

Effects of Teachers' Level of Participation in Management of School Community Partnership and Their Motivation

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Abstract: Teachers' participation in the management of change has been highlighted as a significant contributor to teacher motivation Farahiyantar and Ghandehari (2016); Goksoy (2014). However, there is a dearth of literature on the effects of teachers' participation in management of school community partnership on teachers' motivation. The purpose of this study was to establish the relationship between teachers' level of participation in management of school community partnership on teachers' motivation. The study was anchored on Change Management Model and Herzberg Motivation Theory. The study used correlation design. Proportional stratified random sampling techniques were adopted to select a sample size of 403 respondents comprising of 58 school principals and 345 teachers. Data were collected using questionnaires for teachers and principals, and an observation check list. ANOVA was used to establish whether there was a significant statistical significance between the respondents' age and participation in management of school community partnership. Simple regression analysis was used to establish the effect of teachers' participation in the management of school community partnership on teachers' motivation. The study established that teachers were at different levels of participation in the management of school community partnership (means were between 2.00 and 5.0). Teachers' level of participation in school community-partnership had significant statistical effects on motivation ($\beta = .641$, $p\text{-value} < .01$). The study concluded that teachers' level of participation in management of school community partnership was a positive determinant of teachers' motivation. The study recommended sensitization of school principals and other stakeholders to encourage high level of teachers' participation in management of community partnership in order to increase their motivation.

Key words: Teachers' participation, management, school community partnership, commitment, and motivation, secondary schools

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I. INTRODUCTION

Throughout the past decade, research has increasingly focused on the role of partnership between the teachers, families and communities in enhancing teachers' motivation (Walker, Shenker & Hoover 2010; Epstein & Van Voorhis, 2010). According to Vanbaren (2010) teacher motivation is defined as a process of encouraging and inspiring people to perform their duties effectively. Setyanto (2011) defines motivation as feelings and confidence of employees in relation to performance of duties. He further states that motivation is the interest and individual's commitment in making organizations more productive and profitable. According to Muindi (2011) participation refers to direct involvement of employee in issues relating to their immediate work. Participation in management of school-community partnership is a process in which two groups living in the same geographical location are collectively involved in decision making (Tibebu, 2011). Teachers' participation in school community partnership was an effective way of motivating teachers in providing instructional leadership (Bandur, 2008; Antonio & Gamage, 2007); Anderson (2006). Further, Goksoy (2014) argued that teachers' participation played a significant role in developing commitment and achievement of organizational goals thereby decreasing resistance to change. Gardian and Rathore (2010) and Algoush (2010) revealed that participation in management of school community partnership led to trust, acquisition of new knowledge, skills and commitment.

The school is an open system which establishes linkages with the local community to facilitate realization of educational goals and objectives (Allawan, 2012). In America, teachers' participation in community partnership led to good relationship between the school, families, and communities (Scheerens & Demeuse, 2005). According to Shirin & Alaeddin (2014), school community partnership comprised of physical, social and mental development of learners. School community partnership provided an avenue for collaboration between the school, families and community in relation to guidance and counseling for teachers, parents and students (McCarthy, 2014). Teachers participation therefore assumed an expert knowledge role providing

caregivers, guardians and parents with the information that would mitigate the challenges affecting them (Jones, 2013; Amatea, 2013). This requires teachers to assess and identify parental and children's needs through consultation and collaborate with administrators and community organizations (Perera, Moe, & Mason 2011; Amatea & Cholewa, 2013). Similarly, interaction between schools, communities and families is a vital function for a child's academic success (McCarthy, 2014). According to Shirin and Alaeddin (2014) teachers' participation in community created awareness of community involvement in school improvement through provision of financial resources. Teachers' participation in school community activities is considered a key factor in the implementation of change (Khasawneh, Omari & Abu-tineh (2012) and in determining the level of motivation and commitment (Caillier, 2012).

