RELATIONSHIP BETWEEN PRINCIPAL'S PARTICIPATORY MANAGEMENT AND TEACHERS' ORGANIZATIONAL COMMITMENT

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Abstract

The purposes of this study are to investigate the levels of principal's participatory management, the variations of principal's participatory management, the levels of teachers' organizational commitment, the variations of teachers' organizational commitment and relationship between principal's participatory management and teachers' organizational commitment in Basic Education High Schools. Both quantitative and qualitative methods were adopted. Seven principals and 180 teachers were selected as subjects by using purposive sampling. One set of questionnaire with two portions was used. For quantitative study, 59 items with four point Likert scale were used to collect data. For qualitative study, 6 open-ended questions were used. In order to obtain content validity of the questionnaires, expert review was conducted to experienced educators from Department of Educational Theory, Yangon University of Education. The reliability coefficient (Cronbach's alpha) for the whole scale was 0.89. Descriptive statistics, independent samples *t* test, one-way ANOVA and Pearson correlation were employed to analyze data in quantitative study. The findings showed that the level of principal's participatory management in Myanaung Township was high. There were significant differences grouped by years of service as a principal and marital status. The level of teachers' organizational commitment in Myanaung Township was moderate. There was a significant difference grouped by years of service in current school. There was a positively low relationship between principal's participatory management and teachers' organizational commitment.

Keywords: participatory management, organizational commitment

Introduction

In the modern world, the human resource is one of the most critical and difficult resource to plan for more than one reason (Y.K. Singh & H.S. Rawat, 2014). Although it is really difficult to manage human resource, the time one can manage human resource effectively is the most successful time for his organization. Therefore, the manager in any organization needs to manage people to become the right man at the right place. From other perspective, the manager needs people to participate at the right place of an organization.

Participatory management or participative management was one of the first that focused primarily on the needs of the individual (Garth D. Reese Jr.). Participatory management, in a supportive climate, is to empower employees to take more control of the work environment (Kreitner, 2007). The reality is that respect the character and judgment of staffs, especially educational institutions, whereas that most of the staff in academic-experience at the same level or higher than his head, also the nature of the educational and professional these of organizations seeking participatory management (Emami, 2007). Therefore, the principal needs to use participatory management for the success of the school.

Due to the participatory management, the employees feel that they have the ability to influence organizational decisions and so this makes them more responsible and committed in performing their duties (Shanmukha Rao Padala, 2011). Nowadays, organizations need

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employees who are working to achieve goals beyond their normal duties. Therefore, participatory management become essential.

Purpose of the study

The purposes of this study are as follows:

(1) To investigate the levels of principal's participatory management in Basic Education High Schools

(2) To investigate the variations of principal's participatory management grouped by personal factors such as gender, years of service as a principal and marital status

(3) To investigate the levels of teachers' organizational commitment in Basic Education High Schools

(4) To investigate the variations of teachers' organizational commitment grouped by personal factors such as gender, age, position, qualification and years of service in current school

(5) To study the relationship between principal's participatory management and teachers' organizational commitment

Research Questions

This study is focused on the following questions;

(1) What are the levels of principal's participatory management in Basic Education High Schools?

(2) What are the variations of principal's participatory management grouped by personal factors such as gender, years of service as a principal and marital status?

(3) What are the levels of teachers' organizational commitment in Basic Education High Schools?

(4) What are the variations of teachers' organizational commitment grouped by personal factors such as gender, age, positon, qualification and years of service as in current school?

(5) Is there any relationship between principal's participatory management and teachers' organizational commitment?

