

**PARTICIPATIVE MANAGEMENT AT  
SECONDARY SCHOOLS IN THE  
UTHUNGULU DISTRICT**

**ALAN BHEKISISA BUTHELEZI**

**PARTICIPATIVE MANAGEMENT AT SECONDARY SCHOOLS IN THE  
UTHUNGULU DISTRICT**

**by**

**ALAN BHEKISISA BUTHELEZI**

SSTD, B.PAED, B.ED, M.ED (UZ), Higher Cert. in ABET, Short course in managing the employment process (UNISA), DRTP (USB-ED), SDF Programme (EDUTEL), Assessor Programme (Competitive Edge Training & Consulting), PTM Cert., PC Cert. (DAMELIN)

Submitted in partial fulfilment of requirements for the degree of  
Doctor of Education  
in the  
Department of Social Science Education  
at the  
University of Zululand

Promoter: Prof. M. A. N. Duma

Co-promoter: Dr. I.S. Kapueja

KwaDlangezwa

2016

## DECLARATION

I hereby declare that **PARTICIPATIVE MANAGEMENT AT SECONDARY SCHOOLS IN THE UTHUNGULU DISTRICT** is my work, and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references.

Signed by \_\_\_\_\_ on the \_\_\_\_\_ day of \_\_\_\_\_ 2016.

## ABSTRACT

Participative management increasingly gained momentum in the management of public institutions, such as schools after the 1994 democratic elections held in South Africa. The democratic values enshrined in the Constitution of the Republic of South Africa Act 108 of 1996 seemed to be critical in the management of schools, since they created the basis for staff participation in decision making.

In this study the researcher investigates participative management practices at various secondary schools in the Uthungulu district of KwaZulu-Natal province in South Africa.

The objectives of the study were to:

- To find out conditions which make participative management appropriate in secondary school;
- To determine the management development needs of school managers;
- To examine the factors which inhibit participative management in secondary schools, and
- To establish models which promote participative management in secondary schools.

This investigation was undertaken to find out conditions which make participative management appropriate in secondary schools, and to examine the factors that inhibit participative management in secondary schools. The mixed method approach (qualitative and quantitative) was used in this study to collect data from principals and heads of departments in the Uthungulu district.

The empirical study based on the findings of questionnaires and interviews confirmed that there is a need for vigorous and ongoing management development programmes for school management teams and that participative management is not a way of life in some secondary schools in the Uthungulu district.

The main recommendations of this study included the need for the Department of Education to develop and strengthen organisational cultures which favour participative management practices, and to establish clear organisational structures which allow for staff participative management practices.

## ACKNOWLEDGEMENTS

My sincere gratitude for the success of this study goes to the following people for their contribution:

- Prof. M.A.N. Duma and Dr. I.S. Kapueja for their invaluable guidance and encouragement throughout the period of investigation.
- Staff in the KwaZulu-Natal Department of Basic Education (Uthungulu district and Pietermaritzburg) for granting me permission to conduct research in secondary schools.
- The University of Zululand Research Committee for providing financial support during the period of investigation.
- The principals and heads of departments in the UThungulu district for supplying information in the study.
- Mr Nigel Bell (research associate at the University of Zululand) for editing and proofreading this document.
- Prof. A. Bayaga, Prof. R.V. Gabela, Prof. D.R. Nzima, Prof. P.T. Sibaya, Dr. B.T. Gamede, Dr. S. Govender, Dr. M.S. Mabusela and Dr. D.W. Mncube for their scholarly advice during the period of investigation.
- Ms Sinqobile Angel Mkhwanazi, Ms M.S. Ntuli and Mr Malusi Vilane who took the trouble to type this thesis.
- My parents, Bongisiwe Thandazile Xulu and Domi Victor Xulu for their moral support and words of wisdom.

## **DEDICATION**

This doctoral thesis is dedicated to my late father, John “Sotshazile” Buthelezi, my grandparents, and my children: Mboneni Siboniso Buthelezi, Samkelo Unathi Buthelezi, and Sinomnqobi Liyema Buthelezi. Their love, encouragement, patience and support for the time we never shared together made me a real human being. This treatise is for you!

