

CHAPTER 5
SUMMARY, FINDINGS, CONCLUSIONS, SUGGESTIONS AND
RECOMMENDATION FOR FURTHER STUDY

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CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS, SUGGESTIONS AND RECOMMENDATION FOR FURTHER STUDY

5.1 SUMMARY

In order to improve quality of products and services, participative management is considered to be more general to capture the essence of quality improvements. Participative management has been defined as a strategic architecture requiring evaluation and refinement of continuous improvement practices in all areas of usefulness. Participative management is a form of management that emphasizes continuous quality improvement processes in institutions operations, represents a major shift in academic administrative circles.

In the present study, the researcher intended to study the efficient participative management system in order to enable the physical education institute in Thailand to increase better productivity, improve employees' morale and job satisfaction and achieve their goals.

Statement of the problem

The present research studied under the following problem:

"A STUDY OF EFFICIENT PARTICIPATIVE MANAGEMENT SYSTEM IN PHYSICAL EDUCATION INSTITUTES IN THAILAND"

Definition of the important terms

There are two important terms are defined as follow:

(1) Participative management system

Participative management system is an approach, which gives everyone in the organization an opportunity to contribute their skills knowledge and talent to improve the organization. It is an open form of management, where employees have a strong decision-making roles and hold responsibility, accountability for their work with the cooperative relationship among the team of employees for increasing of productivity, quality improvement, reduce the cost and goals achievement.

In the present study, participative management system based on Likert's participative management system (system 4: Participative Group Management). This participative management system refers to the performance of leaders and employees in physical education institutes in Thailand to be given an opportunity to contribute their skills

knowledge and talent to improve the organization. They have strong decision-making roles and hold responsibility, accountability for their work with the cooperative relationship among the team of employees for increasing of productivity, quality improvement, reduce the cost and goals achievement. (Rensis Likert, 1967)³

Seven principles of participative management system which makes more efficient participative management according to Likert's theory are:

- ❖ Leadership processes,
- ❖ Motivational forces,
- ❖ Communication process,
- ❖ Interaction-influence process,
- ❖ Decision-making process,
- ❖ Goal-setting process, and
- ❖ Control processes.

(2) Efficient

Efficient refers to the ability to produce a desired amount of the desired effect, or the success in achieving a given goal. Contrary to the term efficient, the focus referred to the achieving the desired effect.

In the present study, efficient refers to the ability of participative management system to accomplish the desire goals of educational management in physical education institutes rated by their physical education teachers. This includes the power or the degree to which participative management system is successful in producing desired results and the quality of being able to bring about the highest level of achievement and educational quality.

Objectives of the study

The present study aims to investigate:

(1) To study the efficient participative management system in physical education institutes in Thailand rated by physical education teachers in total group of sample and classified by sex, age, educational qualification and teaching experience.

(2) To test the difference between the mean scores of efficient participative management system in physical education institutes in Thailand rated by physical education teachers belonging to different groups of sex, age, educational qualification and teaching

experience.

Variables of the study

(1) Independent Variables

(1.1) Sex

- ❖ Male
- ❖ Female

(1.2) Age

- ❖ 20-30 years
- ❖ 31-40 years
- ❖ 41-50 years
- ❖ 51-60 years

(1.3) Educational qualification

- ❖ Bachelor degree
- ❖ Master degree onwards

(1.4) Teaching experience

- ❖ 01-10 years
- ❖ 11-20 years
- ❖ 21-30 years
- ❖ 31-40 years

(2) Dependent Variables

The efficient participative management system in physical education institutes in Thailand which consisted of 7 aspects i.e. Leadership process, Motivational force, Communication process, Interaction influence process, Decision making process, Goal setting process and Controlling process.

Research questions

There are two major research questions as follow:

(1) What is the level of efficient participative management system in physical education institutes in Thailand rated by physical education teachers in total group of sample and classified by sex, age, educational qualification and teaching experience?

(2) Is there the different between the mean scores of efficient participative management system in physical education institutes in Thailand rated by physical education teachers belonging to different groups of sex, age, educational qualification and teaching experience?

Hypotheses of the study

There are eight major hypotheses in the study:

(1) There will be no significant difference between the mean scores of efficient participative management system (total score) in physical education institutes in Thailand rated by physical education teachers belonging to different groups of sex, age, educational qualification and teaching experience.

(2) There will be no significant difference between the mean scores of efficient participative management system (leadership process) in physical education institutes in Thailand rated by physical education teachers belonging to different groups of sex, age, educational qualification and teaching experience.

(3) There will be no significant difference between the mean scores of efficient participative management system (motivational force) in physical education institutes in Thailand rated by physical education teachers belonging to different groups of sex, age, educational qualification and teaching experience.