Barnes et al (2009) examined the influence of district leadership on school-level implementation of comprehensive reforms. The study used mixed-methods design in 38 schools. The findings indicated that schools which were successful in reform were provided with adequate funding, clear policies and good leadership for motivation purposes. Moreover, district leaders provided professional development opportunities and assistance to school principals and teachers. These strategies made it easier for principals to institutionalize the reforms. Apparently, the study did not focus on the effect of teachers' participation in management of school community partnership on teachers' motivation which is the purpose of this study.

Epstein & Van (2010) explored the relationship between district support and principal leadership for reforming schools. The study was based on socio-cultural learning theory. The purpose of the study was examined whether the NNPS reform was better supported when districts and schools built reform knowledge together rather than when district leaders sent top-down directives. Hierarchical linear modeling analyses revealed that principals' support for family and community engagement and schools' reports of district assistance contributed significantly to schools' basic reform implementation and to advanced outreach to involve all families in their children's education. The school measures such as grade and poverty levels, and district leaders' facilitation contributed to the quality of school programs. In addition, the findings indicated that schools took steps to improve partnership programs when district support was sustained for at least 3 years. The study by Epstein & Van explored the relationship between district support and principal leadership for reforming schools while the current study focused on the effect of teachers' participation in school community in relation to teachers' motivation.

A study carried out by Farahiyantar and Ghandehari (2016) investigated the relationship between participation, empowerment and organizational commitment in secondary school teachers in Iran. The study used Pearson correlation and multiple regressions. The results revealed a significant statistical 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); competence (Beta=0.117, P<.01). However, the current study went a step further to establish the effect of teachers' the level of participation in management of school community partnership on teachers' motivation in Kenya using regression analysis.

Soutullo, Smith-Bonahue, Sanders-Smith & Navia (2016) carried out a study on discouraging partnerships: Teachers' perspectives on immigration-related barriers to family-school collaboration. This study focused on barriers of family-school partnerships with immigrant families as identified by teachers in an urban school district with high rates of immigration. The sample size consisted of 18 elementary teachers. Data was gathered by the use focus group interviews that were transcribed and open-coded. Barriers to engagement for immigrant families comprised of language and culture, family resources, and families' undocumented status. Teachers attributed the barriers preventing parental collaboration to school policies (94.4%) and ineffective communication strategies (83.3%). Teachers also identified barriers as emanating from the families themselves, families not attending school functions (88.9%) and unresponsiveness to school-initiated communication (72.2%). Many families lacked resources necessary for school engagement (88.9%) and were hesitant to engage with schools due to screening procedures (55.6%). The study identified numerous barriers that affected school community partnership which are directly related to immigration and residency status. The study concludes that school family partnership mitigates challenges facing immigrants and provides strategies to meaningful participation for needy families. However, the study by Soutullo, Smith-Bonahue, Sanders-Smith & Navia did not go a step further to establish the direction of relationship using regression analysis which is the purpose of this study.

A study by Kheang (2012) focused on the implementation of school-based management in selected public schools in Cambodia with an emphasis on devolution of decision making. Teachers' participating in school community partnership involved creating awareness of partnership, sourcing funds for training and development, purchasing materials, and infrastructure development, supervision, and motivation. The sample size involved 45 respondents comprising of principals, teachers, school support committees, parents and community members. The study adopted case study design which was grounded on triangulation method. The findings indicated that various roles of stakeholders in initiating and implementing school change. Success of partnership was particularly determined by principal leadership, active participation of local stake holders as

well as support from non-government organizations. The study concluded that successful partnership is determined by clear policies, accountability and autonomy in regards to the role of stakeholders. The study recommended systematic professional development for stake holders in order to acquire knowledge and skills to implement the programme effectively as well as active involvement of stake holders. The study focused on the implementation of school-based management and therefore a gap existed in relation to the effect of teachers' level of participation on their motivation.

