Partisipative Leadership and Decision Making Style for Overcoming Children Addiction to Gadgets

Elvira Putri Erlinda[1], Sowiyah[2], Riswanti Rini[3]

[1,2,3]*Faculty of Teacher Training and Education, Universitas Lampung, Indonesia*

Abstract:- **Participative leadership aims to provide a balance between the involvement of superiors and subordinates in the process of giving information, making decision and solving problems. This paper aims to examine the implementation of participative leadership and decision-making styles to educate the use of gadgets in early childhood at one selected school in Lampung Province, Indonesia. This study used qualitative research method. Data verification and conclusion drawing. Results of the study show that the teacher as a facilitator and communicator should be able to facilitate conversations between teachers and parents, provide time at all times to discuss with parents, schedule monthly counseling. Thus, that parents can consult with teachers to improve children development, , actively ask questions to one another, exchange and share ideas, and makedecisions and agreement regarding overcoming problems faced by children. After the decision and agreement are made between the teacher and the parent, they can mutually commit together to carry out the decision and agreement that have been made. The style of decision making applied is democratic. Engagement between teachers and parents is very important for the progress of children's development. The results of this study recommend policy makers to hold seminars to educate parents and teachers about the impact of the use of gadgets in early childhood, and make a policy about limiting the use of gadgets in early childhood.**

Keywords: **participative leadership, decission making and children addiction gadget.**

I. INTRODUCTION

Technology in the 21st century is developing very rapidly. Various kinds of technological advancements with the aim of facilitating human movement are created. One form of technological advances that can facilitate long-distance communication with other people is cellphones or handpone. Recently people have been more familiar with the term smartphone or gadget (Hatch, 2011; Moore & Grisham, 2015).Most individuals ranging from children to parents own gadgets. This is because gadgets has become people's consumption and needs to communicate and explore information that they want to know quickly(Gani, 2017).The broad development of technology and information now has an impact on people's lifestyles in the digital era. The use of gadgets by the public, especially children, is no stranger (Sigdel, 2017).

The use of gadgets in the world of children has its own advantages and disadvantages and thus needs to be considered properly. Gadgets have become the choice of most parents to make children be quiet and in control(Fadzil, Abdullah,

Salleh, & Sciences, 2016; Laili, 2017). There are positive and negative effects of using gadgets in early childhood. The positive impact of using gadgets for children, among others, is that use of gadget attracts children's learning because it uses color images, adds creativity and cognitive intelligence(Saroinsong, 2016). In contrast, the negative impact of excessive use of gadgets is, among others, it can delay the speaking ability of children, especially children aged 3-4 years, limited social interaction, cognitive delays, and low emotional management(Laili, 2017; Nirwana, Mappapoleonro, & Chairunnisa, 2018; Suhana, 2017). Most parents are not aware of the negative effects of using gadgets for early childhood, including lack of direct face-to-face interaction between the children and parents or other people, low social communication and lack of empathy for their social environment(Saroinsong, 2016). The negative effects become a major concern for parents and teachers.

In observations at a selected school in Bandar Lampung, Lampung Province, Indonesia, authors found 5-year-olds carrying gadgets to schools. These gadgets were used to contact parents to pick them up after school. While waiting for their parents to pick them up, the children were playing the gadgets with their friends. This should be the concern forteachers and parents. However, the use of gadgets at an early age is increasingly unmanageable. Thus, this is a concern for parents, especially because the family environment is the main environment that can shape child development. Parents should be able to provide clear boundaries and rules for using gadgets. The involvement of parents is absolutely needed to monitor children's development. The role of parents should not and cannot be replaced by gadgets to ensure proper education for children. While playing gadgets, children rarely interact with parents and are more concerned with gadgets. In this case, parents have tocontinue to control and mediate the use of media wisely (Nikken, Schols, & studies, 2015). Research result in Indonesia showsthat active mediation can be used to manage the use of gadgets.(Catherine, Pandia, & Pristinella; Smahelova, Juhová, Cermak, & Smahel, 2017).

An environment other than the family that can help educate the use of gadgets for children is the school environment. (Rahmawati, Soesilowati, & Sanjoto, 2018). School is a place to play and stimulate child development. School is a place for parents to communicate problems experienced by children, and habits that are carried out by children at home should

always be consulted with e teachers. Teacher commitment plays an important role in the success of student development, school residents have toparticipate and communicate with each other, be they principals, teachers, or parents. One leadership style that can be used is participative leadership (Iqbal, Anwar, Haider, & Review, 2015).

