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RESEARCH PAPER

Impact of Head Teacher Participatory Management Practices on the Performance of Secondary Schools of Hyderabad Division

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ABSTRACT

This research illustrates the impact of school managers' at head teacher level on the school culture and students' academic achievement. School culture encompasses several aspects such as communication, cooperation, empowerment, opinion, which delineate the environment to work for teachers and to learn for students. This study adopts a sequential explanatory mixed method approach integrating quantitative and qualitative data collection. The study used a descriptive research design to get information from government secondary schools in District Hyderabad. Stratified random sampling was used to choose participants, and self-made questionnaires were used to get feedback from teachers and students. The study found that teachers had low average scores in the areas of communication and decision-making. Teachers responded positively to feedback and recognition yet they wanted more constructive input despite valuing timely feedback. Students revealed academic performance concerns related to teaching methods and engagement which demonstrates a requirement for more interactive learning strategies. The research finds that head teachers need to enhance participatory management methods to establish an inclusive school environment and boost student learning results. The study emphasizes how crucial it is to improve school-level participatory leadership practices in order to promote a positive school climate and, eventually, improve student academic performance.

| **KEYWORDS** | Head Teacher, Participatory Management, Teaching Performance, Secondary Schools, Hyderabad |

Introduction

The enduring problem confronting educational systems globally is the enhancement of student learning outcomes. In the quest for enhancements, instructors implement several innovations. Currently, several innovations are being used in educational administration to promote decentralization and facilitate collaborative school governance (Adams, C, 2013). The typical expression of the global trend towards decentralization and the delegation of power to schools is known as the participatory school management (PSM) phenomena. PSM entails the formal alteration of school governance structures, resulting in a more democratic administrative methodology where planning and decision-making are delegated to the individual school (Dretzke, & Wahlstrom, 2016)

Engaging in participatory management has long been seen as a crucial element in the pursuit of improved educational institutions. Researchers often identify five school-level elements that characterise effective schools, including collaborative planning, collegial work, and parental/community involvement (Ullah & Almani, 2022; Marzano, 2003) contend that "high levels of parental involvement and support, collaborative

collegial instructional planning, individual school autonomy and the resulting flexibility are effective characteristics of schools that warrant the adoption of participatory governance. Cheng and Cheung (2003) noted that initiatives to improve organisational performance during the 1990s have included participatory management. Altrichter & Kemethofer, (2015) assert that achieving a "synergy of communitiesis essential for realising educational gains. It is important to emphasise that efforts to engage stakeholders should focus on meaningful engagement rather than simply participation (Waters, Marzano, & McNulty, 2003).

Research findings indicate that including teachers and stakeholders in decision-making produces beneficial outcomes. Employee satisfaction, motivation, morale, and self-esteem are positively influenced by participation in decision-making and implementation (Ullah, Khoso, & Nawaz, 2023). Likewise, staff engagement and loyalty are cultivated by collaborative school management techniques (Beyerlein, Freedman, McGee, & Moran, 2003). Furthermore, researchers assert that enhanced decision-making and increased efficiency are achieved through extensive discussions facilitated by open communication among individuals with diverse perspectives in participative environments.

Participatory management is a management strategy that entails the active involvement of workers, stakeholders, and other organizational members in decision-making processes. In secondary schools, participatory management entails cooperation among teachers, parents, students, and administrators to promote students' academic performance, improve school climate and culture, and bolster community participation and support. In the realm of educational reform, schools are progressively using participatory management strategies to improve participation and cooperation among teachers, administrators, and students. Research studies indicate that participatory management may enhance the performance and results of secondary schools. The main purpose of this current research was to find out the impact of participatory management practices performed by the head of the schools on the secondary schools' students' performance at Hyderabad.

Literature Review

School culture and student achievement are profoundly impacted by principals' use of participatory management strategies. The emphasis on stakeholder participation in this management strategy leads to an improved school climate, more effective instructors, and increased student performance (Bush, 2018). Research on school culture, student accomplishment, and participatory management techniques is included in this literature review. Through participatory management and a culture of collaborative decision-making, school personnel, including teachers, are appreciated and given the authority to make their own decisions (Hallinger & Heck, 2019). Participation in choices about the implementation of curricula, disciplinary rules, and the deployment of resources increased teacher commitment and ownership of institutional objectives (Ullah, Das, Khoso, & Nawaz, 2024; Leithwood and Jantzi, 2018).