Wadesango (2011) reported lack of teachers' participation in critical issues relating to community partnership. He reported that change decisions which were made by the school administration without teachers' participation suffered low success rate during the implementation phase due to lack of clarity, precision and low motivation. A study by Mualuko, Mukasa and Achoka (2009) indicated a significance difference between teachers' actual and desired levels of teachers' participation in management of school community relations. Consequently, teachers' participated in community partnership provided a platform for guiding parents on school development projects as well as exploring ways of motivating teachers and students (Basic Education Act, 2012).

Bareng (2016) investigated the influence of head teachers' leadership styles on teachers' motivation in Kajiado County, Kenya. The study focused on democratic, laissez-faire and transformational leadership styles on teachers' motivation. This study adopted a descriptive methodology design. The sample size comprised of 113 respondents. Descriptive statistics and Chi Square were used. The study revealed a significant positive correlation between leadership styles and teacher motivation. The research concluded that leadership styles are determinant factors for teacher motivation. The study recommended the school head teachers to familiarize themselves with various leadership styles in order to enhance teachers' motivation. This study by Bareng (2016) focused on the relationship between leadership styles and motivation using chi square, however, the current study focused on the effects of the teachers' level of participation in management of school community relations on teachers motivation.

Matoke, Okibo, & Nyamongo (2015) carried out a study on determinants of teacher motivation in public secondary schools in Masaba South Sub-County. He used regression analysis to establish the effect of working conditions, work-load and teaching resources on teachers motivation. The R square value indicates that a change in development factors caused a 41.2 % variation in teacher motivation while other factors explained 58.8% of the variation in motivation. The multi-linear regression model revealed that environmental factors explained 32.5% of the variation in teacher motivation. The study recommended that school managers to sponsor workshops and seminars for teachers in order to motivate them. Matoke, Okibo, and Nyamongo focused on determinants of teacher motivation while the current study dealt with the effects of teachers' participation in community partnership on the teachers' motivation.

Mualuko, Mukasa, & Achoka (2009) carried out a study to investigate the level of teachers' actual and desired level of participation in decision making. The study used ex-post facto design and split half method to determine the reliability coefficient using the Pearson product formula. The sample comprised of 123 teachers. And data were analyzed using both quantitative and qualitative approaches. The findings revealed a significant statistical difference between the teachers' actual and desired participation in management of school community partnership. The study recommended that school managers to increase participatory structure to improve quality of decisions and to boost teachers' morale. However, the current study went further to establish the effect of teachers' participation in management of school community partnership on teachers' motivation.

Kiprop and Kandie (2012) investigated into teacher participation in decision making in public secondary schools in Kenya. The study used adopted descriptive survey design. The sample comprised 13 principals and 104 teachers were selected using simple random sampling technique. Data was analyzed using descriptive statistics. The findings indicate that teachers not participate in decision making as they desired, most principles perceived participatory decision negatively. A combination of factors such as witch hunting, victimization, divisions among the teachers, fear and double standards by head teachers hindered effective participation. The study by Kiprop and Kandie (2012) adopted descriptive survey while the current study focused on teachers' participation in management of school community partnership on teachers' motivation using correlation design.

Studies by Matoke, Okibo, & Nyamongo (2015); Wadesango (2011); Kiprop and Kandie (2012); Mualuko, Mukasa and Achoka (2009) focused more teachers participation in management in various aspects of school management. Matoke, Okibo, & Nyamongo (2015); Bareng (2016); Farahyanfar and Ghandehari (2016) focused on teachers' motivation and commitment. However, none of the above studied investigated the effects of teachers' level of participation in management of school community partnership on the teachers motivation.

Statement to the Problem

Achieving transformational knowledge based economy as provided for in Kenya's Vision 2030, requires adequate participation and teachers' motivation. However, the education system places school principals in a position to make all major decisions with little participation of teachers (Republic of Kenya, Basic Education Act, 2012; Kiprop and Kandie (2012). However, Wadesango (2011); Kiprop and Kandie (2012); Mualuko, Mukasa and Achoka (2009) argued that most school secondary principals applied non-participatory management styles which hindered teachers' participation in management of school community partnership. Due to this low participation of teachers in management of school community partnership, there was need to carry out a study of this nature in order to establish the effect of teachers' participation in management of school community relations on teacher's motivation in Kajiado, Kiambu and Machakos counties in Kenya.