Theoretical Framework of the study

In the competitive world, synergy is necessity. So, participatory management become important. Participatory management provides exposure and skills to be effective in participatively managed organization. In schools, principals are leaders of leaders. They are expected to bring out the leadership potential of every teacher and employee in the building and to work collaboratively with them, so that the school as a whole end up making better decisions and is committed to continuous improvement (Lambert, 2003). According to Likert's 'profile of organizational characteristics', the participatory management of an organization can be determined by the following dimensions;

(1) Leadership processes

A participatory manager influences subordinates voluntarily and honestly. He makes leading with full respect and trust in subordinates. He will lead from the center rather than from the top. The major focus of leadership will be in supporting teacher success in the classroom. He will encourage teamwork. Employees also increase the morale, job satisfaction and

organizational commitment through the manager's participation approach. Subordinates feel free to discuss job problems with their superiors, who in turn solicit their ideas and opinions.

(2) Motivational process

A participatory manager does well to encourage formal and informal group participation. He makes clear expectations of what he expected from his subordinates. He recognizes subordinates for good work. He tells his subordinates they are important both to the business and to him. He gives employees lots of feedback about the way they are performing. He creates several prizes to go to the top performers. He gives rewards when subordinates reach the desired goals. He gives praise in front of people and criticizes only in private. He gives unsolicited compliments and positive reinforcement to workers for jobs which he is satisfied.

(3) Communication process

A participatory manager provides information freely throughout the organization upward, downward and laterally. He always gives accurate, undistorted information to his subordinates. He keeps subordinates informed of the true situation, good or bad, under all circumstances. He communicates with each subordinates and group. He generally pays higher attention in listen of other comparatively what he is speaking in his routing works.

(4) Interaction-influence process

A participatory manager supervises friendly behavior with employees. Subordinates feel safe to interact with manager because interaction process is open and extensive. Manager and his subordinates have full confidence and trust each other. The manager builds teams and carries out teamwork because teams develop the skills of self-renewal.

(5) Decision-making process

A participatory manager takes decisions based on the consultation and participation of his subordinates. He shares a problem with others as a group. He provides accurate input information for decision making process. The manager and his subordinates together generate and evaluate alternatives and attempt to reach agreement (consensus) on a solution. The manager does not try to influence the group to adapt his preferred solution and he accepts and implements any solution that has the support of the entire group.

(6) Goal-setting process

Suggestions and ideas given by subordinates, manager can achieve the objectives of the individuals and organization. A participatory manager must accept that goal setting is related to all members of the organization. Participative organization structure that is flexible and adaptive are needed, as is system that both requires and allows greater commitment and use of the creative talents of all employees within the system. For goal setting to succeed, the manager and subordinates must understand and be fully committed to it.

(7) Controlling process

In participatory management system, concern for performance of control functions is spread throughout the organization, review and control functions are carried out at all level, and the formal and informal organization share the same goals. In this management, group 'norms' is one of the most powerful forms of control. The effectiveness of control is more dependent upon individual involvement and commitment to the aims of the organization. Subordinates are more likely to direct themselves and to exercise self-control over their level of performance.

The implementation of participatory management through above seven dimensions aimed to create an organizational climate that are assumed to have positive consequences upon the subordinates' work attitudes and organizational commitment. The organizational commitment of teachers can be determined by the following dimensions;

(1) Affective commitment

According to Meyer and Allen (1984), affective commitment refers to the employee's emotional attachment to, identification with, and involvement in the organization. Employees have acceptance of organizational values, willingness to exert effort and desire to maintain membership in the organization. Employees with a strong affective commitment continue employment with the organization because they **want** to do so. Mowday et al. (1982) noted that affective commitment falls generally into four categories: *personal characteristics, structural characteristics, job-related characteristics* and *work experiences.*

(2) Continuance commitment

Meyer and Allen (1984) stated that continuance commitment is the employees' feeling to be committed to the organization due to the cost they have to pay for leaving the organization. Employees whose primary link to the organization is based on continuance commitment remain because they **need** to do so. Becker (1960) suggested that commitment to a course of action develops as one makes side bets that would be lost if the action were discontinued. These side bets can take many forms and may be work-related or nonwork-related. For example, the threat of giving up seniority-based privileges, of having to uproot family and disrupt personal relationships can be perceived as potential cost of leaving the organization.

