



Relationship between participatory management and teachers' job commitment in public secondary in Ibindo Division, Kwimba District

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Abstract

The study was to establish the relationship between participatory management and teachers' job commitment in public schools in Ibindo Division. The study was both quantitative and qualitative in nature, where by, descriptive and correlation research design were used. The sample of the study was 95. Questionnaire and interview guide were the main instrument. Data analysis was done using SPSS. It was also found that participatory management showed grand mean ($\mu=1.71$) indicating very low mean that was indeed supported by the scored standard deviation ($S.D=.44$) which showed significant level of relationship between school participatory management and teachers' job commitment in Ibindo Division, Kwimba District, Tanzania. It was also found that teachers' job commitment showed with the grand mean ($\mu=1.712$) and standard deviation ($S.D=.49$). Actually, participatory management in public secondary schools in Ibindo Division was very low because majority of teachers agreed. However the researcher rejected the Null hypothesis as the P- value was 0.000 which was less than the level of significant of 0.05. It was also revealed that delegation of power contribute or affect very highly participatory management hence low teachers job commitment in Ibindo Division at 42.8%. Other factors for example salary has revealed to affect very highly to teachers job commitment at 38(42.2%) in Ibindo Division. . It was concluded that participatory management has a direct relationship (effect) teachers' job commitment in public secondary schools in Ibindo Division, Kwimba District.

Keywords: participatory, Management, teachers, job, commitment, public schools'

Introduction

Globally, in 21st century research shows that employees are starting to make more demands on their employer, they want to be parts of a team and they want more involvement in decision making as organization environment change (Asiimwe &Zuwena, 2023); Asiimwe & Niyikiza, 2023) ^[13, 14]. Participatory Management is an approach that fulfill respect, equality and yet expressing themselves through gathering more ideas and information's which makes better management decision making and individuals defense and their decisions, ultimately make better relation between employees and employers and organization's effectiveness.

Ssali, (2011) ^[17]; Wandesango (2012); Asiimwe and Zuwena (2023) ^[13]; Asiimwe and Niyikiza (2023) ^[14], indicate that participatory management and its relationship with female high schoolteachers' organizational commitment in public found that most 1 teachers who have high organizational commitment have started the use of participatory management. Likewise, Mukhambo (2012); Toriola, Sofia and Asiimwe (2023) ^[13]; Ryatura, Serunjogyi and Asiimwe (2023) ^[14], in their research as Participatory management: an opportunity for human resources in education, concluded that its necessary, change to participatory management, thus manager should be able to use participatory management procedure for real decision making, delegation of authority and problem solving.

In relation to the study Ssali (2011)^[17]; Toriola, Sofia and Asiiimwe (2023)^[13]; Ryatura, Serunjogyi and Asiiimwe (2023)^[14], on primary school in Mityana District in Uganda, discussed that teachers involvement in curricular and extracurricular activities at school increase teachers job performance and commitment because they will be willing to give a lot of time, decisions to do something. In this study teachers job commitment was looked at basing on sense of belonging at school where teachers feel that they are part and parcel of the school, sense of excitement where teacher enjoy their job, confident in management where teachers have trust in their leaders, cover what they are delegated on time, punctuality and regularity at work and present on all working days.

In context of Tanzania, participatory management has been much serious concerned to all stakeholders in the community at large in both primary and secondary schools. According to Ssali, (2011)^[17]; Wandesango (2012); Asiiimwe and Steyn (2013)^[13]; Asiiimwe and Steyn (2014); Asiiimwe and Zuwena (2023)^[14]; Asiiimwe and Niyikiza (2023)^[13], on teachers' perception and practices on their professional advised that collegiality within the school is part of the school culture. The authors then said that planning together setting goals, vision and objectives with activities to be done at the specific time, is one of the main roles of the teachers and school management that increases teachers job commitment.

