

# An Examine the Relationship between Participative Management Style and Student satisfaction

Prof.K.Thevarajah, Head/Commerce, Faculty of Management Studies and Commerce, University of Jaffna, Sri Lanka

E.Ratnam, Head/ Marketing, Faculty of Management Studies and Commerce, University of Jaffna, Sri Lanka

## **Abstract**

In modern world, many different management styles are implemented by managers to enhance individual and collective efficiency of stakeholders. The study surveys the efficacy of participative management style that to what extent it is effective in the modern educational requirements. The study was conducted on one hundred seven students. The data were collected through a questionnaire regarding the type of management educational managers/administrators practice in their organizations. Participative management style millions of public sector students could be given harmonious educational environment which is friendly, accommodating and helpful in their academic career and could bring back the golden days of public sector schools. Hence, the study suggests that public sector school managers should be offered management courses frequently so that by implementing participative management style quality education could be ensured.

**Key Words:** Management, educational managers, collective efficacy, participative management,

## **1. Background of Study**

Flippo (1984) states that at one time in our history, “liking people” appeared to be sufficient for choosing to work in the field known as personnel management. Preferring to work with humans rather than objects is still important, but it is grossly insufficient in these modern times. Personnel management is one of our most complex and challenging fields of endeavor. A manager's style is determined by the situation, the needs and personalities of his or her employees, and by the culture of the organization. Organizational restructuring and the accompanying cultural change has caused management styles to come in and go out of fashion. There is increasing emphasis on improving quality and demonstrating accountability in the field of adult education. In the past, much of this emphasis focused on the assessment of instructor quality and learner outcomes. However, performance by instructors and learners depends, in part, on the resources available, the environment in which the program operates, and the level of support received from program administrators. Therefore, quality adult education programs need administrators of the highest caliber (Sherman et al., 2002). There has been a move away from an authoritarian style of management in which control is a key concept, to one that favors teamwork and empowerment. Managerial styles that focus on managers as technical experts who direct, coordinate and control the work of others have been replaced by those that focus on managers as coaches, counselors, facilitators, and team leaders (management styles,1). There are different management styles, i.e., laissez-faire, participative and autocratic, etc, available and are utilized by educational managers both in office as well as in the field work to achieve the set targets aimed to enhance personal and collective efficiency of the employees on one hand and the students on the other in the schools. In the prevalent educational scenario appropriate management style could determine the possible improvement of the concerned personnel and the organization. The study surveys the type of management style practiced by the school managers in accordance with growing demands in the field of education in the present educational set up. The study aims to find out relationship between Participative management style and students satisfaction on educational sectors. The main objectives of this study are to examine relationship between Participative management styles and student satisfaction.

## **2.0 Review of Literature**

An extensive body of research has shown that participative management – defined as joint decision making or at least shared influence in decision making by a superior and his or her employees (Koopman and Wierdsma, 1998) – offers a variety of potential benefits to the overall school organization and to its employees (Day et al., 2005; Gebert, 2003). Nevertheless, studies (Sato et al., 2002) have also indicated that teacher involvement in the decision-making process can generate job-related stress and role ambiguity and can create tension and conflict among teachers, principals, and administrators. Participative management challenges traditional practices and encourages autonomy, openness to new suggestions or ideas, and novel objectives (West, 2002). A participative management environment involves an increase in social and mental demands, such as job meaningfulness,

responsibility for others and collaboration (Stevens & Ash, 2001). Wehrich, (2008) says that one of the most important human activities is managing. Ever since people began forming groups to accomplish aims they could not achieve as individuals, managing has been essential to ensure the coordination of individual efforts. As society has come to rely increasingly on group effort, and as many organized groups have become large, the task of managers has been rising in importance. Participative management gives employees more responsibility for organizational performance and for making planning and organizing decisions, thus inherently signaling that the organization recognizes the employee can make important contributions to it (Luthans, 1995; Stevens & Ash, 2001). Previous studies (Penley and Tomaka, 2002; Vollrath, 2001) have indicated that highly conscientious individuals perceive themselves as able to meet situational demands, tend more readily to accept responsibility for problems that arise and persevere even when facing obstacles. Working in a participative management environment tends to foster more interaction among team members and requires individuals who have robust social skills (Lawler, 1992). But researchers (Argyle & Lu, 1990; Hills & Argyle, 2001) have indicated that social interaction can be a major source of pleasure and happiness for highly extroverted individuals, which, in turn, generates positive moods and ultimately overall happiness (Tkach & Lyubomirsky, 2006). Participative management has the potential to balance the involvement of managers and their subordinates in information-processing, decision-making, or problem-solving endeavors (Wagner, 1994). A participative management environment helps teachers discover new opportunities and challenges and enables them to learn by acquiring, sharing, and combining knowledge (Edmondson, 1999). High levels of conscientiousness are characterized by a general tendency to be involved in work, entailing a greater likelihood of obtaining satisfying formal and informal work rewards (respect, sense of personal accomplishment) (Organ & Lingl, 1995). Robbins & Coulter (1996) opine that participative/democratic describes a leader who tends to involve subordinates in decision making, delegate authority, encourage participation in deciding work methods and goals, and use feedback as an opportunity for coaching. Participative management, in fact, promotes a sense of „we feeling“ among the employees and enable to own the decisions taken by the managers. Participative (or participatory) management, otherwise known as employee involvement or participative decision making, encourages the involvement of stakeholders at all levels of an organization in the analysis of problems, development of strategies, and implementation of solutions. Mullins (2008) states that the democratic style is where the focus of power is more with the group as a whole and there is greater interaction with the group. The leadership functions are shared with members of the group and the manager is more part of a team. The group members have a greater say in decision making, determination of a policy, implementation of systems and procedures. Employees are invited to share in the decision-making process of the firm by participating in activities such as setting goals, determining work schedules, and making suggestions. Other forms of participative management include increasing the responsibility of employees (job enrichment); forming self-managed teams, quality circles, or quality-of-work-life committees; and soliciting survey feedback. Participative management, however, involves more than allowing employees to take part in making decisions. It also involves management treating the ideas and suggestions of employees with consideration and respect. The most extensive form of participative management is direct employee ownership of a company (Participative Management, 2). Wehrich et al (2008) say that democratic or participative leader consults with subordinates on proposed actions and decisions and encourages participation from them. This type of leader ranges from the person who does not take action without subordinates“ concurrence to the one who makes decisions but consults with subordinates before doing so. Participative management practices are commonly perceived as offering a variety of potential benefits for the organization and for workers“ mental health and job satisfaction (Aryee & Chen, 2006; Kim, 2002). Nevertheless, such an environment, which is marked by shared decision making and a high level of interaction and cooperation among teachers and between teachers and principals (Blase & Blase, 1994), may actually be harmful for some, as it generates additional pressure and perceived stress due to added challenges, responsibility and accountability. Khaparde et al., (2004) research indicated that successful schools adopted participative management system in running day-to-day activities of the schools, gave people autonomy but also made them accountable for successful completion of the tasks, followed democratic methods of taking decisions, gave priority to the welfare of students, maintained supportive relationship with teachers, attempted to establish linkage with parents, set up higher and higher goals for themselves and the schools, adopted innovative pedagogical methods and evaluation devices, and recognized good work of the teachers. The results have implications for other schools where some of these devices can be tried out to improve their performance. Participative management style may promote sort of micro leadership feeling that enhances individual role for the organization and the students. Since all the employees, working under a supervisor, cherish the idea to support the organization unconditionally as the supervisors, head teacher offer a leadership role to each one of them. Involvement in decision-making improves the understanding of the issues involved by those who must