The participativeleadershiphas the principle that all group members or individuals must be actively involved and participate from beginning to end. (Dolatabadi & Safa, 2010). Participative leadership must be able to encourage the involvement of members in making decisions to solve problems that occur and can facilitate the development of the creativity of its members (Rolková, Farkašová, & finance, 2015)Participative leadership aims to provide a balance between the involvement of superiors and subordinates in the process of providing information, decision making and solving problems (Stefanovska-Petkovska, Bojadžijev, & Mucunski, 2015)Participative leadership teachers have great control in planning and implementing learning(Tsien & Tsui, 2007).

Based on the discussion above, there are three research questions that guide this paper.

1. How does a teacher implement participative leadership with parents?

2. How do teacher participative leadership apply decision making?

3. Can the involvement of teachers and parents educate the use of gadgets for early childhood?

Many studies have been carried out in the business world and have proven that participative styles greatly influence decision making and problem solving in a company and can increase employee satisfaction(Brown, Owusu, & Research, 2014; Ghaffari et al., 2017; Stefanovska-Petkovska, Bojadziev, & Stefanovska, 2014). Research in Nigeria reveals that participative leadership contributes to better decision making and strategies in an organization(Lawal, Yusuf, & Technology, 2014). However, when in the field of education very little research was found on how participative leadership style had an effect on decision making and problem solving in early childhood who were dependent on the use of gadgets. Problem solving is done by teachers and parents together involved in joint decision making combining their ideas and judgments to determine the right steps in overcoming the negative effects of using gadgets for early childhood. Therefore, researchers will examine the application of teacher participative leadership in educating parents about the use of gadgets for early childhood. Especially for children who still use gadgets in the school environment. This research will expand knowledge and provide important information so that all school citizens are actively involved in reducing gadget use in early childhood.

II. FRAMEWORK

The framework in this paper assumes that participative leadership styles can encourage parents to be actively involved in children's activities in school. Participative leadership can help improve student achievement (Dahar, Faize, Niwaz, Hussain, & Zaman, 2010).

A. Participative Leadership

Participative leadership is a leadership style that can encourage group members to participate and commit to the decision making process(Dolatabadi & Safa, 2010; Lamb, 2013). Participative decision making functions as a managerial tool to encourage and motivate and foster feedback behavior(Li, Qian, & journal, 2016).Benefits of participative leadership, namely; members tend to feel high job satisfaction, help develop skills, and motivate members. The danger of this leadership is easily influenced by the situation and members without the knowledge and expertise to provide quality input(Amanchukwu, Stanley, & Ololube, 2015).Teacher leadership has three main sides, one of which is leadership through decision making or partnerships between parent and teacher associations(Muijs, Harris, & Administration, 2003).

Participative leadership in schools has the following characteristics; teacher as a facilitator, all staff are involved in decision making, increasing individual growth, fostering team spirit among staff, all staff involved in the planning process, ability to work together towards common goals, creating and maintaining healthy relationships between staff and principals, heads the teacher has good temperament control, and good communication skills (Wafula). Participative leadership has the following steps: leaders facilitate talks, then openly share information and knowledge needed for decision making, encourage people to share their ideas, synthesize all available information and solutions suggested by the team, then provide the best solutions and communicate them again to the group. Based on the explanation of the research question above, the right method to use is as follows.

III. METHOD

This type of research is qualitative research. Interest uses qualitative methods because researchers can understand deeply and be directly involved in the research process(Gunawan, 2013). One of the advantages of using qualitative is that researchers can directly find and explain the real experience of the research samples (Raco, 2018).Qualitative case studies can facilitate to explore a phenomenon using various data sources. In this study, data will be collected through open interviews and semi-structured documents. This study uses one case as the focus of research with the aim of revealing the implementation of leadership participation in educating the use of gadgets in early childhood.

The sample used in this study is parents of children aged 5-6 years who are indicated to often use gadgets at home. The

informants used in this study were parents whose children used gadgets in the low and high categories in kindergarten in Lampung Province, Indonesia. The technique of determining informants in this study used purposive sampling, the selection of informants was chosen based on certain criteria determined according to the research objectives. Data collection techniques using in-depth interviews, observation and documentation.