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## CHAPTER ONE

### 1. ORIENTATION TO THE STUDY

#### 1.1 INTRODUCTION

Management is regarded as a process that is used to accomplish organisational goals, through the use of people and other resources, (Robbins & Coulter, 2013). The authors are also of the view that there are various management styles that principals, deputy principals and heads of departments choose from, for instance, the directive management style, democratic or participative management style and laissez-faire management style. When principals, deputy principals and heads of departments carry out their functions of planning, organising, staffing, leading, and controlling, the onus is on them as school management teams (SMTs) to optimally involve other staff members in the decision-making process. This might be possible if the SMT adopts a management style, such as participative management which could assist them to align and integrate staff efforts and interests with the goals of the school. The failure to embark on participative management initiatives in schools could lead to poor staff morale, job satisfaction and performance. This view is confirmed by Boyarkova (2012) as he argues that the stability of a team depends primarily on such factors as employees' involvement and gratification, as well as friendly communication between colleagues. Being part of a team is an art that every person in any organisation should learn. The onus is on the school management teams to commit themselves on initiatives directed towards staff participation in decision-making.

The political culture of South Africa prior to 1994 had an adverse effect on the management of secondary schools structurally and operationally. For instance, the directive style was applied in the spheres of decision-making, policy-making, curriculum, instructional content and school management. This top-down approach had demerits for staff involvement in decision-making processes of various secondary schools in the country. The Bill of Rights embedded in the Constitution of the Republic of South Africa Act (Act 108 of 1996) introduced a participatory management style which required state institutions such as schools to be managed in consideration of democratic principles (South Africa, 1996a). The purpose of this study was to conduct

an evaluative analysis of participative management practices at secondary schools in the Uthungulu district of KwaZulu-Natal province in South Africa.

## **1.2 BACKGROUND TO THE STUDY**

The lack of staff participation in goal setting, problem solving, decision-making, and organisational change could have an adverse effect on staff morale, job satisfaction and performance in schools. Effective school managers delegate tasks and responsibilities to staff members. Thus staff participation in decision making tends to be an ethical and moral imperative for school management team members, such as principals, deputy principals and heads of departments who might be in pursuit of conducive, jovial and productive workplace environment.

Literature on the aspect of participative management traced its origins in the ideas of the French philosopher by the name of Jean-Jacques Rousseau, who might be regarded as the father of participative management, when he advocated for ideals of democracy in his writings prior to, during and after the French revolution. His views on democracy have become a cornerstone of participative management approach throughout the world (Qvortrup, 2003). The researcher affirms the notion that Jean-Jacques Rousseau's influence had a bearing in the origins and further development of participative management.

Participative management is rooted on democratic ideals espoused by Rousseau in 1762 regardless of the fact that the concept of democracy can be traced from the present day to classical Athens in Greece in the 6<sup>th</sup> century B.C. (Qvortrup, 2003). It is probable that the entire modern democracy movement has been indelibly shaped by the ideas of Rousseau which are articulated in his political expression. According to Gaidner (1999:77) Rousseau's ideas on democracy were transformed, and used (or misused) by others, such as Maximilien Robespierre, Vladimir Lenin, Adolf Hitler, Benito Mussolini and Fidel Castro in ways that would have shocked him. This view demonstrates the influence Rousseau's political ideas on democracy had in shaping the ideological perspectives of totalitarian leaders after the French revolution.

Democracy in the political vocabulary of Jean-Jacques Rousseau means a form of government or administration in which “all the people or most of the people” consider the execution of the laws that it promulgated as a legislator, (Dahl, 1998:77). In this definition one should not confuse democracy and republic, the shape of government (executive power) and sovereignty (legislative power). In Rousseau’s world democracy reflects the “general will” of the people. The concept of democracy was translated from politics to industrial societies. Rousseau in his book entitled “The Social Contract” maintains that the legitimacy of the state depends on the hypothetical consent of the governed, (Rousseau, 1762:117). He also embraced radical ideas about freedom and equality.

Rousseau’s theory on democracy has served as a springboard of workplace democracy and participative management style. In most modern industrial nations there has been a great need of considering participative management style. For instance, South African educators have become unionized at national, provincial, district and circuit levels, hence they now demand to have a say in decision making processes on matters affecting and impacting on their professional expertise in schools. This means that organisations, such as schools face a daunting task of creating policies and structures which would allow for staff participation in decision making.

