

Participative Leadership Practices (PLP) Used by Public Secondary Schools' Administrators to Communicate with Teachers in Ifakara Town Council Morogoro – Tanzania

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Abstracts: This study examines the impact of participative leadership behaviors on job motivation among teachers in public secondary schools in Ifakara Town Council, Tanzania. Left behind in growing consciousness of leadership as a determining factor for job motivation among teachers. The research was focused on some objectives that guide the research which are: (i) to examine the participative leadership practices utilized by school principals in communicating with teachers, (ii) to identify indicators of participative leadership practices adopted by school principals, and (iii) to test the effect of participative leadership on job motivation of teachers. Even though participative leadership is highly known to develop cooperative environments, evidence on how such practices get engaged within the Ifakara Town council's secondary schools is rare. The research bridges a practical and contextual gap in leadership texts on education by linking participative leadership with the actual teacher motivation outcomes. The principal research problem guiding this study was: To what extent do participative leadership practices impact teachers' job motivation in public secondary schools in Ifakara Town Council? This study aimed to assess the nature, existence, and impact of participative leadership from both the administrative and teacher perspectives. Mixed-methods research design was employed. Quantitative data were collected using structured questionnaires from 200 teachers, and qualitative data were collected using semi-structured interviews guide with 10 school heads who responded. Representativeness and depth were enabled through stratified and purposive sampling methods. The qualitative data were analyzed thematically and quantitative data were analyzed using statistical Package for Social Science (SPSS). The research findings were the primary conclusions: initially, school administrators tend to utilize participative leadership behaviors such as staff meetings frequently, open discussion, joint decision-making and one-on-one communication, also school administrators utilize virtual channels such as WhatsApp groups, Telephones, Emails and Suggestion boxes to get teachers' feedback and continue communicating that enhance teaching and collaboration. Secondly, indicators/key characteristics of participative leadership were delegation of work, openness, valuing teachers' ideas, and teachers' involvement in school planning. The results also showed that these practices positively affected teachers' motivation, leading to job satisfaction, sense of belonging when involved in decision-making, professional commitment.

Keywords: Participative, Leadership, Practices, Schools, Administrators, Communication, Teachers.

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I. INTRODUCTION

Effective communication between administrators and teachers is the guarantee of success for educational institutions, particularly in more participatory and dynamic school environments. Participative leadership has become a significant function of educational administration in recent years because

it attends to inclusiveness, joint decision-making, and collective problem-solving (Khofi, 2024).

The foundation of participative leadership rests on the cooperation of the school principal and teachers to participate in decision-making, administrative communication,

performance rating, and motivation to achieve the intended learning outcomes (Emmanuel, & Onesmo, 2025).

Participatory decision-making, democratic leadership, and collective leadership styles have a powerful positive effect on the effectiveness of teachers (Mbua, 2023).

Principals' servant leadership practices boost rural South African schools' teachers' motivation, but teachers' salary, location of residence, and teachers' personal commitment are equally important in retention (Shula, 2023).

Participatory leadership is democratic leadership that emphasizes a collaborative style which practices decentralized compared to centralized leadership. It involves team members making and implementing decisions together, where leaders decentralize the authorities in line with assigned responsibilities (Mbua, 2023). Participatory leadership encourages communication, encourages staff, and fosters innovation and creativity (Al-Mukhlafi, 2021).

Participatory leadership, a leadership style that has a strong focus on involving staff members or teachers in decision-making in the context of schools (Emmanuel & Onesmo, 2025). It is in contrast to more conventional, top-down styles of leadership, where the majority of the decision-making is conducted by those in authority. In education, where experience on the part of teachers can contribute to better decision-making, participatory styles of leadership are essential (Emmanuel, & Onesmo, 2025). Participative leadership style is essential in goal accomplishment since it leverages the knowledge and dedication of all members (Madukwe, et al. 2024).

Participative leadership behaviors give much importance to developing coaching skills among principals, fostering an inclusive caring culture, and ensuring open communication (Anyinyo, 2023).

Participative Leadership Practices, through which the administrators put teachers in conversation and decision-making, have been linked with organizational performance, teacher morale, and pupil outcome improvements (Villafane, 2025).

Involvement of teachers in school administration of distributed leadership in curriculum management, resource management, student affairs, partnerships with the community, and finance management greatly enhances distributed leadership practice. (Langat, 2023).