District secondary education Officer (DSEO) in Kwimba District, June 2013 when addressing heads of secondary and seminary schools Association (TAHOSSA) pointed out that head of schools are failing to understand and involve teachers in school activities which involves funding such that capitation grants, school fees and academic fees which leads adverse effects on school performance and improvement. According to that report, many teachers have continued to exhibit unprofessional behavior such as failing to complete assigned tasks, absenteeism, honoring deadlines, forging student' marks because of laziness to make exams due to lack of commitments Therefore, there is a need to examine participatory management in school activities and teachers job commitment in Kwimba District, Mwanza Tanzania.

Related Literature

Participatory Management

The idea of participative management is generally viewed as an ideal style of leadership and management in education today (Kayindu, Asiiimwe, Bisaso & Nakiyingi, 2020; Asiiimwe & Zuwena, 2023)^[13]. In South African education, the key challenge to education management is that most of the structures, processes and systems inherited from the pre-democratic past are inappropriate. This view is supported by recent literature of Wandesango (2012); Asiiimwe and Steyn (2013) Asiiimwe and Niyikiza (2023)^[13] who advocate the development of organization systems, structures and processes that are conducive to, and supportive of participation, empowerment and change.

Mukhumbo (2012) state that "we are likely to modify our own behavior when we participate in problem analysis and solution and likely to carry out decisions we have helped make" is central to participative management. Participative approaches emphasize management processes rather than outcomes only, and "high involvement" is seen as the ultimate key to the shift from autocracy to participation. Participative management is also at the heart of Asiiimwe and Steyn (2013) collegial model of management. According to

Asiiimwe and Zuwena (2023)^[13]; Asiiimwe and Niyikiza (2023)^[14], "collegial models include all those theories which emphasize that power and decision-making should be shared among some or all members of the organization." One of the major features of collegial models is that it is strongly normative where Asiiimwe and Steyn (2014) mention that the normative dimension of collegiality is particularly evident in post-apartheid institutions. This seems to support the idea of participative management as envisaged by various theorists, researchers and even policy in the South African as the case. The only shortcoming of the collegial models, according to Asiiimwe and Steyn (2013) is that the decision-making process may be drawn out by the search for compromises but this is generally regarded as an acceptable price to pay to maintain the ideal of shared values and beliefs.

According to Ssali, (2011)^[17]; Wandesango (2012); Asiiimwe and Zuwena (2023)^[13]; Asiiimwe and Niyikiza (2023)^[14], most people desire increased involvement and participation, which has the ability to energize greater performance, produce better solutions to problems and greatly enhance acceptance to change, increase commitment to the organization, reduce stress levels and generally make people feel better about themselves and their world. Positive remarks surfaced from research participants about the things they have observed in their school since the inception of participative management.

Ssali, (2011)^[17]; Wandesango (2012); Asiiimwe and Zuwena (2023)^[13]; Asiiimwe and Niyikiza (2023)^[14], believe that participative management is the process of involving subordinates in the decision-making processes. It uses their expertise and creativity in solving important managerial problems. In participative management leadership plays an integral part in enhancing the concept by influencing followers, develop their skills and abilities and to give light. In order to achieve this, leaders are not expected to perform miracles, but to adopt collegial models of leadership as envisaged by (Wandesango, 2012). According to Ssali, (2011)^[17]; Wandesango (2012); Asiiimwe and Zuwena (2023)^[13]; Asiiimwe and Niyikiza (2023)^[14], give us the picture of a pre-participative dispensation where the formal position was that of 61 a principal alone, responsible for the organization and management of school to a collegial model that has acted as a brake on some heads who wish to share their power. According to research participants the kind of leadership that prevails throughout the school allows everybody to participate in a democratic way.