### **1.3 PROBLEM STATEMENT**

School management team members such as principals, deputy principals and heads of departments face a challenge of managing schools through participatory ways in a manner that could augur very well for a democratic nation. The current management styles of school management team members might not augur very well for a democratic nation since the country is in the transitional period from apartheid system. Participative management increasingly gained momentum in the management of public institutions, such as schools after the 1994 democratic elections held in South Africa. The democratic values enshrined in the Constitution of the Republic of South Africa Act 108 of 1996 (South Africa 1996a) seemed to be critical in the management of schools, since they created the basis for staff participation in decision making. Chapter Ten of the constitution further endorses that public administration must be managed by the

democratic values and principles enshrined in the constitution when it makes the following provision:

People's needs must be responded to, and the public must be encouraged to participate in policy-making (South Africa, 1996a).

In spite of the democratic ideals of the constitution of South Africa, the process of fast tracking participative management in secondary schools remains a far-fetched dream in the post-apartheid era.

The South African Schools Act (Act 84 of 1996) (South Africa 1996b) also makes provision for the participative management style. The need for staff participation at school level is reflected in the partnership principle set out in the preamble of the Schools Act:

Whereas the achievement of democracy in South Africa has consigned to history the past system of education which was based on racial inequality and segregation; and whereas this country requires a new national system for schools which will redress past injustices in educational provision, provide an education of progressively high quality for all learners and in so doing lay a strong foundation for the development of all our people's talents and capabilities, advance democratic transformation of society, combat racism and sexism and all other forms of unfair discrimination and intolerance, contribute to the eradication of poverty and the economic well-being of society, protect and advance our diverse cultures and languages, uphold the rights of all learners, parents and educators, and promote their acceptance of responsibility for the organisation, governance and funding of schools in partnership with the State; and whereas it is necessary to set uniform standards for the education of learners at schools and the organisation, governance and funding of schools throughout the Republic of South Africa, (South Africa, 1996b:1).

Thus the existence of the legislative frameworks such as the constitution of South Africa and the South African Schools Act paved the way for the study of this magnitude to determine the compliance of school management team members to the various pieces of legislation endorsed by the democratic nation.

Creating an environment for staff members to participate in decision making might be the way of life for any democratic nation or institution. The prevailing management philosophy for certain school management team members in the Uthungulu district of

KwaZulu-Natal could be a contextual factor for unleashing participatory practices. Thus Kinicki & Fugate (2012) point out that if participative management is poorly executed, experience shows us that productivity or work performance could fail. All functional schools strive for enhanced levels of performance on the part of its employees. Thus this study endeavoured to change the management philosophy of school management team members so that workplace environments allow for staff participation in decision making.

School management team members might need to regard participative management as a critical component of staff delegation. School management team members could not be specialists in everything and solve every problem that arises at the workplace. The lack of staff delegation in secondary schools might have an adverse effect on the goal attainment. This means that school management teams, especially principals might need to devolve management authority to certain senior staff members who have skills and expertise to execute the identified tasks. This means that participative management approach endeavours to find a solution to this management dilemma, and enables other staff members to bring into the school mutual involvement and unequivocal responsibility in the task that they perform. This study established whether school management team members delegate tasks and responsibilities to staff members.

Certain conditions need to be met when implementing participative management at secondary schools. The existing workplace conditions at secondary schools in the Uthungulu district might not allow for participatory practices. It is probable that the organisational preconditions for participative management such as shared goals or value; influence based on professional expertise; open communication, and equal status among staff members might be lacking at secondary schools in the Uthungulu district of KwaZulu-Natal. This study was intended to reveal conditions necessary for the effective implementation of participative management at secondary schools.

Participative management advocates for a flatter organisational structure in the workplace. The inflexible organisational structures of secondary schools in the Uthungulu district of KwaZulu-Natal might not allow for staff participation in decision making. In the light of this view, March (2012) asserts that people attend to decisions not only because they have an interest at stake, but because they are expected to or

obliged to. In other words, they act according to rules. This view demonstrates that roles and duties are, therefore, behaviourally important to staff participation or involvement in the school. This study intended to investigate the role of the flatter organisational structure as a leeway for staff participation in decision making.

