

**PARTICIPATORY MANAGEMENT AND INSTRUCTORS' PERFORMANCE IN
MEDICAL TRAINING INSTITUTIONS IN MUKONO DISTRICT**

BY

BBOSA- K- PETER

RJ18M06/017

**A DISSERTATION SUBMITTED TO SCHOOL OF EDUCATION IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF
DEGREE OF MASTERS OF EDUCATION IN PLANNING AND
ADMINISTRATION AT UGANDA CHRISTIAN
UNIVERSITY**

2022

DECLARATION

I, BBOSA- K- PETER, hereby declare that this dissertation entitled, 'Participatory Management and Instructors' Performance in Medical Training Institutions in Mukono District' is truly my original work and has never been submitted to any other University or Institution for any award of degree or any other qualification.

Signature:

BBOSA K PETER

Date: 31/07/2022

APPROVAL

I certify that this dissertation entitled, 'Participatory Management and Instructors' Performance in Medical Training Institutions in Mukono District' has been under my supervision and is now ready for submission to the school of postgraduate for external examination.

Signature: 

Name: Patrick Lugemwa

(SUPERVISOR)

Date: 03/08/2022

DEDICATION

This dissertation is dedicated to my beloved father and mother the late Francis and Zawedde Kiwanuka.

ACKNOWLEDGEMENT

I thank the Almighty God for giving me the grace; guidance and strength throughout the whole study period because without Him I would not have been successful. I am forever indebted to Him. I am very grateful to my wife Mrs. Diana Bosa for her enduring love, care, effort, and support throughout to this period of study. May she live to see the outcomes of my sweat and hard-work. More thanks goes to my children Emily Zawedde, Mercy Bosa, Jemimah Bosa and Elizabeth Bosa. Thank you for your genuine care, patience, inspirational advice, and spiritual support. Heartfelt gratitude to the management and staff of the School of Education but above all, my Supervisor, for the great job done of equipping me with practical management and administrative skills, plus guidance through out this research. Thank you for the academic guidance during my stay at Uganda Christian University. I am also grateful to my brothers, sisters and friends for their inspiration and encouragement to finish this course. Finally special tributes go to all those who provided all the required information (data) during my research. May the Almighty God bless you all.

TABLE OF CONTENTS

DECLARATION	I
APPROVAL	II
DEDICATION	III
ACKNOWLEDGEMENT	IV
LIST OF TABLES	VIII
LIST OF FIGURES	IX
ACRONYMS AND ABBREVIATIONS	X
ABSTRACT	XI
CHAPTER ONE	1
1.0 Introduction	1
1.1 Background to the Study	1
1.1.1 Historical background	1
1.1.2 Theoretical Background	3
Human Relations Theory	3
1.1.3 Conceptual Background	4
1.1.4 Contextual Background	5
1.2 Statement of the Problem	5
1.3 Purpose and Objectives of the Study	6
1.3.1 Purpose of the Study	6
1.3.2 Specific Objectives	6
1.4 Research Questions	6
1.5 Scope of the Study	7
1.5.1 Geographical Scope	7
1.5.2 Content Scope	7
1.5.3 Time Scope	8
1.6 Justification of the Study	8
1.7 Significance of the Study	8
1.8 Conceptual Framework	10
CHAPTER TWO	12
LITERATURE REVIEW	12
2.0 Introduction	12
2.1 Theoretical Review	12
2.2 Impacts of Participatory Management on Instructors’ Attitude towards their managers in Medical Training Institutes	13
2.3 The Extent to Which School Managers Involve Their Instructors in Institutional Management	17
2.4 Effect of Participatory Management on Instructor Performance in Medical Training Institutions	20
2.5 Research Gap	23
CHAPTER THREE	25

METHODOLOGY	25
3.0 Introduction.....	25
3.1 Research Design.....	25
3.2 Area of Study	26
3.3 Information Sources.....	26
3.4 Population and Sampling Techniques.....	26
3.4.1 Population	26
3.4.2 Sample Size Determination.....	27
3.4.3 Sampling Techniques.....	28
3.5 Variables and Indicators	28
3.5.1 Variables	28
3.5.2 Indicators.....	29
3.6 Measurement Levels	29
3.7 Data Collection Instruments	30
3.7.1 Questionnaires.....	30
3.7.2 Interview Guide	30
3.8 Quality/Error Control.....	31
3.8.1 Validity of the Instrument.....	31
3.8.3 Reliability of the Instrument	32
3.9 Procedure of Data Collection.....	33
3.10 Data Presentation, Analysis and Interpretation.....	33
3.10.1 Analysis of quantitative data.....	34
3.10.2 Analysis of qualitative data.....	34
3.11 Ethical Consideration and Approval.....	35
3.11.1 Ethical Clearance	35
3.11.2 Informed consent	35
3.11.3 Participants' Confidentiality	36
3.12 Methodological Constraints	36
CHAPTER FOUR.....	38
PRESENTATION AND ANALYSIS OF FINDINGS.....	38
4.0 Introduction.....	38
4.1 Response Rate.....	38
4.2 Bio Data	39
4.3 Instructor Attitude towards Participatory Management.....	41
4.4 Instructors' Involvement in Participatory Management	49
4.5 Participatory Management and its effects on Instructors' Performance.....	56
4.6 Inferential Analysis.....	62
4.6.1 Correlation Analysis	62
4.6.2 Regression analysis	64
CHAPTER FIVE	65
DISCUSSION OF RESULTS	65
5.0 Introduction.....	65
5.1 Discussion of Findings.....	66
5.1.1 Impact of participatory management on Instructor attitude towards the School.....	66
Managers.....	66
5.1.2 Instructors' Involvement in Participatory Management	70

5.1.3 Participatory Management and its effects on Instructors' Performance	75
CHAPTER SIX	80
CONCLUSION AND RECOMMENDATIONS	80
6.0 Introduction	80
6.1 Conclusions	80
6.2 Recommendations	82
6.3 Areas of Further Research	83
REFERENCES	84
JOHN A. LANGDALE. (1974). Assessment of Work Climates: The Appropriateness of Classical Management Theory and Human-Relations Theory under Various Contingencies. Final Report.....	88
Jason Gordon, (2022). Human Relations Theory of Management - Explained The Business Professor, LLC.....	88
APPENDICES	89
APPENDIX I: QUESTIONNAIRE FOR INSTRUCTORS AND OTHER MANAGERS.....	89
APPENDIX II	94
APPENDIX III.....	97
APPENDIX IV.....	100
Clearance letter from UCU Research Ethics Committee.....	100

LIST OF TABLES

Table I: Participants in the Study.....	23
Table 2: Reliability indices for the questionnaire.....	28
Table 3: Respondents' demographic characteristics.....	35
Table 4: Instructor attitude towards participatory management ..	38
Table 5: Instructors' Involvement in Participatory Management.....	45
Table 6: How participatory management affects instructors' performance in Medical Training Institutions.....	52
Table 7: Correlation analysis.....	59
Table 8: Model summary.....	60
Table 9: Coefficients table	61

LIST OF FIGURES

Figure 1: Conceptual framework.....9

ACRONYMS AND ABBREVIATIONS

CEO	Chief Executive Officer
DV	Dependent Variable
IV	Independent Variable
PM	Participatory Management
SPSS	Statistical Package for Social Scientists
UCU	Uganda Christian University

ABSTRACT

The study aimed at exploring the effects of participatory management on instructor performance in Medical Training Institutions in Mukono District. The study objectives included; to examine the impact of participatory management on instructor attitude towards their managers in Medical training Institutions in Mukono District, to establish the extent to which Institutional top Management involve their tutors in institutional management in Medical Training Institutions, and to establish how participatory management affects teacher performance in Medical Training Institutions. The study employed a cross-sectional research design alongside qualitative and quantitative approaches. The study population included Chairpersons Board of Directors, Principals, Other Institutional administrators and Instructors totaling to 58 respondents. Data was collected through questionnaires and interviews. For objective one; the study findings revealed that the majority of the respondents strongly agreed with the statement that they liked it when they were given an office of responsibility by their leaders, the majority of the respondents also strongly agreed that they felt so proud when they were called to decision making meetings by their leaders. For objective two; the majority of the respondents strongly agreed that their roles were clarified by the Principal in the job description, furthermore, the majority of the respondents agreed that they were contented with the rate of participatory management in their institutions. For objective three; the majority of the respondents agreed that they were discouraged from giving extra time to their students because the principal imposed some decisions on them, and the that majority of the respondents agreed that they continued to do their work even when their salaries were delayed because they trusted in the institution leaders that they could not fail to pay. It is concluded that participatory management has a significant influence on the instructor performance in Medical Training Institutions in Mukono District. The study recommends that principles should consults instructors before making final decisions on issues regarding their wellbeing and the institution's prosperity.

CHAPTER ONE

1.0 Introduction

In this study the researcher investigated the effect of Participatory Management on Instructor Performance in selected Medical Training Institutions in Mukono District. This chapter presents the background to the study, the statement of the problem, the purpose and objectives of the study, the research questions, the scope of the study, justification of the study, significance of the study, and conceptual framework.

1.1 Background to the Study

1.1.1 Historical background

World over, participatory management is a common way of management used in several developed countries like; Australia, Canada, New Zealand, the United Kingdom, and parts of the United States of America (Jonston, 2017). In the Recent past years there has been a great transition from traditional vertical management towards participative management in the rest of the developed countries which had not yet adopted it (Themane 2021; Bush & Herrera, 2021). Most of the institutions in developed countries have tried to adopt participatory management as a progressive means of making staff in higher institutions of learning not only more active in their designated areas of work but also more democratic and efficient at making decision for the progress of the institution (Bartle, 2017: Herrera, 2021).

According to Dushkinonline (2019), in America solutions are being offered to improve the quality of America's public schools by decentralising decision-making authority from State educational agencies and school districts to local school sites. This shift is being

recommended in the belief that organisations will perform better if those who must implement decisions and are affected, by the program, have a greater say in decision-making. The authorities think that if the lower officials are fully involved in decision making, they will implement the policies with less or no resistance and they will treat the institution as their own.

In some African countries like South Africa, their government has tried to embrace participatory management in different education institutions (Bush & Heystek, 2018). For instance, the government published a White Paper 2 on the organization, governance and funding of schools. This was aimed at helping to foster democratic school governance by involving all of its stakeholders, including parents, teachers and learners. Democratic school governance involves grouping all the stakeholder and giving them active roles on top of their responsible to encourage tolerance, rational discussion and collective decision-making. The South African White Paper led to the 1996 South African Schools Act (Act 84 of 1996). This became operational at the beginning of 1997 and mandated that all public schools in South Africa must have democratically elected School Governing Bodies (Bush & Heystek, 2018).

Although, collaborative processes are increasingly called for as part of reform efforts in schools, these processes will not come about in an authentic form if the people involved do not trust one another (Blase & Blasé, 2020). Principals who do not trust their teachers will not share authority and responsibility. Teachers who do not trust one another will not give over a measure of their autonomy in order to collaborate with others. School personnel who do not trust parents will guard against giving them a real voice in decision

affecting the school. Research has been conducted in schools operating under PM (Blase & Blasé, 2020).

While some countries in Africa have fully embraced participatory management, Uganda is still struggling to adopt the same in most of its institutions. Teachers involvement in the management process in many institutions has been taken for granted to the extent that some of the activities that the instructors are engaged in have only been reduced to routine activities, even when they call for meetings they don't consider their ideas and they are not consulted at all before making changes in policies that govern the institution Mayanja, (2020).

1.1.2 Theoretical Background

Human Relations Theory

According to Sean, (2022). The human relations theory was developed by Mary Parker Follet where the theory focuses on individuals needs and resultant behaviors of individuals and groups. In this regard she emphasizes that employees have a lot of want of which some can easily be solved and others may not easily be solved (Jason Gordon, 2022). However for a better performance in an organization, the manager must solve such conflicts through a process of democracy and conversation rather than being authoritative (LANGDALE 1974; Jason, 2022; Sean, 2022). There are six points in which democratic problem solving happen in human relations theory;

1. Listening to each other's views
2. Accepting other view points
3. Integrating viewpoints in pursuit of a common goal
4. Coordinating must be achieved in the early stages
5. Coordinating must have reciprocal understanding

6. Coordinating is a continual process.

Human relations theory allows employees to develop a sense of self-awareness to understand their places within a company and their influence. To achieve this, organization must organize workshops and seminars to discuss the productivity of an organization, how to achieve ethical actions, and the employees should be given a chance to brainstorm the way forward, and if in future their contribution become the guiding policies, they will follow with less hesitation (LANGDALE 1974; Jason,2022; Sean, 2022).

1.1.3 Conceptual Background

Participatory management is the act of empowering employees of an organization to get involved in decision making. It is currently used as an alternative to traditional vertical management where an institution will have a chain of management, usually with a Chief Executive Officer (CEO)/Principal at the top who will make decisions and then delegate authority to lower-level managers without necessarily involving other employees in decision making (Guyot, & Sylvain, 2021).

For many decades back, most of the organizations/institutions have been embarking on vertical/top to bottom management structure because of its benefits like well-defined roles and responsibilities. However, the structure has some challenges like hindrance in creativity and innovation, bureaucracy and rigidity. These challenges have influenced some of the organization/institutions to shift to participatory management which allows creativity, agility, team employee project and goal management Ajetunmobi , Maruff and Muhideen ,(2020).

According to Alkhafaji and Sriram (2013), instructor performance refers to the observable actions, attitudes, behaviour, teaching methods, techniques and management skills that an instructor displays in and out of the class room including involvement in co-curricular activities and field practices. The more positive the observable characteristics, the better we expect performance in an institution (Ajetunmobi et-al, 2020; Ebunu, A. 2020).

1.1.4 Contextual Background

The management situation in medical training institutions in Mukono district is not any different from that in the majority of the institutions in Uganda. Principals in the medical training institutes rarely involve their employees in management, if they do, they do not fully empower them to exercise management and they make sure they hide a lot of information from them in order not to learn and grow in administration, because if they do, they can easily take over their positions. This is worse where a junior officer is more educated than the supervisor (Okwakol, 2019). Within the above context of Mukono District, the study focused on exploring the effects of participatory management on instructor performance in Medical Training Institutions.

1.2 Statement of the Problem

A number of medical training institutions which at one time started off well where most of the instructors and other support staff were giving in their best for the prosperity of the institutions are of late experiencing several challenges. These include but not limited to; failure to pay workers in time, crumbling physical infrastructure, instructors dodging classes, lack of instructional materials, staff grumbling and staff strikes (Mayanja, 2020).

Several arguments have been put forward to explain this situation and they include issues of poor management, under funding, undermining instructors, failure to involve middle managers and poor allocation of funds among others. All the above challenges seem to come from failure to involve instructors in decision making, policy making and management of the institutions at the middle and low levels. It is on this basis that the researcher explored the effect of participatory management on teacher performance in Medical Training Institutions in Mukono District.

1.3 Purpose and Objectives of the Study

1.3.1 Purpose of the Study

The purpose of the study was to establish the effects of participatory management on instructor performance in Medical Training Institutions in Mukono District.

1.3.2 Specific Objectives

The study was guided by the following objectives:

1. To examine the instructor attitude towards participatory management in Medical Training Institutions in Mukono District.
2. To establish the extent to which institutional top management involve their instructors in institutional management in Medical Training Institutions in Mukono District.
3. To establish how participatory management impacts instructor performance in Medical Training Institutions in Mukono District.