Communication remains one of the central tools for brokering policy mandates and classroom-level practices in public secondary schools, especially in developing contexts such as Tanzania. Hierarchical leadership models of leadership are likely to limit open communication and teacher engagement, with possible adverse effects on motivation and institutional coherence (Lizier et al., 2024).

Conversely, participative leadership is utilized to help create a more democratic and responsive school environment where teachers are empowered and respected and can contribute to initiatives for improving the school (Villafane, 2025).

Employee work engagement and job satisfaction are both affected by participative leadership, and whether workplace fun adds to this connection or not, research evidence shows that participative leadership has a positive effect on engagement and job satisfaction where engagement serves as a mediator.

Furthermore, the relationship between participative leadership and job satisfaction is stronger if workers enjoy their time in the workplace. Although the results are made to the retail sector, the significance of participative leadership in terms of having fun while in the workplace in raising staff satisfaction. Improving participatory leadership as well as teacher enthusiasm can make schools better in general Tanzania's Morogoro area Ifakara Town Council is a microcosm of the broader issues and opportunities facing public education throughout the country.

Policy efforts to decentralize education and enhance stakeholder involvement notwithstanding, there remains a huge disconnect in the manner participative leadership is being implemented, particularly as regards to communication between school heads and teachers.

Therefore, exploring the participative leadership approaches employed by school principals in this area offers significant insights into the realities of school management and pedagogical leadership within Tanzanian realities. This study seeks to explore the Participative Leadership Practices applied by public secondary school administrators in Ifakara Town Council in engaging with teachers. The study hopes to provide insights toward understanding the effects of these practices on school effectiveness, teacher participation, and joint educational development.

➤ *Statement of the Problem*

Participative leadership, based on teachers' involvement in decision-making and communication in two ways, enhances school performance, teamwork, and teacher motivation (Lijun & Te, 2024; Kainde & Mandagi, 2023).

Education reforms in Tanzania embrace decentralization and participatory management (Amani, 2021; Ndosi, 2024), but the majority of public secondary schools, including those in Ifakara Town Council, are still under top-down leadership with decreased teacher involvement and degraded communication (Saddique & Raja, 2022; Stevens, 2025).

There are research works that only focus on teacher motivation and leadership styles but give little or no insight into participative communication, especially from the perspectives of administrators and teachers (Msigwa, 2022). Low-quality

communication leads to low-quality teaching and teacher morale (Bukhari, Khan, & Fatima, 2025; Nnah & George, 2025). This study explores how participative leadership is employed by public secondary school leaders in Ifakara to communicate with teachers as a way of bridging the gap between policy and practice and enhancing leadership development and education policymaking.

➤ *Research Objectives*

To identify participative leadership practices used by public secondary schools' administrators in communicating with teachers in Ifakara town council.

➤ *Research Questions*

What participative leadership practices do public secondary schools' administrators apply in communicating with teachers in Ifakara town council?

II. THEORETICAL FRAMEWORK

The democratic or participative leadership theory was introduced by Kurt Lewin in the 1930s and further developed by Victor Vroom and Philip Yetton in 1973. The theory emphasizes the inclusion of subordinates in decision-making, developing teamwork and respect. The theory is applicable to the study where administrators involve teachers in decision-making, build trust, such practices help in teacher motivation by assigning value to their input, transparency, maintaining open communication, providing professional development, job satisfaction through ownership of decisions, and overall school effectiveness. Participative leadership inspires teachers by building a congenial climate that assigns value to their input and aligns personal and organizational goals. Success. It depends on a balance between teacher input and decision-making and communication in a timely manner. In spite of the theory having limitations, for example, the potential for conflict and inefficiency in large groups. As it is, this theory is highly applicable to the study as it clearly addresses the impact of participative leadership on teachers' work motivation in secondary school.

III. REVIEW OF EMPIRICAL STUDIES

Asad et al. (2022) conducted a study in Pakistan on the impact of transformational leadership on school culture. The research looked at how the leadership style of school principals affected the government secondary school culture in District Khairpur. The quantitative research surveyed 300 teachers from five schools to gather their views regarding their principals' leadership. These findings are important to education stakeholders, policymakers, and educators in that they demand the application of effective transformational leadership approaches and a better conceptualization of school culture.