(4) There will be no significant difference between the mean scores of efficient participative management system (communication process) in physical education institutes in Thailand rated by physical education teachers belonging to different groups of sex, age, educational qualification and teaching experience.

(5) There will be no significant difference between the mean scores of efficient participative management system (interaction influence process) in physical education institutes in Thailand rated by physical education teachers belonging to different groups of sex, age, educational qualification and teaching experience.

(6) There will be no significant difference between the mean scores of efficient participative management system (decision making process) in physical education institutes in Thailand rated by physical education teachers belonging to different groups of sex, age, educational qualification and teaching experience.

(7) There will be no significant difference between the mean scores of efficient participative management system (goal setting process) in physical education institutes in Thailand rated by physical education teachers belonging to different groups of sex, age, educational qualification and teaching experience.

(8) There will be no significant difference between the mean scores of efficient participative management system (controlling process) in physical education institutes in Thailand rated by physical education teachers belonging to different groups of sex, age, educational qualification and teaching experience.

Importance of the study

The greatest and widely accepted benefit of participation is the increased work ownership of employee. An employee is better able to relate himself/herself with his or her work and this improves performance and efficiency at work. Participative management is importance for efficient work in four aspects i.e. (1) Innovation and increased efficiency, (2) Employee satisfaction and Motivation, (3) Product quality and Less supervision requirements.

Participative management thus results in overall increase of the ownership of work of an employee. Participative management can lead to increased efficiency, better productivity, improved morale and job satisfaction. The findings of the present research may be a source of encouragement for the widespread changing educational management style and may give the idea about the strength of participative management system which can be applied for the development of efficient standard of educational management to fulfill the objectives of educational quality development.

Limitation of the study

The present study is confined to the participative management system which based on Likert's theory of management system 4 (Participative Group Management). Seven principles of participative management system suggested by Likert was considered to be investigated i.e. Leadership processes, Motivational forces, Communication process, Interaction influence process, Decision making process, Goal setting process, and Controlling processes.

Research method and Research design

In the present study, descriptive research was selected to be the research method. According to this type of research method, this study aims to find out the opinion of physical education teachers regarding to the efficient participative management system in physical education institutes. The description is used for frequencies, averages, standard deviation, t-test and F-test statistical calculations.

As the present study was mainly interested in finding out the level of the opinions of physical education teachers regarding the efficient participative management system in physical education institutes in Thailand, therefore, the researcher decided to make use of descriptive research design (survey method) which was considered appropriate design for obtaining specific information about the research situation.

Tools and characteristics of the tool

The researcher desired to make use of the tool in form of the Likert scale. This scale was to measure the opinions of physical education teachers regarding the efficient participative management system in physical educational institutes which consisted of seven aspects i.e. Leadership process, Motivational force, Communication process, Interaction influence process, Decision making process, Goal setting process and Controlling process. This scale was constructed by the researcher and consisted of 80 statements. Each statement has five levels of teachers' opinion regarding the efficient participative management system i.e. "the most" or "much" or "moderate" or "less" or "the least".

The Item-Test Correlation (r_{xy}) was applied for establishment of validity of the scale. The scale which measures the efficient participative management system indicated the validity index (r_{xy} value) between 0.62 - 0.83 which was at excellence level.

t - test was used to establish the discrimination index of the scale. It was found that the statement in the scale which measures the efficient participative management system obtained the *t - value* greater than 1.96 which given statements differentiated between upper group and lower group.

Test-retest method (Pearson Product Moment Co-efficient Correlation: r_{xy}) was used to establish the reliability of the scale. The scale which measures the efficient participative management system was found the correlation efficient (r_{xy}) = 0.90.

Population and Sample of the study

The population of the present study was the physical education teachers who taught in physical education institutes in Thailand. 776 physical education teachers were the population of the study. 372 physical education teachers were selected by stratified random sampling method to be the sample of the study.

Technique of analysis of data

The data collected by the tool was analyzed according to the hypothesis.

(1) In order to determine the level of the efficient participative management system in total score and in different aspects, mean (\bar{X}) and standard deviation (S.D.) was calculated.

(2) The analysis of variance (ANOVA) was used to test the significance of difference between mean scores of the efficient participative management system in total score and in different aspects rated by physical education teachers belonging to different groups of age and teaching experience.

(3) The Studentized Range Statistics Test (q) was used just to get the general idea about the difference between mean score of the efficient participative management system in total score and in different aspects rated by physical education teachers belonging to different groups of age and teaching experience.