Arriving at a decision through a consensus is a cornerstone of participative management. The consensus seeking approach seemed to be a daunting task for some school management team members in the Uthungulu district. This study established the prevalence of the consensus seeking approach at various secondary schools of the Uthungulu district of KwaZulu-Natal province in South Africa.

Consideration of what management style is necessary in each situation is critical in the management of secondary schools. The school management teams in the Uthungulu district of KwaZulu-Natal seemed to have a challenge of utilising appropriate management styles which could yield positive results. School management team members might not adopt a particular style in all situations without pausing to examine when it is appropriate and when it is not. It should be borne in mind that participative management is one of the contingency management approaches. This study sought to investigate the importance of understanding different situations by school management team members, so that an effective management style could be utilised.

Linking participative management with collegiality is crucial for school management team members. School management team members at secondary schools might not know which matters should be discussed at management level and which ones should be brought to the attention of all staff members. Bush (2011:72) contends that collegial models assume that power is shared among some or all members of the organisation who are thought to have a mutual understanding about the objectives of the organisation. This study was aimed at revealing matters which could be discussed at various school levels by educators.

Participative management is geared towards improved staff motivation. The current motivational strategies used by school management team members might not lead to employee motivation. As a result most educators feel burnout, stress, poor morale, low job satisfaction, whilst others are quitting the teaching profession in droves. It is not

surprising that Bongekile Macupe in the Sowetan newspaper dated, September 1, 2015 reported that educators cannot cope with poor working conditions, financial burdens and “unrealistic” demands of their job. This study also tried to establish the relationship between participative management and staff motivation.

#### **1.4 THEORETICAL FRAMEWORK**

This study emanated from three theoretical frameworks, namely the social systems theory of Jacob W. Getzels and Egon G. Guba; situational leadership theory of Paul Hersey and Kenneth H. Blanchard, and leader-participation theory of Victor Vroom and Phillip Yetton. These theories are discussed in chapter two of this study.

#### **1.5 RESEARCH QUESTIONS**

The research questions of this study were the following:

- Under what conditions is participative management style appropriate at secondary schools?
- What are management development needs of school managers in facilitating participative management practices in secondary schools?
- What are inhibiting factors to a participative management style in secondary schools?
- Which models can be developed to enhance the implementation of participative management in secondary schools?

#### **1.6 OBJECTIVES OF THE STUDY**

The objectives of the study were to:

- find out the conditions which make participative management style appropriate in secondary schools;
- determine the management development needs of school managers;
- examine factors which inhibit participative management style in secondary schools, and
- establish models which promote participative management style in secondary schools.

## **1.7 DELIMITATION OF THE STUDY**

The KwaZulu-Natal province consists of twelve (12) education district offices, namely Amajuba, Ilembe, Obonjeni, Othukela, Pinetown, Sisonke, Ugu, Umgungundlovu, Umlazi, Umzinyathi, Uthungulu and Vryheid. Since KwaZulu-Natal is a large province, the researcher chose Uthungulu district as his field of study because, unlike other districts, it has the variety of secondary schools situated in urban, peri-urban and rural areas. Uthungulu district is composed of five education circuits, namely Nkandla, Richards Bay, Umhlathuze, Umlalazi and Umthonjaneni. This study was conducted in Richards Bay, Umhlathuze and Umlalazi education circuits.

## **1.8 DEFINITION OF THE OPERATIONAL CONCEPT**

### **1.8.1 Participative management**

Sashkin (1984) and Kinicki & Fugate (2012) define participative management as the process whereby employees play a direct role in setting goals; making decisions; solving problems, and making changes in an organisation. Bratton & Gold (2007) and Cole & Kelly (2011) view participate management as managerial initiative aimed at involving all employees in the decisions affecting their work. Wilton (2011:290) argues that participative management is defined as having the dual aim of engaging “the support, understanding and contribution of all employees in an organisation” and “seeking to ensure their commitment and cooperation in the achievement of its objectives”. This means that participative management seeks to elicit the views, opinions and ideas of all employees in order to solve or address organisational challenges. This view is also shared by Armstrong (1988:600), Lewis (2011), and Mokoena (2012) who further point out that participative management takes place when management and employees are jointly involved in making decisions on matters of mutual interest where the aim is to produce solutions to the problems which will benefit all concerned.