Decision Making

Jonathan, Carius and Montena (2013), Jussila, Noren, and Herdi (2012) defined employee decision making as the exercise and distribution of power considering all its manifestation between employee and organization. The direct of involvement of the teachers in decision making relates to their work performance as a result teachers becomes motivated emotionally, psychologically and intellectually because they will have sufficient information through negotiation made between teachers and the management. In a similar vein, Maghan, Teeman and Wilson (2012); Ssali, (2011)^[17]; Wandesango (2012); Asiiimwe and Zuwena (2023)^[13]; Asiiimwe and Niyikiza (2023)^[14], assert that decision making is shared through inclusion of teachers in an organization. He pointed out that teachers in Botswana are involved in decision making in order to bring good conducive environment. Factors such as staff absenteeism is reduced,

results into greater organizational commitment, improve performance, greater job satisfaction and reduce turnover. A study by Burns, (2012) in South Africa noted that decision making is very vital in the organization, that any decision made affect either the teachers, learners or the organization itself. Therefore, should be solved by themselves. Bargaining through collegiality play a role in participative approach Khan, Bahadar, Faqur (2013); Asiimwe and Zuwena (2023)^[13]; Asiimwe and Niyikiza (2023)^[14], maintain that it is not like the apartheid system of the previous era where rules were laid down by few people in formal leadership positions. He further reiterates that, the policy of teachers participation in decision making encourage and promotes teachers to be committed in their work has they play an active role in decision making about education and other school activities. In the study by Asiimwe and Zuwena (2023)^[13]; Asiimwe and Niyikiza (2023)^[14], the opportunity of teachers coming together and get involved in school management of an organization or contribute to decision making, their morale and job satisfaction rise, resulting in more efforts being put into achieving positive results. Asiimwe and Zuwena (2023)^[13] state that, teachers in participative environments can increase the pool of ideas, materials and methods which will lead to a higher quality of instruction. In a similar vein Ssali (2011)^[17] also concluded that decision making is a technique that an organization involves individuals and group of teachers in Botswana schools. Teacher's involvement in decision making enable them to become more active participants in school management process. As a result teachers will have a wider and greater ownership of the school, its vision and priorities. This will be therefore become good decision makers as participant's in decision making in a proactive approach to information sharing among teachers for greater job commitment (Prozeshy, 2005 as cited in Wandesango, 2012).

Shared Vision

A study by Asiimwe and Steyn, (2013), Asiimwe and Steyn (2014) defined a shared vision as an image or description of an organization that inspire to become in the future. This means and organization share what it would like to achieve or accomplish in the future. Thus, a vision is a set of direction for the school drawing teachers' together around common purposes and goals that engender confidence and enthusiasm amongst stakeholder. Therefore, a school vision should be shared by all teachers and other stakeholders because it acts as a roadmap of that organization in the future. The authors concluded that having a shared vision serves a school purpose that is a central important and provides a framework for collective and ethical decision making through participation for teachers job commitment.

Asiimwe and Steyn, (2013), Asiimwe and Steyn (2014) argue that teacher's involvement in school activities requires a driver which is a school vision shared by all stakeholders that increases motivation among teachers. He then asserts that a leader sharing school vision with teachers will ignite changes inspired in the school and stir up teachers work performance by having realistic vision which teachers contribute via constructive problem talk. Teachers participating in shared school vision is high at all levels and with various tasks when the vision is shared by all teachers in all school activities are understood down to the smallest task and the participation is enthusiastic (Asiimwe & Zuwena 2023)^[13]. They concluded that, school leader always hold a clear vision for his or her

school, but the potency of vision is unleashed only when it is synthesized with the dream and aspirations of others, deriving from shared needs, values, belief and purpose. He said, once a vision becomes common or shared it stimulates the commitment of teachers as are involved in creating and implementation at the school level.

Delegation of Power

Ssali, (2011)^[17]; Wandesango (2012); Asiimwe and Zuwena (2023)^[13]; Asiimwe and Niyikiza (2023)^[14], asserted that delegation is the downward transfer of authority from a manager to a subordinate. In addition, delegation leads to empowerment, in that people have the freedom to contribute ideas and do their jobs in the best possible ways. This involvement can increase job satisfaction for better job commitment. Without delegation, managers do all the work themselves and underutilize their workers. Ssali, (2011)^[17]; Wandesango (2012); Asiimwe and Zuwena (2023)^[13]; Asiimwe and Niyikiza (2023)^[14], defined delegation as the assignment to another person of formal authority (legitimate power) and accountability for carrying out specific activities. In schools, delegation is one of the key motivating factors for improvement if authorities are distributed throughout the organizational structure and the rest of staff members.