(3) Normative commitment

According to Allen and Meyer (1990), normative commitment is the employees' sense of obligation to continue employment and stay in the organization. Employees with a high level of normative commitment feel that they **ought** to remain with the organization. Recognition of the investments on the part of the organization may create an imbalance in the employee/organization relationship and cause employees to feel an obligation to reciprocate by committing themselves to the organization until the debt has been repaid (Scholl 1981).

The researcher believes that the research is good and reliable when the theoretical framework is strong. Therefore, this theoretical framework will lead the research.

Definition of key terms

- **Participatory management:** A system of administration which requires an administrator to involve subordinates in organizational decision making (Muriuki Patrick Muruga,2013).

- **Commitment:** A force that binds an individual to a course of action of relevance to one or more targets (Cohen, 2003).

- **Organizational commitment:** A psychological state that reflects an attitude and a desire, a need, a necessity to continue the activities in the organization. From another perspective, organizational commitment, is a sense of belonging and attachment to the organization (Khoshnud, 2012).

Operational definitions

Participatory Management

In this study, participatory management refers to a management system of a principal that involves trust and confidence in subordinates, participation, a high degree of a teamwork and communication, and responsibility for achieving the goals of the school.

Principal's participatory management was examined by mean responses of teachers on principal's participatory management questionnaire which contained thirty-five questionnaire items rating on four point Likert scale in seven components: leadership process, motivational process, communication process, interaction influence process, decision making process, goal setting process and controlling process. Rating scale 1.00 to 2.00 was considered as 'low level', 2.01 to 3.00 as 'moderate level' and 3.01 to 4.00 as 'high level'.

Organizational Commitment

In this study, organizational commitment refers to teachers' state of being loyalty to assist in the achievement of the goals of the school and having a sense of belonging and attachment to the school and profession.

Teachers' organizational commitment was examined by mean responses of teachers on teachers' organizational commitment questionnaire which contained twenty-four questionnaire items rating on four point Likert scale in three components: affective commitment, continuance commitment and normative commitment. Rating scale 1.00 to 2.00 was considered as 'low level', 2.01 to 3.00 as 'moderate level' and 3.01 to 4.00 as 'high level'.

Limitations of the study

This study is limited to the selection of the following sample as the scope of the study. Due to time constraints, this study is geographically limited to Myanaung Township in Ayeyarwady Region. This study is not enough to cover the role of other factors on teachers' organizational commitment such as leadership styles, school climate, organizational citizenship behavior and empowerment according to time constraints.

Methodology

Research design

Both quantitative and qualitative methods were used to collect the information about principal's participatory management and teachers' organizational commitment in Basic Education High Schools. Data were collected through questionnaire survey in quantitative study and open-ended questions were used in qualitative study.

Sample

In this study, purposive sampling method was used. Seven Basic Education High Schools were selected because the schools with all three levels (i.e. primary level, lower secondary level and upper secondary level) were targeted as samples. The target population was senior teachers, junior teachers and primary teachers from Basic Education High Schools. 70 senior teachers, 78 junior teachers and 32 primary teachers participated as respondents.

Research Instrumentation

The questionnaire was developed based on Mr. Burhanuddin's questionnaire (2013), a three-component organizational commitment questionnaire by Natalie Allen and John Meyer (1991) and review of related literature. All the items included in this questionnaire were rated in a four point Likert scale ranging from (1) strongly disagree to (4) strongly agree. The internal consistency (Cronbach's alpha) of the whole scale of the questionnaire was 0.89.

Procedure

First of all, relevant literature was explored. Then, the instrument was constructed in order to collect the required data under the guidance of the supervisor. The instruments were distributed to twelve experienced educators (Ph.D. degree holders) from the Department of Educational Theory, Yangon University of Education to obtain the content validation. After that, necessary changes were made under the guidance of the supervisor. Next, the pilot test was conducted on the first week of September, 2018. After that, the items were modified under the guidance of the supervisor. In the first week of November, 2018, 180 questionnaires were distributed to the selected schools. Then, these questionnaires were collected again and the respondent rate was 100%.