Elliot (1994) and Milkovich & Boudreau (2011) further argue that participative management is an initiative undertaken by the management team to involve the

workers, where appropriate, in the decision-making process. Thus it might be necessary for school management team members such as principals, deputy principals and heads of departments to identify areas wherein staff participation is necessary in order to make decisions. In this study participative management was defined as shared management process initiated and championed by the school management team to involve all staff members in decision-making processes on matters that are affecting their professional and operational practice in the school. The researcher developed models for staff participation in decision making after reviewing literature and examining research findings.

## **1.9 METHOD OF THE STUDY**

This study used mixed methods research, namely the qualitative and quantitative research methods in order to fulfil the objectives of the study and to answer research questions. The researcher considered the issues of validity and reliability of research data in the choice of research methodologies.

The quantitative research methodology is traditionally associated with the positivist paradigm, which according to Blanche, *et al.*, (2012) refer to the acceptance of a stable, unchanging external reality, which can be investigated objectively - usually by using an experimental, quantitative methodology, including the testing of hypothesis. Patton (1990) in Monadjem (2003:78) argues that the researcher's choice of methodology depends on the purpose of the study, the questions being investigated and resources available, while Blanche, *et al.*, (2012) insist that the methodology that the researcher uses has to be governed by the paradigm he or she accepts, as each paradigm is based on ontology, epistemology, axiology and methodology.

The researcher chose the quantitative methodology, taking into account the purpose of conducting the study, the questions being investigated and the available resources. This view was confirmed by Creswell (2003), as he asserts that a quantitative approach is one in which the researcher primarily uses post positivist claims for developing knowledge, (that is cause and effect thinking, reduction to specific variables and hypothesis and questions, use of measurements and observation, and the

test of theories), employs strategies of inquiry such as experiments and surveys, and collects data on predetermined instruments that yield statistical data.

The nature of this study also required that the researcher should use qualitative research method in order to elicit information from respondents. Creswell (2003) points out that a qualitative research is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives, (that is the multiple meanings of individual differences, meanings socially and historically constructed, with an intent of developing a theory or pattern) or advocacy / participatory perspectives (that is political, issue oriented, collaborative or change oriented) or both. For the sake of achieving validity and reliability of research data, qualitative data was triangulated with quantitative research data. Of the various strategies applicable to qualitative research methods, this study used interviews.

### **1.9.1 Population and sampling**

During the period of investigation there were two hundred and fifty (250) public secondary schools in the Uthungulu district which formed the target population. Public secondary schools in the Uthungulu district were randomly selected to constitute the target population of this study. Uthungulu district comprised five education circuits, namely Nkandla, Richards Bay, Umhlathuze, Umlalazi and Umthonjaneni. The researcher randomly chose secondary schools from each education circuit. The principals and heads of departments of the randomly selected secondary schools in the Uthungulu district formed the sample of this study. Deputy principals never formed the target population because their management duties tended to be similar in nature and context with those ones of principals. The researcher chose three circuits, namely Richards Bay, Umhlathuze and Umlalazi because Uthungulu district is large, and comprises schools in urban, semi-urban and rural areas.

The quantitative research method was favoured for its simplicity, unbiased nature, and its closeness to fulfilling the major assumption of probability, namely that each element in the population stood an equal chance of being selected (Kumar, 2014). The researcher considered the issue of validity and reliability of data when choosing

participants of the study. Two hundred (200) principals of randomly selected secondary schools in the three above-mentioned circuits were requested to complete questionnaires.

Blanche, *et al.*, (2012) point out that qualitative method researchers want to make sense of feelings, experiences, social situations, or phenomena as they occur in the real world, and therefore want to study them in their natural settings. In this regard it was easy to validate the accuracy of findings since the researcher was made to understand the feelings and experiences of participants when conducting research. For the sake of gathering qualitative research data the researcher interviewed a total of twenty (20) heads of departments in the chosen education circuits.