1.4 Research Questions

The study was guided by the following research questions:

1. To examine the impact of participatory management on instructor attitude towards their managers in Medical Training Institutions in Mukono District.
2. To what extent do school managers involve their instructors in institutional management in Medical Training Institutions in Mukono District?
3. How does participatory management affect instructor performance in Medical Training Institutions in Mukono District?

1.5 Scope of the Study

The scope was divided into three dimensions, that is; geographical, content and time scope.

1.5.1 Geographical Scope

The study was conducted in Mukono District and particularly in (4) four Medical Training Institutes. Mukono is located 23 Kilometers (KM) from Kampala.

1.5.2 Content Scope

The study focused on instructor attitude towards participatory management in secondary schools in Medical Training Institutions in Mukono District, the extent to which school managers involve their instructors in participatory management in Medical Training Institutions in Mukono District, how participatory management affects instructor performance in Medical Training Institutions in Mukono District. The study was limited to participatory management as an independent variable and instructor performance as a dependent variable.

1.5.3 Time Scope

The study was limited to a period of 8years i.e, 2015-2022, in order to track performance under participatory management in medical training institutions in Mukono District, for a relatively long period of time.

1.6 Justification of the Study

Most of the institutions claim that participatory management is obviously part of the day today running of the institutions. However, there are a lots of management issues in most of the institutions in Uganda particularly Medical Training Institutions this may mean that institutional leaders are not knowledgeable of how participatory management works or participatory management is in theory but not practice in there institutions. Most of those issues range from instructor dissatisfaction to instructor performance. It is upon this background that the researcher decided to investigate the effect of participatory management on tutor performance in selected Medical Training Institutions in Mukono District.

1.7 Significance of the Study

The study will be useful to the medical institution, the managers, employees, students and parents in the following ways:

To the Medical Institution: through participatory management, all stakeholders shall attain a sense of ownership of the institution which in return shall motivate them to work tirelessly towards the attainment of the institutional goals and objectives.

To the managers: It will help managers to learn how to involve employees in decision making and management, managers are able to quickly identify areas of concern and turn to employees for solutions.

To the Employees: It will help the employees to increase their level of commitment to the organization and the decisions they make as a group since their views are considered by the administrators.

It will also help employees gain a wider view of the organization through training, development opportunities, and information sharing which helps employees to acquire conceptual skills needed to become effective managers.

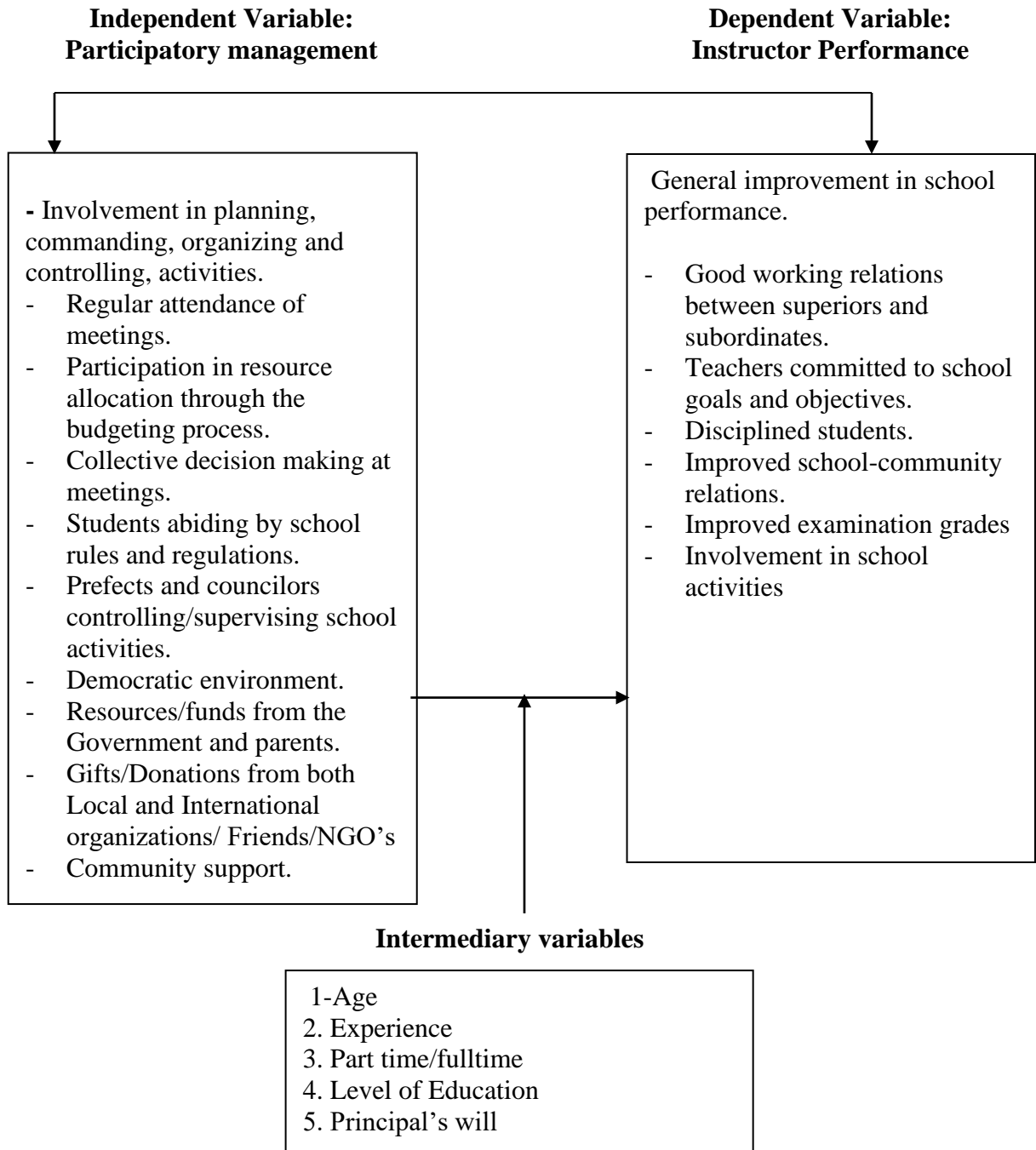
To the Students: Students will receive the best medical information since the instructors shall be motivated to teach and do more research in order to equip the students with all the necessary information as one of their major reasons for being in the institution.

To the Researcher: The study will fulfill the requirements for the award of the Degree of Master of Education Administration and Planning of Uganda Christian University.

The Parents: With participatory management, instructors will feel part of the institution and they will give parents value for money.

1.8 Conceptual Framework

Figure 1: Conceptual Framework



The framework within which the research was conducted is based on the theory that participatory management involves collective decision-making, compliance to rules and regulations, resource mobilization, efficiency and consequently better teacher performance. It follows therefore that for educational organizations to achieve their institutional and national goals of education, they must have in place structures and systems that enable effective participatory management. Good educational administration and management should ensure instructor participation in the planning and implementation of programmes.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the review of related literature to the study. The review was done in accordance with the objectives of the study under the following sub-themes: the instructors' attitude towards participatory management in Medical Training Institutions, the extent to which Institutional top Management involve their instructors in institutional management in Medical Training Institutions, and how participatory management affects instructor's performance in Medical Training Institutions.

2.1 Theoretical Review

According to Sean, (2022). The human relations theory was developed by Mary Parker Follet where the theory focuses on individuals needs and resultant behaviors of individuals and groups. In this regard she emphasizes that employees have a lot of want of which some can easily be solved and others may not easily be solved (Jason Gordon, 2022). However for a better performance in an organization, the manager must solve such conflicts through a process of democracy and conversation rather than being authoritative (LANGDALE 1974; Jason, 2022; Sean, 2022). There are six points in which democratic problem solving happen in human relations theory;

1. Listening to each other's views
2. Accepting other view points
3. Integrating viewpoints in pursuit of a common goal
4. Coordinating must be achieved in the early stages
5. Coordinating must have reciprocal understanding
6. Coordinating is a continual process.

Human relations theory allows employees to develop a sense of self-awareness to understand their places within a company and their influence. To achieve this, organization must organize workshops and seminars to discuss the productivity of an organization, how to achieve ethical actions, and the employees should be given a chance to brainstorm the way forward, and if in future their contribution become the guiding policies, they will follow with less hesitation (LANGDALE 1974; Jason,2022; Sean, 2022).

2.2 Impacts of Participatory Management on Instructors' Attitude towards their managers in Medical Training Institutes

According to Ajetunmobi et-al (2020), For an organization to stand firm, knowing your employees' attitudes is very key. Attitudes are good predictors of behaviour. Positive job attitudes help predict constructive behaviour that direct effort towards improved performance off the employees, while negative attitude usually denotes dissatisfied employees who may engage in psychological and sometimes physical withdrawal in the following ways; unauthorized absenteeism, early departures from work, extended breaks, failure to beat deadlines, overt acts of aggression, negative influence to other employees, blackmail of top managers and co-workers among others. If top management does not intervene in such acts, they may lead to the downfall of an organization (Ulrich & Kindermann, 2016). The study took one method research design (quantitative), data was collected by use of questionnaires. Data was analyzed by percentages, mean scores, standard deviation and tables, unlike this study, that used both quantitative and qualitative approaches.

Participatory management in medical training institutes can be regarded as a process through which stakeholders such as school heads, teachers, parents, students and the

general community play a collective role in idea development, decision making and the general development of the institution following the rules and regulations governing the whole institution. Different stake holders may involve in managerial issues like sharing power rights, responsibilities, information sharing, commitment to effective performance of students and maintaining discipline in the institution (Ebunu, 2020). This implies that all stakeholders should always work together in running schools effectively. However, tutors should be given a special consideration because they are directly charged with uplifting or lowering the name, brand, and financial flow of an institution since they deal directly with the major clients of the institution and they can decide to uplift the school if allowed to be part of decision makers and advisors or they can decide to put it down if their ideas are not respected (Napawan & Snyder, 2016).

In relation to the above, traditionally medical training institutions have not been incorporating Participatory management as a priority in their management structure. Most of the decisions have always been made by board of directors or top most managers without giving a chance to the middle managers and the rest of the employees to participate in decision making (Kuhlmann & Knorring, 2019; Guyot & Sylvain 2021). However, in the last decade this has begun to change especially for developed countries like Canada where they have models of medical education in which they have some roles that different officials should learn and take on after being mentored by their immediate supervisors. That is done by involving them in decision making at their levels and then latter their decisions are discussed and adopt by the institution if deemed fit for the development of the medical institute. To crown it up, they have even formed and

registered workers 'unions to fight for their rights in case their labour rights are violated. This has encouraged and developed many young employees into very competent and admirable leaders within and outside of the institution when they move on (Ham, 2018).

Contrary to the above, Heras, Moscoso, Soledad, Wijffels, Tenze, Alicia, (2018) say that, some of the organisations deny employees a chance to be involved in decision making or even bringing up their ideas, and this may cause employees to leave the organisation with very brilliant ideas which would have seen the organisation prosper (Blase & Blase, 2021). Unfortunately, this can only be realised when the employees set up consultancy firms and give such brilliant ideas to other organisations which approach them for assistance or when they move on to competing companies and they are given a chance to present their ideas or even being part of the decision makers. A case in point is one managing director of an organization who felt so saddened when an elderly employee who had reached his retirement age after 35 years of service with the company, commented during his exit interviews, "For the last 15 years, you had my body but not my mind". The employee went on to say, that he had literally hundreds of good ideas on how to improve operation of the business but since no one asked or seemed concerned about his ideas and opinions, he had kept them to himself (Ulrich & Kindermann, 2016).

To emphasize the issue of participatory management, ITS and Yonghua (2017) elaborates that Workers in Hong kong - Integrated Medicine Institute requested through their workers' association to be part of the institutional committee which decides which amount of compensation is given to any worker in case of an accident of basing on how long one has served the institution and how big his or her family is on addition to how

much the worker may spend off the job while nursing injuries. That shows how much workers now know their rights and how they are interested in participating in decision making in most of the issues pertaining their well-being (Blase & Blase, 2021).

Furthermore, Blühdorn & Deflorian (2019) assert that in the era of democracy, companies in democratic countries usually try to allow their staff to contribute to the wellbeing of the company and this has seen some of the companies grow to greater heights since workers feel part of the decisions made in the company, they also go ahead to talk well about the company in public which attracts many other talented people to join it since most intelligent people usually want to be some here were their thoughts will be listened to and discussed to either win or lose on principle than having no chance to express their ideas. On the other hand, it may cause other employees to leave in case they see that the company has a lot of bright people who bring forward more brilliant ideas than theirs yet they always want to be on top. If such a person remains, he or she will bring up a very unhealthy competition which may in the long run bring down the company. This implies that even in the bid for participatory management, it should be well monitored, guided and controlled by the top management basing on the company's vision, mission, aims and the rules and regulation governing it.

When principals effectively use shared governance strategies and participatory management, teachers feel energized and motivated, and their sense of ownership and empowerment increases (Blasé & Blasé, 2021). Shared governance, or participatory management, enhances instructor' professional status and their "ownership" in the planning and operation of the institution. Thus, shared governance gives teachers a

vested interest in institutional performance and also promotes harmony and trust among instructors and administrators (Blühdorn & Deflorian, 2019). It is thus not clear whether there is instructors' attitude towards participatory management in Medical Training Institutions in Mukono District, a concern that this study tried to ascertain.

2.3 The Extent to Which School Managers Involve Their Instructors in Institutional Management

According to Bartle (2017), effective and successful managers are those who delegate decision making and responsibility in their organizations. The most important asset of a manager in an organization is people. If those people are trusted by the top leaders, they will become dependable, loyal, willing to work and give extra effort where they are delegated or requested to represent the organization. That kind of trust from top leaders will make workers feel secure and improve on the output and efficiency. The study took one method research design (quantitative), data was collected by use of questionnaires. Data was analyzed by percentages, mean scores, standard deviation and tables, unlike this study, that used both quantitative and qualitative approaches (Ebunu, 2020).

Denhardt, & Aristigueta, (2020), contend that a good manager is one who works with others to make the best out of them for the sake of attaining the set goals. Blühdorn & Deflorian (2019) further emphasizes that, for the purpose of achieving success as a manager, you must create a conducive environment for 'participatory democracy' in the running of the institution. The more opportunities given to members of staff to participate in institutional management, the greater it is likely to gain their sense of commitment and ownership of institutional programmes.

In addition to the above, Bartle (2017) says that, if the manager is pro-active and seeks the instructors input in decision making, and the daily running of institutional activities, the instructors will contribute more meaningful ideas to most of the issues that bring about the smooth running of the institution. The organization will run better if the staff are more loyal, feel needed, respected, and they also feel that their opinions count. Decisions tend to be better when they can call on a wider range of knowledge, information and experience. No matter how wise and experienced a boss may be, she or he cannot have as much experience as all of his or her staff.