A qualitative design was used in a study by Mastul et al. (2024) in Tawi-Tawi, Philippines, where the researchers investigated transactional leadership and participatory

management in relation to the Tawi-Tawi secondary. Data were obtained from ten teachers and nine school principals via purposive sampling, with the help of questionnaires and semi-structured interviews. The research identified five general themes pertaining to transactional leadership: effective leader attributes, style effectiveness, teacher participation in decision-making, error handling, and rewarding performance. The research came to the conclusion that the coupling of participatory inclusiveness and transactional efficiency is imperative in forging a lively learning community, with a focus on the need for balanced leadership among Tawi-Tawi school heads to enhance education.

Research on authoritative, participative and delegated leadership styles on the administrative behavior of school head masters in Turkey by Soundararajan and Shirley (2021). The research focuses on the influence of their leadership styles on administrative behavior. It gathered data from private and government-aided school headmasters through random sampling. Findings indicate a positive relationship between leadership styles and administrative behavior, highlighting the need for effective education leadership.

In Cameroon Mbua (2023) undertook a survey of Principal's Participative Leadership Approaches: An Effective Tool for Teacher Effectiveness in Fako Division to determine the nexus between principals' participatory leadership styles and teacher effectiveness in Fako Results showed that participatory decision-making, democratic leadership, and collective leadership positively affected teacher effectiveness, highlighting their role in enhancing secondary school performance. And found that a significant relationship was found between participatory leadership and teacher effectiveness, and principals were advised to use these strategies in order to enhance teachers' performance.

In Kenya, Cherotich & Mireri, (2024) did research on Teachers' Participation in Decision Making: An Investigation on Teacher-Administration Conflict Management and its Effects on Students' Academic Performance in Private Secondary School. The study is based on the participation of teachers in conflict management decision-making in private secondary schools in Uasin-Gishu, Kenya, and how it affects the academic performance of the students. The study used a mixed-methods design. The findings indicate that the majority of teachers are excluded from decision-making, thus conflicts with management. There is a positive correlation between the participation of teachers in decision-making and academic performance, indicating that increased participation enhances students' performance. The study identifies counseling and guidance as the principal conflict resolution strategies and recommends that school principals engage all stakeholders in fostering cooperation, managing conflicts, and promoting academic success. Communication is also vital in minimizing conflict and enhancing students' performance, with significant implications for school management as well as the Kenyan Ministry of Education.

Amos et al. (2022) carried out research on the Effect of Delegation of Responsibility in Participative Leadership Style in Improving the Quality of Education in Public Secondary Schools. The study examined the effect of delegation of responsibility in participative leadership style on the quality of education in public secondary schools in Arusha by using a correlation survey design based on Likert's participative system theory. Findings revealed that delegation promotes shared leadership and responsibility but has a tendency to withhold decision-making power from delegated teachers, favoring experienced staff. The research recommends that the Ministry of Education develop clear policies and equip headmasters with training in effective delegation to improve the quality of education.

In Mvomero-Morogoro, research by Mahamba (2023) investigates the influence of leadership style on academic performance of students in secondary schools. Explored the role of leadership styles in the academic performance of students in selected secondary schools in Mvomero, unveiling styles, effects, and challenges that leaders in schools face. Using a mixed-method design, the researcher confirmed that the dominant democratic leadership style favored a positive learning environment, contrary to claims of high failure rates among students in national exams. Laissez-faire leadership was used least because it adversely affected teacher accountability, whereas democratic and instructional leadership styles facilitated cooperation and motivation, which improved students' performance. Problems faced were favoritism, power conflicts, and insubordination. The research ended with suggestions to solve these problems and enable secondary school leadership to be more effective.

IV. PARTICIPATIVE LEADERSHIP THEORY

Democratic or participative leadership was supported by Kurt Lewin in the 1930s and later developed further by Victor Vroom and Philip Yetton in 1973. The theory concentrates on engaging subordinates in decision-making, developing teamwork and respect. The theory is applicable to the research

in enhancing teachers' motivation through respecting their input, building community, fostering professional development, job satisfaction through decision ownership, and reducing resistance to change. Participative leadership motivates teachers more by establishing a collaborative climate that honors their voice and marries organizational and personal goals. Effectiveness is in the balancing of teacher input with firm decision-making and concise communication. There are disadvantages to the theory, such as potential for conflict and inefficiency with large groups. Therefore, the theory is most relevant to the study because it specifically deals with the effect of participative leadership on the job motivation of teachers in secondary school.