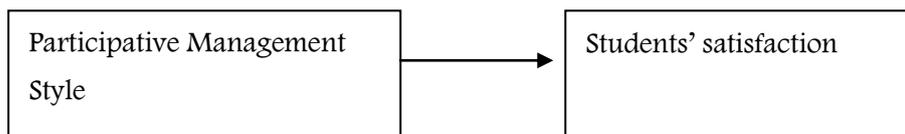
carry out the decisions. Hypothesis is developed based on the objectives and previous literature survey in this field.

H1: Participate Management style and students satisfaction are positively correlated

H2: Participate Management style and students satisfaction are not correlated

### 3.0 Conceptualization

The following conceptual model was formulated to depict the relationship between variables.



### 4.0 Data collection

The primary and secondary data were collected for the survey. Primary data were collected through questionnaires and secondary data were collected from books, journals, magazine and etc.

### 5.0 Sampling and Methodology

A survey instrument in the form of close-ended questionnaire was developed for the purpose of collecting the main data for the study. Random sampling method was taken to select the respondents of the study. This sampling method was chosen because it permits analysis of possible selection bias or error (Ndubisi, 2006). One hundred and thirty respondents were selected as a sample of the study. One hundred and seventeen respondents completed the questionnaire but fifteen questionnaires were damaged

### 6.0 Result and Discussion

Under this heading, the researcher tries to analyze the data gathered from the respondents through questionnaires, regarding the Participative Management Style and Student satisfaction.

#### 6.1 Reliability and Validity

Before the data analysis, validity and reliability test of the data is very important. Therefore, the internal reliability of the items was verified by computing the Cronbach's alpha. Nunnally (1978) suggested that a minimum alpha of 0.6 sufficed for early stage of research.

The Cronbach alpha estimated for Participative Management Style was 0.984 and Student satisfaction was 0.879. As the Cronbach's alpha in this study were all much higher than 0.6, the constructs were therefore deemed to have adequate reliability.

#### Validity

Factors were identified through the thorough literature review and also factors were derived from famous model construct. Therefore validity of Participative Management Style and Student satisfaction was very satisfactory.

#### Correlation

The study is undertaken to find out the relationship between Participative Management Style and Students satisfaction. Correlation analysis was carried out to find out the nature of relationship between the variable based on the value of correlation.

**Table 01:** Correlation between Participative Management Style and student’s satisfaction

	Participative Management Style	Students Satisfaction
Participative management Style	1	490** .000
Students satisfaction	490** .000	1

\*\* Correlation is significant at the 0.01 level

Table Above shows correlation the relationship between participative management style and students satisfaction. Results indicate that the participative management style is weakly but positively correlated with students’ satisfaction. However, correlation was highly significant.

### 7.0 Conclusion and Managerial implication

This research clearly expressed that important of functionality of participative management style and students satisfaction. Participative management style has significant impact on students satisfaction. For this there must be an effort to:

- train the head teachers and administrators to encourage participative management style in the schools;
- ask policy makers to hold workshops and seminars for schools’ heads on the importance of participative management;
- monitor the public sector schools’ heads to determine whether the head teachers practise participative management or not;
- ask school public sector schools’ heads to hold workshops in their schools on the benefits of participative management;
- ensure community involvement in the school affairs through school management councils; and
- ask the school managers to encourage participation of the employees in the school’s affairs and let the employees play their role in decision making.

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