In qualitative studies, various instruments can be used to collect data, such as interviews, observations and school records(Gunawan, 2013). Interviews are one of the important sources of information in the design of case study research. Based on interview questions, researchers can gather information from participants about parental involvement in the school process. All interviews are recorded with the informant's permission, word for word transcripts, and codes. Through interviews, researchers can expand information that is different from each participant so that the ability of researchers to interpret data is important.

According to Nugrahani and Hum (2014)the intensive step in the case study is an analysis in which all information from interview logs or transcripts, field notes, and reports must be analyzed simultaneously. The purpose of data analysis is to get different themes from each question so that research questions can be answered. Basically, each person has a different vision and perspective about the reality or phenomenon that occurs. The reality can come from personal experience or other people. Data analysis techniques in this study include several components of analysis, namely: data reduction, data presentation, data verification and conclusion drawing (Rahardjo, 2010).

IV. RESULT AND DISCUSSION

The results of this study are elaborated according to the research questions

1. How does a teacher implement participative leadership with parents?

   To answer the first research question, teachers and parents describe two types of participative leadership implementation, this leadership is labeled by researchers as "facilitator teachers" and "communicator teachers". The results show that teachers' perceptions in implementing participative leadership have an impact on the relationship between teachers and parents.

   "Facilitator teacher" is defined by the researcher and explained by informants as those who can facilitate conversations between teachers and parents by inviting parents to meetings at school so parents know the activities carried out by children in school, provide time at all times to discuss with parents about child development , make a schedule of monthly counseling so parents can consult with the teacher for the progress of children's development. Instead "communicator teacher" is defined as those who are able to communicate well,

able to explain the development of children in school, actively ask questions, exchange ideas and share, then actively follow the development of children at home by communicating directly or indirectly with parents, making decisions and agreements together with parents to overcome the problems faced by children are then communicated again after a decision is made between the teacher and parents so that they can mutually commit together to carry out the decisions that have been made. The results of this study are in line with the theory of participative leadership as a leadership style that can encourage group members to participate and commit to the decision making process, when someone has committed to a decision that has been made, then with a sense of responsibility will implement in accordance with the decision(Dolatabadi & Safa, 2010; Lamb, 2013). One of the main aspects of participative leadership in schools is the involvement of teachers and parents (Muijs, Harris, & Administration, 2003). Thus, the implementation of participative leadership between teacher and parent associations is very important to be applied in schools so that they are jointly actively involved in further child development.

2. How teacher participative leadership applies decision making?

   In the case of the second research question, both teachers and parents describe four decision-making styles that can be applied to obtain solutions to a problem namely "collective", "democratic", "autocratic" and "consensus".

   The style of collective decision making is a form of leadership style in which all decisions are taken by the group, and the responsibility for this decision is also fully borne by the group itself. In one characteristic of the collective leadership style is that during the decision making process the group must develop clear lines of authority that determine the responsibilities of each member. Whereas democratic decision making style is a leadership style that is able to encourage the participation of all members. But the final decision is still taken by the leader. After the decision is determined then the leader must communicate back to the group and resolve if there are members who feel less agree with the decision taken. The style of autocratic decision making is more goal oriented, namely to get results and meet targets. Not only goal-oriented but members and quality. The advantage of autocratic decision making is that results are obtained much faster. Consensus decision making style is the style of leaders giving up control and responsibility for making full decisions to groups. Decisions must be approved by the majority of group members while a minority of those who disagree must agree to participate. In other words, decisions must be modified to make members of minority groups agree to the decisions that have been made.

The results of the study show that the teacher applies different decision-making styles. The teacher applies the "democratic" decision-making style, that is, the teacher and parents discuss what activities will be carried out each month, both teachers and parents provide ideas to achieve joint decisions, but the final decision is still taken by the teacher.