Several studies have shown that when schools use participatory leadership, teachers report higher levels of pleasure and work satisfaction, which in turn leads to a more pleasant school atmosphere. According to Ingersoll (2020), educators are more inclined to act responsibly as corporate citizens when they have faith in their leaders' abilities to establish a welcoming and egalitarian school environment. Teachers also

show reduced turnover and more dedication when they are engaged in making decisions, according to Smylie et al. (2016).

Trust and open dialogue are the bedrocks of a healthy educational environment. In participatory leadership, principals gain the confidence of their stakeholders via open communication, which is a crucial component (Ullah et al., 2023; (Bryk & Schneider, 2017). Tschannen-Moran (2018) found that when school administrators and teachers trusted each other more, the school environment was less hostile and more cooperative. The study found that schools that use participatory leadership methods tend to have better student outcomes. Robinson et al. (2019) found that kids do better in school when teachers and administrators work together to make lesson plans. According to research by Mulford and Silins (2017), teachers are more likely to use creative teaching methods when they have more freedom to make decisions. Because of this, both the students' participation and the results of their learning are better. Students behave better and are more motivated when they learn in a more collaborative way. Sergiovanni (2018) discovered that students are more responsible and dedicated to their studies when school officials and teachers work together to make rules for punishments. Louis et al. (2016) found that schools with strong participatory governance systems have fewer students who miss class and act out. Over time, participatory leadership could help students do better in school. Harris and Jones (2020) found that schools with distributed leadership structures tend to have steady academic progress throughout the years. This is because policies are better and more thorough when more people are involved in making decisions. Several case studies have shown how important it is for students to be involved in running the school.

Kenya: Wambua et al. (2018) conducted a study that established participatory leadership among public schools resulted in better teacher collaboration and improved student academic performance. United States: Marks and printy (2017) noted that school with democratic school leadership frameworks recorded greater students' performance in standardized test.

Finland: Salmela-Aro et al. (2019) highlighted that Finland's high world rankings in education were due to participatory school leadership, which promoted teacher autonomy and student engagement. In Naicker and Mestry's (2020) study in South Africa, township schools that practiced participatory government had higher academic achievement compared to schools that practiced authoritarian leadership. The study indicates that participatory management styles of principals significantly impact school culture and academic performance of students. Enabling inclusive decision-making, improving teachers' morale, and a culture of learning of collaboration and dialogue are some of the means by which participatory leadership enhances academic performance of students. For creating best practices, future studies must explore the implications of participatory leadership across different educational settings

Material and Methods

This study employs a mixed-methods approach that blends the quantitative and qualitative methods to obtain a deeper insight into the subject. We employed the use of descriptive research methods to well understand and expound on the traits associated with the study variables. Descriptive research is appropriate to utilize while searching for patterns and relationships between multiple variables (Mugenda & Mugenda, 1999). The target audience is all those connected with any form of public secondary school, that is, students, teachers, and administrators. The study considers the four Talukas that

constitute District Hyderabad—Hyderabad City, Qasimabad, Latifabad, and Hyderabad Rural—on their own merit. Stratified random selection method was employed to ensure samples reflected all Talukas.

To determine the sample size, we used Cochran's formula, which is a popular tool for this purpose when dealing with huge populations and knowing or being able to calculate the percentage. The results showed that 384 students were the optimal sample size for this question, with a 95% confidence level and a 5% margin of error. Using a 5-point Likert scale, both students and teachers were allowed to express themselves on their own surveys. The final data collection was preceded by pilot studies that used an alternate sample to examine the target population. This first step ensured the validity and reliability of the research instruments by making them more effective and easier to grasp. The findings of the reliability study showed that the teacher survey and student survey were highly consistent with each other, with scores of 0.844 and 0.800, respectively.

Results and Discussion

This section of the study delineated the data analysis and results, together with the findings according to the research goals and hypotheses. The data was analysed using SPSS version 23, ensuring that all assumptions were met. The data was meticulously input, coded, validated, and any incomplete questionnaires were excluded.

Feedback, empowerment, communication, and collaboration make up school culture in this setting; these factors significantly affect teachers' working conditions and kids' educational potential. Using participatory management practices that promote transparency, collaboration, and professional development may lead to a more pleasant school environment and improved student results. Unhappy teachers and poor student work might result from these procedures when they aren't up to par.

In order to determine the impact of school leadership on these characteristics, data were analysed using frequency distributions and mean scores. Teachers' and students' opinions on a range of topics pertaining to school spirit and performance in the classroom were taken into account. The parts that follow provide the research's conclusions, which highlight the strengths and areas for improvement of the head teachers' participatory management policies and practices.