In relation to the above, Mayanja, (2020). Emphasizes that, although school management in Uganda is a delegated responsibility, by the Ministry of Education and Sports, to head-teachers, they cannot carry out the management process on their own; they need help and assistance of other stakeholders of the school (Mayanja, 2020). These stakeholders include board members, teachers, student leaders and the support staff. All these people need to be involved in school planning and in the overall implementation of the plans and decisions made from time-to-time School managers are responsible for establishing and maintaining conducive climate in schools. This ensures greater employee participation in school activities (Heras, Moscoso, Soledad, Wijffels, Tenze, Alicia, 2018).

Kimmel, Irran & Luger (2015) asserts that while parents, community groups, and the business sector carve out roles in institutional participation, teachers traditionally have been omitted from meaningful involvement in institutional governance. Teachers, who

know more than anyone in the educational chain about the needs and interests of individual students, have until recently been virtually excluded from school management and policy making. Despite their expertise, most teachers have almost no role in making important decisions that will affect the quality of life in their schools. This lack of involvement in setting academic standards and establishing the school schedules has caused extreme frustration among the teachers, students and the school in general. Because many principals do not involve teachers in the management process, the concept of participatory management in most medical institutions are still at the lowest level which hinders development (Peek, 2022).

Ham (2018) further says that, instructors can take a greater role in the overall success of the institution when they commit themselves to being active participants in the decision-making process. Moreover, instructors need to feel they have more to offer to the institution than just teaching in the classroom. Institutional managers must understand that the entire system will benefit when instructors play an active role in improving their work environment. The instructor enjoys a near total authority in the classroom and thus will be happy to be given a say over the management of the class and the institution as a whole. It motivates instructors to take “control” and “own” the class and institution thus motivating them to be superior and productive.

Finally, the bureaucratic nature of institutions makes institutional management complex especially in matters of decision-making. Complexity is defined as the measure of heterogeneity or diversity in environmental sub-factors such as customers, suppliers,

socio-politics and technology (Napawan & Snyder, 2016). As complexity increases, the ability to understand and use information to predict, plan and make decisions becomes more challenging and in the end demoralises most of the tutors who would wish to fully contribute in the development of all sectors of an institution (Blasé & Blasé, 2021). It is thus not clear whether Institutional top Management involve their tutors in institutional management in Medical Training Institutions in Mukono District, a concern that this study tried to ascertain.

2.4 Effect of Participatory Management on Instructor Performance in Medical Training Institutions

Ledford (2017) asserts that, participatory management has been found to promote such things as customer orientation, continuous learning, and improvement in quality and control. Researchers have consistently found that individuals tend to work harder at attaining a goal when they are involved in setting it. This could be applied to school system whereby when the key stakeholders are involved in institutional management, there is a likelihood that it will impact of institutional prosperity Guyot & Sylvan, (2021).

In addition to the above, Blanchard, Carlos & Randolph (2021) further emphasizes that employees, managers and companies can benefit greatly from creating a culture in which people can be empowered through managerial trainings and continuous reminders about the institutional aims in order to have them contribute towards that direction. The same scholars further say that, if employees share a common culture are more likely to be unified in their actions and such unity affects their performance positively.

According to Singer (2015), employees' performance and that of an organization are linked so that when the company's output is good, the employees share the glory. People gain ownership of a project or task when they have a part to play in it. They will always appreciate success and want to be identified with it. When a task or a project is delegated, the success of the project helps bind people's loyalty to the organization for which they have worked successfully. In addition, they are encouraged to work together as a team, toward a common goal. The result is certainly Better Team Dynamics (Ulrich & Kindermann, 2016).

Bwire (2015) highlights that the management styles practiced by different institutional managers influences the effectiveness of their tutors as follows: The "Sell" style, involves encouraging, convincing, and persuading, the "Participative" style, involves discussing, negotiating, sharing ideas and seeking other views, the "Delegating" style, involves giving power, authority, trusting, devolving and encouraging initiation, the "Tell" style, involves instructing, informing, setting deadlines, directing, correcting, setting priorities and demanding. Among all the mentioned styles, employees usually own policies, and issues where they have been part of the decision and they will be in position to enforce it, monitor it and defend it for the good of the institution (Ajetunmobi et-al, 2020).

Furthermore, when principals effectively use shared governance strategies and participatory management, teachers feel energized and motivated, and their sense of ownership and empowerment increases (Blasé & Blasé, 2021). Shared governance, or

participatory management, enhances instructor' professional status and their "ownership" in the planning and operation of the institution. Thus, shared governance gives teachers a vested interest in institutional performance and also promotes harmony and trust among teachers and administrators (Blühdorn & Deflorian, 2019).

Heras, Moscoso, Soledad, Wijffels, Tenze, & Alicia (2018) emphasizes that, teaching like most professions, depends a great deal on effective teamwork. At first, this may seem a contradictory idea, since our usual picture of teachers is one of someone working independently, often isolated with their learners behind the closed door of the classroom or workshop. Teamwork may not necessarily extend as far as the practicalities of classroom activity (Denbart, et-al, 2020). Even when it will have played a major part in planning, evaluation, providing moral support and motivation, and generating ideas and developing strategies. Individual teachers contribute to the school performance through doing various activities such as classroom teaching, maintaining discipline in school, guidance and counseling of students, and supervision of co-curricular activities. When properly conducted, these acts will lead to better academic performance and reputation of the school Parnell (Ulrich & Kindermann, 2016).

In relation to the above, effective delegation is one of the major tools of building capacity and loyalty which in return helps the institution to prosper. It involves the stimulus of increased responsibility and can provide a delegate with an enriched level of satisfaction as well as a greater sense of worth (Kimmel, Irran & Luger, 2015). Delegation is empowerment and consequently the mainspring of better work. Staff will not develop

unless they are given tasks that build their abilities, experience, and confidence if properly done, delegation encourages team members to understand and influence the work in the department. Delegation allows team members a chance to incorporate their values in the workplace and, in many cases, to work on activities that especially interest them. This increases their enthusiasm and initiative (Blanchard, et-al 2021).

Ocwich (2015) further say that allowing tutors to participate in the management process yields positive results. The instructors' satisfaction, motivation, morale and self-esteem are positively affected by their involvement in decision making and implementation. In an institution, employee commitment and loyalty are fostered by collaborative institutional management practices. In participatory management, the employees have a sense of ownership of change initiatives and eventually extend stronger support to realize the goals of such efforts. If well instituted, participatory management has a significant impact on tutors' performance in the schools (Okwakol, 2019). It is thus not clear how participatory management affects teacher performance in Medical Training Institutions in Mukono District; a concern that this study tried to ascertain.

2.5 Research Gap

After a thorough review of literature, it has been observed that there is very little literature in the field of participatory management and instructor performance. Worse still the available literature is from research done in countries which do not have a similar setting like that of Uganda. It is on this basis that the researcher embarked on examining

the effect of participatory management on instructor performance in medical training institutions in Mukono District.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter included the methodology that the researcher used in conducting the study, it includes the study design, area of study, information sources, population and sampling techniques, variables and indicators, measurement levels, procedure for data collection, data collection instruments, quality/error control, the strategy for data processing, analysis and interpretation, and methodological constraints.

3.1 Research Design

The researcher used a cross-sectional survey design with a mixed approach where both qualitative and quantitative techniques were used. This method was appropriate because the researcher collected data from many different individuals at a single point in time in that way saving time but reaching out to a very large number of respondents in a natural setting (Koul, 2005). The respondents were selected as a representative sample, whose responses were used as a basis for making conclusions generalisable for the entire population. Whereas qualitative approach was used to collect, present and interpret verbal data, quantitative approach was used to analyse numerical data using frequencies, percentages and correlation. The choice of these approaches was that qualitative was used for exploring the application of the theory and quantitative was used for testing of the theory.

3.2 Area of Study

The study was conducted in four (4) Medical training Institute in Mukono District. This area was chosen because there were persistent management issues for the past ten years to the extent that some medical schools closed up. Some of these challenges have been attributed to failure of the principles to involve other stakeholders in the day today management of the medical institutions.

3.3 Information Sources

This refers to where the researcher obtains information from. The researcher used both primary and secondary sources of information to collect data. Primary sources included; original facts/ sources obtained from the fields, directly from the respondents by use of interviews and questionnaires. On the other hand, secondary sources involved the use of text books, publications video recordings, and other literature analyzed by other related authors (Kothari, 2013).

3.4 Population and Sampling Techniques

3.4.1 Population

Population is the complete collection (universal) of all the elements (units) that are of interest in a particular investigation (Amin, 2005). The study population included the following; Chairpersons Board of Directors, Principals, Other Institutional administrators and Instructors in the selected Medical Training Institutions in Mukono District, making a total of 70 in number. There are four (4) Medical Training Institutions in Mukono District and all of them were considered because they were few in number and manageable to take on for research in the given period of time. The above members were

chosen basing on the fact that they were the right full people to respond to the researcher's questions.

3.4.2 Sample Size Determination

To determine sample size, the researcher used Krejcie and Morgan (1970) tables of determining sample size to come up with the representative sample size. By use of Krejvie and Morgan (1970) table, out of 70 target population, the sample size of 58 respondents were selected and used for this study. As elaborated in the table below.

Table I below shows the number of participants to be selected in each category.

Table I: Participants in the Study

Departments	Population	Sample size	Sampling Techniques
Chairpersons Board of Directors	4	4	Purposive sampling
Principals	4	4	Purposive sampling
Other Managers	4	4	Purposive sampling
Instructors from school A	15	12	Simple random sampling
Instructors from school B	14	11	Simple random sampling
Instructors from school C	15	12	Simple random sampling
Instructors from school D	14	11	Simple random sampling
TOTAL	70	58	

3.4.3 Sampling Techniques

All the four Medical Training Institutions were selected since they were a manageable population. However, purposive sampling was used for Principles, Chairpersons Board of Governors and, Other Institutional administrators. Simple random sampling technique was used to select Instructors in Medical Training Institutions in Mukono district. In purposive sampling, people were chosen because they had the in depth information about the level of participatory management in their institutions (Leedy & Ormrod, 2001). Simple random sampling technique was used to select instructors in the various medical training institutions, so as to give each one an equal chance to participate in the study (Leedy & Ormrod, 2001).

3.5 Variables and Indicators

3.5.1 Variables

A variable is anything that can take on differing or varying values (Amin, 2005). In this study, the researcher was interested in the dependent and independent variables. The dependent variable (DV), also known as the criterion variable, was the one that was influenced by the independent variable. The independent variable (IV), on the other hand, was the one that influenced the dependent variable and it was the cause of the variation in the dependent variable. It is sometimes referred to as the predictor or explanatory variable (Amin, 2005, Kothari, 2013).

3.5.2 Indicators

According to Amin (2005), an indicator is something that shows what way a situation is changing. The following indicators were used to assess the extent of participatory management in Medical Training Institutions: Use of school rules and regulations by student leaders and teachers; presence of Management Committees in the schools, that is, academic, discipline, co-curricular, contracts and finance. Others included evidence of involvement in allocation of financial and material resources; resource mobilization; major decision making processes, involvement in planning and presence of parents in school meetings, by looking at copies of minutes written.

3.6 Measurement Levels

Kothari (2013) stated that measurement levels should meet the test of validity and reliability of the study. There are four types of measurement levels namely, ordinal, nominal, ratio and interval. The ordinal scale refers to ranking of measures according to their importance. Nominal scale measures only terms of names or designation of discrete units or categories. Ordinal scale measures in terms of such values as more or less, larger or smaller but without specifying the size of the interval. Interval scale measures in terms of equal intervals or degrees of different, but with an arbitrary established zero point that does not represent nothing of something. Ratio scale measures in terms of equal interval and an absolute zero point. A Likert scale was used when responding to questionnaire whereby respondents specified their level of agreement or disagreement to statement. It is recognizable when you are asked to indicate your strength of feeling about a particular issue on a 1-5 rating scale. The five –point scale which included the following kinds of answers were used; 1=Strongly Agree (SA), 2=Agree (A), 3=Not Sure (NS),4=Disagree

(D) and 5=Strongly Disagree (SD). Ordinal scale is a scale used when responding to questionnaire whereby respondents tick the appropriate responses to their agreement to the statement.

3.7 Data Collection Instruments

These are tools that the researcher used for the collection of data.

3.7.1 Questionnaires

The main data collection instrument that was used was the questionnaire. It entailed close ended and open ended questions. The Likert scale was also used as the best way of evaluating attitude of tutors, extent of involvement in participatory management and its effects on tutors' performance. It had clear questions that was easy to interpret. The use of questionnaires allowed a lot of information to be collected over a very short period of time.

3.7.2 Interview Guide

Interview guides were also used to gather information from the chairpersons of B.O.Gs and Principals of the institutions. Interview schedules allowed collection of information by directly asking the respondents to answer questions in a face-to-face interview interaction, which helped capture data missed out in the questionnaires and also helped increase the validity and reliability of the research findings (Leedy & Ormrod, 2001; Mouton, 2002). The notes made during uncontrolled observations gave the researcher a picture of the degree of involvement of teachers and other stakeholders, in the day-to-day planning and management of institutional activities.

3.8 Quality/Error Control

The attainment of research findings which are relevant and free from bias is a key factor in research. To reduce on the effect of an extraneous variable on the dependent variable, good quality control was very necessary. To ensure this the researcher used several methods like; making systematic and accurate recordings, listening carefully to established trust and report with interviewees and also interpreted the questionnaire responses careful to ensure validity and reliability.

3.8.1 Validity of the Instrument

Validity was done in order to find out whether the questions are capable of capturing the intended data (Cohen et al., 2007). Experts in research reviewed the questions to see whether they are capable of capturing the intended response. A Content Validity Index (CVI) was calculated in order to establish the validity of the research instrument. The researcher used the following formula to establish validity of the research instruments as seen below.

Content validity Index (CVI) = $\frac{\text{Relevant items by all judges as suitable}}{\text{Total number of items judged.}}$

Total number of items judged.

Ten questionnaires were pilot-tested in a secondary school that did not participate in the study. Each questionnaire had 30 items. Hence;

$$\text{Total items} = 30 \times 10 = 300$$

$$\text{Invalid items} = 45$$

$$\text{Relevant items} = 300 - 45 = 255$$

$$\text{CVI} = 255/300 = 0.85$$

The instrument was said to be valid since the CVI was 0.85 which was far above 0.7 the recommended value for validity (Kent, 2001), this implied that the questionnaire is valid for data collection. Results from the field helped to identify gaps and made modifications to the instrument where it was necessary. Similarly, the questionnaires items were constructed such that they were related to the questions in order to ensure that the research questions were well covered.

3.8.3 Reliability of the Instrument

Reliability of the questionnaire instrument will be assessed using Cronbach's coefficient alpha (Mugenda & Mugenda, 2003). A pilot study will be carried out on 10 respondents and the reliability results will be computed using the Statistical Package for the Social Sciences (SPSS).

Table 2: Reliability indices for the questionnaire

Cronbach's Alpha	Cronbach's Alpha Based on Standardised Items	No. of Items
.805	.796	20

The Cronbach's alpha is 0.805 as indicated in Table 2 above, 0.7 the recommended reliability value (Amin, 2005), it implied that the questionnaire is suitable for data collection. This showed that the questionnaire was reliable.