3. Is the involvement of teachers and parents can educate the use of gadgets for early childhood?

The third research question relates to the first and second research questions. That is about the implementation of participative leadership and the style of decision making to see how far the involvement between teachers and parents can reduce the use of gadgets in early childhood. The impact of implementing participative leadership will affect the relationship between parents and teachers, teachers always monitor and actively ask parents about how long it takes for children to play gadgets at home, communicate directly, advise parents to communicate more with children so children not busy playing gadgets or parents can invite children to play together. Even the teacher facilitates to educate parents by inviting education experts and holding seminars on how to deal with gadget-addicted children because teachers realize that the impact of gadgets is more negative than positive, therefore parents must also be able to realize such things. In addition, teachers and parents make a joint decision, namely to commit that parents also have to limit the use of gadgets at home. The teacher also allows parents to give opinions, openly share information and knowledge about the positive and negative effects of using gadgets, conclude all information and determine the best solution, and communicate again so that a joint decision is reached. Participative leadership must be able to encourage the involvement of members in making decisions to solve problems that occur and can facilitate the development of the creativity of its members(Rolková, Farkašová, & finance, 2015). Research in Nigeria reveals that participatory leadership contributes to better decision making and strategies in an organization.(Lawal, Yusuf, & Technology, 2014). Thus the involvement of teachers and parents through participatory leadership is believed to be able to educate addictions to the use of gadgets in early childhood.

The results showed that it turned out that parenting also influenced children's addiction to the use of gadgets. In this case researchers and informants found three kinds of parenting applied by home parents namely "authoritarian", "permissive" and "democratic". Authoritarian parenting, that is, this pattern is characterized by ways of nurturing children through strict rules and sometimes forcing children to follow these rules. As with playing gadgets that at first parents have never introduced the gadget to children directly but children know themselves by seeing friends their age playing gadgets, with high curiosity the child asks parents and asks to play gadgets like his friends Others, but parents strictly forbid the child from playing gadgets "My child said it was possible for the ma'am to play the gadget and I said yes they were, if you still can't play gadgets". Parents with this upbringing do realize that actually gadgets also have a positive impact and not only negative impacts, for example the positive impact of using gadgets, namely children can recognize letters, numbers in English and Arabic, recognize various colors, know stories the story of the prophet and other learning while the negative impact is sometimes when the child opens something, there is something that they should not see and it can be seen, then the child also becomes lazy to take a bath, eat even lazy to learn as a result of gadget addiction.

Furthermore, "permissive" upbringing, namely parenting is inversely proportional to authoritarian parenting, in permissive parenting parents free children's desires, all are permitted and there are no strict rules, parents often always obey the wishes of children and understand children's mistakes, this parenting is indeed make the relationship between parents and children warm and close, but it is also possible to make children become spoiled and less independent. The results showed that permissive parenting made children addicted to the use of gadgets, a mother recounted the beginning of introducing gadgets to children at the age of 2 years with the aim that children are silent and in control, children are given games, youtobe and listen to songs. But it turned out that the child became addicted to using a gadget until now is 6 years old, the time spent is even 2-3 hours from full gadget power to low, because it has been addicted to gadgets from small so if the child asks for a gadget but is not given then he will cry and be angry. Such things do not make parents afraid but parents are happy when their children are able to operate the gadget so that it does not miss the times.

Besides that there is a "democratic" upbringing, this upbringing is a combination of authoritarian and permissive parenting, and can be said to be an ideal parenting. This is because the wishes of the child are valued and heard while the parent remains in control. In this upbringing, the relationship between children and parents can be warm in one place, but at other times parents become firm. In addition, decision making is an agreement between parents and children. Openness is also upheld in this upbringing, every decision taken is accompanied by reasons why may or may not be. Democratic parenting can make children become figures who can control themselves and are responsible for their decisions. The results showed that children and parents often communicated about the negative effects of using gadgets, children were given information on why they should not linger when using gadgets which would adversely affect eye health, brain intelligence, behavior

and social relations. In addition, there are also negotiations between children and parents such as how long children may use gadgets, then when children want to play gadgets must eat, take a nap or study first before playing the gadget.

Not only that, it turns out that education to reduce excessive use of gadgets is not only education given by teachers to parents, but children also need to be given information and knowledge by teachers in schools about the negative effects of using gadgets, because parents also reveal that early childhood is more listening the words of his teacher were at school compared to his parents at home. To provide learning about the negative impact on the use of gadgets in schools, teachers can provide facilities by utilizing technological advances through the use of laptops and projectors to display videos, photos or news about the impact of excessive use of gadgets.

V. CONCLUSIONS AND IMPLICATIONS

A. Conclusions

This paper examines the implementation of participative leadership and decision-making styles to educate the use of gadgets in early childhood at a school in Bandar Lampung, Lampung Province, Indonesia. This study uses qualitative research methods to obtain in-depth information about the involvement of teachers and parents in schools. Data analysis techniques in this study are used to answer three research questions, including several components of analysis, namely: data reduction, data presentation, data verification and conclusion drawing.