Ssali, (2011)^[17]; Wandesango (2012); state that delegation is an integral part of every employee's work.

Delegation is independent of the size of the organization, and an employee requires either upward or downward delegation, based on his/her position in the organizational hierarchy. Delegating downwards is more common place and it stems from the employee's position in the hierarchy (Asiimwe & Steyn, 2013). Delegation is used to tap into the skills and resources already within the group, avoid burning out a few leaders, get things done, prevent the group from getting too dependent on one or two leaders, enhance the functioning of the team, allow everyone to feel a part of the effort and the success, groom new successors and enable new skill development in the team.

Maghan, Teeman and Wilson (2012); Ssali, (2011)^[17]; Wandesango (2012); Asiimwe and Zuwena (2023)^[13]; Asiimwe and Niyikiza (2023)^[14], indicate that people can take responsibility for the jobs the supervisor does not have time to do once they have learnt how to work with the manager. It transfers work to people whose skills in a particular area are better than the supervisor's, thus saving time. Transfer of responsibility develops the staff, and can increase their enjoyment of their jobs. The ideal position to reach as supervisor is one where staff members carry out all routine activities of the manager's team. This leaves the manager time to plan, think, and improve efficiency at work. This literature imperatively pointed out that delegation helped the manager to exploit the effort of the employees where his expertise may be lacking and still save his time. However, in schools many head teachers may not admit their inadequacies in some areas.

Maghan, Teeman and Wilson (2012); Ssali, (2011)^[17]; Wandesango (2012); Asiimwe and Zuwena (2023)^[13]; Asiimwe and Niyikiza (2023)^[14] indicate that people are encouraged to go beyond an average performance if their talents are recognized, enhanced, utilized, and if they are given the necessary authority to decide how to carry out its tasks. It motivates them to keep learning, become more involved in team work and makes work more interesting for them. Empowered employees respond with more

commitment to the goals of the organization. When leaders empower their followers, they make them more aware of their abilities and encourage them to develop to their full potential. In this literature it emerged that people feel stress most acutely when they have no control over the situation that causes it. But when they have authority to make decisions, they make a job more enjoyable.

Maghan, Teeman and Wilson (2012); Ssali, (2011) ^[17]; Wandesango (2012); Asiimwe and Zuwena (2023) ^[13]; Asiimwe and Niyikiza (2023) ^[14], say that granting of authority should consider letting subordinates to make commitments, use resources and take other actions necessary to perform the duties assigned to them. Assignment of duties would be meaningless without granting of requisite authority. Enough authority must be granted so that subordinates are able to get results. The subordinate must have sufficient authority so that the responsibility assigned can be discharged. Maghan, Teeman and Wilson (2012) state that a classical principle of organization warns managers not to delegate without giving the subordinate the authority to perform to delegated task. When an employee has responsibility for the task outcome but little authority, accomplishing the job is possible but difficult. The subordinate without authority must rely on persuasion and luck to meet performance expectations. When an employee has authority exceeding responsibility, he or she may become a tyrant, using authority toward frivolous outcomes. In here, it is indicated that granting of authority should consider letting subordinates to make commitments, use resources and take other actions necessary to perform the duties assigned otherwise there will be no performance.