Table 1
Communication and Decision-making

S.N	Communication and Decision-making	Mean
1.	The school leader actively involves staff in decision-making processes related to key school matters.	2.84
2.	I am adequately informed about the institution's overarching goals and strategic priorities.	2.35
3.	The school leader promotes a culture of transparency and encourages open dialogue among faculty members.	2.42
4.	Staff members are consulted and their feedback is sought when institutional changes are proposed.	2.69
5.	The school leader provides clear explanations regarding the rationale behind major administrative decisions.	2.60

The findings show low staff participation in decision-making and poor communication. Employees perceive low transparency (M=2.42) and feel inadequately informed about goals (M=2.35). Overall participation and clarity are still low, despite improved decision-making involvement (M=2.84).

Table 2
Collaboration and Teamwork

S.N	Collaboration and Teamwork	Mean
1	The school leader actively promotes collaborative practices among faculty and staff.	2.71
2	A sense of cohesion and teamwork is cultivated by the school leader across the teaching community.	2.73
3	Faculty members frequently engage in joint efforts on institutional projects and educational initiatives.	3.27
4	The school leader provides support and encouragement for collaborative endeavors among colleagues.	2.40
5	An open environment is fostered by the school leader, where the exchange of ideas and resources is valued and promoted.	2.99

The results point to a moderate level of cooperation within the school. Joint efforts on projects receive a comparatively higher mean score (M=3.27), despite the fact that overall support for collaboration among leadership is low (M=2.40). The average collaboration scores for teamwork (M=2.73), shared practices (M=2.71), and open idea sharing (M=2.99) point to a lack of strong leadership in fostering a collaborative culture.

Table 3
Empowerment and Autonomy

S.N	Empowerment and Autonomy	Mean
1	I am granted professional autonomy in making decisions pertinent to my instructional responsibilities.	2.35
2	The school leader encourages and supports the implementation of innovative teaching methods and strategies.	3.05
3	I feel empowered to take proactive steps in contributing to school improvement initiatives.	1.99
4	The school leader demonstrates trust in my ability to manage tasks and responsibilities independently.	2.26
5	I am afforded the flexibility to develop and apply creative solutions to challenges within my professional role.	2.40

Low levels of perceived empowerment and autonomy are shown by the data. Along with a significantly low level of empowerment for school improvement (M=1.99), there is a lack of professional autonomy (M=2.35) and leadership trust (M=2.26). Innovation is supported at (M=3.05), but trust, adaptability, and independence are still lacking. Overall, the data indicates that teacher agency and trust need to be strengthened.

Table 4
Feedback and Recognition

S.N	Feedback and Recognition	Mean
1	The school leader offers constructive feedback aimed at enhancing my professional performance.	2.35
2	My contributions to the school are acknowledged and valued by the school leader.	3.07
3	Outstanding efforts by staff members are recognized and appreciated by the school leader.	3.01
4	Feedback from the school leader is both timely and directly applicable to my professional responsibilities.	3.51
5	The school leader promotes a culture of ongoing growth and development through consistent feedback practices.	3.63

Though cautiously, feedback practices were seen favorably. The score for constructive criticism is lower at (M=2.35). Nonetheless, feedback is praised for being timely (M=3.51) and developmental (M=3.63). An emerging leadership style that tends toward being commendatory is reflected in the appreciation of staff contributions (M=3.07) and exceptional efforts (M=3.01). However, there is still room for improvement in terms of providing feedback that has greater impact.

Table 5
Training and Professional Development

S.N	Training and Professional Development	Mean
1	The school leader actively facilitates and supports professional development opportunities for staff members.	3.17
2	Relevant training programs and resources are accessible to support the enhancement of my professional skills.	3.24
3	The school leader fosters a culture that values lifelong learning and continuous professional improvement.	3.28
4	Opportunities for professional growth are clearly communicated by the school leader.	3.54
5	The school leader demonstrates a genuine commitment to and interest in the professional development of staff.	3.30

The findings show that professional development is viewed favorably. Employees believed that leadership's commitment (M=3.30) and communications about these opportunities (M=3.54) were sincere. In terms of training, the facilitation of development activities (M=3.17) is a little weaker than the promotion of lifelong learning (M=3.28) and access to pertinent training (M=3.24). All things considered, this shows that the school leader supports staff development and professional advancement.