This paper identifies the implementation of participative leadership, namely: teachers as facilitators who facilitate conversations between teachers and parents, teachers and parents share information and knowledge, communicate and commit together to limit the use of gadgets in early childhood. The taking style that is applied is the style of taking "democratic" that is the teacher together discussing, giving each other opinions but the final decision is taken by the teacher and the results of the decision are communicated back to the parents. Engagement between teachers and parents is very important for the progress of children's development. Because parents also need the role of the teacher and vice versa that the teacher also needs involvement and the role of parents to overcome the problems that occur in early childhood.

B. Implications

Theoritical implications

This paper has made theoretical contributions to knowledge in leadership studies especially participative leadership. This paper is the first to identify participative leadership between teachers and parents to educate the use of gadgets in early childhood. Thus, this paper contributes to how the implementation of teacher participative leadership to

educate parents and how decision-making styles are in the context of early childhood gadget use in Indonesian schools..

Practical and policy implications

This paper has provided practical and policy contributions to the context of early childhood education in Indonesia. From the perspective of practical contributions, the findings of this paper show that teachers must: be able to facilitate conversations between teachers and parents, provide time at all times to discuss with parents about children's development, schedule monthly counseling so parents can consult with teachers for children's development progress, be able to communicate well, able to explain the development of children in school, actively ask each other questions, exchange ideas and share and actively follow the development of children at home by communicating directly or indirectly with parents, making decisions and agreeing together with parents to overcome problems faced by the child is then communicated again after the decision is made between the teacher and the parents so that they can mutually commit together to carry out the decisions that have been made. In addition, teachers can also facilitate educating parents by inviting education experts and holding seminars on how to deal with gadget-addicted children because teachers realize that the impact of gadgets is more negative than positive, therefore parents must also be able to realize such things. In addition, teachers and parents make a joint decision, namely to commit that parents also have to limit the use of gadgets at home. The teacher also allows parents to give opinions, openly share information and knowledge about the positive and negative effects of using gadgets, conclude all information and determine the best solution, and communicate again so that a joint decision is reached. From a policy perspective, this paper is the first to present findings that provide an important basis for education offices in Indonesia, especially Lampung Province, to make education policies, for example recommending seminars to educate parents about the impact of using gadgets on early childhood. Make a policy about limiting the use of gadgets in early childhood.

Implications for further research responding to limitations

Limitations in this study can be formulated as follows; the method used is a qualitative method so that the results of the study cannot be generalized. For further research, it can use quantitative and qualitative research methods to get research results that can be generalized to all early childhood schools in Lampung Province, and can gather information about parents and teacher perceptions about the impact of using gadgets in depth.

The results of this study show that it turns out that parenting can affect the use of gadgets in early childhood, but researchers have limitations to examine in depth the results of this study, therefore future research will be very

interesting to investigate the extent to which parenting affects gadget use addiction early childhood.

The results also show that the education provided to reduce excessive use of gadgets can not only involve teachers and parents but also involve children. Therefore, further research can reveal how to educate early childhood to reduce excessive use of gadgets.

REFERENCES

[1] Amanchukwu, R. N., Stanley, G. J., &Ololube, N. P. J. M. (2015). A Review of Leadership Theories, Principles and Styles and their relevance to educational management. 5(1), 6-14.

[2] Brown, M., Owusu, A. A. J. I. J. o. L., Teaching, & Research, E. (2014). Influence of Head teachers' Management Styles on Teacher Motivation in Selected Senior High Schools in the Sunyani Municipality of Ghana. 4(1).

[3] Catherine, O., Pandia, W. S. S., & Pristinella, D. Exploring Parental Mediation of Elementary School-Aged Children's Gadget Use. Paper presented at the International Conference on Psychology and Multiculturalism 2017.

[4] Dahar, M. A., Faize, F. A., Niwaz, A., Hussain, M. A., & Zaman, A. J. I. J. o. A. R. (2010). Relationship Between the Leadership Styles and Academic Achievement at the Secondary Stage in Punjab (PSakistan). 2(6).

[5] Dolatabadi, H. R., & Safa, M. J. I. B. o. B. A. (2010). The effect of directive and participative leadership style on employees' commitment to service quality. 9(1), 31-42.

[6] Fadzil, N. M., Abdullah, M. Y., Salleh, M. A. M. J. I. J. o. A.,& Sciences. (2016). The Level of Tolerance Sanctioning Children Using Gadgets by Parents Lead to Nomophobia: Early Age Gadgets Exposure. 9(2), 615.