Analysis of Data

After the questionnaires were returned, the data were processed and analyzed using the Statistical Package for the Social Science (SPSS) software version 25. Descriptive analysis, independent samples t test, One-Way ANOVA and Pearson product-moment correlation were conducted to analyze the data.

Findings

Quantitative Research Findings

Findings for Research Question (1)

Table 1 The Levels of Principal's Participatory Management in Basic Education High Schools   (N=180)

No.	School	Mean	SD	Level
1.	**A**	3.01	.40	High
2.	**B**	3.48	.35	High
3.	**C**	3.12	.21	High
4.	**D**	2.71	.62	Moderate
5.	**E**	3.20	.23	High
6.	**F**	3.10	.29	High
7.	**G**	2.87	.44	Moderate
	Overall	3.06	.46	High

Scoring Direction-
   1.00-2.00 = low   2.01-3.00 = moderate   3.01-4.00 = high
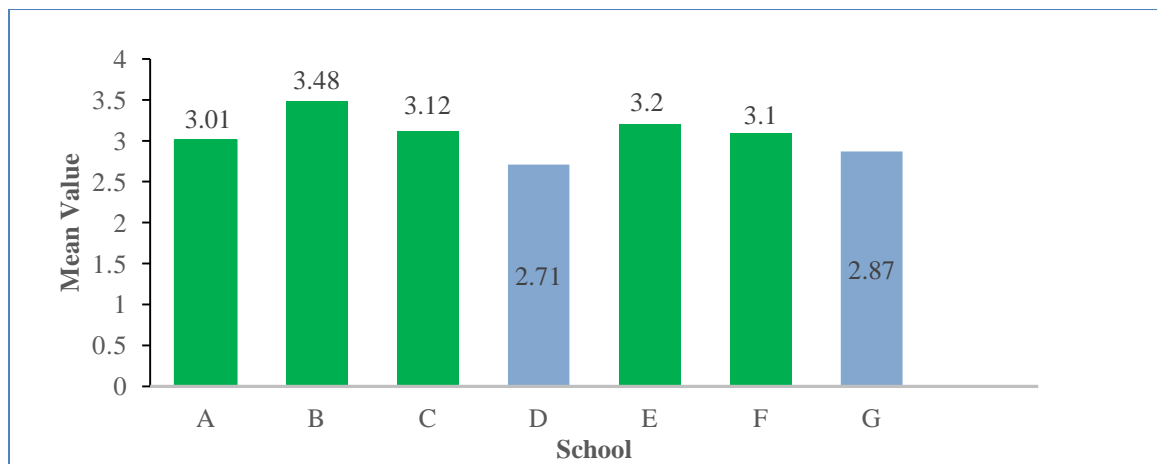
Figure 1 Comparisons of Mean Values of the Level of Principal's Participatory Management in Basic Education High Schools, Myanaung Township

Findings for Research Question (2)

There was no significant difference between the group of male principals and the group of female principals in participatory management.

Table 2 Mean Values, Standard Deviations and Levels of Principal's Participatory Management Grouped by Years of Service as a Principal   (N=180)

Variable	Years of Service as a Principal	n	Mean (SD)	Level
Principal's Participatory Management	1 – 5	4	2.90 (.49)	Moderate
	6 – 10	3	3.21 (.35)	High

Scoring Direction-
          1.00-2.00 = low   2.01-3.00 = moderate   3.01-4.00 = high
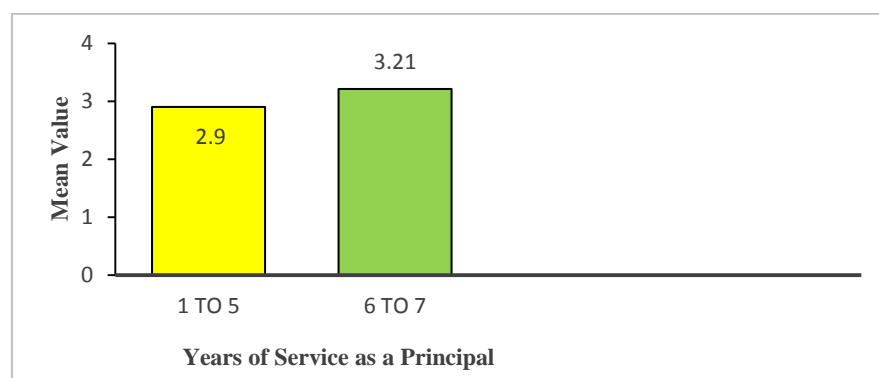