Teachers' Job Commitment

Ssali, (2011) ^[17]; Wandesango (2012); Asiimwe and Zuwena (2023) ^[13]; Asiimwe and Niyikiza (2023) ^[14], in their study on teachers' commitment to, and experiences of, the teaching profession in Tanzania in six regions namely Coast, Mbeya, Sigma, Singida Dodoma and Mtwara when investigating their performance in the 2010 National form four examination revealed that teachers' commitment to the teaching profession is devastatingly low, with only a handful of teachers reporting that they wanted to join the teaching profession in the first place. The poor teachers' commitment to the teaching profession is attributable to poor working conditions in schools, and the low status the community and government accord the teaching profession. For example, Maghan, Teeman and Wilson (2012); analysed the perceptions of parents, teachers and students about the teaching profession in Nigeria. The results revealed that the majority of parents and other stakeholders accorded the teaching profession a low status and that teachers were generally looked upon down in the society. The consequences of low teachers' commitment are far reaching and are clearly reflected in poor students' academic performance in national examinations. Additionally, teachers' low commitment to the teaching profession could partly explain the high attrition rate which has been established among teachers in Tanzania. Maghan, Teeman and Wilson (2012) revealed that teachers are very agreeable, activities in listening, trustful and are more committed in carrying out their responsibilities without trepidation with absence of the principal. In that case he cited Branch (2002) that if teachers are committed will increase product quality as well as stimulating higher productivity and output. In their review of the workplace commitment

literature, Klein et-al (in press) defined commitment as an individual's perception that they are bound to a given targets

Affective Commitment

Ssali, (2011) ^[17]; Wandesango (2012); Asiimwe and Zuwena (2023) ^[13]; Asiimwe and Niyikiza (2023) ^[14], assert that affective commitment refers to the teacher's emotional attachment to, identification with, and involvement in the school. He cited Mowday (1982) that, the antecedents of affective commitment generally fall into four categories; these are persona characteristics, structural characteristics (school), job-related characteristics and work experience. Ssali, (2011) ^[17]; Wandesango (2012); Asiimwe and Zuwena (2023) ^[13]; Asiimwe and Niyikiza (2023) ^[14], pointed out that affective commitment occurs when a teacher feels a strong emotional attachment to school and to work they do. This means that the teacher is mostly likely identify with the school's goals and values and genuinely want to be there. School commitment is characterized as the teachers' willingness to contribute to school goals. It is influenced differentially by the nature of their commitment – those wanting to belong being more likely to exert effort to perform than those obligated to belong. Identification with school goals as evidenced by a person's affective reactions to one's organization influences the level of effort exerted in activities supporting those goals. Indications for school commitment are concerned with feelings of attachment to the goals and values of the organization, one's role in relation to this, and attachment to the organization for its own sake rather than for strictly instrumental values (Asiimwe &Zuwena, 2023) ^[13]. Affective commitment refers to feelings of belongingness and sense of attachment to the school, is considered to be a more effective measure of organizational commitment than the other two types of commitment (Asiimwe &Niyikiza, 2023) ^[13]. Normative commitment refers to the teacher's feelings of obligation to stay with the school. Research also provides evidence that employee with higher levels of affective commitment to their work, their job and their career exhibit higher levels of continuance and normative commitments. Ssali, (2011) ^[17]; Wandesango (2012); Asiimwe and Zuwena (2023) ^[13]; Asiimwe and Niyikiza (2023) ^[14], see affective commitment partly resulting from knowledge provided by the school to the teachers. This connection between knowledge of the school and affective commitment can also be explained using the psychological framework. According to Asiimwe and Steyn (2014), a sense of ownership can only develop if the members recognize the school as their own, come to know it intimately, and realize its meaning. In other words, the connection between member's knowledge of the school and the member's affective commitment towards the school is mediated by the member's psychological ownership for the school.

Normative Commitment

Ssali, (2011) ^[17]; Wandesango (2012); Asiimwe and Zuwena (2023) ^[13]; Asiimwe and Niyikiza (2023) ^[14], assert that normative commitment is also called sense of obligation to stay, this types of commitment occurs when you feel a sense of obligation to your organization, even if you're unhappy in your organization or even if you want to pursue better opportunities. Because its right thing to do so. He then said this sense of obligation can stem from several factors you might feel that you should remain with your organization

because it has invested money or time in your training or perhaps it provided a reward in advance such as paying for your college tuition, house rent.etc. Ssali, (2011) ^[17]; Wandesango (2012); Asiiimwe and Zuwena (2023) ^[13]; Asiiimwe and Niyikiza (2023) ^[14], assert that normative commitment reflects a feeling of obligation to continue employment. Teachers with a high level of normative commitment feel that they ought to remain with the school. However, normative commitment may also develop when the school provides the teachers with rewards in advance for example costs associated with job training, providing employment, thus recognition of these investments causes teachers to feel an obligation to reciprocate by committing themselves to the organization until the debt has been paid.