3.9 Procedure of Data Collection

Once the research proposal was approved, the researcher got a letter of introduction from the Research Ethics Committee of Uganda Christian University (UCU). With this letter the researcher sought permission from the principals, and the local councils in the areas where the Medical Training Institutes are located to avoid any doubt and to get trust from the respondents in reference to the reason why the research was being carried out. A pilot study of the data collection instruments was done at one of the Medical Training Institutes, in order to get validity and reliability of the questions in the tool. This Medical Training Institute was outside the targeted sample. The researcher then made necessary adjustments as recommended by the respondents in the pilot study. The researcher interacted with the required respondents with the consent of the administrators of the selected Medical Training Institutes. On the initial visits to the institutions, the researcher gave a background and objectives of the study. The researcher then distributed questionnaires to the respondents and agreed with the respondents on when to collect the filled questionnaires. The researcher also made appointments for the interviews, with the chairpersons B.O.Gs and the Principals. The researcher took down notes on observable indicators of participatory management during the interactive meetings at different Medical Training Institutes.

3.10 Data Presentation, Analysis and Interpretation

Data analysis is the process of transforming raw data into usable information, often presented in the form of a published analytical article, in order to add value to the statistical output (Amin, 2005). Two types of analyses were conducted and these included

quantitative and qualitative analyses. The following subsections explain the analyses in detail.

3.10.1 Analysis of quantitative data

Instructors and other managers filled questionnaires to provide quantitative data. Quantitatively, under this technique, data was analyzed using statistical packages like Statistical Package for Social Scientists (SPSS) to generate frequencies and percentages. This was useful and helped in generating tables for easy presentation and interpretation of the study findings. In addition to percentages and frequencies, study findings were presented in form of mean and standard deviation. Quantitative data was analyzed using descriptive statistics and Pearson Correlation analysis to examine the relationship between the independent and the dependent variable in the study; and this was also supported by regression analysis and co-efficiency analysis.

3.10.2 Analysis of qualitative data

Chairpersons Board of Directors and Principals were interviewed to provide qualitative data. Qualitatively, information from these participants were obtained by use of an interview guide. This was done by way of content analysis where field notes from the respective respondents were summarized in brief on the daily basis. Thus, qualitative data was edited and reorganized into meaningful phrases. In other words, a thematic approach was used to analyze qualitative data where themes, categories and patterns were identified. The conventional way here was by transcribing interview data, generating themes and sub themes and report verbatim or use the actual words spoken by the participants. The recurrent themes, which emerged in relation to each guiding question

from the interviews were presented in the results with selected direct quotations from participants.

3.11 Ethical Consideration and Approval

3.11.1 Ethical Clearance

Ethical clearance was sought from Uganda Christian University Research Ethics Committee (UCUREC) as well as School of Education, Department of Education of Uganda Christian University to conduct research. Approval and permission to conduct the study was sought and obtained from the Research Ethics Committee of Uganda Christian University. Permission to carry out the study in Mukono Municipality was sought from the Municipal authority and the Principals of the medical institutions under research. During the pre-test and the actual data collection process, the researcher ensured that the local council, sub-county authorities and institutional authorities were notified about the study and its objectives to gain their help and support.

3.11.2 Informed consent

Informed consent was obtained from all respondents before including them in the study. To ensure this, the researcher presented the introductory letter to the respondents to show them that the research was specifically for study purposes. Once the respondents accept, the researcher distributed questionnaires to them and carry out interviews. The researcher ensured that the research was conducted within the laid down procedures and regulations in the research design. Informed consent form that elaborates on the purpose of the study was filled by all those who participated in the study. Sometimes, verbal consent was also obtained from the participants to enhance confidentiality of the research which increased their participation.

3.11.3 Participants' Confidentiality

The researcher exhibited a high level of ethical behavior in the course of implementing the study; confidentiality where the information got from the field were only used for academic purposes. The researcher ensured that information provided were not in any way reveal the identity of the respondents, by ensuring that questionnaire items and interview guide was not requested for the names of the respondents. Participants were adequately informed about the procedures of the data collection and the survey remained anonymous (no provision for identifying the participant on the survey questionnaire to exist). Names and other identifying information from subjects were obtained for quality assurances purposes only and no individual was identified by any study report.

3.12 Methodological Constraints

The following were some of the anticipated constraints by the researcher, in the process of carrying out the study:

There was time constraints for the study. The researcher must be at his work place at the normal reporting time, while at the same time conducting the research. To overcome the constraint of time, the researcher made time outside his work schedule to do the research work. This included break and lunch times, time when students will be attending co-curricular activities and weekends.

There was administrative obstacles to the researcher's movements since his top administrators were not so cooperative. In the case of administrative obstacles to the researcher's movements out of his work station, the researcher arranged with his

colleagues to stand in for him while he was out collecting data. He also arranged for remedial programmes, for his classes outside the school timetable.

There was also suspicion, lack of cooperation and negative attitudes from some respondents especially institution managers who suspected the researcher to be a government spy. In this case, where the researcher sensed suspicion, negative attitudes and lack of cooperation, he took time to explain at length that the work was purely for academic purposes. This was backed by the introductory letter for research, from the university.

Some targeted respondents didn't return the questionnaire. The researcher targeted 59 participants but only 58 of them were used. One of the participants delayed to bring back the questionnaires which affected the researcher's target time planned to analyze her study. This was solved by only considering the returned questionnaire (50) to meet the time deadline.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF FINDINGS

4.0 Introduction

In this chapter, the study presents, analyses and interprets the results according to the objectives of the study; which included examining the instructor attitude towards participatory management in Medical Training Institutions in Mukono District, establishing the extent to which Institutional top Management involves their instructor in institutional management in Medical Training Institutions in Mukono District, and establishing the effect of participatory management on teacher performance in Medical Training Institutions in Mukono District.

4.1 Response Rate

All the questionnaires (51) that were distributed and only 50 of them were filled, collected and used. The questionnaire survey response rate was 98.1%. Eight (8) participants were interviewed that's; 4 Chairpersons Board of Directors and 4 Principals. The response rate for interviews was 100%. The overall response rate was 99.1%. Therefore, the response rate presents adequate, accurate, valid and reliable data on the study variables in Medical Training Institutions in Mukono District thus the study may give generalized results.

The high response rate is attributed to the well-designed questionnaire, the study topic and the enthusiasm of the researcher which aroused the interest and positive attitude of the respondents.

The chapter is arranged from presentation of the demographic characteristics of the respondents, followed by the objectives of the study as detailed below.

4.2 Bio Data

This section presents the background of the respondents and establishes whether the individuals in a particular study are a representative sample of the target population for generalization purposes in which category of management. The bio data presents the following concepts.

Table 3: Respondents' demographic characteristics

Demographic characteristics	Category (code)	Frequency	Percentage (%)
Category of Management	Deputy Principle	4	6.9
	Director of Studies	4	6.9
	Head of Department	1	1.7
	Committee Chairperson	4	6.9
	Instructors	45	77.6
	Total	58	100
Work experience	Less than a year	4	6.9
	1-5 years	23	39.6
	6-10 years	22	37.9
	Above ten (10) years	9	15.6
	Total	58	100
Age Bracket	18-24 years	4	6.8
	25-32 years	30	51.7
	33-40 years	14	24.2
	Above 40 years	10	17.3
	Total	58	100

Highest Level of Formal Education	Certificate	2	3.4
	Diploma	18	31.1
	Bachelor degree	32	55.2
	Master's Degree and above	6	10.3
	Total	58	100
Marital Status	Single	16	27.6
	Married	36	62.1
	Widowed	6	10.3
	Total	58	100

Source: Primary data (2022)

Table 3 shows that inquiry into the category of management that the respondents worked revealed that 6.9% of the respondents were deputy principals, 6.9% were directors of studies, 1.7% were heads of department, 6.9% were Committee chairpersons, whereas 77.6% were instructors. The results imply that all the intended respondents for the study were reached and participated and thus the study was not biased.

Furthermore, concerning the work experience of the respondents, the study shows that 6.9% of the respondents worked for less than one year, 39.6% had a work experience of 1 to 5 years, 37.9% had work experience of 6-10 years, whereas 15.6% had worked for more than 10 years in the medical school. By virtue of work experience, the findings imply that majority of the respondents up to 93.1% had worked for periods between 1 year and 10 years and above, therefore, their responses to the study were true because they are believed to know more about the organizational functionality.

Also, inquiry into the age bracket of the respondents revealed that 6.8% of the respondents were in the ages between 18-24 years, 51.7% were in the age bracket of 25-32 years, 24.2% were in the age bracket of 33-40 years, whereas the remaining 17.3% were of more than 40 years of age. The findings thus imply that the responses were true basing on the fact that most of the respondents were of age to participate in the study.

Additionally, regarding their highest level of formal education, the findings show that 3.4% of the respondents had achieved a certificate, 31.1% had attained diplomas, 55.2% had attained a Bachelors' degree, whereas the remaining 10.3% had attained a Master's degree and above. The findings imply that all the respondents were knowledgeable and thus the responses they provided were deemed true.

Concerning the marital status of the respondents, the study revealed that 27.6% of the respondents were single, 62.1% were married, whereas 10.3% were widowed. The findings imply that responses from the different marital statuses were collected and thus reducing any scenario of bias in the study findings.

4.3 Instructor Attitude towards Participatory Management

The question was posed to examine the instructors' attitude towards participatory management in Medical Training Institutions in Mukono District. The methods were rated with the extent of agreement or disagreements i.e. strongly agree to strongly disagree. Findings instructors and other managers are indicated in Table 4 below:-

Table 4: Impact of participatory management on Instructor attitude towards the School Managers

Statements	Extent of Agreement					Mean	St. Dev
	SD	D	NS	A	SA		
	<i>f</i> %	<i>f</i> %	<i>f</i> %	<i>f</i> %	<i>f</i> %		
I understand the concept of participatory management in relation to institutional administration	17 (34)	16 (32)	10 (20)	3 (6)	4 (8)	2.22	0.217
My principal involves me in the day today running of the institution.	5 (10)	13 (26)	11 (22)	14 (28)	7 (14)	3.10	1.233
My top administrators delegate me to represent the institution on their behalf	8 (16)	18 (36)	11 (22)	8 (16)	5 (10)	2.68	1.22
I like it when I am given an office of responsibility	0 (0)	1 (2)	2 (4)	24 (48)	23 (46)	4.38	0.667
I feel so proud when I am called to decision making meetings	0 (0)	0 (0)	1 (2)	18 (36)	31 (62)	4.60	0.535
It is so motivating to be made part of the disciplinary committee	1 (2)	1 (2)	6 (12)	17 (34)	25 (50)	4.28	0.904
I support the fact that participatory management by our principal should be even made better than it is now	4 (8)	13 (26)	17 (34)	7 (14)	9 (18)	3.08	1.209
I am so motivated when I see my opinion being considered by the principal and later implemented by the rest of us	0 (0)	0 (0)	2 (4)	11 (22)	37 (74)	4.70	0.544

Source: Primary data (2022)

Table 4 represents the descriptive statistics on the attitude of instructors towards participatory management in Medical Training Institutions in Mukono District. The results show that 66% of the respondents disagreed to the statements that they understood the concept of participatory management in relation to institutional administration, 20% were not sure, whereas 14% agreed with the statement that they understood the concept of participatory management in relation to institutional administration (Mean=2.22 and standard deviation 0.217). The mean implies that the majority of the respondents do not understand the concept of participatory management in relation to institutional administration. One of the interviewed participants had these to say:

'Instructors are less involved in participatory management, and most of them are not sure of how it works since they are used to the top-down approach. They are less consulted or involved in the daily running of the institution, less involved in planning and decision making even when they are stakeholders in the institution'
(Chairperson Board of Directors from Medical Training Institution A)

This implies that directors and other managers expressed fear that instructors effective involvement in the management shall make them ask for so many benefits and if they fail to offer them, the instructors may sue them. To avoid such, they try to eliminate participatory management in their institutions despite its benefits.

Furthermore, inquiry into whether the principal involved the instructors in the day-to-day running of the institution resulted into a mean of 3.10 and standard deviation of 1.233; in which 36% of the respondents disagreed with the statement, 22% were not sure, whereas 42% of the respondents agreed. The mean therefore implies that majority of the

respondents were neutral about the statement on whether the principal involved them in the day to day running of the institution; although the standard deviation shows that there was high variation and low reliability in their responses. One of the interviewed respondent had these to say;

'Instructors tend to be directly involved in daily institution activities. They are directly involved in running of the institution scheduled activities. Increased instructors involvement in institution decisions making is considered important for improving the quality of decisions, as those closest to students can significantly contribute towards providing high quality services to students and institution community' (Principal from Medical Training Institution C)

This implies that instructors being part and parcel of the institution stakeholders, they are responsible for the specified responsibilities. There is always job description and demarcation, and everyone has to effectively complete his/her assigned duties. Still, with presence of delegation at workplace, more duties have been assigned to instructors especially those available at the institutional.

Additionally, inquiry into whether the top administrators delegated the instructors to represent the institution on their behalf, the results show that a mean response of 2.68 and standard deviation of 1.22; in which 52% of the respondents disagreed with the statement, 22% were not sure, while the remaining 26% agreed with the statement. The findings therefore imply that majority of the respondents disagreed with the statement that their top administrators delegated them to represent the institution on their behalf, and the standard deviation of 1.22 shows that the responses were of high variation and low reliability. One of the key participant further noted;

'Delegation is less observed in our institution. the top administrators fear losing their positions as a result of delegation. It is only in a few cases that instructors could be left at the institution on behalf of the principal or deputy principal, since delegation involves entrusting work, responsibility and authority by a leader or a head of a team to a subordinate the top administrator fear both the positive and negative performance of the instructors.' (Chairperson Board of Directors from Medical Training Institution D)

This means that delegation promotes empowerment that is an effective tool that management and leadership allow a team or an individual staff the freedom and creativity to achieve the strategic goals outlined by management of the educational institution, thus creating a fear among the directors. Sometimes, delegated tasks might be above the subordinate's skill level or experience. The capacity to complete the task may also be limited by the lack of resources. The subordinate may not enjoy the assignment or simply not care, which lowers performance.

More to that, considering the inquiry on whether or not the instructors liked it when they were given an office of responsibility resulted into a mean response and standard deviation of 4.38 and 0.667 respectively with 2% of the respondents who disagreed with the statement, 4% who were not sure, and 94% who agreed with the statement. The mean thus implies that majority of the respondents strongly agreed with the statement that they liked it when they were given an office of responsibility. One of the interviewed participants had these to say;

'Most instructors tend to be motivated when they are given an office of responsibility. They feel respected and remembered for the work well done by giving them an office as a form of promotion, and this encourages them to work

*even more harder to accomplish the institutional assignments in time'.
(Chairperson Board of Directors from Medical Training Institution C)*

This implies that it is every individual instructor's dream to hold an office of responsibility. Such form of promotion is both a symbol of being efficient and active in their field of work. Being given an office of responsibility is observed as a form of respecting and honoring someone for the work well done, thus encouraging him/her to do better.