Figure 2 Comparisons of Mean Values of the Level of Principal's Participatory Management Grouped by Years of Service as a Principal

Table 3 Results of Independent Samples *t* Test for the Level of Principal's Participatory Management Grouped by Years of Service as a Principal   (N=180)

Variable	Years of Service as a Principal	n	Mean (SD)	*t*	*df*	*p*
Principal's Participatory Management	1 – 5	4	2.90 (.49)	-4.726	149.20	**.000***
	6 - 10	3	3.21 (.35)			

****p<.001*

Table 4 Mean Values, Standard Deviations and Levels of Principal's Participatory Management Grouped by Marital Status   (N=180)
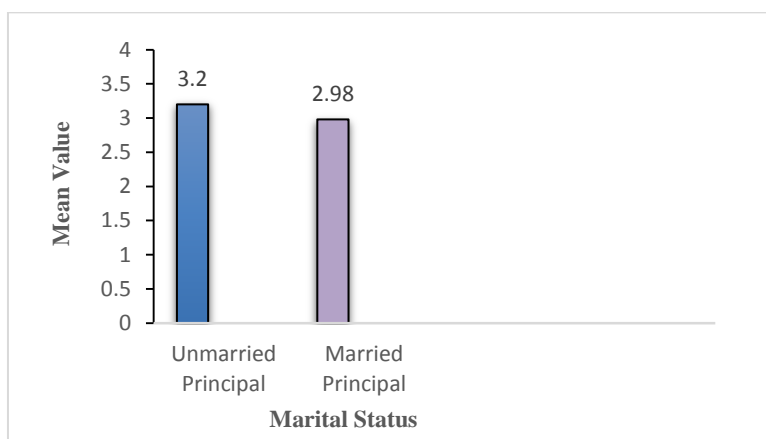
Variable	Marital Status	n	Mean (SD)	Level
Principal's Participatory Management	Unmarried Principal	3	3.20 (.44)	High
	Married Principal	4	2.98 (.44)	Moderate

Scoring Direction-
1.00-2.00 = low   2.01-3.00 = moderate   3.01-4.00 = high

Figure 3 Comparisons of Mean Values of the Level of Principal's Participatory Management Grouped by Marital Status

Table 5 Results of Independent Samples *t* Test for the Level of Principal's Participatory Management Grouped by Marital Status   (N=180)

Variable	Marital Status	n	Mean (SD)	*t*	*df*	*p*
Principal's Participatory Management	Unmarried Principal	3	3.20 (.44)	3.010	166	**0.003****
	Married Principal	4	2.98 (.44)			

***p<.01*

Findings for Research Question (3)