(4) *t – test* was used to test the significant difference between mean scores of the efficient participative management system in total score and in different aspects rated by physical education teachers belonging to different groups of sex and educational qualification.

5.2 MAJOR FINDINGS

The present research was devoted to the analysis of data and interpretation concerning to objectives and hypotheses of the study. Mean (\bar{X}), standard deviation (S.D.), t-test (independent), analysis of variance (ANOVA) and Studentized Range Statistic Test (q) were used for testing of the null hypotheses.

The major findings of this study are as follow:

(1) It was found that the efficient participative management system in total score and in different aspects i.e. (1) Leadership process, (2) Motivational forces, (3) Communication process, (4) Interaction influence process, (5) Decision making process, (6) Goal setting

process, and (7) Controlling process rated by 372 physical education teachers were at moderate level.

(2) There was no significant difference between mean scores of the efficient participative management system in total score and in different aspects rated by male and female physical education teachers.

(3) The mean score of the efficient participative management system in total score and in different aspects rated by male physical education teachers has equal value with the efficient participative management system in total score and in different aspects rated by female physical education teachers.

(4) There was the significant difference between mean scores of the efficient participative management system in total score and in different aspects rated by physical education teachers belonging to different groups of age.

(5) The mean score of the efficient participative management system in total score and in different aspects rated by physical education teachers belonging to older age has greater value than that of the efficient participative management system in total score and in different aspects rated by physical education teachers belonging to younger age.

(4) There was the significant difference between mean scores of the efficient participative management system in total score and in different aspects rated by physical education teachers belonging to different groups of educational qualification.

(5) The mean score of the efficient participative management system in total score and in different aspects rated by physical education teachers belonging to bachelor degree group of educational qualification has smaller value than that of the efficient participative management system in total score and in different aspects rated by physical education teachers belonging to master degree onwards group of educational qualification.

(5) There was the significant difference between mean scores of the efficient participative management system in total score and in different aspects rated by physical education teachers belonging to different groups of teaching experience.

(6) The mean score of the efficient participative management system in total score and in different aspects rated by lower experience physical education teachers has smaller value than that of the efficient participative management system in different aspects rated by higher experience physical education teachers.

5.3 CONCLUSIONS

(1) Sex does not effect on the mean score of the efficient participative management system in total score and in different aspects rated by physical education teachers. It was not found the difference between mean scores of the efficient participative management system in total score and in different aspects rated by male and female physical education teachers.

(2) Age does effect on the mean score of the efficient participative management system in total score and in different aspects rated by physical education teachers. It was found the difference between mean scores of the efficient participative management system in total score and in different aspects rated by physical education teachers belonging to different groups of age.

(3) Educational qualification does effect on the mean score of the efficient participative management system in total score and in different aspects rated by physical education teachers. It was found the difference between mean scores of the efficient participative management system in total score and in different aspects rated by physical education teachers belonging to different groups of educational qualification.

(4) Teaching experience does effect on the mean score of the efficient participative management system in total score and in different aspects rated by physical education teachers. It was found the difference between mean scores of the efficient participative management system in total score and in different aspects rated by physical education teachers belonging to different groups of teaching experience.

5.4 SUGGESTIONS

Participative management is defined as a management style in which leaders place emphasis on employees' involvement in the management process. This management method is also known as participative management system, and it presents many potential benefits to the organizations that choose to encourage it. This is usually accomplished by providing employees with ample opportunities to become involved in the processes of leadership, motivational forces, communication, interaction, decision making, goals setting, control, making suggestions, improving company operations, and solving problems. The basic premise for participative management is to shift the burden of decision making from the sole shoulders of leaders and

supervisors onto the entirety of the organization. This provides a number benefits to various types of work.

From the results of the present study, it can be seen that the efficient participative management system of physical education institutes rated by physical education teachers was at moderate level. The teachers with younger age, lower educational qualification and less teaching experience obtained the smaller mean scores of their opinions regarding the efficient participative management system than the teachers with older age, higher educational qualification and more teaching experience. The suggestions for increasing of the level of the efficient participative management system of teachers with younger age, lower educational qualification and less teaching experience can be done as follow:

(1) The teachers should be encouraged to get more involved in the leadership process. There are variations in leadership styles and management strategies across organizations. In the age of globalization and technological changes, there is a paradigm shift of emphasis from an autocratic leadership style to a participative management style. The organizations of participative management style tend to adopt a managerial philosophy that seeks to explicitly affirm and value employees acknowledging their individual and collective roles and contributions to the overall improvement of organizational performance.

