teachers based on their participation in decision-making (+1.96, *Z* = 1.01). Both experienced and inexperienced teachers were found to participate in decision-making without significant differences (*Z* = .34 48 with a table value of +1.96, *Z* = -9.603 with a value of + 1.96). This implied that there was no noteworthy statistical distinction in job performance between teachers who engaged more in decision-making and those who participated less. While Omobude and Igbudu's

(2012) study concentrated on the impact of teachers' level of participation in decision-making on their job performance in public and private schools, the current research extended this inquiry to examine the connection between teachers' levels of participation and the outcomes in management status within primary schools in Pader District.

Sukandani and Istikhroh (2016) conducted a study on the implementation of participatory budgeting with the aim of enhancing the performance of departmental managerial heads in East Java. The financial management aspects covered in the study included budget preparation, accounting, and auditing, specifically focusing on expenses related to transport, materials, equipment, stationery, and remuneration. The study involved a sample size of 105 respondents responsible for budget planning, and data collection was carried out using a questionnaire. Multiple Regression was employed for data analysis. The results revealed a significant statistical distinction between participatory budgeting and both managerial performance ( $\text{Beta} = 0.212, t = 2.889, P = 0.005$ ) and organizational commitment ( $t = 2.289 = 0.014$ ). Sukandani and Istikhroh (2016) centered their study on participatory budgeting's impact on enhancing the performance of departmental managerial heads. In contrast, the current research advanced this inquiry by establishing the relationship between teachers' levels of participation and the outcomes in management status within primary schools.

Asgari and Mahjoob (2013) conducted a study in Rasht to examine how participatory management is linked to the institutional commitment of teachers. They utilized a sample of 217 teachers selected through stratified random sampling based on Krijie and Morgan's sampling table. The research employed Pearson correlation coefficient and multiple regression analysis to establish connections between variables, with data collected through a questionnaire. The findings of the study (Study 61) indicated a statistically significant relationship between participatory management and institutional commitment

( $F=0.817$ ,  $P=0.00$ ). The study revealed that 83% of the variation in organizational commitment was associated with participatory management. Delegating authority accounted for 90.3%, suggestions by managers for 21%, creating a cooperative atmosphere by administration for 24%, and the amount of respect and attention to teachers' needs for 57%. While Asgari and Mahjoob concentrated on the relationship between participatory management and teachers' organizational commitment, our current study took an additional step to explore the connection between teachers' level of participation and the status of management outcomes in primary schools.

Kimani et al. (2013) explored the correlation between specific demographic characteristics of teachers and their instructional practices in the classroom, along with the resulting impact on students' academic performance in chosen secondary schools within Nyandarua County, Kenya. The study involved 153 teachers randomly selected from eighteen schools across three districts in the County. The schools were categorized as above average, average, or below average based on their collective performance in the Kenya Certificate of Secondary Education (KCSE) over the past three years. Two schools from each category were chosen per district. Questionnaires were designed by the researchers for data collection, and the relationship between the selected variables and KCSE performance was examined using linear regression and One-way ANOVA. The findings indicated significant correlations between teachers' age, gender, professional qualifications, and teaching experience with academic achievement. Additionally, teachers' job groups exhibited a noteworthy and positive association with students' academic success in secondary schools. In contrast, the current study delves into the association between teachers' participation levels and the outcomes of management in 80 primary schools located in Pader district, Uganda.

Kasiisa and Tamale (2013) conducted a study to examine the influence of teachers' qualifications

on the performance of Primary Social Studies in Eastern Uganda. The research employed a cross-sectional survey design, with a sample size comprising 128 Senior Primary school social studies teachers. The findings indicated that students taught by teachers with higher qualifications demonstrated better performance compared to those taught by teachers with lower qualifications. As a result of these findings, the study recommended that Social Studies should be taught by experienced teachers holding professional qualifications. In a separate study, Makewa et al. (2012) investigated factors related to teachers that are associated with performance in mathematics in public day primary schools in Nandi Central district, Kenya. The study included 74 mathematics teachers, selected using stratified, random, and purposive sampling techniques. Data collection utilized a validated questionnaire, and both descriptive and inferential statistics (t-test) were applied for data analysis. The results revealed that the majority of mathematics teachers in Nandi Central district public day primary schools had training and teaching experience ranging between 11 and 20 years. However, these teachers provided an average rating for aspects such as the use of learning resources, teaching methodology, teacher preparation, commitment, and assessment and evaluation. Notably, teachers in high-performing schools rated their attitudes toward mathematics, teaching methodology, commitment, preparation, and the use of learning resources, as well as evaluation and assessment, higher than their counterparts in low-performing schools. The study recommended that future research should establish a connection between teacher preparation, induction, and professional development. In contrast, the present study extended its focus to explore the relationship between teachers' levels of participation and the outcomes of management in primary schools in Pader District.