V. RESEARCH METHODOLOGY

The research used the convergent design under qualitative and quantitative research strategy that are correspondent to pragmatic philosophy. As per Emmanuel & Amos (2025) the researcher merges or converges mixed data to enable in-depth analysis of the research issue. This enables researcher to collect qualitative and quantitative data simultaneously. 200 participants were selected random sampling from teachers out of the targeted population. Furthermore, 10 head of schools were selected based on purposive sampling technique in order to make up 210 participants for the overall study Ampofo et al., (2019). Research instruments employed were interviews and questionnaires. The quantitative data that had been collected were examined by applying descriptive statistics with the help of statistical Package for social science (SPSS), and qualitative data were examined by applying thematic analysis and reported in quotation and narrative form. Content validity is being used in this research for ensuring whether the data collection tools are measuring the subject or areas aimed for and explaining their relevance. Besides, the study guarantees conformability, transferability, and reliability was verified by Cronbach's alpha and becomes 0.950 are considered in the data collection instruments to guarantee the stability of the reliability Wafudu, et al. (2022). Anonymity and confidentiality are assured throughout the study

VI. FINDINGS

Investigate the degree of participative leadership practices used by public secondary schools administrators to communicate with teachers in working stations.

Table 1. Participative Leadership Practices Used by Public Secondary Schools' Administrators to Communicate with Teachers in Public Secondary Schools (n=200)

S/N	STATEMENTS	RESPONSES (F & %)										MEAN
		SD		D		U		A		SA		
		F	%	F	%	F	%	F	%	F	%	
1	Schools’ leaders hold regular staff meetings to share updates, listen to concerns, and encourage open dialogue on school matters	17	8.5	19	9.5	9	4.5	85	42.5	70	35.0	3.86
2	Teachers are given opportunities to contribute ideas and suggestions during staff meetings.	10	5.0	16	8.0	3	1.5	81	40.5	90	45.0	4.13
3	Inclusive decision-making forums, such as departmental meetings or school-wide planning sessions, allow staff to voice their opinions before making key decisions.	12	6.0	15	7.5	4	2.0	94	47.0	75	37.5	4.03
4	Administrators recognize and value teachers' views contributed to school improvement through WhatsApp groups, Emails, suggestion boxes and telephones.	13	6.5	13	6.5	6	3.0	88	44.0	80	40.0	4.05
5	Feedback sessions and questionnaires are used by school leaders to seek input from subordinates on school goals and practices actively.	14	7.0	12	6.0	1	0.5	79	39.5	94	47.0	4.14
6	Heads of Schools conduct one-on-one conversations with individual staff members to provide support and hear personal concerns.	11	5.5	15	7.5	6	3.0	81	40.5	87	43.5	4.09

Key: 1. SD – Strongly Disagree 2. D – Disagree 3. U – Undecided 4. A – Agree 5. SA – Strongly Agree

Source: Field Data 2025

Table 1 shows that 85 (42.5%) and 70 (35.0%) agreed and strongly agreed and agree that heads of schools hold frequent staff meetings to refresh ideas with the high mean score (3.86) While 19 (9.5%) and 17 (8.5%) disagreed and strongly disagreed that their voice is not heard because there is no frequent staff meetings organized and 9 (4.5%) is neutral. This shows that (77.5%) the majority of teachers would get frequent staff meetings where they would get school news. This tells us that school heads in this area have the culture of communicating with teachers on issues pertaining to schools. Lessy et al. (2024) is equivalent to the study, and they found that regular organizational meetings transformed leadership styles from

authoritarian to participative. This implies that the voices of the teachers belong to a healthier organization since increased job satisfaction tends to result in lower turnover. The evidence provided by HOS D, as told through a face-to-face interview, asserted that:

"In handling problems to with staff members I do encourage open debate and listening where all the staff feel comfortable sharing their inputs ideas, concerns and suggestions without judgment, this enhances staff to work together by creating a sense of shared goals and support in

handling problems" (HOS D, Personal communication, March 03, 2025)

The HOS D's statistics confirm that when teachers are involved in open forums, they are likely to trust school leaders and commit to school goals. This is likely Participative Leadership Theory (PLT), which underscore that open forums foster inclusiveness. This is where school heads who involve subordinates in regular meetings retain more experienced and motivational staff members.