### **1.9.2 Instrumentation**

For quantitative research method, the questionnaire was used as research instrument. This quantitative methodology was chosen in the light of the objectives of the study, the kind of information that was required and on the basis of the available resources. Kumar (2014) maintains that questionnaires permit anonymity, preclude possible interviewer biases and permit a respondent sufficient time to consider answers before actually answering. Data provided by questionnaires could be more easily interpreted and analysed than the data obtained from verbal responses and lastly, questionnaires could elicit information that could not be obtained in other methods. The researcher believed that this kind of survey would lead to some truths about participative management at secondary schools in the Uthungulu district of KwaZulu-Natal, and it would provide information on whether certain generalisations presented in the literature were also true for this population.

Interviews comprising of open-ended questions were used to understand participants' attitudes and behaviours during qualitative data collection. Cresswell (2003) maintains that the researcher collects open-ended, emerging data with the primary intent of developing themes from the data. This view supported the objectives and nature of this study in the sense that the participants were able to reveal their personal values, beliefs and experiences.

### **1.9.3 Administration of research instruments**

The researcher piloted research instruments, namely the questionnaire and interviews in five (5) secondary schools in the Uthungulu district. Such secondary schools were then excluded in the study. The aim of the pilot study was to establish whether there was a need to make necessary adjustments such as the lay out, possible spelling mistakes, questions format and an average time taken by both research instruments. The general purpose of the administration of research instruments was to elicit information on the part of the respondents.

Three education circuits, namely Richards Bay, Umhlathuze and Umlalazi were used by the researcher because Uthungulu district is a large district. These education circuits also comprised of schools in urban, semi-urban and rural areas. Two hundred (200) questionnaires were distributed to all randomly selected principals in the three chosen education circuits.

Interviews were arranged with other secondary schools which did not complete questionnaires. Twenty (20) heads of departments in the randomly selected schools in the three education districts, namely Richards Bay, Umhlathuze and Umlalazi were interviewed.

### **1.9.4 Data presentation, interpretation and analysis**

The researcher presented, interpreted and analysed both quantitative and qualitative data. Blanche, *et al.*, (2012) point out that interpretation and analysis of data involve reading through your data repeatedly, and engaging in activities of breaking the data down (thematising and categorising) and building it up again in novel ways (elaborating and interpreting). Upon receipt of all the research instruments, the important task was to reduce the mass of data obtained to a format suitable for analysis. For quantitative research data the respondents' responses were coded and frequency distributions generated by the researcher in order to establish choices and current practices of participative management at secondary schools. When interpreting qualitative research data, content analysis was considered in order to understand respondents' attitudes and experiences with regards to participative

management practices at secondary schools. Elaboration, interpretation and checking of data with people who knew a lot about the topic, as well as those who did not was ensured. The aim was to obtain people who considered things from a fresh perspective and to check reliability and validity of data provided by respondents. Blanche, *et al.*, (2012) regard reliability as the degree to which the results are repeatable, and validity as the degree to which the research conclusions are sound. The latter view was greatly considered in this study. The researcher made generalisations from the data and contextualised themes of the research study to broader populations and settings applicable to the field of educational management.

## **1.10 CHAPTER DIVISION**

### **Chapter one**

This chapter comprises the motivation of the entire study, the statement of the problem, aims of the study, definition of the operational concept and the plan of the whole study.

### **Chapter two**

Chapter two provides conceptual and theoretical frameworks for the study, based on selected and relevant literature.

### **Chapter three**

This chapter details the research methodology and research design of the study.

### **Chapter four**

Chapter four comprises presentation, interpretation and analysis of data.

### **Chapter five**

This chapter gives a synthesis of findings and recommendations.

## 1.11 CHAPTER SUMMARY

This chapter provided the synopsis of how the researcher intended to carry out the investigation at secondary schools in the Uthungulu district of KwaZulu-Natal in South Africa. Thus the chapter detailed the background to the study; problem statement; theoretical framework of the study; research questions; objectives of the study; delimitation of the study; definition of the operational concept; method of the study, and research design. Chapter two provides conceptual and theoretical frameworks of participative management emanating from literature; past and contemporary issues pertaining to participative management; the essence of participative management style; participative management links with collegiality; participative management as component of staff delegation; the relationship between participative management and staff motivation; participative management as an aspect of school transformation; participative management is sector inclined in secondary schools; benefits of participative management; limitations of participative management; participative management caveats; challenges to participative management, and South African and international trends in participative management.