The results identify that school culture, especially on the dimensions of communication, collaboration, empowerment, and feedback, is weaker than it could be. The average scores for decision-making and communication (2.35 to 2.84) indicate that staff members feel insufficiently included in important decisions and are ill-informed on school priorities. Strong leadership involves open communication and participation of staff members in decision-making, but these findings indicate that there is a disconnect between sharing information and how much the teachers are involved. The lowest of these (2.35) indicates dissatisfaction with being informed of the school goals, which might cause disengagement and lowered motivation among the staff.

Likewise, teamwork and collaboration exhibit mixed reactions with mean scores varying between 2.40 and 3.27. While there are some employees sharing projects among themselves (3.27), there is no support or encouragement from the school head to promote teamwork (2.40). This indicates that while collaboration happens, it is not strongly promoted by leadership. Additionally, findings on empowerment and autonomy (mean scores between 1.99 and 3.05) highlight concerns about teachers' ability to take initiative and make decisions independently. The lowest score (1.99) reveals that staff feel disempowered when it comes to initiating improvements within the school. This lack of autonomy can discourage innovation and hinder the overall effectiveness of teaching practices.

On a more positive note, feedback and recognition scores suggest a relatively better perception of leadership involvement. Scores range from 2.35 to 3.63, with higher ratings for timely feedback (3.51) and encouragement of continuous improvement (3.63). However, constructive feedback (2.35) is still an area needing improvement. Additionally, training and professional development scores (3.17 to 3.54) indicate that staff members generally feel supported in their professional growth. The highest score (3.54) suggests that the principal effectively communicates professional growth opportunities, though ongoing efforts are needed to enhance staff development initiatives further.

Table 6
Add name only

	Academic Achievement	N		Mean
		Valid	Missing	
1.	I perceive that the majority of students at this school demonstrate strong academic performance.	368	18	3.41
2.	The school effectively supports students in achieving their academic and educational objectives.	368	18	2.78
3.	Assessments and examinations accurately reflect students' learning progress and academic development.	368	18	2.81
4.	The curriculum is delivered in a manner that is both intellectually stimulating and engaging.	368	18	2.51
5.	Instructional methods used at the school are interactive and contribute positively to student achievement.	368	18	2.4

The analysis of student responses highlights the impact of leadership practices on academic performance. The highest mean score (3.41) suggests that students perceive their peers as performing well academically. However, other results indicate a lack of strong support for student learning. For example, students feel moderate support (2.78) from the school in achieving educational goals, and assessments are perceived as only somewhat reflective of learning progress (2.81). The small` `set marks (2.51 and 2.40) opinion to discontent with how themes are imparted and the level of engagement in teaching methods. This suggests that despite students recognizing academic success among their peers, they feel that the teaching strategies used are not sufficiently engaging or challenging. Participatory management involves creating an environment where both teachers and students feel heard, yet the lower scores imply that students do not perceive significant efforts toward improving instructional methods. A more inclusive leadership approach, where teachers are encouraged to use innovative and student-centered teaching methods, could help bridge this gap.

Conclusion

The results show that there are important areas that need improvement in participative management, even if other parts of it are good, such feedback and professional development. Principals need to get teachers more involved in school activities and decision-making because of low staff empowerment, inadequate communication, and poor teamwork. Similarly, research on students' academic performance suggests that more interactive teaching methods and better supplementary materials are needed. A more favorable school climate and improved academic achievement might result from the development of participatory management methods in these areas.

Recommendations

- Enhance Instructional Strategies: To develop and implement strategies aimed at improving teaching quality and ensuring that instructional methods are participatory and educationally focused.
- Strengthen Teacher Development: Initiate focused professional development targeting school objectives to improve teaching standards.
- Balance Leadership Styles: Practice a hybrid model of leadership that integrates inclusivity with decision-making effectiveness.
- Enhance Communication: Create open, efficient communication channels for constructive and timely discussions between all stakeholders.

- Strengthen Staff Collaboration: Boost collaboration through structured goal-related collaborative efforts.
- Increase Teacher Autonomy: Grant autonomy to teachers with enhanced decision-making and leadership opportunities to facilitate innovation.
- Improve Feedback and Recognition: Provide timely, individual feedback and recognition to drive motivation and development
- Enhance Community Involvement: Enhance approaches to engaging parents and the community in school programs.
- Improve Student Safety and Well-being: Enhance the school culture to make students safe and feel at home, promoting a positive learning environment.
- Assess Leadership Effectiveness: Ongoing assess leadership influence on school performance and evolve strategies to overcome challenges and enhance effectiveness.

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