Objectives of the Study

The study aimed at meeting the following objectives:

- i) To determine the influence of the respondents' age on participation in school community partnership in secondary schools.
- ii) To establish the effect of teachers' level of participation in management of community partnership on teachers' motivation in secondary school.

Hypothesis

H₀₁: There is no significant relationship between teachers' level of participation in management of school community partnership and teachers' motivation in secondary schools.

II. THEORETICAL FRAMEWORK

This study was guided by Kurt Lewin change management model (1951) in Stephen, Todd, Kenneth (2015). The change theory is based around a 3-step process (Unfreeze-Change-Freeze) that provides a high-level approach to change. It gives a manager or other change agent a framework to implement a change effort, which is always very sensitive and must be made as seamless as possible. Unfreeze is the diagnostic stage which involves identifying the status quo and breaking down the existing status quo before building up new ways of operating. Unfreezing is dissatisfaction with the present existing practices. Moving to the new state requires identifying the resisting and the driving forces thus reducing the impediments while enhancing driving forces. After the change has been put into operation, a process of consolidation becomes necessary. The signs of refreeze include a stable organization, consistent job descriptions, new roles, new organization structure, new work methods, constructive amendments. The refreeze stage helps people and the organization to internalize the changes. With a new sense of stability, they may feel confident and comfortable with the new ways of working. For this study, the model is considered appropriate because schools in Kenya are models in a top-down management driven approach. This is as evidenced Basic Education Act, (2012) which indicates that the education system in Kenya places school principals in a position to make all major decisions with little participation of teachers. As a result of the head teachers enjoying the monopoly of managing schools, teachers feel demoralized to work. Hence need to apply change management theory which will allow teachers to be involved in management of school community partnership.

The study was also guided by Herzberg Motivation Hygiene Theory (Herzberg, Mouser & Snyderamn, 1959) in Tan, Teck Hong and Waheed, Amna (2011) which elaborates the factors that cause satisfaction and dissatisfaction among white-collar workers. The theory was later used by among other Schermerhorn (2003); Hunsaker (2005) to elaborate factors that lead to motivation and demotivation of the workers. They argued that workers who are not involved in change management of the organization are highly demotivated hence affecting their performance. Kurt Lewin deals with change and states that change is a motivator and it is inevitable. Change itself is a motivator and therefore the Kurt Lewin model and Herzberg's theory complement each other. The study thus contends that the schools as organizations are concerned with maximizing production and performance while at the same time ensuring that the teachers concerns are catered for in an attempt to achieve the institutional goals. Hence the modern management practices in schools emphasize the need for teachers' level of participation in the management of school community partnership and its effects on teachers' motivation.

III. METHODOLOGY

Correlation design was used to determine the effect of the teachers' levels of participation in management of school community partnership and teachers' motivation. The study used proportional stratified random sampling techniques to select a sample size 58 school principals and 345 subject teachers. Data were collected using questionnaires for subject teachers and principals and an observation guide. The study was anchored on Change Management Model and Herzberg Motivation Theory. Teachers were expected to indicate

their responses on a five Likert's scale whereby 5 represented a greater extent 4: To some extent 3: Not sure 2: To a little extent and 1: Not at all. According to Bademo and Ferede (2016), the mean value below 2.00 was deemed low level, mean of 2 to 3.5 was moderate whereas mean above 3.5 was regarded high level. Summation score of the four Likerts scale items for each and every respondent was computed. ANOVA was used to establish whether there was a significant statistical significance between the respondents' age and participation in management of school community partnership. Simple regression was used to show the effect of teachers' level of participation in management of school community participation on teachers' motivation. Teachers' participation in management of community-partnership comprised of promoting good relationships between the school, sponsors, parents and community; liaising with parents and guardians over students difficulties; planning for school community educational days; organizing the school in local community activities like tree planting/charity walks; and facilitating research activities in liaison with other institutions, government departments and the local community.