Sarwar et al. (2012) conducted a study with the primary aim of examining the impact of teaching practices and student motivation on student achievement in mathematics. The study involved two Principal Component Analyses (PCA). The

first PCA aimed to categorize 22 items associated with teaching practices, selected from a questionnaire administered to teachers. The second PCA focused on clustering 11 items related to student motivation, drawn from a questionnaire administered to students. The results of the first PCA revealed that the extraction of four components was aligned with various frameworks identified in the literature on teaching strategies. In the second PCA, two components were extracted, corresponding to student motivation. These extracted components were then utilized as two sets of independent variables in a hierarchical regression analysis to investigate their impact on student achievement in mathematics. The study discovered that four components of teaching practices and the two components of student motivation were significantly linked to student academic achievement in mathematics on a large-scale assessment.

Omo (2011) argued that there exists a strong correlation between the quality of teachers and students' academic performance. The study provided empirical evidence regarding the impact of teacher quality on student achievement, involving a sample of 400 students and 200 teachers from 40 purposefully selected secondary schools in the Ibadan metropolis, Nigeria. These schools were categorized into public elite, public non-elite, private elite, and private non-elite schools. A comprehensive measure of teacher quality, encompassing qualifications, experience, patience, creativity, and communication skills, was employed. Students' performance was assessed based on their scores in the compulsory subjects of English Language and Mathematics in the general school leaving certificate examinations. The data underwent both descriptive and inferential statistical analysis. The results demonstrated that the observed variations in student performance across the four school categories were significantly attributed to differences in teacher quality. The study concluded that the quality of teachers, including qualifications, experience, patience, creativity, and communication skills, plays a crucial role in

influencing student performance in schools. However, the current study takes a distinct focus by establishing the connection between teachers' levels of participation and the outcomes of management in primary schools in Pader District.

According to Muindi (2011), Khan et al. (2012), Omobude, Igbudu, and Ujoro (2012), Asgari and Mahjoob (2013), Wadesango (2011), and Kiprop and Kandie (2012) which were centered on examining teachers' involvement in managing various aspects of students' and teachers' activities. Matoke, Okibo, & Nyamongo (2015), Bareng (2016), and Farahiyangar and Ghandehari (2016) have concentrated on investigating teachers' motivation and commitment. However, none of these studies have specifically explored the correlation between teachers' participation levels and the outcomes of management in primary schools in Pader district. This research aims to fill that gap by focusing on the relationship between teachers' level of participation and the status of management outcomes in primary schools in Pader district.

There were identified knowledge gaps in the reviewed literature, primarily stemming from limited data sources and the way most findings were reported. Additionally, content gaps were noted, as many theories informing the studies had not been applied to primary schools in the Pader District. Methodology gaps were also recognized since only a few studies employed a mixed-method approach to analyze the impact of teachers' participation in management outcomes.