Participative management creates an autonomous work environment that offers employees a degree of control over activities in the workplace in an atmosphere supportive to team work in fulfillment of organizational expectations. It breeds trust and confidence between management and employees and at the same time unleashes employee commitment and dedication to organizational objectives. Participative management facilitates a work climate that enables employees to access the needed information, offer contribution and become involved in decision making among other organizational processes.

The participative, egalitarian and supportive nature of the strategy and its appropriate application; sets an organization on the path to increased productivity and efficiency. However for the strategy to be effective, it needs a systematic approach and integration into the overall organizational strategy. The adoption of participative management therefore enables them to be freed up to concentrate and devote much of their time on developing future strategy for organizational growth and development. It potentially imbues creativity and job satisfaction among employees and aligns their work-related and other

attitudes with organizational goals. It reduces organizational bureaucracy and increases initiative and creativity among employees and encourages them to assume responsibility for work related successes and failures.

(2) The teachers should be motivated for more accomplishing organization goals. The effects of proper application include enhancing intrinsic and extrinsic motivation among teachers can raise the potential to redirect the efforts of the workforce towards the common good of the organization and has the propensity to further enhance teachers' allegiance and improve organizational performance and accountability.

- Intrinsic motivations are those that arise from internal of individual, such as achievement, advancement, recognition, growth, responsibility, and job nature. It occurs when people are compelled to do something out of pleasure, importance, or desire.

- Extrinsic motivations are those that arise from outside of the individual and often involve rewards such as trophies, money, social recognition or praise, salary, benefits, working conditions, supervision, policy, safety, security, affiliation, and relationships are all externally motivated needs.

The motivational force is the ultimate goal of character wishes to achieve. It provides the character with the appropriate amount of purpose and reason to pursue the primary goal with the variety of actions and dialogue. Motivational force is a function of both valence and expectancy. One without the other will not produce motivation. It is increasingly recognized that employee's motivation or engagement is an important contributor to performance.

(3) Teachers should be trained for the effective communication process. A variety of verbal and non-verbal communication process for exchanging of thoughts, messages, or information, as by speech, visuals, signals, writing, or behaviour require an effective sender, a message, and a recipient. The communication process is complete once the receiver has understood the message of the sender. A participative management style can also benefit organizations by encouraging communication among all levels of teachers. An increase in communication usually results in an increase in productivity, as well as faster and more effective resolution of problems. More communication between the different levels of staff members also results in a wider view of the organization and more teamwork among staff members, as opposed to the narrow, departmental view in which many staff members commonly become trapped. Organization that encourage a participative management style and more

communication also find that their staff members are more receptive to changes in the workplace, which helps maintain a satisfactory degree of productivity through even the most drastic of adjustments.

(4) Teachers should be encouraged to increase the degree of participative management system in the interaction process such as positive interaction, communication skills and environmental consideration.

- Positive interaction between staff is an essential in creating an environment and atmosphere in which the staff feels emotionally safe, secure and happy. It is in this environment that the staff is able to develop positive relationships and attachments with staff. The staff members who are sensitive, respectful, courteous and patient with each other will create an atmosphere that is relaxed and happy.

- Communication skill is an important element of effective participative management in teamwork. An effective team can actively work together to reflect on and improve their interactions and relationships with others. Staff should discuss issues together and make decisions about the way they communicate after listening to each other.

- Environmental considerations are also a factor when considering and supporting staff communication. These include staff working conditions, co-operation among staff, accommodation, assimilation, culture and social interaction, facilities such as staff rooms and meeting areas. These factors underpin staff capacity and willingness to engage in developing a strong team culture that is characterized by open, supportive, positive communication.

(5) Teachers should be encouraged to get involved in decision making process. Employee involvement in decision making is at the core of participative management. It is all about the degree to which teacher's influence how their work is organized and carried out. In order to achieve this, the existence of the requisite organizational culture and climate that supports and encourages employees to be involved in decision-making is paramount. Teachers' sense of belonging to an organization is enhanced if there is a feeling of ownership; which is the belief that they are genuinely accepted by management as stake-holders in the organization. The acceptance of "ownership" extends to participating in decisions on new developments and changes in working practices that affect the individuals concerned.

Teachers should be involved in making those decisions, and feel that their ideas have been listened to and that they have contributed to the outcome.

Therefore, leaders should encourage and facilitate teachers to get involved in decisions beyond their normal work activities. The leader should consult with teachers, asks for their suggestions, and takes these ideas into serious consideration before making a decision.

(6) Goal setting should be encouraged to be done by teachers and all staff members. Delegation and empowerment can be used as a way in which participative management might operate in goal setting process. Delegation is expected to increase employee participation in the goal setting process and their willingness to take on more responsibilities. Empowerment is advocated as a practice that requires leaders to trust teachers and be willing to take risks that empowerment creates. It is noteworthy to mention that empowerment can be a risk-taking venture and in either case, prone to going wrong or right.