Continuance Commitment

Ssali, (2011) ^[17]; Wandesango (2012); Asiiimwe and Zuwena (2023) ^[13]; Asiiimwe and Niyikiza (2023) ^[14], revealed that continuance commitment is also called fear of loss. This occurs when the teachers weigh up the pros and cons of leaving the school. He then asserts that, the teacher feels that he or she need to stay with the organization because the loss he or she would experience by leaving it is greater than the benefit he think might gain in a new role such as losing seniority, salary and benefits and friendship. This means that the individual employee commits to and remains with the school.

Continuance commitment is based on the costs that the teachers' associates with leaving the school and normative commitment refers to the teacher's feelings of obligation to stay with the organization employees may remain with the organization and exhibit passive withdrawal behaviors such as putting forth less effort (neglect). Ssali, (2011) ^[17]; Wandesango (2012); Asiiimwe and Zuwena (2023) ^[13]; Jesca, Serunjogyi and Asiiimwe (2023) ^[14] suggest that within the context of job dissatisfaction, leaving a job is a real option for dissatisfied teachers and when teachers respond to dissatisfaction with exit, their potential to be creative in the focal organization is negated. Ssali, (2011) ^[17]; Wandesango (2012); Asiiimwe and Zuwena (2023) ^[13]; Asiiimwe and Niyikiza (2023) ^[14], further argue that exit will not be a viable option for employees when high costs are associated with leaving and they are aware of these. These costs can include inability to find alternative employment opportunities and being tied to a limited geographical area.

Continuance commitment is the willingness to remain in an organization because of the investment that the employee has with "nontransferable" investments. Nontransferable investments include things such as retirement, relationships with other teachers, or things that Ssali, (2011) ^[17]; Wandesango (2012); Asiiimwe and Zuwena (2023) ^[13]; Asiiimwe and Niyikiza (2023) ^[14], are special to the organization. Continuance commitment also includes factors such as years of employment or benefits that the teacher may receive that are unique to the organization.

Participatory Management and Teachers' Job Commitment

Ssali, (2011) ^[17]; Wandesango (2012); Asiiimwe and Zuwena (2023) ^[13]; Asiiimwe and Niyikiza (2023) ^[14], assert that in the 21st century, research shows that employees are starting to make more demands on their employers. They want to be parts of a team and they want more involvement in decision making. Salajeghe and Honaramuz (2010) noted that

undoubtedly, today, in order for an organization to be successful, it should care its employees as important assets and keep them satisfied. Since the increasing pressure of world stiff competition and the complexity of decision, organizations should shift to more cooperation and participation to increase their commitment and performance. Similarly, Ssali, (2011) ^[17]; Wandesango (2012); Asiiimwe and Zuwena (2023) ^[13]; Asiiimwe and Niyikiza (2023) ^[14], defined decision making as the process of selecting one course of action from among two or more alternatives which is a critical task in a total quality setting. Ssali, (2011) ^[17]; Wandesango (2012); Asiiimwe and Zuwena (2023) ^[13]; Asiiimwe and Niyikiza (2023) ^[14], argue that involving teachers in decision making really improves school functioning. Wandesango (2012); Ssali, (2011) ^[17]; Wandesango (2012); Asiiimwe and Zuwena (2023) ^[13]; Asiiimwe and Niyikiza (2023) ^[14], further indicate that teacher's involvement in decision making enable them to become more active in school management. As a result; teachers will have a wider and greater ownership of the school, its vision and priorities which will make them greater for job commitment.