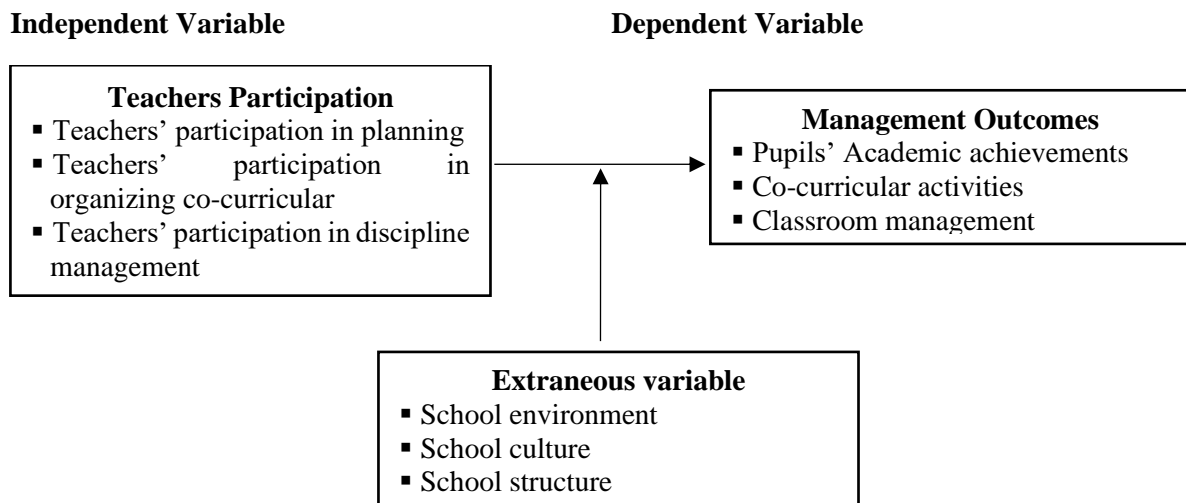
Some of the literature examined provided lists of components or characteristics associated with positive management outcomes or effective schools, such as strong academic leadership, a safe and orderly school culture, emphasis on basic academic skills, and high teacher expectations for all students' performance. However, these factors seemed to fall short in addressing the complexities of a school's management outcomes as an organization. In contrast, the present research assessed the overall status of management outcomes in the school and established a

connection between teachers' participation and these management outcomes in the school.

**Conceptual Framework**

This study was guided by the conceptual frame below;

**Figure 1: Conceptual framework showing the relationship between teachers' participation and management outcomes in primary schools in Pader District.**



**Source:** Adapted from Administrative Management Theory by Henri Fayol (1911)

The conceptual framework shows the influence of the independent variable, which was teachers' participation with dimensions that included teachers' preparation in planning, teachers' participation in organising co-curricular activities, and discipline management on the dependent variable, which was management outcomes with the dimensions that included academic achievements, co-curricular activities, and classroom management. The conceptual framework also depicted the influence of extraneous variables, which included school environment, school culture, and school building on management outcomes.

Teachers' active involvement in planning, organizing co-curricular activities, and discipline management can significantly impact students' academic achievements. They design effective instructional strategies, address diverse learning needs, and influence the variety and quality of co-curricular activities. This involvement also enhances students' engagement in non-academic pursuits and improves classroom management. Teachers' enthusiasm and dedication in organizing these activities can positively

influence students' participation and enjoyment. Effective discipline management is crucial for ensuring smooth functioning of co-curricular activities, and skilled teachers can handle behavioural issues and maintain order. The level of teacher involvement can have a multifaceted effect on students' educational experiences and outcomes. The level of teachers' participation in planning, organizing co-curricular activities, and discipline management can have multifaceted effects on pupils' academic achievements, engagement in co-curricular activities, and the overall management of the classroom. The positive impact of teacher involvement is likely to be evident in various aspects of students' educational experiences and outcomes.

**METHODOLOGY**

**Research Orientation**

The research utilized a mixed-methods approach, a methodology involving the collection, analysis and integration of both quantitative and qualitative research, commonly known as triangulation (Bryman, 2012). Triangulation, in this context, served to validate data by cross-

verifying information from multiple sources, thereby enhancing the reliability of findings. It involved testing the consistency of results obtained through different instruments and provides a means to manage, or at least evaluate, various factors or threats that could potentially influence the outcomes.

**Research Design**

This study employed a cross-sectional design where data were collected from varied categories of respondents simultaneously (Bist, 2015). It is appropriate where large populations are involved, which are geographically spread.

**Target Population**

This research targeted a total of 681 participants, comprising 80 head teachers, 600 teachers, and 01 District Education Officer (PDEO, 2019). The selection of head teacher participants was based on the assumption that they serve as the

immediate supervisors of teachers, overseeing various aspects of school activities such as ensuring quality teaching and learning, maintaining discipline, and fostering teamwork. Teachers were included in the study because they play a crucial role as implementers of the curriculum in schools. The District Education Officer, as the head of the quality arm of the education department in the district, was chosen due to their responsibility for ensuring effective teacher participation in implementing the curriculum and providing quality education through inspection and monitoring (Education Service Commission, 2013).