In addition to the above, table 4 shows that a mean response and standard deviation of 4.6 and 0.535 respectively were generated regarding whether the instructors felt proud when they were called to decision making meetings, this is evidenced by only 2% of the respondents who were not sure and 98% who agreed with the statement; implying that majority of the respondents strongly agreed that they felt so proud when they were called to decision making meetings. Besides, the standard deviation shows that the responses had low variability and moderate reliability. One of the interviewed participant had these to say;

'Instructors involvement in decision making process make them feel proud. Instructors always express a strong desire for participation in decision making, especially on issues concerning the better performance of students and also issues concerning their welfare. Since instructors are important deal directly with the learners, in most cases they have very good suggestions on helping them excel although most of their suggestions dig deep into the institutional budget which sometimes makes us ignore their suggestions.' (Principal from Medical Training Institution B)

This implies that instructors, as one of the important stakeholders, are represented in the institution board's and can effectively participate in institution decision making process.

Instructors can take a greater role in the overall success of the institution when they commit to being active participants in the decision making. Moreover, instructors need to feel they have more to offer to the institution than just teaching within their classroom.

Further inquiry into whether or not the instructors felt motivated to be made part of the disciplinary committee resulted into a mean response and standard deviation of 4.28 and 0.904, with 4% respondents who disagreed with the statement, 12% were not sure, and 84% who agreed with the statement. One of the interviewed participant had these to say;

'Instructors have quite a bit of discretion in determining whether and how instructors are disciplined because they are typically the initiators of the discipline process. Instructors can choose to deal with minor behavior issues in their classrooms in ways that don't involve administrators or formal disciplinary actions'. (Principal from Medical Training Institution B)

The findings imply that majority of the respondents agreed with the statement that they felt motivated to be made part of the disciplinary committee. In most cases it is one of the instructors that is made the chairperson of the disciplinary committee. Instructors' desire participates in the panel of people making the disciplinary decisions for the whole institution.

On the other hand, the table 4 above shows that a mean response and standard deviation of 3.08 and 1.209 were generated when the respondents were asked whether they supported the fact that participatory management by the principal should be made better than it was then, evidenced by 34% who disagreed with the statement, 34% were not sure, whereas the remaining 32% agreed with the statement. The findings thus imply that

majority of the respondents were neutral on whether they supported the fact that participatory management by the principal should be made better than it was then. Also, the standard deviation shows that the responses had high variability and low reliability.

One of the interviewed participants had these to say;

‘Top management needs to improve on participatory management by holding regular meetings that offer instructors more chance to develop ideas, make plans and share suggestions. In other words, these education institutions may establish individual or team meetings for this purpose’ (Chairperson Board of Directors from Medical Training Institution C)

This implies that participatory management style offers various benefits at all levels of the institution, and these is by creating a sense of ownership in the organization, participatory management instills a sense of pride and motivates employees to increase productivity in order to achieve their goals. In other words, a participatory management structure enables employees at all levels to impact medical institutions operations and goals.

Finally, inquiry into whether instructors were motivated when they saw their opinions being considered by the principal and later being implemented by the rest of the team revealed a mean of 4.7 and standard deviation of 0.544; with 4% of the respondents who were not sure, whereas the remaining 96% agreed with the statement. One of the interviewed participants had these to say;

‘The consideration of instructors’ opinions, ideas and suggestions by Principals make them to feel motivated. It make them to feel being part of the institution, thus encouraging teamwork and high level of productivity’ (Principal from Medical Training Institution B)

The findings thus imply that majority of the respondents strongly agreed that they were highly motivated when their opinions were considered by the principal and later implemented by the whole team.

4.4 Instructors' Involvement in Participatory Management

The question was posed to establish the extent to which Institutional top Management involve their instructors in institutional management in Medical Training Institutions in Mukono District. The methods were rated with the extent of agreement or disagreements i.e. strongly agree to strongly disagree. Findings are indicated in Table 5 below:-

Table 5: Instructors' Involvement in Participatory Management

Statements	Extent of Agreement, F (%)					Mean	St. Dev
	SD	D	NS	A	SA		
	<i>f</i> %	<i>f</i> %	<i>f</i> %	<i>f</i> %	<i>f</i> %		
My roles are clarified by my Principal in the Job description.	0 (0)	1 (2)	3 (6)	24 (48)	22 (44)	4.34	0.688
In most cases, the principal usually consults me in issues concerning the institution	11 (22)	18 (36)	4 (8)	8 (16)	9 (18)	2.72	1.443
In our Institution the principal involves me in high level decision making	4 (8)	14 (28)	20 (40)	5 (10)	7 (14)	2.94	1.132
In our institution all staff are involved in the daily management of the institution	4 (8)	7 (14)	14 (28)	18 (36)	7 (14)	3.34	1.136
In our institution we have mentorship	12	23	4	5	6	2.40	0.294

programmes in administration	(24)	(46)	(8)	(10)	(12)		
In our Institution the principal assigns most of the responsibilities which do not require a lot of experience and qualifications in a rotational way	6 (12)	12 (24)	19 (36)	12 (24)	1 (2)	2.8	1.01
I don't attend meetings because even when I make very important suggestions, the principal comes with a pre-determined position.	3 (6)	5 (10)	18 (36)	16 (32)	8 (16)	3.42	1.071
I am contented with the rate of participatory management in our institution.	1 (2)	5 (10)	13 (26)	25 (50)	6 (12)	3.60	0.904

Source: Primary data (2022)

Table 5 represents the descriptive statistics on the extent to which institutional top management involve their instructors in institutional management in Medical Training Institutions in Mukono District. The inquiry into whether the instructors' roles were clarified by the Principal in the job description resulted into a mean response and standard deviation of 4.34 and 0.688 respectively; evidenced by 2% of the respondents who disagreed with the statement, 6% who were not sure, and 92% who agreed with the statement. One of the interviewed participants had these to say;

'Job description of the instructors are well stated in their appointment letter. It clearly clarify on the activities they are supposed to be doing on the daily basis for the institution success. Instructors are supposed to be involved in reviewing classroom or curricula topics and assignments; assisting students with home works, projects, test preparation and other tasks as requested by their

supervisors' (Chairperson Board of Directors from Medical Training Institution D)

The findings imply that majority of the respondents strongly agreed that their roles were clarified by the Principal in the job description. Instructors can be employed to teach a wide range of subjects and specific duties and responsibilities vary depending on the subject being taught and the will of their supervisors.

On the other hand, inquiries into whether the principal usually consults with the instructors on issues concerning the institution resulted into a mean response and standard deviation of 2.72 and 1.443 respectively, with 58% respondents who disagreed with the statement, 8% were not sure, whereas 34% agreed with the statement. One of the interviewed key respondents had these to say;

'I rarely consult instructors on issues concerning the management of the institution because it becomes hard to order them to implement something if I bring them closer. I always make the final decisions without consulting them.'
(Principal of Medical Training Institution D)

The findings imply that majority of the respondents disagreed with the statement that the Principal consults with them regarding issues concerning the institution. In other words, Principals has the final say on the decision to be followed in the institution, and they just communicate to the entire staff of what should be done and not.

Additionally, concerning whether the Principal involved the instructors in high level decision making in the institution resulted into a mean and standard deviation of 2.94 and 1.132; evidenced by 36% respondents who disagreed with the statement, 40% who were not sure, and 24% who agreed with the statement; implying that majority of the

respondents disagreed and thus they were not involved in high level decision making in the institution. One of the key respondents had these to say;

‘Our Principal does not involve their instructors in the high level decision making. Instructors are less involved in budgeting process, legal formulation and participatory planning that make the major activities of the institution’

(Chairperson Board of Directors of Medical Training Institution A)

This implies that instructors tend to be only involved in minor institution decision making meetings. Despite instructors being knowledgeable and focal people at the ground, Principals do not consider their ideas, views and opinions as of great significance to the development and sustainability of the institution.

Additionally, concerning whether the instructors were involved in the daily management of the institution resulted into 22% respondents who disagreed with the statement, 28% were not sure, and 50% agreed with the statement, generating a mean response of 3.34 and standard deviation of 1.136; implying that majority of the respondents were neutral on whether the staff were involved in the daily management of the institution. One of the interviewed participants had these to say;

‘Instructors tend to be always at institution on daily basis. They are the focal people at the ground, and responsible for overseeing daily institution scheduled activities. On the other hand, the institution has been embarking on vertical or top to bottom management approach, with well-defined roles and responsibilities of each individual. However, this has led to hindrance in creativity and innovation, but also increased bureaucracy and rigidity’.

(Chairperson Board of Directors from Medical Training Institution A)

This implies that the authorities think that if the lower officials are fully involved in decision making, they will implement the policies with less or no resistance and they will

treat the institution as their own. Most of the institutions have tried to adopt participatory management as a progressive means of making staff in higher institutions of learning not only more active in their designated areas of work but also more democratic and efficient at making decision for the progress of the institution on the daily basis.

Also, inquiry into the statement on whether the institution had mentorship programs in administration resulted into a mean response of 2.4 and standard deviation of 0.294, with 70% of the respondents who disagreed with the statement, 8% were not sure, whereas 22% agreed with the statement. One of he interviewed participants had these to say;

‘The institution does not have programs related to mentorship of its instructors tthough, the institution is always looking for ways to nurture and retain its best people. Fortunately, most instructors are looking for ways to acquire administrative skills on their own especially through further education and working elsewhere. (Principal of Medical Training Institution B)

The findings therefore, imply that majority of the respondents disagreed with the statement that the institution has mentorship programs in administration. Mentoring in the workplace is an established partnership between colleagues for the purposes of learning and growth. Having a mentor at wok can traditionally be seen as senior and more experienced employees giving advice and support to younger employees during their early times of their careers.

Conversely, regarding the statement whether the Principal in the institution assigned most of them responsibilities which did not require a lot of experience and qualifications in a rotational way, results were as follows; a mean response of 2.80 and standard deviation of

1.01 with 36% of the respondents who disagreed with the statement, 36% were not sure, whereas 26% agreed with the statement. The findings imply that majority of the respondent were neutral about whether the Principal assigned most responsibility which did not require a lot of experience and qualifications in a rotational manner. Besides, the standard deviation shows that the responses had high variability and low reliability. One of the interviewed participants had these to say;

'The Principal in this institution does not assign most of their roles and responsibilities to other people as a form of delegation. The principal always tries to accomplish his duties and roles himself without seeking for help from junior staff, instructors inclusive' (Chairperson Board of Directors of Medical Training Institution A)

This implies that instructors involvement in the management process in many institutions has been taken for granted to the extent that some of the activities that the instructors are engaged in have only been reduced to routine activities; and this has been observed during the management situation in medical training institutions in Mukono district.

More to the above, inquiry into whether the respondents did not attend meetings because the principal attends with a pre-determined position on the issues to be discussed resulted into a mean of 3.42 and standard deviation of 1.071, with 16% of the respondents who disagreed with the statement, 36% were not sure, and 48% agreed with the statement. One of the interviewed participants had this to say;

'Instructors always attend regular meetings in the institution which is the best strategy for brainstorming. However, the principal does not involve instructors into exchange of ideas; and if this is done, then the principal does not consider

their ideas for implementation'. (Middle manager of Medical Training Institution B)

The findings show that majority of the respondents agreed that they did not attend meetings because the principal had a pre-determined position on the issues they were to discuss although the standard deviation shows that the responses had high variability and low reliability. The principals need to take keen interest in the use of participatory management and put full trust between the Principals and the instructors for the sake of enhancing instructors' performance in institutions.

However, inquiry into whether the instructors were contented with the rate of participatory management in their institution, resulted into a mean response of 3.6 and standard deviation of 0.904, with 12% of the respondents who disagreed with the statement, 26% were not sure, whereas 62% agreed with the statement. One of the interviewed participants had these to say;

'Sometimes my Principal does not trust the instructors and that prohibits him from sharing authority and responsibility with them but other times he does. Instructors who do not trust one another will not give over a measure of their autonomy in order to collaborate with others. Because of such miss trust and fear, the institution sometimes misses out on good management decision '. (Chairperson Board of Directors from Medical Training Institution D)

The findings thus imply that majority of the respondents agreed that they were contented with the rate of participatory management in their institution. This was also re-echoed by the standard deviation which shows that the responses had moderate variability and moderate reliability. Thus, different stakeholders involved in managerial issues like sharing power rights, responsibilities, information sharing, commitment to effective

performance of students and maintaining discipline in the institution. This implies that all stakeholders should always work together in running institutions effectively.

4.5 Participatory Management and its effects on Instructors' Performance

The question was posed to establish how participatory management affects instructors' performance in Medical Training Institutions in Mukono District. The methods were rated with the extent of agreement or disagreements i.e. strongly agree to strongly disagree. Findings are indicated in Table 6 below:-

Table 6: How participatory management affects instructors' performance in Medical Training Institutions

Statements	Extent of Agreement, F (%)					Mean	St. Dev
	SD	D	NS	A	SA		
I am more committed to work because I am considered part of the institution whenever I am consulted.	4 (8)	8 (16)	19 (38)	13 (26)	6 (12)	3.18	1.101
I am discouraged to give extra time to my students because the principal imposes some decisions on me.	1 (2)	6 (12)	6 (12)	25 (50)	12 (24)	3.82	1.004
I continue to do my work even when salary is delayed because I trust in the institution leaders that they cannot fail to pay me.	2 (4)	4 (8)	7 (14)	20 (40)	17 (34)	3.92	1.085
I am encouraged to attend most of the institutional meetings because if my opinion is stronger than the rest, it is considered	1 (2)	3 (6)	4 (8)	21 (42)	18 (36)	4.16	0.955

I attend all the activities of the institution because I am always given a role to fully take charge of.	0 (0)	4 (8)	7 (14)	21 (42)	18 (36)	4.06	0.913
I am always first consulted before making top decisions concerning my wellbeing in the institution where I work.	18 (36)	22 (44)	4 (8)	5 (10)	1 (2)	1.98	1.02
In my institution I am free to give my opinion because even if I disagree with the top officials' opinion, they don't witch-hunt me.	3 (6)	9 (18)	10 (20)	17 (34)	11 (22)	3.46	1.216
The level of participatory management in my institution is sufficient enough to help me get mentored into leadership.	5 (10)	8 (16)	11 (22)	20 (40)	6 (12)	3.28	1.17

Source: Primary data (2022)

Table 6 shows that inquiry into the statement on whether the respondents were more committed to work because they were considered part of the institution whenever they were consulted resulted into 24% of the respondents who disagreed with the statement, 38% were not sure, whereas 38% agreed with the statement (Mean = 3.18, Standard deviation = 1.101) implying that majority of the respondents were neutral about whether they were more committed to work because they were considered part of the institution whenever they were consulted. However, the standard deviation shows that the responses had a high variability and low reliability. One of the interviewed participants had this to say:

'Participatory management make instructors get committed to work. Regular consultation provides instructors with the love, desire and energy they need to

perform better. Committed instructors are thought to be more satisfied with their current positions and always strive for accomplishing their tasks in time.’
(Chairperson Board of Directors of Medical Training Institution A)

This means that instructors’ commitment is an internal force that derives instructors to invest more time and energy in keeping up involvement in the institution. This willingness of promoting the institution creates emotional link between instructors and the institution which ultimately inspires instructors to allow students to reach their targets.