[7] Gani, S. A. (2017). Parenting Digital Natives: Cognitive, Emotional, and Social Developmental Challenges. Paper presented at the International Conference on Education (ICE2) 2018: Education and Innovation in Science in the Digital Era.

[8] Ghaffari, S., Burgoyne, J., Mad Shah, I., Nazri, M., Salah Aziz, J. J. A. J. o. B., & Science, A. (2017). Investigating the mediation role of respect for employees on the relationship between participative leadership and job satisfaction: A case study at University Teknologi Malaysia. 11, 1-13.

[9] Gunawan, I. J. J. B. B. A. (2013). Metode penelitian kualitatif.

[10] Hatch, K. E. (2011). Determining the Effects of Technology on Children.

[11] Iqbal, N., Anwar, S., Haider, N. J. A. J. o. B., & Review, M. (2015). Effect of Leadership Style on Employee Performance. 5(5), 1-6.

[12] Laili, U. (2017). Influence of Gadget on Social Personal of Early Childhood. Paper presented at the Proceeding Surabaya International Health Conference.

[13] Lamb, R. J. R. J. (2013). How can managers use participative leadership effectively. 20, 2018.

[14] Lawal, B. Z., Yusuf, M.-B. O. J. I. J. o. M., & Technology. (2014). The impact of participatory decision making in organizational management. 4(3), 1.

[15] Li, X., Qian, J. J. S. B., & journal, P. a. i. (2016). Stimulating employees' feedback-seeking behavior: The role of participative decision making. 44(1), 1-8.

[16] Moore, M., & Grisham, D. L. J. C. R. (2015). The Effect of Digital Technologies on the Culture of Literacy. 48(2).

[17] Muijs, D., Harris, A. J. E. M., & Administration. (2003). Teacher leadership—Improvement through empowerment? An overview of the literature. 31(4), 437-448.

[18] Nikken, P., Schols, M. J. J. o. c., & studies, f. (2015). How and why parents guide the media use of young children. 24(11), 3423-3435.

[19] Nirwana, N., Mappapoleonro, A. M., & Chairunnisa, C. J. I. J. o. E. C. E. S. (2018). The Effect of Gadget Toward Early Childhood Speaking Ability. 7(2), 85-90.

[20] Nugrahani, F., & Hum, M. J. S. C. B. (2014). Metode Penelitian Kualitatif.

[21] Raco, J. (2018). Metode penelitian kualitatif: jenis, karakteristik dan keunggulannya.

[22] Rahardjo, M. (2010). Triangulasi dalam penelitian kualitatif.

[23] Rahmawati, A., Soesilowati, E., & Sanjoto, T. B. J. J. o. E. S. S. (2018). Adolescent Lifestyle of Gadget Users in Kudus City. 7(1), 52-60.

[24] Rolková, M., Farkašová, V. J. P. e., & finance. (2015). The features of participative management style. 23, 1383-1387.

[25] Saroinsong, W. P. J. J. T. (2016). Gadget Usage Inhibited Interpersonal Intelligence of Children on Ages 6-8 Years Old. 1(4).

[26] Sigdel, S. (2017). Technology and Learning Capacity of Children: A Positive Impact of Technology in Early Childhood.

[27] Smahelova, M., Juhová, D., Cermak, I., & Smahel, D. J. C. J. o. P. R. o. C. (2017). Mediation of young children's digital technology use: The parents' perspective. 11(3).

[28] Stefanovska-Petkovska, M., Bojadziev, M., & Stefanovska, V. V. (2014). The role of participatory management in fostering job satisfaction among public administration employees. Retrieved from

[29] Stefanovska-Petkovska, M., Bojadžijev, M., & Mucunski, Z. J. S. J. o. M. (2015). Does participative management produce satisfied employees?: Evidence from the automotive industry. 10(1), 75-88.

[30] Suhana, M. (2017). Influence of Gadget Usage on Children's Social-Emotional Development. Paper presented at the International Conference of Early Childhood Education (ICECE 2017).

[31] Tsien, T. B., & Tsui, M. s. J. S. W. E. (2007). A participative learning and teaching model: The partnership of students and teachers in practice teaching. 26(4), 348-358.

[32] Wafula, W. P. Participative Leadership Characteristics Associated With Head Teachers In Primary Schools In Kitale Town, Kenya.