**Sample Size**

A sample size of 301 was selected, of which there are 01 DEO, 234 teachers, and 66 head teachers in primary schools in Pader district. This was based on guidelines from Krejcie and Morgan, 1970. (See appendix D). The details of the distributions are presented in *Table 1* below;

**Table 1: Table showing sample frame**

Category of respondent	Target population	Sample size	Sampling techniques
Headteacher	80	66	Purposive Sampling
Teacher	600	234	Simple random
DEO	1	1	Purposive Sampling
Total	681	301	

Source: (PDEO, 2019), Krejcie and Morgan Table (1970)

**Sampling Procedures**

The researcher employed a combination of purposive sampling and simple random sampling techniques to select participants for the study. Simple random sampling, as described by Bist (2015), ensures an equal chance for every member of the population to be included in the research. In this study, lottery simple random sampling was specifically utilized to randomly select teachers from primary schools in Pader district. This method ensured that each individual had an equal opportunity of being chosen at any stage during the sampling process, and each subset of individuals had an equal chance of being selected for the sample.

On the other hand, purposive sampling, also defined by Bist (2015), involves selecting respondents who are most relevant or knowledgeable in the subject matter. In this study, purposive sampling was applied to choose the District Education Officer due to their role as the custodian of information regarding quality education within the district and their significant involvement in decision-making, particularly on education-related matters.

**Data Collection Techniques**

The researcher used a questionnaire survey, key informant interviews, and participant observations. The questionnaire survey was suitable for the study because a lot of information would be collected over a short time from a



literate population, and the information needed could easily be provided in writing (Bist, 2015). It is also good for topics where people prefer complete privacy and anonymity. The questionnaire survey can collect much information from many people relatively cheaply and effectively (Bist, 2015). The results of a questionnaire survey are quickly and easily quantified by either a researcher or through the use of a software package (Bist, 2015).

Interview methods were found to suit the data collection because the key personalities were purposively selected to give specific opinions to answer some research questions. The advantages of key informant interviews are that they define what is important and rapidly collect data. It is possible to explore issues in depth and have the opportunity to clarify responses through probing. These methods were deemed the best for collecting attitudinal and perceptual data from respondents with high literacy ability and having nearly full-time exposure to the conditions related to the study variables (Bist, 2015).

The observation method refers to the way information is sought by way of the investigator's own direct observation without asking the respondent (Bist, 2015). This study chose observation because subjective bias is eliminated if observation is done accurately. Secondly, the information obtained under this method relates to what is happening; it is not complicated by past behaviour or future intentions or attitudes. Thirdly, this method is independent of respondents' willingness to respond and, as such, is relatively less demanding of active cooperation on the part of respondents, as happens to be the case in the interview or the questionnaire method.

### Data Collection Instruments

The questionnaire was used for collecting primary data. A set of questionnaires were directed to teachers. It focused on the themes under study: teachers' participation and management outcomes in primary schools in Pader district. The questionnaires were in close-ended forms, to which respondents selected answers from the

short list of possible responses. The questionnaire was scored using a five-point Likert rating scale: 1-Strongly Agree, 2-Agree, 3-Undecided, 4-Disagree, and 5-Strongly Disagree. There were 64 questions in the tool.

Teachers' participation had 31 items, and management outcomes had 33 items (See Appendix I). The questionnaires were 230 in number. The choice of the instrument was based on the limited time available and the fact that the respondents were literate.

*Interview Guides.* The interview guide, which had an average of 10 items, helped to elicit qualitative information from head teachers and the District Education Officer (DEO). The interview guide was about 2 pages. The consideration of this instrument was based on its ability to collect in-depth information.

*Observation Checklist.* The observation checklist collected the teaching and learning information from the classroom in the area of teachers' planning and preparation, teachers' assessment records, observed pupils' written work, instructional materials, curriculum coverage, and classroom environment, and observed about 15 areas of management outcomes in the school. This instrument was chosen because it helps the researcher to see directly what people do rather than relying on what they say they do.

### Quality Control

*Validity.* To determine the validity of the instrument, the researcher used the content validity index (CVI) approach, computed for each questionnaire by using the opinions of the experts from the field of education. A CVI value of 0.7 and above is accepted for the research (Burns, 1997). CVI was calculated when the number of items rated relevant by all three judges was divided by the total number of items in the questionnaire.

$$CVI = \frac{60}{64} = 0.937$$

The value of the overall CVI obtained was (0.937), indicating that the instrument has very

high validity as interpreted using Robbins and Barnwell (1994). Refer to Appendix G for details.

*Reliability.* The reliability of the study instrument was determined by Cronbach's alpha ( $\alpha$ ) coefficient of reliability using data obtained after piloting the instrument. The overall value was found to be 0.765, which is acceptable.