Figures in table 1 show that 81 (40.5%) and 90 (45.0%) of the teachers replied affirmed and strongly affirmed that they have opportunities to make contributions in staff meeting with high exceptional approaching maximum mean score of (4.13). Where 16 (8.0%) and 10 (5.0%) of them disagreed and strongly disagreed with the statement since they are not included to contribute ideas in staff meetings and 3 (1.5%) of teachers replied is still indecisive. This implies that (85.5%) of most teachers have experience in making effective suggestions for the purposes of the school. This reveals that school administrators who value staff contribution foster teachers to support school activities, own outcomes and enjoy enhanced job satisfaction. This is consistent with what Emmanuel & Onesmo (2025) promoted: participative decision-making enhances teachers' ownership, commitment and effectiveness towards organizational objective achievement. This pertains to that school leaders who accept teachers' inputs during staff discussion and action into practices enable willingness and convenience in taking up institutional purposes for effective performance. The findings are linked to the evidence given by HOS B, in a face-to-face interview, who claimed that

"As an administrator, I would encourage sharing of teachers' positive and negative views/opinions in judgmental meetings like departmental planning meetings, Leadership team meetings, and Professional learning committees for the development of the school" (HOS B Personal communication March 25, 2025).

This information from HOS B shows that there are different processes in which school heads have for developing teachers to suggest their ideas so that they can align with the school goals. This is in accordance with participative leadership theory, which focuses on effort on fundamental tenet of valuing subordinate input, which is a sign of good practice. This shows that when administrators consider ideas the subordinate team anticipates, it energizes the organization's life.

Table 1, the presentation of data that 94 (47.0%) and 75 (37.5%) teachers agreed and strongly agreed that Departmental/school-wide forums allow staff to make contributions prior to decisions, with a mean of 4.03. While 15 (7.5%) and 12 (6.0%) disagreed and strongly disagreed with the statements, which suggests a minority of school leaders' practices in one-way decisions, and 4 (2.0%) were evasive on the declaration. This implies that (84.5%) of the teachers are

older than shared governance. This suggests that the majority of the teachers from their institutions felt included. This is to Fungo (2020), whose study confirmed that the inclusion of the teachers in issues of administration reflects higher motivation and ownership. That is, the morale of responsibility of teachers to undertake their responsibility in order to accomplish school's objectives is motivated by the aides acknowledging their contributions. The concepts are paralleled to those to HOS J, in a one-to-one counseling, claimed that:

"When teachers are involved in planning, they tend to hold themselves and each other more responsible for linking action to school goals and if they realized that they are appreciated and their voices matter thus they tend to encourage innovation in line with the vision of the school that is more innovative ideas and approaches in teaching supporting the organizational mission" (HOS J Personal communication April 04, 2025).

This information offered by HOS J, reveals that the head schools respects teachers' views and suggestions proposed before making judgments. This is similar to Participative Leadership Theory, which assumes frequent voice opportunities foster psychological ownership. This implies that when teachers are given regularly the opportunity to elevate their priorities for school goals, they are emotionally valued and respected, hence at ease in doing tasks.

Table 1 statistics reveal that 88 (44.0%) and 80 (40.0%) teachers' respondent strongly agreed and agreed that Administrators recognize teachers' perceptions through WhatsApp, emails, and suggestion boxes with high mean score of (4.05) while 13 (6.5%) and 13 (6.5%) disagreed and strongly disagreed to statement which shows minority of heads of schools derecognizes electronic perceptions and 6 (3.0%) responded undecided. 84% of instructors demonstrated that they employed contemporary tools in order to address perceptions and changes. This indicates that the majority of instructors employed digital tools to get in touch with their administrators in organization. This is in line with (Akram & Li, 2024). posited that online platforms closed the gaps between leaders and teachers. This means that existing communication platforms enhanced the interaction of teachers. The evidence provided by HOS E, revealed via an open face-to-face interview, read that:

"Sometimes collaborative decision-making, teachers prefer to employ digital forms of communication like WhatsApp groups, Telephones and suggestion boxes, where they feel comfortable presenting views, majority of the times this approach is useful to shy teachers" (HOS E, Personal communication, March 25, 2025)

The data of the HOS E ensures that flexibility in modern equipment of communications allows even shy teachers to participate in providing engaging goals. This is Participative Leadership Theory, wherein open chains of communication and

inclusiveness are emphasized. This means that after school heads pave the way for expression liberty by means of modern digital communications tools motivate teachers a sense of ownership, boosting organizational performance.