Table 6 The Levels of Teachers' Organizational Commitment in Basic Education High Schools   (N=180)
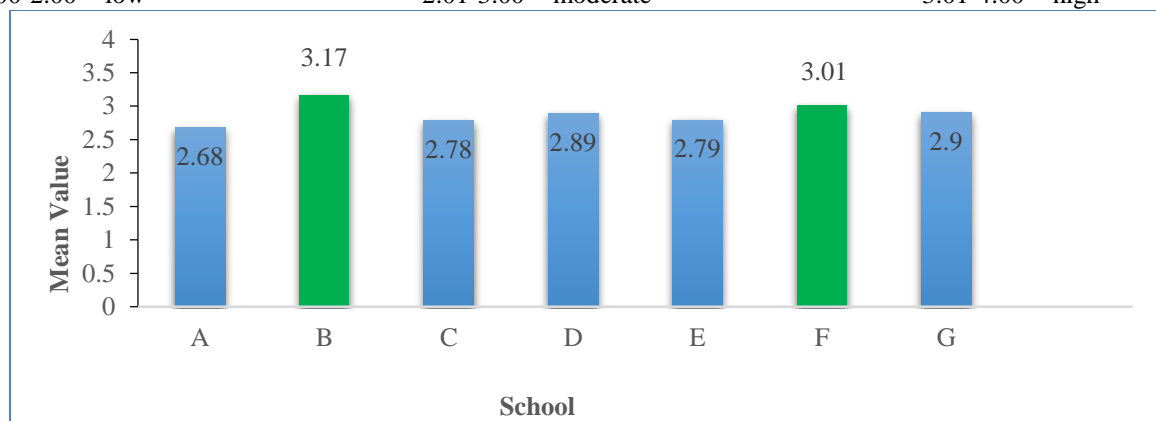
No.	School	Mean	SD	Level
1.	**A**	2.68	.19	Moderate
2.	**B**	3.17	.36	High
3.	**C**	2.78	.29	Moderate
4.	**D**	2.89	.39	Moderate
5.	**E**	2.79	.47	Moderate
6.	**F**	3.01	.33	High
7.	**G**	2.90	.28	Moderate
	Overall	2.91	.37	Moderate

Scoring Direction-
   1.00-2.00 = low   2.01-3.00 = moderate   3.01-4.00 = high

Figure 4   Comparisons of Mean Values of the Level of Teachers' Organizational Commitment in Basic Education High Schools, Myanaung Township

Findings for Research Question (4)

There were no significant differences between groups in teachers' organizational commitment according to personal factors such as gender, age, position and qualification.

Table 7 Mean Values, Standard Deviations and Levels of Teachers' Organizational Commitment Grouped by Years of Service in Current School   (N=180)

Variable	Years of Service in Current School	n	Mean (SD)	Level
Teachers'	1 – 3	67	2.86 (.33)	Moderate
Organizational	4 – 6	37	2.81 (.38)	Moderate
Commitment	7 and above	70	2.99 (.37)	Moderate

Scoring Direction-
   1.00-2.00 = low   2.01-3.00 = moderate   3.01-4.00 = high
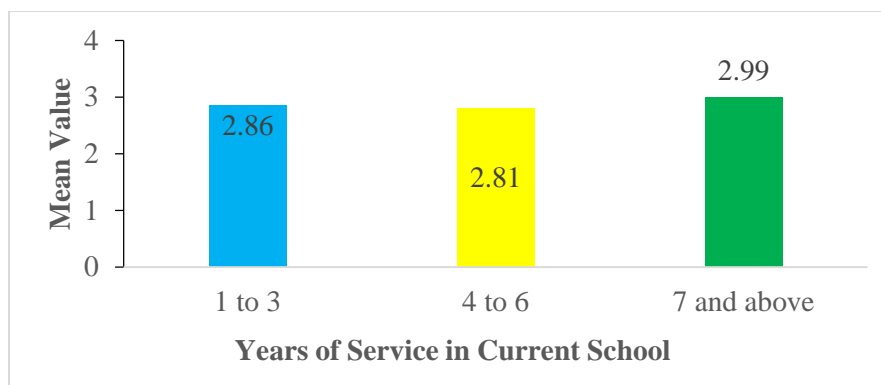
Figure 5 Comparisons of Mean Values of the Level of Teachers' Organizational Commitment Grouped by Years of Service in Current School

Table 8 One-Way ANOVA Results for the Level of Teachers' Organizational Commitment Grouped by Years of Service in Current School   (N=180)

Variable		Sums of Square	df	Mean Square	F	p
Teachers' Organizational Commitment	Between Groups	1.110	2	.555	4.309	**.015***
	Within Groups	22.015	171	.129		
	Total	23.125	173			

*p<.05

Next, by using one-way analysis variance, further detailed analysis and computation were undertaken. To find what teachers' organizational commitment had great difference, Tukey HSD test was conducted.