The reliability for teachers' participation was 0.777, and that of management outcomes was 0.753, giving the overall reliability value of 0.765 (see Appendix I for details). The instrument was there for having high reliability since, according to Geliel and Gleil (2003), the rule of thumb is that a reliability coefficient of 0.70 - 0.79 is acceptable, and 0.80 - 1.00 is considered excellence.

**Table 2: Alpha coefficient reliability test**

Variables	No. o items	Reliability values
Teachers' participation	31	0.777
Management outcome	33	0.753
Total/ overall	64	0.765

### Administrative Procedures

Before the commencement of data collection, a letter was obtained from the Dean, Faculty of Education and Humanity Gulu University, introducing the researcher and explaining the purpose of the study to the heads of selected primary schools in Pader District before seeking permission for the researcher to conduct the study in their institutions. Two researcher assistants were recruited and trained to assist the researcher in administering the questionnaire since the number of respondents was large. Pre-visits to the selected schools were made to make appointments, brief respondents, and generate rapport. All appointments were observed as planned. In case of unavoidable circumstances that warranted postponement, the questionnaires were administrated from the staffrooms during working hours and were retrieved immediately.

### Ethical Considerations

The ethical issues in this study were confidentiality, voluntary participation, privacy, and anonymity. To ensure confidentiality, the respondents were free to withhold any information considered sensitive to them, and the information given was treated with the utmost confidentiality it deserved. Privacy was censured by allowing respondents to fill out the questionnaire in secluded areas free from interruptions, and anonymity was guaranteed with the careful design of the tools, which did not

disclose the names and workplaces of the respondents. Besides, the respondents participated in the study voluntarily.

### Data Analysis

The analysis of data employed both descriptive and inferential statistics, facilitated by the use of the Statistical Package for the Social Sciences (SPSS). Specifically, the Chi-Square of goodness of fit was utilized to analyze research questions one and two. For research question three, Spearman's correlation and linear regression analysis were chosen, acknowledged for their suitability in measuring predictive capacity (Oso & Onen, 2009).

In addition to quantitative methods, qualitative data obtained from head teachers and the District Education Officer underwent content analysis. This systematic procedure, as outlined by Bist (2015), involved examining and analyzing recorded information. The qualitative data played a crucial role in interpreting, verifying, and illustrating the qualitative findings. Through content analysis, the researcher systematically organized and explored the general patterns by categorizing data into meaningful groups. Information and data related to specific research questions were consolidated and subdivided into coherent categories, aiding in the identification of main themes, which were subsequently analyzed in accordance with the research questions. The

data underwent coding, transcription, and labeling based on the findings.

### Limitations and Delimitations of the Study

Limitations of any study concern potential weaknesses that are usually out of the researcher's control and are closely associated with the chosen research design, statistical model constraints, funding constraints, or other factors (Asper and Corte (2019). Delimitations refer to the limitations consciously set by the authors themselves (Asper and Corte, 2019). They are concerned with the definitions the researchers decide to set as the boundaries or limits of their work so that the study's aims and objectives do not become impossible. Therefore, below are the limitations experienced and delimitations of this study.

Respondent's honesty and biasness were predicted to affect the study findings. However, the researcher requested the respondents to be as honest and neutral as possible. The researcher ensured confidentiality to the respondents to ensure that he/she was free to give the right information.

Delays in returning the already filled questionnaires were predicted to delay the

analysis and interpretation process. Therefore, the researcher frequently followed up on the questionnaires distributed to ensure they were returned in time.

Some respondents feared giving confidential information, which was vital to this study. However, the researcher informed them the data collected would be used strictly for academic purposes and that no respondent's name would be written or published in the final report.

The emergence of COVID-19 led to the closure of all schools in Uganda in March 2020 and re-opened for finalists and candidate classes in October 2020. This delayed the VIVA presentation and completion of the dissertation. The researcher devoted most of her time to making corrections as suggested during VIVA when schools were re-opened.

## RESEARCH RESULTS

### Background of the Respondents

The demographic characteristics of the respondents in the study have been categorised in *Table 3* below.