Also, inquiry into the statement on whether the instructors were discouraged to give extra time to their students because the principal imposed some decisions of them resulted into a mean response and standard deviation of 3.82 and 1.004, evidenced by 14% respondents who disagreed with the statement, 12% who were not sure, and 74% who agreed with the statement. One of the interview participants had this to say;

‘Instructors tend not to give extra time to their students like for remedial lessons or private consultations, and this is as a result of Principal imposing some restrictions on them, to allow students to get some time for other institutional co-curricular programmes to prosper, have ample time for relaxation and carry out self revision’. (Principal of Medical Training Institution A)

The findings imply that majority of the respondents agreed that they were discouraged from giving extra time to their students because the principal imposed some decisions on them. However Students deserve ample time to relax, engage in co-curricular activities and carrying out self- revision at their own pace without instructors’ involvement.

More to that, inquiry into the statement on whether the instructors continued to do their work even when their salaries were delayed because they trusted in the institution leaders that they could not fail to pay them resulted into a mean response of 3.92 and standard deviation of 1.085, with 12% of the respondents who disagreed with the statement, 14% were not sure, and 74% agreed with the statement. One of the interviewed participants had this to say;

In this institution, Instructors tend to continue being involved in doing their work even when the salary is delayed simply because they trust their principals and administrators that they will pay them at any time without fail basing on the past experience. (Chairperson Board of Directors of Medical Training Institution C)

Implying that majority of the respondents agreed that they continued to do their work even though when their salaries were delayed because they trusted in the institution leaders that they could not fail to pay.

Additionally, Table 6 above shows that in regards to the statement on whether the instructors were encouraged to attend most of the institutional meetings because if they had stronger opinions than the rest, their opinions would be considered. This resulted into a mean response of 4.16 and standard deviation of 0.955; as evidenced by 8% respondents who disagreed with the statement, 8% who were not sure, and 78% who agreed with the statement. One of the interviewed participants had this to say;

'Instructors have been encouraged to attend institutional meetings and encouraged to bring their views and opinions on table for discussions, and some of them have been accepted, this has encouraged them to attend the majority of the meetings in this institution because they are sure that ideas are considered on merit.' (Principal of Medical Training Institution D)

The findings thus imply that majority of the respondents agreed that they were encouraged to attend most of the institutional meets basing on the assumption that their weightier opinions compared to other people's opinions would be considered in the meetings.

Furthermore, inquiry into the statement on whether the instructors attended all the activity of the institution because they were always given a role to fully take charge of resulted into a mean response of 4.06 and standard deviation of 0.913 with 8% respondents who disagreed with the statement, 14% who were not sure, and 78% who agreed with the statement. One of the interviewed participants had this to say:

'Instructors attend to activities of the institutions, and this has been done either through delegation and job rotation enhancing their involvement in institutional activities and management' (Principal of Medical Training Institution C)

The findings thus imply that majority of the respondents agreed that instructors attend most of the activities of the institutions because they were always given roles to play in the activities.

Conversely, regarding the statement on whether the instructors were always first consulted before decision making concerning their well being in the institution where they worked resulted into a mean response of 1.98 and standard deviation of 1.02, with 80% of the respondents disagreeing with the statement, 10% were not sure, and another 10% agreed with the statement. One of the interviewed participant noted;

'Instructors tend not to be consulted on issues concerning their well being in institutions. The Principals and other top administrators do not consult

instructors on the incentives to be given to them. They less consult them on issues concerning non-financial benefits like continuous staff development programs, refresher courses, and get feedback after performance appraisal and the principal insisted that if we give them a chance, they always request for what the institution cannot afford.’ (Principal of Medical Training Institution B)

The findings there fore imply that majority of the respondents were not consulted first before decisions were made concerning their well being in the institution where they worked.

Inquiries into whether the instructors were free to give their opinions because they would not be haunted for disagreeing with the top officials resulted into a mean response of 3.46 and standard deviation of 1.216, with 24% of the respondents who disagreed with the statement, 20% were not sure, and the remaining 56% agreed with the statement. One of the interviewed participant had this to say;

‘Instructors in this institution freely give their views and opinions without being intimidated and interfered with which helps the top administration to understand the situation on the ground for effective planning, it also helps to clarify on rumours and assumptions which would have retarded performance.’ (Chairperson Board of Directors of Medical Training Institution C)

The findings thus imply that majority of the employees are free to give their opinions during meetings at the institution, and they are not hunted down on condition that their opinions disagreed with those of their top officials at the institution.

On the other hand, concerning the statement on whether the level of participatory management in the instructors’ institution was sufficient enough to help them get mentorship in leadership resulted into a mean response of 3.28 and standard deviation of

1.17, with 26% of the respondents disagreeing with the statement, 22% were not sure, whereas 52% agreed with the statement. One of the interviewed participant noted that;

'Instructors' level of participation in management of institution change in relation to the scope of their work and involvement in leadership. Instructors' participation in management process increases their relevance and acceptance of their decision, thus resulting in effective teaching and learning as the major goal. Instructors participation in management may also lead to a greater collective understanding of the eventual course of action which promotes a sense of ownership.' (Chairperson Board of Directors of Medical Training Institution D)

The findings thus imply that majority of the respondents were neutral about whether the level of participatory management in the institution was sufficient enough to help them get mentored in leadership. Instructors' level of participation would be manifested in from creativity, good time management, new knowledge and skills, efficiency and effectiveness and quality teaching-learning process.

4.6 Inferential Analysis

This section highlights a series of inferential analyses that were carried out to examine and establish the relationships between the different variables. The study used correlation analysis and regression analysis to examine the strengths and direction of the relationships in the variables as presented below.

4.6.1 Correlation Analysis

The correlation analysis was undertaken to examine the strength and direction of the relationships between the independent and dependent variables as explained in Table 7 below.

Table 7: Correlation analysis

		Instructor Attitude	Instructor Involvement	Participatory Management
Instructor Attitude	Pearson Correlation	1		
	Sig. (2-tailed)			
	N	50		
Instructor Involvement	Pearson Correlation	.465*	1	
	Sig. (2-tailed)	.002		
	N	50	50	
Participatory Management	Pearson Correlation	.383*	.379**	1
	Sig. (2-tailed)	.001	.007	
	N	50	50	50

*. Correlation is significant at the 0.05 level (2-tailed).

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

Source: Primary data (2022)

Table 7 shows that in the relationship between instructor attitude and participatory management, there was a moderately weak positive Pearson's correlation r of 0.383 and p -value of 0.001, implying that a one interval change in instructor attitude would signify a 0.383 positive change in participatory management at the institution, and also a one positive interval change in participatory management would also signify a 0.383 positive change in instructor attitude at the institution.

Furthermore, the Table 7 above also shows that in the relationship between instructor involvement and participatory management, there was a moderate positive Pearson's correlation r of 0.379 and statistical significance p -value of 0.007, implying that a

positive one interval change in the instructors involvement would signify a 0.379 positive change in participatory management and vice versa.

4.6.2 Regression analysis

Regression analysis was used to compute the variation shared by the variables. It was used to identify how much variation lies in the relationship between participatory management and instructors' performance in Medical Training Institutions as presented in Table 8 and Table 9.

Table 8: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.713 ^a	.508	.488	.71577679

a. Predictors: (Constant), Instructor Involvement, Instructor Attitude

Source: Primary data (2022)

From the model summary in Table 8, the multiple regression coefficient R was evidenced by 0.713. However, the adjusted R² shows that participatory management accounts for 50.8% of instructors' performance; implying that instructors' performance can be explained by 50.8% of their participatory management; and the remaining 49.2% variation in the instructors' performance is due to other factors that were not part of this study.

Table 9: Coefficients table

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.913	.129		.000	.000
	Instructor Attitude	.245	.137	.245	1.783	.001
	Instructor Involvement	.304	.137	.304	2.220	.031

a. Dependent Variable: Participatory Management

Source: Primary data (2022)

The coefficients table shows that specifically, instructor attitude accounts for 24.5% variation in the instructors' performance. Furthermore, instructor involvement accounts for 30.4% variation in the performance of instructors in the medical institution. The findings revealed that instructor involvement had the highest effect on instructors' performance.

CHAPTER FIVE DISCUSSION OF RESULTS

5.0 Introduction

This chapter presents the discussions of results of the study on the effects of participatory management on instructor performance in Medical Training Institutions in Mukono District based on the study findings. The discussion of findings is presented basing on the study objectives in chapter one and basing on the results obtained in chapter four of this report.

5.1 Discussion of Findings

The discussion of results is done based on the findings presented in chapter four in thematic manner as follows:

5.1.1 Impact of participatory management on Instructor attitude towards the School Managers

The above study theme of examining the instructors' attitude towards participatory management in Medical Training Institutions in Mukono District; and these ranges from:

From the field study, it was noted that instructors did not understand the concept of participatory management in relation to institutional administration. This contradicts with Ledford (2017) who argued that directors and other managers expressed fear that instructors effective involvement in participatory management shall lead to changes in the organization of work that are not to their benefit, thus, instructors always have less knowledge and clue on their rights to participatory management for effective institutional administration. Besides, Okwakol (2019) noted that instructors are less involved in participatory management, and most of the institutional administration always use top-down approach. They are less consulted or involved in the daily running of the institution, less involved in planning and decision making as part of the institution stakeholders. This implies that the majority of the instructors do not understand the concept of participatory management in relation to institutional administration.

The study noted that the principal involves the instructors in the day-to-day running of the institution resulted into a mean of 3.10 and standard deviation of 1.233. This concurs

with Bartle (2017) who argued that instructors being part and parcel of the institution stakeholders, they are responsible for the specified responsibilities. There is always job description and demarcation, and everyone has to effectively complete his/her assigned duties. Still, Blühdorn & Deflorian (2019) noted that with presence of delegation at workplace, more duties have been assigned to instructors especially those related to institutional administration. Instructors tend to be directly involved in daily institution activities. They are directly involved in running of the institution scheduled activities. This implies that increased instructors involvement in institution decisions making is considered important for improving the quality of decisions, as those closest to students can significantly contribute towards providing high quality services to students and institution community. This was further supported by the human relations theory which was developed by Mary Parker Follet, it focuses on the fact that, if the individuals needs of the employee are fulfilled, the resultant behaviors of an individual or a group changes and the performance in most cases will improve (Sean, 2022).

Additionally, the study also noted that top administrators delegated the instructors to represent the institution on their behalf resulted into a mean response of 2.68 and standard deviation of 1.22. This concurs with Heras, Moscoso, Soledad, Wijffels, Tenze, & Alicia (2018) who stated that delegation promotes empowerment that is an effective tool that management and leadership allow a team or an individual staff the freedom and creativity to achieve the strategic goals outlined by management of the educational institution, thus creating a fear among the directors. Besides, Bwire (2015) noted that delegated tasks might be above the subordinate's skill level or experience. The capacity

to complete the task may also be limited by the lack of resources. The subordinate may not enjoy the assignment or simply not care, which lowers performance. This implies that delegation is less observed in most education institutions. Most top administrators fear of losing their positions as a result of delegation. In only few cases, instructors could be left at the institution on behalf of the director', since delegation involves entrusting work, responsibility and authority by a leader or a head of a team to a subordinate in the bid to hold the accountability of the outcome of the performance. Delegation is one of the needs of any junior worker if they want to grow in management and this matches with the human relations theory which focuses on the fact that, if the individuals needs of the employee are fulfilled, the resultant behaviors of an individual or a group changes and the performance in most cases will improve (Sean, 2022; Jason, 2022).

More to that, the study noted that instructors liked it when they were given an office of responsibility resulted into a mean response and standard deviation of 4.38 and 0.667. This is Underpinned by the human relations theory which focuses on the fact that, if the individuals needs of the employee are fulfilled, the resultant behaviors of an individual or a group changes and the performance in most cases will improve (Jason, 2022). This finding is in line with Ledford (2017) who stated that most instructors tend to be motivated when they are given an office of responsibility. They feel respected and remembered for the work well done by giving them an office as a form of promotion, and this encourages them to work even more harder to accomplish their educational assignments in time. On the other hand, Herrera (2021) argued that it is every individual

instructor's dream to hold office of responsibility. Such form of promotion is both a symbol of being efficient and active in their field of work. This implies that being given an office of responsibility is a form of respecting and honoring someone for the work well done, thus encouraging him/her to do better.

Further more, the study noted that instructors felt proud when they were called to decision making meetings. This concurs with Bush & Herrera (2021) who stated that instructors, as one of the important stakeholders, are represented in the institution board's and can effectively participate in institution decision making process. Instructors can take a greater role in the overall success of the institution when they commit to being active participants in the decision making. Moreover, Blanchard, Carlos & Randolph (2021) stated that instructors need to feel they have more to offer to the institution than just teaching within their classroom. Instructors involvement in decision making process make them feel proud. This implies that instructors are important stakeholders because they are the ones who are at the critical level since they deal directly with the learners.

In addition to the above, the study noted that instructors were motivated to be made part of the disciplinary committee resulted into a mean response and standard deviation of 4.28 and 0.904. This concurs with Jonston (2017) who stated that when deciding should conduct the meeting, the manager should ensure that it applies its disciplinary procedure. Instructors should participate in a panel of people making the disciplinary decision, in which case one of them should act as chair to conduct the meeting. Besides, Themane (2021) argued that instructors have quite a bit of discretion in determining whether and

how instructors are disciplined because they are typically the initiators of the discipline process. Instructors can choose to deal with minor behavior issues in their classrooms in ways that don't involve administrators or formal disciplinary actions. The findings imply that majority of the respondents agreed with the statement that they felt motivated to be made part of the disciplinary committee.

In addition, the study also noted that instructors were motivated when they saw their opinions being considered by the principal and later being implemented by the rest of the team revealed a mean of 4.7 and standard deviation of 0.544. This concurs with Blasé & Blasé (2021) who stated that the consideration of instructors' opinions, ideas and suggestions by Principals make them to feel motivated. It make them to feel being part of the institution, thus encouraging teamwork and high level of productivity as ascertained by Bush & Heystek (2018). The findings thus imply that instructors were highly motivated when their opinions were considered by the principal and later implemented by the whole team. This was further supported by the human relations theory which was developed by Mary Parker Follet, it focuses on the fact that, if the individuals needs of the employee are fulfilled, the resultant behaviors of an individual or a group changes and the performance in most cases will improve (Sean, 2022).

5.1.2 Instructors' Involvement in Participatory Management

In this section the researcher discussed the findings under the theme of establishing the extent to which Institutional top Management involve their instructors in institutional management in Medical Training Institutions in Mukono District:

From the field study, it was revealed that the instructors' roles were clarified by the Principal in the job description resulted into a mean response and standard deviation of 4.34 and 0.688. This concurs with Guyot, & Sylvain (2021) who noted that job description of the instructors are well stated in their appointment letter. It clearly clarify on the activities they are support to be doing on their daily life for the institution success. Besides, Herrera (2021) further noted that instructors are supposed to be involved in reviewing classroom or curricula topics and assignments; assisting students with home works, projects, test preparation and other academic tasks. The findings imply that instructors' roles were clarified by the Principal in the job description. Instructors can be employed to teach a wide range of subjects and specific duties and responsibilities vary depending on the subject being taught.

On the other hand, the study noted that the principal rarely consulted the instructors on issues concerning the institution, this resulted into a mean response and standard deviation of 2.72 and 1.443. This concurs with Kuhlmann & Knorring (2019) who argued that Principals have the final say on the decision to be followed in the institution, and they just communicate to the entire staff of what should be done and not. Besides, Napawan & Snyder (2016) noted that principals less consult instructors on issues concerning the management of their institutions. Most of the Principals tend to be autocratic leaders, and they tend to make the final decisions without consulting any other person in the institution. The findings imply that majority of the respondents disagreed

with the statement and thus, in most cases, the Principal did not consult with them regarding issues concerning the institution.