Table 9 Results of Tukey HSD Multiple Comparisons for Teachers' Organizational Commitment Grouped by Years of Service in Current School   (N=180)

Variable	(I) Group	(J) Group	Mean Difference	Sig.
Teachers' Organizational Commitment	7 and above	1 to 3	.136	.070
		4 to 6	**.194***	**.023***

* The mean difference is significant at the 0.05 level.

Findings for Research Question (5)

Table 10 Correlation between Principal's Participatory Management and Teachers' Organizational Commitment   (N=180)

Variable		Principal's Participatory Management	Teachers' Organizational Commitment
Principal's Participatory Management	Pearson Correlation	1	**.304****
	Sig (2-tailed)		.000
	N	168	162
Teachers' Organizational Commitment	Pearson Correlation	**.304****	1
	Sig (2-tailed)	.000	
	N	162	174

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

Table 10 shows that there was positively low relationship between principal's participatory management and teachers' organizational commitment (*r*=.304).

Qualitative Research Findings

Six open-ended questions were used in this study. Various responses for open-ended questions are described as follows.

For the question **"Describe the managements which the principal lets you participate.",** 54% of teachers (n=98) answered that they had only a chance to manage their classroom. For the question **"How does the principal interact with the teachers?"**, 50% of teachers (n=90) described that the principal interacted friendly with them like a family. For the question **"How does the principal make decisions related to school activities and tasks?"**, 57% of teachers (n=102) answered that the principal and teachers together evaluated alternatives and attempted to reach agreement on a solution.

For the question **"How do you feel for being a teacher in this school?"**, 74% of teachers (n=133) answered that they were happy and proud for being a teacher in this school. For the question **"How do you care about the fate of this school?"**, 88% of teachers (n=158) stated that they wanted their school to become modern and developed school to produce clever students and good citizens for the country. For the question **"Do you have desire to continue in this job if you are complete your basic needs? Why?"**, 45% of teachers (n=81) described that they had desire to continue as a teacher because of their hobby.

Conclusion and Discussion

The first objective of this research was to study the levels of principal's participatory management in Basic Education High Schools. The findings showed that 71.4% of principals reached at high level in participatory management and 28.6% of principals reached at moderate level in participatory management. Sana Safari and Amir Akbari Sarcheghaie (2016) found that the barriers to the development of participatory management were the challenges such as the weakness of the managers (self-centered), lack of sufficient justification, lack of mutual trust between individuals, lack of staff confidence in their opinions, lack of motivation to participate in the administration, lack of interaction, lack of experience, bureaucratic and long hierarchical structure. It was found that 28.6% of principals reached moderate level in participatory management because they had insufficient justification and weak mutual trust between principal and teachers, low motivation to participate in administration, unfriendly interaction and the weakness of the principal (self-centered). Moreover, they stayed a long time under bureaucratic hierarchical structure. Therefore, it was consistent with the findings of Sana Safari and Amir Akbari Sarcheghaie (2016).

Then, it was also found that there was no significant difference between the group of male principal and the group of female principals. In 2015, Monika Rolkova and Viera Farkasova found that there was no statistical significant difference between gender of managers in relation to participatory management. So, the result of this study was consistent with the findings of Monika Rolkova and Viera Farkasova. No one can deny that experience is the best teacher. So, experience is valuable for everyone. The findings showed that there was absolutely significant difference between the group of principals who had 1 – 5 years of service as a principal and the group of principals who had 6 – 10 years of service as a principal. It may be concluded that the

more experience they had, the more they used participatory management. In 2016, Sana Safari and Amir Akbari Sarcheghaie found that lack of experience is one of the barriers to the development of participatory management. It was consistent with the finding of Sana Safari and Amir Akbari Sarcheghaie. Therefore, years of service as a principal of principal contributed to the development of participatory management.