**Table 3: Demographic characteristics of respondents**

		Frequency	Percentage (%)
School Type of Respondents	Urban mixed-day primary	13	6%
	Pre-urban mixed day primary	16	7%
	Rural mixed-day primary	201	87%
Gender of Respondents	Male	112	49%
	Female	118	51%
Age of Respondents	20-30 years	45	20%
	31-40 years	96	42%
	41-50 years	77	33%
	51-60 years	12	5%
Academic Qualification of +Respondents	Bachelor Degree	3	1%
	Post Graduate Diploma	0	0%
	Master Degree	0	0%
	Diploma	61	27%
	Certificate	166	72%
Duration of Respondents at the School	Less than 2 years	25	11%
	2-5 years	74	32%
	6-10 years	76	33%
	11-15 years	25	11%
	16-20 years	29	13%
	21 years and above	1	0%

Table 3 results reveal that the predominant group of participants in the study consisted of 201 teachers (87%) affiliated with rural mixed-day primary schools. Subsequently, 16 respondents (7%) belonged to pre-urban mixed-day primary, while 13 respondents (6%) were associated with urban mixed-day primary.

Analysis of Table 3 data also highlights that a majority of the respondents were female teachers, comprising 118 individuals (51%). This suggests a slightly higher representation of female teachers compared to their male counterparts (49%), underscoring a noteworthy emphasis on gender equality in Pader district primary schools, if not nationwide. The implications of this gender balance suggest that the degree of involvement of female teachers might have influenced the outcomes of management. It is noteworthy that female teachers are often reported to experience higher rates of absenteeism and tardiness due to domestic responsibilities. During the interview discussions, the District Education Officer (DEO) remarked,

*"In one of the schools here in Pader district, a female teacher fought the head teacher for being cautioned on late coming and absenteeism."*

During the interview discussions, the majority of the surveyed participants contended that teachers' frequent absence and tardiness were key factors contributing to inadequate coverage of the curriculum and subsequently, poor academic performance. Another noteworthy finding from the study was that a significant proportion of primary school head teachers in Pader district were female.

Examining the age distribution of the teachers involved in the study, it was observed that the largest group, comprising 96 individuals (42%), fell within the age range of 31-40 years. Following this, 77 respondents (33%) were in the 40-50 age bracket, 20% were in the 20-30 age range, and 5% were in the 50-60 age group. This suggests that a considerable portion of the teaching workforce is relatively young, possibly due to numerous teacher training institutions and regular

government recruitment to fill vacancies left by retirees. While this youthful workforce has the potential to deliver high-quality education, the study's findings indicate suboptimal outcomes, implying that younger teachers might be allocating more effort to non-educational pursuits, such as wealth accumulation through activities outside of their teaching responsibilities. This trend is evident in reports of some engaging in motorcycle taxi services ("boda boda") and business ventures during school hours. In contrast, the older teachers, though fewer in number, tend to remain committed to school-related activities, contributing to the observed lower status of management outcomes.

Of those who have worked in the same school for 6 to 10 years, 76 (33%) reveal that teachers are not being transferred to another school in 5 years as required by the education scheme of services in promoting teacher effectiveness. This implies that the teachers who have worked in one station for more than 6 years could be tired of the work environment and, therefore, become less effective, resulting in reduced quality of management outcomes.

Moreover, participants in the study were drawn from three school categories: Urban, Pre-urban, and Rural mixed day primary schools. The data revealed a predominant presence of respondents, constituting 201 individuals (87%), affiliated with rural mixed-day primary schools, indicating widespread accessibility to education for all pupils in each sub-county. Additionally, teachers in rural areas exhibited a preference for agricultural activities over school-related work, leading to subpar management outcomes.

A substantial majority of teachers (72%) held certificates as their highest academic qualification, signifying a relatively low standard of education attainment. This suggests a potential correlation between the teachers' academic qualifications and their self-esteem concerning the quality of their work, potentially influencing the management outcomes negatively. As a recommendation, it is advisable for teachers to

actively pursue in-service training as a means of upgrading their skills and qualifications.

**Relationship between Teachers' Participation and Management Outcomes**

The question sought to establish the relationship between the level of teachers' participation and the

**Table 4: Spearman's rho correlation coefficient analysis of the level of teachers' participation and status of management outcomes in primary schools in Pader District.**

		Level of Teachers' Participation	Management Outcomes
Spearman's rho	Level of Teachers' Participation	1.000	.587**
	Correlation Coefficient Sig. (2-tailed)	.	.000
	N	230	230
Management Outcomes	Correlation Coefficient Sig. (2-tailed)	.587**	1.000
	Correlation Coefficient Sig. (2-tailed)	.000	.
	N	230	230

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

Source: Primary Data (2019)

The researcher used Spearman's Rank Order Correlation Coefficient to establish the relationship between the level of teachers' participation and the status of management outcomes in primary schools in Pader district. The results reveal a positive moderate correlation between teachers' level of participation and

status of management outcomes in primary schools in the Pader district. Spearman's correlation was used to determine the relationship. The findings are presented in Table 4.

management outcomes at 0.01 level ( $p = .587$ ). This implies that an increase in the level of teachers' participation leads to an increase in the status of management outcomes. If the level of teachers' participation is low, management outcomes are also low.