This is in line with Jonathan, Casius and Motena(2013); Ssali, (2011) ^[17]; Wandesango (2012); Asiiimwe and Zuwena (2023) ^[13]; Asiiimwe and Niyikiza (2023) ^[14], in their study in three public secondary schools in Dodoma region about exploring the effects of job satisfaction and demographic factors as affective, normative and continuance commitment as an empirical of public secondary schools they revealed that, Tanzanian government and educational stakeholders have admitted maladies in public secondary schools (e.g. teachers' commitment) and therefore attempt to rectify the situation put in place. However strategies/attempts to rectify the situation embedded generic policies and mechanisms which have not properly addressed critical issues. This study proposes that once commitment problems have sorted out and predictors of commitment well known, then, effective strategies can be developed and get implemented. Within this context, the study offer several practical implications to the government, school administrators and educational stakeholders. It is important to improve and strengthen teachers' job satisfactions which will in turn trigger organizational commitment forms.

Methodology and Discussion

The study was conducted using descriptive and correlation research design. Descriptive research design was designed to provide a picture of a situation as it naturally happens (Bruno and Groves, 2011). Qualitative approach was used because the researcher intended to gain in-depth understanding of teachers' participation knowledge towards their job and how they participate fully. Quantitative approach was used because numerical data was used.

Relationship between Participatory Management and Teachers' Job Commitment

The forth objective of the study was to establish the relationship between Participatory Management and Teachers' Job Commitment in Public Secondary Schools in Ibindo Division, Kwimba District, Tanzania. The objective was analyzed using Pearson correlation coefficient in establishing the relationship.

Table 1: Relationship between participatory management and teachers' job commitment

Item	Description	Measure
90	Pearson Correlation(r)	.521**
	Significance. (2-tailed) P-value	.000
	Coefficient Determinant (r ²)	.271
** Correlation is significant at the 0.01 level (2-tailed).		

The study used Pearson product moment correlation coefficient in which the r value of participatory management and teachers' job commitment(r) was 0.52 ** and the P- Value was .000. The study was tested at 0.05 significant level . Since P-value was .000 less than .05(P<0.05) the null hypothesis was rejected, accepting the alternative hypothesis (Schultz, 2008) .It can as well be concluded that there is a significant positive linear relationship between participatory management and teachers job commitment in public secondary schools in Ibindo Division, Kwimba District. When it came to the extent to which this relationship exist,

the r² was calculated as $(0.521)^2 \times 100 = 27.1\%$. This implies that participatory management contributes only 27.1% to teacher's job commitment in public secondary schools in Ibindo division, Kwimba district. Thus other factors accounts for 72.9% may be due to low salary, lack of motivation, long distance from home to school and unconducive working environment.

The study further explored the Contribution of participatory management on teachers' job commitment in Ibindo Division, Kwimba District

Table 2: Contribution of Participatory Management on Teachers' Job Commitment

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	16.648	2.843		5.855	.000
Decision Making	.689	.229	.281	3.003	.004
Shared Vision	.322	.183	.162	1.755	.083
Delegation of Power	1.043	.230	.428	4.535	.000

a. Dependent Variable: Teachers' Job Commitment

Table 2 above explains the linear multiple regressions that contains a coefficient beta for each independent variable. The estimate for these beta values indicates the individual contribution of each of independent variables to the dependent variable. The regression analyses computed in participatory management as independent variable are decision making, shared vision and delegation of power. Therefore, the estimates for these beta values indicates the individual contribution of each of independent variables to the dependent variable as follows, delegation of power ($\beta = .428$, $P=0.000$) followed by decision making($\beta = .281$, $P=.004$), and shared vision ($\beta = .162$, $P=.083$). For these data, independent variables portray that independent variables significantly contribute to teachers' job commitment in public secondary schools in Ibindo Division in Kwimba District.