The findings showed that there was significant difference between the group of unmarried principals and the group of married principals. According to the culture of the country, Myanmar, there were many duties and responsibilities of a married person. A married man tried to serve a husband's duties and responsibilities as a married woman tried so. Therefore, they may not have enough time to do management although unmarried persons had enough time to do management in their job. Moreover, it may be that the unmarried persons kept complete attention and concentration in their job.

The second objective of this study was to investigate the levels of teachers' organizational commitment in Basic Education High Schools. According to findings, 35% of teachers in Basic Education High Schools reached at high level in organizational commitment and 65% of teachers in Basic Education High Schools reached at moderate level in organizational commitment. Need for achievement, affiliation and autonomy (Morris & Snyder 1979; Steers & Braunstein 1976; Steers & Spencer 1977), personal work ethic (Buchanan 1974; Kidron 1978), locus of control (Pierce & Cunhum 1987), central life interest in work (Dubin, Champoux, & Porter 1975), decentralization of decision making (Moris & Steers 1990), employee/supervisor relations, role clarity, feelings of personal importance (Podsakoff et al. 1986)and participation in decision making (Decotiis & Summers 1987) had been found to correlate, albeit modestly, with commitment. 65% of teachers in Basic Education High Schools reached at moderate level in organizational commitment because most of them felt that they were not important in their schools. For 65% of teachers, principal's centralization of decision making, unfriendly interaction between the principal and teachers, personal work ethic may be the causes of reaching at moderate level in organizational commitment. The findings showed that there was no significant difference in teachers' organizational commitment grouped by gender, age, position and qualification. It was also found that there was significant difference between the group of teachers who had 4 to 6 years of service in current school and the group of teachers who had 7 years of service and above in current school. The findings showed that the teachers who had 7 years of service and above in current school had the chances such as participation in decision making, opportunity for self-expression, personal importance to the organization, role clarity and self-control than the teachers who had 4 to 6 years of service in current school. It was consistent with the findings of DeCotiis & Summers (1987), Meyer & Allen (1987, 1988), Podsakoff et al. (1986), and Pierce & Cunham (1987).

Shagholi (2010) found that teachers reached high level in organizational commitment when the principal used participatory management. Mohammad Hadi Asgeri and Somayyeh Hooshdar Mahjoob (2013) showed that the relationship between participatory management and teacher's organizational commitment was significant and 83% of the variation in organizational commitment could be explained by the variable participatory management. Coyle-Shapiro (1990) did not find any significant relationship between participative management and organizational commitment. The third objective of this study is to study the relationship between principal's participatory management and teachers' organizational commitment. The findings revealed that

there was positively low relationship between principal's participatory management and teachers' organizational commitment. It was consistent with the findings of Shagoli (2010) and Mohammad Hadi Asgeri and Somayyeh Hooshdar Mahjoob (2013) although it was not consistent with the findings of Coyle-Shapiro (1990). The relationship was low. The causes may be the effects of other factors such as students, colleagues, cultural believes and policies on teachers' organizational commitment.

Recommendation

Based on the analysis of the survey, the following recommendations were drawn.

To increase the development of principal's participatory management; The principal should (1) try to influence teachers more democratically, (2) try to be free from prejudice and bias more than he/she did, (3) try to create a collegiate, professional work environment by giving respect and trust in teachers, (4) let teachers to play a role in making decisions and solving problems and (5) delegate authority and responsibility to the relevant persons in the general area of managerial function.

To promote the level of teachers' organizational commitment; The teachers (1) should have autonomy, role clarity, opportunity for self-expression and participation in decision making, (2) need to feel comfortable in the school, both physically and psychologically, (3) should get recognitions, rewards, warmth from the principal and colleagues, (4) should love the teaching profession and (5) the government should concentrate on providing adequate salaries.

Need for Further Research

Further study should be conducted to explore the barriers to the development of participatory management and organizational commitment and to find out the relationship between principal's participatory management and other factors such as teamwork, job satisfaction, teachers' performance behavior, professional development and empowerment.

Acknowledgements

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