**Table 5: Regression Analysis**

Model Summary									
Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std. Error of the Estimate	Change Statistics				
					R <sup>2</sup> Change	F Change	df1	df2	Sig. F Change
1	.634 <sup>a</sup>	.402	.400	.322	.402	153.391	1	228	.000

a. Predictors: (Constant), Teachers' Participation

The Regression coefficient 'R' = .634 or 63.4% means that the correlation between the independent and dependent variables is positive.

The coefficient of determination 'R<sup>2</sup>' = .402, indicating that independent variables explain 40.2% of the variation in the dependent variable.

**Table 6: ANOVA**

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	15.949	1	15.949	153.391	.000 <sup>b</sup>
Residual	23.707	228	.104		
Total	39.656	229			

a. Dependent Variable: Management Outcomes

b. Predictors: (Constant), Teachers' Participation

Source: Primary Data 2019

The F-test value of 153.391 is significant because the significance level is = .000, which is less than 0.05. Hence, management outcomes are positively

associated with teachers' participation. This also implies that the correlation between dependent variables and independent variables was

statistically significant, and the regression model is valid.

**Table 7: Coefficients**

Model	Unstandardised Coefficients		Standardised Coefficients	t	Sig.	95.0% CI for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	1.780	.118		15.035	.000	1.547	2.013
Teachers' Participation	.507	.041	.634	12.385	.000	.426	.588

*a. Dependent Variable: Management Outcomes*

According to the table above, the regression coefficients for teachers' participation ( $\beta$ ) = 0.507 or 50.7%, implying that a one percent increase in teachers' participation increases 50.7% of management outcomes if other variables are controlled. The T-test value is 12.385 and significant at .000 level, less than 0.05. The relationship is significant, and the regression model is valid.

## DISCUSSIONS

The results indicated a positive and moderate correlation between the extent of teachers' participation and the state of management outcomes at a significance level of 0.01%. This suggests that there is a favorable association between teachers' involvement and positive management outcomes. This finding aligns with Ali et al. (2015), who found that teachers' active engagement in various aspects of management, such as water hygiene and sanitation, equipment procurement, organization of learning materials, task assignment, guidance and counseling provision, and school inventory control, played a significant role in influencing management outcomes. The study also highlighted the positive impact of teachers' participation in activities like budget preparation, maintenance of classroom environments, and facility upkeep, among others.

Moreover, this study is in line with findings from high-income countries like the USA, where institutional arrangements promoting teacher accountability, competition, and autonomy have proven to be effective in enhancing school improvement (Kigenyi et al., 2017). A similar study conducted in Gambia explored potential

reasons for the World School Development (WSD) program's lack of success in improving learning outcomes. In assessing whether management matters in that context, the study utilized a management index based on Bloom and Van Gilligan et al. (2018), incorporating elements like goal-setting, progress monitoring, and the implementation of incentives. The results revealed a significant and robust cross-sectional correlation between the management index and students' learning outcomes.

These findings align with the interview results obtained in this study, where participants expressed the view that there exists a robust connection between the extent of teachers' participation and the outcomes of management. Respondents emphasized that the degree of teachers' involvement was notably low, and correspondingly, the level of management outcomes was also low. This implies that when teachers are minimally engaged in school activities, as corroborated by the observation results, a strong correlation exists between the two aspects. The observations further revealed that although teachers demonstrated a commitment to planning and preparing to teach using the current national curriculum, there were deficiencies in areas such as maintaining assessment records, and there was limited evidence of pupils' written work to demonstrate their level of attainment or understanding. Notably, teachers were observed to be less proficient in grading pupils' work. Essentially, these findings suggest that when teachers participate at a lower level, the inverse holds true.