IV. FINDINGS AND DISCUSSIONS

ANOVA was used to establish whether there was a significant statistical significance between the respondents' age and participation in management of school community partnership. The results are presented in Table 1 below.

Table 1: ANOVA on gender and participation in school change

	Sum of Squares	df	Mean Square	F	Sig.
Management of school community relations	19.922	1	19.922	17.933	.000

The study revealed that actual participation by school principals and teachers in management of community relations depends on their gender =17.933, (P =0.000) which is less than the level of significant (0.05). This means that there is a relationship between teachers' participation and their age.

The means on the views on views of subject teachers and school principals were computed in order to make comparisons. The score for liaising with parents/ guardians over students difficulties indicates (Mean =3.67) an indication of high level. The mean for promoting good relationship between the school, sponsors and the local community indicating moderate level (mean=3.20). The analysis also shows moderate level (Mean=2.62) for planning for school community educational days. Total cumulative mean score was (mean =2.73) indicating a moderate level. This could be interpreted to imply that teachers' level of participation in management of school-community relations was moderate.

The study triangulated the views of teachers with the views of principals on the teachers' level of participation in management of school community partnership. The computed means of each items indicated the highest level (Mean =4.46) for participating in liaising with parents/ guardians over students difficulties. The (Mean=4.22) is high level, implying that teachers participation in promoting good relationship between the school, sponsors and the local community was high. The mean for planning for school community educational days was (Mean=3.63) an indication of high level. Total cumulative total mean score was (Mean= 3.59) indicating that teachers level of participation in management of school community relations was at high level according to principals. This could be interpreted to imply that teachers' level of participation in change relating to management of school-community relations was high according to principals. Therefore the teachers (Mean=2.73) and principals (Mean=3.59) opinions' regarding teachers level of participation in management of school-community relation were different levels.

The observation guide was used to establish whether there was any evidence of teachers' level of participation in management of school community relations. Indeed, teachers participated during open days by communicated effectively to various audiences. To this effect, the study established that teachers participated in managing school community educational days. Similarly, teachers facilitated in research activities as well as school-community service activities such as tree planting and Charity Walks. This indicated that teachers embraced research network with organizations, communities, and groups who had a shared vision.

The study established the effect of the teachers' level of participation in management of school community partnership on teachers' motivation. The null hypothesis was stated: H₀: There is no significant relationship between teachers' level of participation in management of school community partnership and teachers' motivation. A Simple Linear regression test was run. This led to generation of summary model and as presented in Table 2

Table 2: Teachers' level of participation in management of community partnership on motivation Model

Model	R	R Square	Adjusted Square	Std. Error of the Estimate
1	.645 ^a	0.417	0.414	0.829383

a. Predictors: (Constant), teachers' participation on community relations

The model summary shows that 41% of the total variability in motivation was explained by teachers' level of participation in community-partnership. The adjusted R² was 0.414, implying that teachers' level of participation in management of change relating to management of community-relations explained the 41% of the variance in teachers' motivation.

To test the goodness of fit of the regression model level of participation in management of community-partnership, F value was obtained. The ANOVA coefficient is presented in Table 3:

Table 3: Teachers' level of participation in management of school-community partnership ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	123.253	1	123.253	179.178	.000 ^b
	Residual	172.657	251	0.688		
	Total	295.91	252			

a. Dependent Variable: motivation

b. Predictors: (Constant), teachers' participation in community-relations.

Table 3 suggests that the model was fit and acceptable for the regression equation. This was as revealed by F Statistics which had value $F(1, 251) = 179.178, p < .01$. R² is 41% and is significant.