Additionally, the study noted that Principals did not involve the instructors in high level decision making in the institution resulted into a mean and standard deviation of 2.94 and 1.132. This concurs with Dushkinonline (2019) who stated that instructors tend to be only involved in minor institution meetings. High level decision makers being not part of them, despite being knowledgeable and focal people at the ground. Principals does not consider their ideas, views and opinions as of great significance to the development and sustainability of the institution. On the other hand, Bwire (2015) noted that Principals do not involve their instructors on the high level decision making. This implies that instructors are less involved in budgeting process, legal formulation and participatory planning that make the daily schedule/ activities of the institution.

Additionally, the study noted that the instructors were involved in the daily management of the institution. This is inline with Kimmel, Irran & Luger (2015) who argued that the authorities think that if the lower officials are fully involved in decision making, they will implement the policies with less or no resistance and they will treat the institution as their own. Besides, Ulrich & Kindermann (2016) noted that most of the institutions have tried to adopt participatory management as a progressive means of making staff in higher institutions of learning not only more active in their designated areas of work but also more democratic and efficient at making decision for the progress of the institution on the daily basis. This implies that instructors tend to be always at institution on daily basis.

They are the focal people at the ground, and responsible for overseeing daily institution scheduled activities. Institutions have been embarking on vertical or top to bottom management approach, and because of well-defined roles and responsibilities. However, these has led to hindrance in creativity and innovation, bureaucracy and rigidity.

More to that, the study noted that the institution had very little mentorship programs in administration. This was evidenced with a mean response of 2.4 and standard deviation of 0.294. The results contradict with Ham (2018) who argued that mentoring in the workplace is an established partnership between colleagues for the purposes of learning and growth. Having a mentor at work can traditionally be seen senior and more experienced employees giving advice and support to younger employees earlier on in their careers. Besides, Blühdorn & Deflorian (2019) noted that institutions do not have programs related to mentorship of its instructors. This implies that most institutions are always looking for ways to nurture and retain their best people but rarely support them for academic and administrative growth. However, most instructors are looking for ways to make their dreams fulfilled with.

Conversely, the study noted that the Principal in the institution rarely assigned responsibilities which did not require a lot of experience and qualifications in a rotational way. This was backed up by a mean response of 2.80 and standard deviation of 1.01. This concurs with ITS and Yonghua (2017) who stated that Principal in the institution do not assigned most of their roles and responsibilities to other people as a form of delegation. They always try to accomplish their duties and roles themselves without seeking for help

from junior staff, instructors inclusive (Herrera, 2021). Besides, Napawan & Snyder (2016) added that instructors involvement in the management process in many institutions has been taken for granted to the extent that some of the activities that the instructors are engaged in have only been reduced to routine activities; and this has been observed during the management situation in medical training institutions in Mukono district.

More to that, the study also noted that instructors did not attend meetings because the principal attends with a pre-determined position on the issues to be discussed resulted into a mean of 3.42 and standard deviation of 1.071, and this concurs with (Ajetunmobi et-al, 2020) who stated that the principals need to take keen interest in the use of participatory management and put full trust between the Principals and the instructors for the sake of enhancing instructors' performance in institutions. In addition, Jonston (2017) argued that instructors rarely attend regular meetings in the institutions because their leaders intimidate them and don't give them a chance to air out their views. This implies that the principals in the medical training institutes do not involve instructors in management; and if they do, then they do not fully empower them to exercise management at in their lower offices.

Lastly, the study noted that the instructors were contented with the rate of participatory management in the institution, resulted into a mean response of 3.6 and standard deviation of 0.904. This concurs with Ledford (2017) who stated that if Principals trust their instructors they will share authority and responsibility. Instructors who trust one

another give over a measure of their autonomy in order to collaborate with others. Besides, Blanchard, Carlos & Randolph (2021) also noted that institution personnel who do not trust parents will a real voice in decision affecting the institution. The findings thus imply that instructors were contented with the rate of participatory management in their institution. Thus, different stakeholders involved in managerial issues like sharing power rights, responsibilities, information sharing, commitment to effective performance of students and maintaining discipline in the institution.

5.1.3 Participatory Management and its effects on Instructors' Performance

In this section the researcher discussed the findings under the theme of establishing how participatory management affects instructors' performance in Medical Training Institutions in Mukono District;

The study noted that instructors were not necessarily committed to work because they were considered part of the institution whenever they were consulted. This concurs with Guyot, & Sylvain (2021) who stated that instructors' commitment is an internal force that derives instructors to invest more time and energy in keeping up involvement in the institution. It is not all about consulting them that they feel committed, it goes beyond to satisfying the workers needs. Besides, Bartle (2021) noted that participatory management make instructors get committed to work. Commitment provides instructors the love, desire and energy they need to perform better. This implies that committed instructors are thought to be more satisfied with teaching and welfare which in return encourages them to strive for accomplishing a good instruction.

The study further noted that the instructors were discouraged to give extra time to their students because the principal imposed some decisions on them. This resulted into a mean response and standard deviation of 3.82 and 1.004. This concurs with Dushkinonline (2019) who stated that instructors have been discouraged from giving extra time to their students because the principal sometimes dictate for them what to implement. Besides, Themane (2021) stated that instructors tend not to give extra time to their students like for remedial lessons or private consultations, and this is as a result of Principals imposing some restrictions on them, to allow students enjoy their free time and have ample time for relaxation and carrying self-revision.

More to that, e study noted that the instructors continued to do their work even when their salaries were delayed because they trusted in the institution leaders that they could not fail to pay them resulted into a mean response of 3.92 and standard deviation of 1.085. This is inline with Okwakol (2019) who stated that if instructors trust the organization via salary payments and other welfare, they will continue working normally even when there is delay in payment. This was further supported by the human relations theory which was developed by Mary Parker Follet, it focuses on the fact that, if the individuals needs of the employee are fulfilled, the resultant behaviors of an individual or a group changes and the performance in most cases will improve. This is true if the top leaders give an explanation for the delay and promise to sort the issues in a given period of time (Sean, 2022).

Additionally, study also noted that the instructors were encouraged to attend most of the institutional meetings because if they had stronger opinions than the rest, the opinions would be considered resulted into a mean response of 4.16 and standard deviation of 0.955. This was further supported by the human relations theory which focuses on the fact that, if the employees needs are fulfilled, the resultant behaviors of an individual and the performance in most cases will improve (Sean, 2022; Jason, 2022). This concurs with Bartle (2017) who stated that instructors have been encouraged to attend to institutional meetings and encouraged to bring their views and opinions on table for discussions, and some of them have been accepted, making the instructors demands fulfilled. The findings thus imply that instructors were encouraged to attend most of the institutional meets basing on the assumption that their weightier opinions compared to other people's opinions would be considered in the meetings.

Furthermore, the study noted that the instructors attended all the activity of the institution because they were always given a role to fully take charge of resulted into a mean response of 4.06 and standard deviation of 0.913. This concurs with Singer (2015) who noted that instructors attend to activities of the institutions, and this has been done either through delegation and job rotation enhancing their involvement in institutional management. This was further supported by the human relations theory which focuses on the fact that, if the employees needs are fulfilled, the resultant behaviors of an individual and the performance in most cases will improve (Jason, 2022) The findings thus imply that instructors attends all activities of the institutions because they were always given roles to play in the activities.

Conversely, the study also noted that the instructors were not first consulted before decision making concerning their wellbeing in the institution where they worked. This is evidenced with a mean response of 1.98 and standard deviation of 1.02. This concurs with Herrera (2021) who noted that instructors tend not to be consulted on issues concerning their wellbeing in schools. The Principals and other stakeholders do not consult instructors on the incentives to be given to them. They less consult them on issues concerning non-financial benefits like continuous staff development programs, refresher courses, and get feedback after performance appraisal as ascertained by Ocwich (2015). The findings imply that instructors were not consulted first before decisions were made concerning their wellbeing in the institution where they worked. This was contradictory to the human relations theory which focuses on the fact that, if the employees needs are fulfilled, the resultant behaviors of an individual and the performance in most cases will improve (Sean, 2022; Jason, 2022)

The study further noted that instructors were free to give their opinions because they would not be haunted for disagreeing with the top officials resulted into a mean response of 3.46 and standard deviation of 1.216. This concurs with Ham (2018) who argued that such education institution allows freedom of speech and allow someone to express him/herself. More so, Denhardt., Denhardt & Aristigueta (2020) noted that instructors tend to freely to give their views and opinions without being interfered with, and this help Principals to understand the situation at the ground for effective planning. This was further supported by the human relations theory which focuses on the fact that, if the

employees needs are fulfilled, the resultant behaviors of an individual and the performance in most cases will improve (Sean, 2022; Jason, 2022). The findings thus imply that instructors are free to give their opinions during meetings at the institution, and they are not hunted down on the condition that their opinions disagreed with those of their top officials at the institution.

Lastly, the study noted that the level of participatory management in the instructors' institution was moderate which could bring up some mentorship in leadership, this is evidenced with a mean of 3.28 and standard deviation of 1.17. This concurs with Kuhlmann & Knorring (2019) who asserted that instructors' level of participation would be manifested in from creativity, good time management, new knowledge and skills, efficiency and effectiveness and quality teaching-learning process. Mayanja, (2020), noted that instructors' level of participation in management of institution change in relation to the scope of their work and involvement in leadership. Instructors' participation in the curriculum decision-making process from the development stage increases the relevance and acceptance of the decision, thus resulting in effective teaching and management within the institution.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

This chapter therefore contains the conclusion of findings and recommendations of the study as presented in chapter four in order to establish whether the objectives of the study were achieved, to answer the research questions. These follow the sequence of research questions as developed from the research objectives. The areas for further study are equally presented in this chapter.

6.1 Conclusions

From the findings and discussion in chapter four and five respectively, the following conclusions were drawn.

In reference to objective one, it was concluded that; The majority of the respondents strongly agreed with the statement that they liked it when they were given an office of responsibility, the majority of the respondents also strongly agreed that they felt so proud when they were called to decision making meetings, the majority of the respondents further agreed with the statement that they felt motivated to be made part of the disciplinary committee, the majority of the respondents strongly agreed that they were highly motivated when their opinions were considered by the principal and later implemented by the whole team and finally the majority of the respondents disagreed to the statements that they understood the concept of participatory management in relation to institutional administration. These were the most outstanding instructors' attitude towards participatory management in Medical Training Institutions in Mukono District.

In reference to objective two, It was concluded that, The majority of the respondents strongly agreed that their roles were clarified by the Principal in the job description, further more, the majority of the respondents agreed that they were contented with the rate of participatory management in their institutions, however, the majority of the respondents disagreed with the statement that the institution has mentorship programs in administration in their institutions, and finally the majority of the respondents disagreed with the statement that the Principal consults with them regarding issues concerning the institution. these are the major issues under the extent to which institutional top management involve their instructors in institutional management in Medical Training Institutions in Mukono District.

In reference to objective three, it was also concluded that, the majority of the respondents agreed that they were discouraged from giving extra time to their students because the principal imposed some decisions on them, further more that majority of the respondents agreed that they continued to do their work even when their salaries were delayed because they trusted in the institution leaders that they could not fail to pay, the majority of the instructors were encouraged to attend most of the institutional meetings because if they had stronger opinions than the rest, their opinions would be considered, the majority of the respondents further agreed that instructors attend most of the activities of the institutions because they were always given roles to fully take charge of, finally the majority of the instructors disagreed with the statement that they were always first consulted before decision making concerning their well being in the institutions where

they worked. These are the major ways how participatory management affects teacher performance in Medical Training Institutions in Mukono District.

6.2 Recommendations

Following the analysis of the study, the researcher came up with the following recommendations.

The study recommends that Principals should promote participatory management in order to help the instructors to learn it through practice which will in return enable the pursuit and attainment of institutional goals.

The study recommended that principles should embark on mentorship programs in administration in their institutions for continuity and to avoid monotony in management. This reminds other administrators to work carefully knowing that they are not indispensable.

The study also recommended that principles should consult instructors before making final decisions on issues regarding their wellbeing and the institution's prosperity.

The study also recommended that Principals and other educational stakeholders should avoid non-democratic management practices that could negate the achievement of the overall goals of their institutions.

The study recommends that Principals to encourage and emphasize instructors' incentives especially refresher training and motivation in order to effectively participate in the progress of the institutions.

6.3 Areas of Further Research

The researcher carried this study in order to examine the “Participatory Management and Instructors’ Performance in Medical Training Institutions in Mukono District”; but the study was not exhaustive owing to constraints in terms of scope, time and finance.

Further research is therefore needed in areas such as:-

1. The Effect of Participatory Planning on Work Performance in Medical Training Institutions in Uganda.
2. The Effect of Environment on Instructors’ Performance in Medical Training Institutions in Uganda.

In conclusion, more research should be done about the participatory management and instructors’ performance in Medical Training Institutions in other parts of Uganda so as to compare with results got from Mukono District so as to draw a ground for the nation wide recommendations.

REFERENCES

- Amin, M.E. (2005) *Social Science Research: Conception, Methodology & Analysis*. Kampala. Makerere University Printery.
- Bartle, P. (2017). *Methods to Increase Staff Input in Organisational Decision Making*. Retrieved on 22nd June, 2009, from <http://www.hrworkbench.com/eng/1-performance-mgt.html>
- Black, J. & Farias, G. (2021). “*Genesis of complexity cycles*”, paper presented at 8th Annual International Conference of The Society for Chaos Theory in Psychology and Life Sciences, Boston University, Boston, MA, 31 July.
- Blanchard, K., Carlos, J.P. & Randolph, A. (2021). *The 3 Keys to Empowerment. The 7 Habits of Highly Effective People*. New York: Rockefeller Center.
- Blasé, J. & Blasé, J. (2021). *Empowering Teachers: What Successful Principals Do?*
- Blühdorn, S. & Deflorian, L. (2019). *A Three-Wave Study of Total Quality Management*. The (2nd Ed.) Thousand Oaks, California: Corwin Press, Inc.
- Bush, C. & Heystek, L. (2018). *Management in Practice. A Framework for Managing*
- Bwire, I. (2015). *School Management and Teacher effectiveness in Secondary Schools in Wakiso District* (Unpublished dissertation), Uganda Christian University.
- Bush , L. & Herrera, S. (2021). “*A new strategy framework for coping with turbulence*”, Sloan Management Review, Winter, pp. 69-82.
- Cohen, R. & Stephen, J.W. (2007). *Research Design. Qualitative, Quantitative and Mixed Methods Approaches*. 3rd edition. Los Angeles, Sage.
- Commonwealth Secretariat (1992). *Better Schools – The Governance of Schools*. Module Corporation. New York: Simon and Schuster.