During interview discussions, DEO said;

*“There are numbers of indiscipline cases of which female teachers are the majority. For example, unprofessional behaviour where a female teacher fought head teacher because of being cautioned on late coming and absenteeism from school. Cases of absconding from school without permission are rampant in many schools in Pader district.”*

This research also revealed that the management outcomes are subpar, as affirmed by an informant during the interview, who acknowledged a significant correlation. When teachers' participation is limited, the corresponding management outcome tends to be unsatisfactory. This is evidenced by the lack of effective discipline among both teachers and pupils, characterized by prevalent absenteeism, tardiness, and instances of alcohol consumption during class hours. The desired outcomes would involve maintaining high discipline levels in the school, achievable through teachers enforcing school rules and regulations, using appropriate language to foster positive teacher-pupil relationships, establishing disciplinary committees, and engaging parents in guiding and counseling measures for children.

These findings align with Dhaliwal's (2013) study on teachers' perceptions and management of challenging student behavior in primary school classrooms. Dhaliwal (2013) demonstrated that teachers who genuinely express interest in students and their learning are more likely to establish a strong and positive rapport with their students. The study emphasized the importance of a close, positive, and supportive teacher-student relationship for fostering mutual respect and effectively managing challenging behaviors.

In addition, the observation results revealed that teachers are engaged in managing general school sanitation, such as cleaning toilets, pit latrines, water sources, school compounds, library, and kitchen, among others. The result is a healthy and conducive environment for learning.

This result is in line with Jasper and Bartram (2012), who carried out a study on water and sanitation in schools in relation to health and

educational outcomes (Petronilla, 2018). The result indicated a negative effect on pupil attendance. The study revealed higher rates of absenteeism from schools during menses due to poor sanitation management by teachers. However, Ali et al. (2015), who examined the relationship between teachers' perception of organisational commitment and school health in Turkish primary schools, indicated that teachers' compliance and commitment were negatively related to both identification and internalisation. He added that school health facilities, instructional integrity and morale negatively predict teachers' commitment. This was not in line with the current study.

The observation results underscored the significance of having a comprehensive and well-coordinated timetable that schedules all individual activities, fostering an organized approach to work and the achievement of school objectives. This implies that when teachers align their efforts with school objectives, there is an increased level of school autonomy and accountability for both school and pupils' outcomes, extending to local communities. This study aligns with the findings of Achora et al. (2018), which delved into the perceptions of adolescents and teachers regarding school-based sexuality education in rural primary schools in Uganda. The report emphasized the need for schools to have more autonomy, increased accountability for results, and a more effective utilization of knowledge based on education and pedagogical processes to benefit local communities. Furthermore, Omo (2011) supports these insights by asserting that the quality of teachers is closely tied to students' performance. In Omo's study, schools were categorized into public elite, public non-elite, private elite, and private non-elite schools. A composite measure of teacher quality, encompassing qualifications, experience, patience, creativity, and communication skills, was employed. Students' performance, assessed through scores in English Language and Mathematics in the general school leaving certificate examinations, revealed that differences in the quality of teachers significantly accounted

for observed variations in student performance across the four categories of schools.

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusion

This research explored the correlation between teachers' participation and management outcomes in primary schools within Pader district. It identified a moderate and positive relationship between teachers' engagement and the effectiveness of management outcomes. The study ultimately inferred that the active involvement of teachers is pivotal for achieving successful management outcomes. The results indicated that cultivating a culture of teacher participation and involvement in decision-making processes has the potential to enhance management outcomes. Consequently, the study recommended that school administrators and policymakers in the district should contemplate adopting strategies that promote and facilitate teacher participation in school management.

### Recommendations

Aligned with the study's objective, it is essential to enhance the level of teachers' participation in primary schools within the Pader district. Elevating the extent of teachers' participation is likely to positively impact the state of management outcomes. This improvement can be achieved through various measures, including organizing regular workshops and training sessions to augment teachers' skills and knowledge in both subject matter expertise and pedagogical techniques. Additionally, recognizing and appreciating teachers for their hard work and dedication, publicly acknowledging their contributions, regardless of size, and commemorating achievements are crucial steps. Finally, instituting a feedback mechanism that allows teachers to provide input on school policies, teaching methodologies, and other pertinent matters not only provides teachers with a voice but also aids in identifying areas that require enhancement.

### Area for Further Research

The current study focused on teachers' participation and management outcomes in primary schools in the Pader district. The study recommends the following areas for further studies: Teachers' participation and learning outcomes in primary schools in Uganda. Discipline management and academic performance in primary schools in Uganda. Influence of teachers' participation and motivation on academic performance in primary schools in Uganda.

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