The effect of teachers' level of participation in community-partnership on their motivation is was established through a simple regression analysis as shown in Table 4:

Table 4: Simple Regression on teachers' participation in management of school -community partnership on motivation

	Unstandardized Coefficients	Standardized Coefficients	T	Sig.
	Std. Error	Beta		
(Constant)	1.479	0.151	9.789	0.000
Community Relations	0.641	0.048	0.645	13.386

a. Dependent Variable: motivation, Correlation is significant at the 0.05 level

Results in Table 4 shows that teachers' level of participation in management of change relating to management of school community-relations increased teachers' motivation. This was indicated $F = 9.789, P < 0.01$. This led to rejection of the null hypothesis that "There is no significant relationship between teachers' level of participation in the management of school community relations and teachers' motivation". This implied that the change in the teachers' level of participation in management of school community relations increased their motivation.

The intercept of the regression line is:

$$Y = 1.48 + 0.64 X$$

This implied that when teachers' level of participation in school community-partnership increased by 1 unit, their motivation increases by 2.12.

The regression equation is expressed as,

$$Y = a + bX,$$

Whereby

"Y" is the expected values of teachers' motivation, "a" is the expected value of teacher motivation if teachers' level of participation is zero, "b" is the effect of teacher motivation for each unit change in the level of participation and "X" is teachers' level of participation in community partnership. The standardized beta value of 0.645 indicates that an increase in participation in community partnership by 1% would cause an increase teacher motivation by 65.5%. It can therefore be deduced that the more the teachers were involved community-partnership, the more they are motivated.

This study found that the level of teachers' participation in management of school community partnership affected teachers' motivation significantly. This finding is consistent with the works of Hargreaves and Fink (2003); Danielson (2002) who found that teachers' level of participation school community culture, shared beliefs, values and vision had effects on teachers' motivation. This position was highlighted by Bandur (2008); Antonio & Gamage, (2007); Anderson (2006) who revealed that teachers' level of participation in guidance and counseling for teachers, parents and students a factor of commitment and responsibility. The same findings are in line with the works of Cheng (2008) that teachers' participation in fought poor management styles that were associated with lack of motivation among teachers. Other scholars mirrors the findings of this study that teachers' participation in sourcing funds for training and development increased teachers' dedication, job satisfaction, motivation and greater responsibility (Cheng, 2008).

This finding concurs with the work of Khasawneh, Omari & Abu-tineh(2012) that teachers' participation in facilitating research activities is detrimental to teachers' motivation and commitment (Caillier, 2012; Farahiyanfar and Ghandehari (2016).

This finding is in line with a study carried out by Ali and Ahmed (2009) who found a strong link between teachers' level of participation in community relations in relation to reward, recognition and feedback from parents and colleges. The findings concur with Irawanto (2015) that teachers' level of participation in students and parents affairs increase work commitment which subsequently reduced the cost of supervision. The findings mirrors the work of Wadesango (2011) that lack of teachers' level of participation in issues affecting teachers directly suffered low success rate during the implementation phase due to lack of clarity and suspicion. However, the findings seem to contradict the study done by Jasmin-Olga et el (2012) who established insignificant difference between teachers' level of participation in school community affairs and teachers' motivation. The school and community were mutually interdependent because the community provided the raw materials (students) to the school and consequently the schools produced products with knowledge, skills and attitudes necessary for the economic and social well-being of the community.

V. CONCLUSION

The findings shows that teachers were at different levels of participation in management of school community partnership. There was a significant statistical relationship between teachers' the level of participation in management of change relating to management of community-relation and teachers' motivation. Therefore the null hypothes which stated: "There is no significant relationship between teachers' level of participation in the management of school community relations and teachers' motivation" was rejected. This implied that the higher the teachers' level of participation the higher was their level of motivation. Hence, frequent practice of teachers' participation in community relations improved teachers' motivation.

RECOMMENDATIONS

Teachers are also part and parcel of the community and therefore there is need to fully involve them in the management of these. The study therefore recommended sensitization of school principals and other stakeholders to encourage high level of teachers' participation in community partnership in order to increase their motivation. This would enhance the relationship between the school and the community since school is an open system which largely draws its raw materials (students) from the community.

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