The Beta values also tell us to what degree each variable affect the dependent variable if the effects of all other independent variables are held constant. Each of these beta values of decision making, shared values and delegation of power has seen in table 10 indicating to what extent these values vary across dependent variable (teachers' job Commitment). Therefore, if the value in column labeled significance is less than 0.05 then that independent variable is making a significant contribution to the model, the smaller the value of significant the greater the contribution of independent variable(Schultz,2008).Regardless that independent variables are not contributing to teachers' job commitment, it has been revealed that, shared vision has found to have low contribution than other two variables in teachers' job commitment having ($\beta=.162,P= .083$). In summary, Standardized regression coefficients which is also known as beta coefficients (β), indicates what one independent variable would have effect on the dependent variable while holding all other dependent variables constant

(Vogt, 2005).

Other Factors affecting Participatory Management and Teachers' Job Commitment

The analysis on this part was done quantitatively. Quantitative codes were generated that were used to enter into SPSS.

Table 3: Other Factors That Affects Participatory Management and Teachers' Job Commitment

Factors	Frequency	Percent	Ranking
Low Salary	38	42.2	A
Unconducive working environment	24	26.7	B
Lack of Motivation	18	20	C
Long distance from home to school	10	11.1	D
Total	90	100	

Table 3 shows findings on other factors that affect Management and teachers' job commitment in public secondary schools in Ibindo Division, Kwimba District. The findings of respondents who reported low salary were 38 (42.2%), respondents who reported unconducive environment 24 (26.7%), respondents who said lack of motivation were 18(20%) and respondents who reported long distance from home to school were 10(11.1%). This means that the major factor that affects participatory management and teachers 'job commitment is low salary at the rate of 42.2%.

Testing Hypothesis of the Study

The hypothesis of this study was there is no significant relationship between participatory management and teachers' job commitment in public secondary schools in Ibindo Division, Kwimba District.

Hypothesis test analysis as seen in Table 8 indicates that P-

value was considered with a $\text{sig.} = 0.000$ and this is less than the level of significant which is 0.05. The null hypothesis was rejected and the alternative research hypothesis was accepted. This implies that there is a significant relationship between participatory management and teachers' job commitment in public secondary schools in Ibindo Division, Kwimba District, Tanzania.

Conclusions and Recommendations

According to the relationship between participatory management and teachers' job commitment it was concluded that there is a strong relationship between participatory management and teachers' job commitment in public secondary schools in Ibindo Division at correlation coefficient of $r = 0.521$ and that participatory management contributes only 27.1% to the teachers' job commitment.

Based on the objective of other factors affecting participatory management in public secondary schools in Ibindo Division it was concluded that low salary is the major factor affecting teachers' job commitment amongst all other factors as stated by the respondents with a frequency of 38(42.2%) out of the 90 respondents who participated in the study.

Consequently the researcher rejected the null hypothesis which stated that "there is no significant relationship between Participatory Management and teachers' job commitment as the p-value of (0.000) that was less than level of significance of 0.05 and accepted the alternative hypothesis that "there is significant relationship between participatory management and teachers' job commitment

Recommendations

In order for participatory management and teachers' job commitment to gain momentum in educational arena, the following recommendations on the findings of the study were done:-

Providing opportunity for professional growth service to teachers in order to train, motivate, and to enhance their job satisfaction in the profession. Opportunities for professional growth and development can be implemented with in-service training or distance learning mechanisms

Teachers to attend professional seminars at school and other levels in order to make them feel happy that will increase their working morale hence become more committed. Participatory management should be highly encouraged and practiced in order to put good atmosphere at schools that will reduce unnecessary conflict. Recognizing teachers when they successfully attain a school goal. Recognition can include public statements and awards, as well as private statements of praise and congratulation. Develop programs to reward teachers, including use of money, good house and making the school surroundings friendly to teachers. Since a large amount of teachers from public schools indicated being dissatisfied with their paid salaries, opportunity for personal growth, it is recommended that the opportunity for personal growth and salary increment, the procedures must be checked by Ministry of work, Ministry of education and vocational training and prime ministers' office to ensure that they pay good salaries to teachers as seen is the other factor which affect teachers highly.

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