- Denhardt, R., Denhardt, L., & Aristigueta, S. (2020). *Managing Human Behaviour in Public*. Kampala: MK Publishers
- Dushkinonline, S. (2019). *Education Annual Edition 1998/99* (25th Ed). McGraw-Hill.
- Guyot, L. & Sylvain, P. (2021). “*The Instrumentalization of Participatory Management in Protected Areas: The Ethnicization of Participation in the Kolla-Atacama Region of the Central Andes of Argentina and Chile* *Journal of Latin American Geography*. Hall of India.
- Ham, C. (2018). *Enhancing Engagement in Medical Leadership: A rapid survey of International Experience*. Academy of Royal Colleges/University of Birmingham/NHS Institute for Innovation and Improvement. 2008.
- Herrera, J.S. (2011) *Participatory Management, Teamwork and Leadership : Key Requirements for the success of organizations in the twenty-first century*. San Jose, Costa Rica. Hse Pvt. <http://cnx.org/content/m14112/latest/>
- Hera, Moscoso, Soledad, R., Wijffels, E., Tenze, P., Alicia, S. (2018). ‘*Quest for better schools*’, retrieved on 10th August, 2018, from <http://cnx.org/content/m14112/latest/>
- Jonston C. (2021). *Leadership and the Learning Organisation in Self-managing Schools*. Doctoral Thesis, Unpublished. Melbourne: University of Melbourne. *Journal of Applied Behavioral Science*, Vol. 35 No.4, .
- ITS Yu & Yonghua He, (2017). *Effectiveness of participatory training on improving occupational health in small and medium enterprises in China* Volume 19, 10.1179/2049396713Y.0000000021, *International journal of occupational and environmental health*

- Kasozi, A.B.K. (2015). *Regulating transnational higher education in Uganda: consumers should be cautious*. The Uganda Higher Education Review: Journal of the National Council of Higher Education, vol.3 no.1 April 2006, p.30-32
- Kent, R. (2001). *Practical Research: Planning and Design*. (7thed). New Tersey: Prentice Hall.
- Kimmel, L., Irran, S. & Luger, P. (2015). *Parental Involvement in the Promotion of a Culture of Learning: a Western Cape Perspective*. Unpublished Masters Dissertation. Stellenbosch: University of Stellenbosch. Francisco: Berrett-Koehler Publishers, Inc.
- Kothari, C.R (2013). *Research Methodology: Methods & Techniques*. New Delhi. New Age International (P) Ltd.
- Koul, L. (2005). *Methodology of Educational Research*. New Delhi: Vikas Publishing
- Krejcie, R.V. & Morgan, D.W. (1970). *Determining Sample Size for Research Activities*. Educational and Psychological Measurement.
- Kuhlmann, E., & Von Knorring, M. (2019). Management and medicine: why we need a new approach. *J Health Serv Res Policy*. 2014;19:189–191. doi: 10.1177/1355819614524946.
- Ledford, S. (2017). *School Administration and Supervision: Important issues, Concepts and Case studies*. (2nd Ed.). Iowa USA: WLC Brown Publishers.
- Leedy, P.D. & Ormrod, J.E. (2001). *Practical Research: Planning and Design*. 7th Ed.
- Mouton, S. (2002). *Marketing Research within a Changing Information Environment*, Kampala. McMillan Pub.

- Ocwich, D. (2015). 'Can Uganda's Economy Support More Districts?' *New Vision*.
Kampala.
- Okumbe, J.A. (2019). *Educational Management Theory and Practice*. Nairobi: Nairobi
- Okwakol, M. J. N. (2019). The Need for Transformative Strategic Planning in
Universities in Uganda. NCHE Journal Kampala *Organisational Change* (3rd Ed).
London: Butterworth Heinemann.
- Napawan, E.R. & Snyder, P. (2016). *Bodywork as systemic and inter-enactive
competence: participatory process management in Feldenkrais® Method and Zen
Shiatsu*. January 2015 | Volume 5 | Article 1424 | 1
- Singer, K.S. (2015). *Participative management and job satisfaction: Lessons for
management leadership*. Public Administration Review, 62(2): 231-241.
- Themane, L.E. (2021). *The relationship between Human Resource Development and
Employees' of Uganda Revenue Authority* (Unpublished dissertation), Makerere
University Kampala.
- Ulrich Riegel & Katharina Kindermann (2016), The Impact of Participatory Learning on
Attitude A Quasi-Experimental Study in German Primary Schools JOURNAL OF
EMPIRICAL THEOLOGY 29 (2016) 1-23
- SR Davis, D Peters, RA Calvo, SM Sawyer, JM Foster & L Smith (2018) "Kiss
myAsthma": Using a participatory design approach to develop a self-management app
with young people with asthma, Journal of Asthma, 55:9, 1018-
1027, DOI: [10.1080/02770903.2017.1388391](https://doi.org/10.1080/02770903.2017.1388391)

Ebunu, A. (2020). Participatory Management for Enhancing Students' Academic Performance in Public Secondary Schools in Rivers State *Advances in Social Sciences Research Journal*, 7(5) 145-156.

Ajetunmobi F G, Maruff A O and Muhideen A O,(2020). Participatory Management, Professional Development, and Teachers' Job Performance in Public Secondary Schools in Ogun State, Nigeria, *Journal of Learning for Development JL4D2020*, Vol. 7, No. 2, pp. 161-173, ISSN: 2311-1550,

Christopher Samuel Mayanja, (2020). Participatory monitoring and evaluation for quality programs in higher education: What is the way for Uganda? *International Journal of Educational Administration and Policy Studies*, Vol.12(1), pp. 52-59, January-June 2020 DOI: 10.5897/IJEAPS2020.0637 Article Number: B1A4F3B63573 ISSN 2141-6656

JOHN A. LANGDALE. (1974). Assessment of Work Climates: The Appropriateness of Classical Management Theory and Human-Relations Theory under Various Contingencies. Final Report.

Jason Gordon, (2022). Human Relations Theory of Management - Explained The Business Professor, LLC.

Sean Peek, (2022). Management Theory Increases Coordination Among Leaders and Workers. *business.com* Contributing Writer.

APPENDICES

APPENDIX I: QUESTIONNAIRE FOR INSTRUCTORS AND OTHER MANAGERS

TOPIC: PARTICIPATORY MANAGEMENT AND INSTRUCTOR PERFORMANCE IN MEDICAL TRAINING INSTITUTIONS IN MUKONO DISTRICT

Dear Respondent,

This questionnaire is intended to solicit your views on the above topic. You have been identified as a potential respondent for this study. The information given will be used for academic purposes only and treated with strict confidentiality. You are therefore kindly requested to complete the questionnaire as instructed in each section.

Guidance: Please indicate your opinion by simply ticking in the space provided or filling in the missing gaps given.

Section A. BIO DATA

1. In which category of management do you fall?

Position	Tick only once where applicable
Deputy Principals	
Director of Studies	
Head of Department	
Instructors	

Any other (specify)	-----
---------------------	-------

2. For how long have you worked with this school?

Period (years)	Tick only once where applicable
Less than a year	
1-5	
6-10	
Above ten (10) years	

3. In which range does your age fall (choose age group)

Period	Tick only once where applicable
18-24 years	
25-32 years	
33-40 years	
Above 40 years	

4. What is your highest level of formal education?

Option	Tick only once where applicable
Completed U.C. E	
Completed U.A.C. E	
Certificate	
Diploma	
Bachelor degree	
Master's Degree and above	

5. What is your marital status?

Option	Tick only once where applicable
Single	

Married	
Widowed	

SECTION B

For each of the following questions in the tables below, you are required to put a tick in the appropriate area where your opinion falls.

1= (SA) Strongly Disagree, 2= (A) Disagree, 3=(NS) Not Sure, 4=(D) Agree, 5= (SD) Strongly Agree

A: INSTRUCTOR ATTITUDE TOWARDS PARTICIPATORY MANAGEMENT IN MEDICAL TRAINING INSTITUTIONS

Questions	SD	D	NS	A	SA
I understand the concept of Participatory Management in relation to institutional administration					
My principle involves me in the day today running of the institution.					
My top administrators delegate me to represent the institution on their behalf.					
I dislike it when I am given an office of responsibility.					
I feel so proud when I am called to decision making meetings					
It is so demotivating to be made part of the disciplinary committee					
I support the fact that participatory management by our principle should be even made better than it is now.					
I am so motivated when I see my opinion being considered by the					

principle and latter implemented by the rest of us.					
---	--	--	--	--	--

B: THE EXTENT AT WHICH INSTITUTIONAL MANAGERS INVOLVE INSTRUCTORS INTO THE MANAGEMENT OF INSTITUTIONS

Question	SD	D	NS	A	SA
My roles are clarified by my Principal in the Job description.					
In most cases Principal usually consults me in issues concerning the institution					
In our Institution the principle involves me in high level decision making					
In our institution all staff are involved in the daily management of the institution					
In our institution we have mentorship programmes in administration					
In our Institution the principle assigns most of the responsibilities which do not require a lot of experience and qualifications in a rotational way					
I don't attend meetings because even when I make very important suggestions, the principal comes with a pre-determined position.					
I am contented with the rate of participatory management in our school.					

C: EFFECT OF PARTICIPATORY MAGEMENT ON INSTRUCTOR PERFORMANCE IN MEDICAL TRAINING INSTITUTIONS.

Question	SD	D	NS	A	SA
I am more committed to work because I am considered as part of the institution whenever I am consulted.					
I am discouraged to give extra time to my students because the principal just imposes such decisions on me.					
I continue to do my work religiously even when salary is delayed because I have trust in the institution leaders that they cannot fail to pay me.					
I am encouraged to attend most of the institutional meetings because if my opinion is stronger than the rest, it is considered					
I attend all the activities of the institution because I am always given a role to fully take charge of.					
I am always first consulted before making top decisions concerning my wellbeing in the institution where I work.					
In my institution I am free to give my opinion because even if I disagree with the top officials' opinion, they don't witch-hunt me.					
The level of participatory management in my institution is sufficient enough to help me get mentored into leadership.					

4. How best do you want participatory management to be attained?

.....

.....

.....

.....

Thank you for participating in this study

APPENDIX II

INTERVIEW GUIDE FOR CHAIRPERSON BORD OF GOVERNORS/DIRECTORS

The items below will be used during face-to-face interviews with the Chairpersons B.O.D/G. The items are intended to collect data on participatory management and teacher performance in Medical Training Institutions in Mukono District.

ITEMS:

1. Could you comment on the type of management your principal employs?

.....

.....

.....

2. To what extent are you involved in decision making in your Institution?

.....

.....

.....

3. In your view, do you think participatory management is necessary in the administration of your institute? briefly explain your position?

.....

.....

.....

4. To what extent do you think instructors are involved in the management of your institute? Could you please explain further?

.....
.....
.....

5. Do you think your instructors like it to be involved in the daily management of your institution? Explain your opinion.

.....
.....
.....

6. Comment on the effect of Participatory Management on instructor performance in your Medical Training Institutions.

.....
.....
.....

7. What are the contributions of Participatory Management to the overall Institutional administration?

.....
.....
.....

8. In your view, are there challenges of using Participatory Management in an institution?

.....
.....
.....
.....
.....

9. What do you think is the way forward for effective implementation of Participatory Management in Medical Training Institutions?

.....
.....
.....
.....
.....

APPENDIX III

INTERVIEW GUIDE FOR THE PRINCIPAL

The items below will be used during face-to-face interviews with the Principal of the institution. The interview guide intended to collect data on participatory management and teacher performance in Medical Training Institutions in Mukono District.

ITEMS:

1. Could you comment on the type of management you use in this medical institution?

.....

.....

.....

2. To what extent do you involve your instructors in decision making in this Institution?

.....

.....

.....

3. In your view, do you think participatory management is necessary in the administration of your institute? briefly explain your position?

.....

.....

.....

.....

4. Do you think your instructors like it to be involved in the daily management of your institution? Explain your opinion.

.....
.....
.....
.....
.....
.....

5. Comment on the effect of Participatory Management on instructor performance in your Medical Training Institutions.

.....
.....
.....
.....
.....

6. What are the contributions of Participatory Management to the overall Institutional administration?

.....
.....
.....
.....
.....

7. In your view, are there challenges of using Participatory Management in an institution?

.....
.....
.....
.....
.....

8. What do you think is the way forward for effective implementation of Participatory Management in Medical Training Institutions?

.....
.....
.....
.....
.....

APPENDIX IV

Clearance letter from UCU Research Ethics Committee



UGANDA CHRISTIAN
UNIVERSITY

A Centre of Excellence in the Heart of Africa

UG-REC_26 UCU REC

23rd April, 2019

UCU-REC-234/600/0121

The Principal Investigator,
Bbosa K. Peter,
+256(0) 772309268, +256753309268,
bbosakp@yahoo.com

Dear Peter,

RE: UCU-REC APPROVAL OF BBOSA K. PETER

In response to your REC application Proposal, the Research Ethics Committee (REC) of UCU wishes to acknowledge approval of your proposal and allow you to proceed with data collection.

This also serves as an introductory letter acknowledging you (**Bbosa K. Peter**) as a UCU student registration number **RJ18M06/017** pursuing a Masters degree of Education in Planning and Administration.

The Committee acknowledges that your work involves interaction with human participants and therefore needs to be sensitive to them as further recommendations were shown in the report attached. You are required to follow the ethical guidelines as suggested in the proposal. You also need to refer to the UCU Academic Research Manual with the guidance of your supervisor.

The approved Research Proposal is entitled "*Participatory Management and Teacher performance in Medical Training institutions in Mukono district*" of which you are the Principal investigator.

Approval is valid for a period of **one year**; from the date of approval, failure of which will require you to resubmit. Your work is under the supervision of **Mr. Lugemwa Patrick**.

Thank you for your cooperation.

Yours faithfully,


.....
Prof. Peter Waiswa
UCU-REC, Chairperson
+256(0)772405357
rec@graduate.ucu.ac.ug



**PARTICIPATORY MANAGEMENT AND INSTRUCTORS' PERFORMANCE IN
MEDICAL TRAINING INSTITUTIONS IN MUKONO DISTRICT**

BY
BBOSA- K- PETER
RJ18M06017

**A DISSERTATION SUBMITTED TO SCHOOL OF EDUCATION IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF
DEGREE OF MASTERS OF EDUCATION IN PLANNING AND
ADMINISTRATION AT UGANDA CHRISTIAN
UNIVERSITY**

2022

DECLARATION

I, **BBOSA- K- PETER**, hereby declare that this dissertation entitled, 'Participatory Management and Instructors' Performance in Medical Training Institutions in Mukono District' is truly my original work and has never been submitted to any other University or Institution for any award of degree or any other qualification.

Match Overview

30%

1	Submitted to Uganda C... <small>Student Paper</small>	7%	>
2	uminspace.umi.ac.ug <small>Internet Source</small>	3%	>
3	utamu.ac.ug <small>Internet Source</small>	1%	>
4	"Effective Participative ... <small>Internet Source</small>	1%	>
5	Submitted to Nelson C... <small>Student Paper</small>	1%	>
6	erepository.uonbi.ac.ke <small>Internet Source</small>	1%	>
7	Submitted to Kampala ... <small>Student Paper</small>	1%	>
8	Submitted to Kenyatta ... <small>Student Paper</small>	1%	>
9	Submitted to Girne Am... <small>Student Paper</small>	1%	>
10	ir.kiu.ac.ug <small>Internet Source</small>	<1%	>
11	Ir.Kiu.Ac.Ug <small>Internet Source</small>	<1%	>
12	repository.out.ac.tz <small>Internet Source</small>	<1%	>