Goal setting is a powerful process for thinking about the ideal future, and for motivating oneself to turn vision into reality. Goal setting is used by top-level athletes, successful business-people and achievers in all fields. Effective goal setting provides long term vision and short term motivation. It gives well-defined target, clarity, direction, motivation and focus. SMART goal gives definition of expected accomplishments within the specific time period, and clear picture of time requirement for each element.

(7) Controlling is another process for teachers to be increased for the higher degree of efficient participative management system. Control is a process which ensures that the progress of the assigned work is according to the plan. It monitors the outcome of activities, potential of teachers, review feedback information about this outcome and if necessary, to take corrective action. These controlling process reviews should be done with the full participation of the staff members and should not be a self-determining activity to be undertaken solely by the leader. It is recommended that establishing performance standards, the setting of measurable goals and discussing the appraisal should be mutual undertakings that are participatory. The 360 degree performance appraisal method of assessment is a favoured methodology since it involves a combination of self, supervisor, and subordinate performance evaluation.

(8) Leaders should be trained for increasing of the efficient participative management system through participative management techniques i.e.:

- **Building Cooperation:** It is necessary for leaders build cooperation of teachers into the organization's work culture. Small work teams can pursue a chunk of the project in their own groups. In a group, individuals cooperate, setting goals and producing results. As long as they meet established deadlines for all groups, they possess a high degree of flexibility in getting the job done.

- **Work Committees:** The main function of the work committees is to promote measures for securing and preserving amity and good relations between the employers and the workers. Their task is to smooth away any friction that may occur between the management and the workers. The senior management team can help to solve problems facing the entire organization by inviting employees of all levels of seniority to participate in special committees. A committee must tackle a specific problem, or even study problems that might exist, and report back to the senior management team. If a senior management team wants to be truly responsive to worker input, it will take the advice of a committee seriously and incorporate its suggestions as part of the final solution.

- **Consultative Management Model:** The consultative management model is a simplified version of participative management. Whenever a leader needs worker input, he can use the staff meeting to discuss important issues with teachers. If he gets ideas that would truly impact the organization, positively or negatively, he will forward those ideas by email or another communication channel to senior managers. Some organizations use the weekly staff meeting as a standard, and leaders report back to a meeting to discuss what teachers are saying about the present issues facing the organization.

- **Cross Functioning:** A suggestion box is a limited way that many teachers try to get teachers involved in setting policy and other management decisions. Another way is to use the cross-functioning method, or work teams comprised of workers from different departments. They solve problems facing the organization, and everyone on a team has an equal voice in the group's direction. This model represents an interdisciplinary approach based on the notion that workers from different technical backgrounds can brainstorm together and solve problems.

(9) Teachers should be promoted for learning and career development. Using participative management strategies, effective leaders should encourage their teachers to identify performance gaps and set their own career path, including formal education, workshops

and self-paced courses. Teachers should be assessed to identify their strengths and weaknesses in achieving organizational goals. Then, they create a development plan and review it with their leader. This enables the teachers to create a customized action for improving their skills over the coming year. By empowering the teachers to assess their own competency and establish a plan, the leader guides them and provides a supportive atmosphere in which to develop the skills necessary to achieve the organization's strategic goals.

(10) Teachers should be increased on satisfaction. When organization finds out through teachers' satisfaction surveys that teachers feel disgruntled and disillusioned, effective leaders use participative management techniques to get the organization back on track. By running focus groups and personal interviews, effective leaders get input from their teachers about the true state of the organization. Using this valuable feedback, these leaders realign their strategic objectives.

(11) Effective leaders should reward teachers for innovative ideas. Using quality management techniques, managers identify opportunities to improve organizational processes that reduce product errors, eliminate waste and increase customer satisfaction. By involving teachers closest to the problems, such as customer service representatives, effective leaders gather data to determine the root cause and fix problems.

(12) In global organizations, effective leaders should ensure that teams work well together. By running workshops and team-building exercises, these leaders should encourage their teachers to learn about their co-workers. By recognizing that succeeding in a dynamic marketplace requires expertise in dealing with different cultures, customs and traditions, effective leaders foster a collaborative work environment.

5.5 RECOMMENDATIONS FOR FURTHER STUDY

(1) There should be a study of the modeling factors for efficient participative management system in all levels of educational organizations i.e. primary, secondary and higher education.

(2) There should be an experimental research study about the effective model for increasing of the effectiveness of the participative management system.

(3) There should be a study of the factor affecting on the efficient participative management system in educational organizations.