It is evident from table 1 that 79 (39.5%) and 94 (47%) teachers agreed and strongly agreed, respectively, with the point that School leaders make use of feedback sessions/questionnaires to get input on school goals with highest mean score (4.14). Correspondingly, 12 (6.0%) and 14 (7.0%) did not agree and strongly disagreed that there are some school heads who never use questionnaires to seek the views of subordinates regarding the objectives of schools, and 1 (0.5%) of the respondents who answered were neutral. 86.5% of the respondents validate that seasoned response meetings and head of school questionnaires contribute to the objectives of the school. This indicates that school heads have varying ways of gathering teachers' feedback, so as to synch the goals. This affirms Fowler (2024), who was firm that group feedback promotes development of instruction. This shows that if subordinates are allowed to openly interact with organizations objectives, administrators can unite the team with the organization's objective, which is simple to develop. The evidence laid by HOS H, testified during a live interview, said that:

"Staff meetings encourage input, discussion and feedback on school policies, curriculum and improvement plan" (HOS H, Personal communication, March 27, 2025)

HOS H's data justifies that freedom of expression in workers unleashes a fundamental improvement in organizations. This is most likely to be Participative Leadership Theory (PLT), which propounds that participative leaders engage in seeking people's views before formulating plans. This suggests that participation unleashes a sense of ownership and an opportunity to work with heart.

The table 1 exhibit 81 (40.5%) and 87 (43.5%) of teachers responded agreed and strongly agreed that Heads engage one-to-one conversation in order to hear personal concerns with high mean score of 4.09 while 15 (7.5%) and 11 (5.5%) of responded teachers disagreed and strongly disagreed that face-to-face talks are made by schools' leaders to hear personal concerns and 6 (3.0%) were undecided. 84% of most of the respondents report that they have experience in private discussions and meetings with heads. That is, school management has set up an effective strategy of stimulating the ability of each individual to provide constructive observations of institutional growth. This is akin to what Kiprop (2024) suggested: Individualized participation bodies conviction and reduces conflicts among administrators and subordinates. This means that making the majority of the subordinates contribute towards suggesting ideas promotes belonging in performing responsibilities. The findings are consistent with the evidence presented by HOS J, in a personal interview, who claimed that:

"Since I am a school leader, I do encourage mutual decision making among staff and teachers by different communication types, such as one-to-one communication wherein personal can exchange confidential information about organization structure" (HOS) J Personal communication April, 03, 2025).

This information that is provided by HOS J; shows that most teachers are enjoying personal opportunities to detect beneficial viewpoints for leading the organization. This compares to participative leadership theory, which requires participative leadership to focus on personal relationships. This means that inclusive leadership aids the majority to fully engage.

VII. CONCLUSION

The study cemented that participative leadership style in Ifakara town council is key in facilitating cooperation, transparency, and trust between school heads and teachers, guaranteeing teacher motivation and effective schools. Discrepancies, however, still exist where some schools still practice top-down communication that limits the extent of teacher involvement. To enable sustainable improvement, administrators should adopt participatory decision-making structures, encourage continuous conversation, and align practice with Tanzania's participatory governance vision in developing enabling environments for accountability and improved education outcomes.

The research indicates that Ifakara Town Council administrators are using participative communication techniques like regular meetings, open forums, and virtual channels to engage teachers and build participative leadership. By combining formal and informal communication, i.e., feedback and personal consultations, such practices engage teachers, improve teamwork, and function based on Participative Leadership Theory (PLT) by strengthening collective decision-making and better school administration.

RECOMMENDATION

As per findings and recommendations of the study, it is thus advisable that:

To have a situation of real participative leadership in schools, it is important that teachers themselves get involved in decision-making, present their ideas, engage with other teachers, and push for ongoing inclusion and acceptance. School administrators must work on building communication with frequent meetings and application of electronic technology, engaging the teaching staff in budget and planning, valuing their efforts, and applying participatory methods continually to build an inclusive and fair school culture. Educational officials are duty-bound agents of such change through conducting field visits to schools, evaluation, training administrators, and enabling best practice exchange among

institutions. At the national level, it is the responsibility of the Ministry to bring participative leadership into the system by means of policy formulation, training programs, communication materials offered, and providing monitoring frameworks in a bid to ensure.

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