## **CHAPTER TWO**

### **2. LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

In the first chapter, the problem under investigation was introduced and highlighted in terms of its nature and scope. The background to this study was also provided, and operational terms were defined. Furthermore, the aims and objectives of the study were outlined, together with the delimitation of the field and the research method of the study, followed by an explanation of the premises. Chapter two is premised on the notion that it is morally and ethically correct for school management team members such as principals, deputy principals and heads of departments to share power and responsibilities with other staff members. The researcher also relates participative management with pertinent issues relevant for the study of this nature and magnitude.

Chapter Two discusses the conceptual and theoretical framework of the study by providing the conceptualisation of participative management, theoretical underpinnings of participative management, past and contemporary issues pertaining to participative management, the essence of participative management, participative management's relationship with collegiality, participative management as a component of staff delegation, the relationship between participative management and staff motivation, participative management as an aspect of school transformation, participative management as a sector inclined process in secondary schools, benefits of participative management, limitations of participative management, participative management caveats, challenges to participative management, the South African and international trends in participative management, and conclusion.

#### **2.2 CONCEPTUALISATION OF PARTICIPATIVE MANAGEMENT**

Robbins, *et al.*, (2013:540) define participative management as a process in which subordinates share a significant degree of decision-making power with their immediate superiors. Elliot (1994) concurs with Robbins, *et al.*, (2013:540) when he regards participative management as an initiative undertaken by the school manager to involve employees, where appropriate, in the decision making. What is transferred

by the school manager to the employees tends to be authority, responsibility and accountability. Participative management need not be perceived as an instrument for abdication of authority by the school managers, since they remain accountable for the achievement of the set goals in the school. In the light of this statement, Elliot (1994:2) postulates that participative management does not mean that school principals turn over control of the organisation to the employees, or that employees have a veto over school principals' actions, or that an authoritarian management style is never used. Situations and goals have a bearing on which management style to use.

Cho & Kim (2014:36) cite Lowin (1968), who defines participative management as a mode of organisational operation in which decisions pertaining to activities are arrived at by the very persons who are to execute those decisions. Cho & Kim (2014:36) cite Wagner & Gooding (1987), who define participative management as an organisational process by which employees join hierarchical structures. Cho & Kim (2014:36) conclude by defining participative management as an opportunity afforded to employees to take part in decision-making processes, which leads to improvement in performance, personal growth, and intrinsic motivation. This view demonstrates that staff participation in decision making could have positive effects for the organisation and employees so long as the process has been well executed. For the purpose of achieving the objectives of this study, an operational definition in Chapter One is reaffirmed in this section as follows: participative management is defined as a shared management process initiated and championed by the school management team to involve all staff members in decision-making processes on matters that are affecting their professional and operational practice in the school.

Rethinking management philosophies and practices may be essential for school managers in the twenty-first century. Autocratic management styles may have to be replaced by more pragmatic and humane styles such as participative management when dealing with instruction, curriculum, learners, budget, hiring, assignment and evaluation. There is a need for investigating both management development needs and inhibiting factors for school managers so that an appropriate participative management model can be developed for secondary schools in the Uthungulu district.

Participative management is rooted in humanistic or democratic principles. This is attributed to the belief that employees have the right to participate in decisions that affect their lives. It assumes that employees have the ability, or at least the potential, to do this as long as they participate intelligently, and demonstrate commitment to matters at hand. Somech (2002:346) argues that the rationale for school principals and other school management team members to increase teachers' involvement in school decision making has ranged from the pragmatic argument that educational innovation is unlikely to succeed without teachers' support to the philosophical view that teachers have a right to be involved in decision making, taking into consideration the readiness levels of teachers, and regardless of outcome. Thus teachers' self-esteem and status, as well as school improvement, can be enhanced through participative management initiatives or practices. It goes without saying that having a voice in matters relating to work and its context is regarded as a right or an obligation by staff members.

Somech (2002:341) argues that participative management is further rooted in the management style which focuses on decentralisation of decision making and sharing of power in order to achieve organisational goals. This view is supported by Cho & Kim (2014:43), and Schrum & Levin (2014:98), who contend that school managers delegate managerial authority to their subordinates in pursuit of school goals. Decentralisation of decision making and sharing of power in order to achieve set goals has increasingly become a cornerstone of the post-apartheid management of public institutions in South Africa.

Somech (2002:342) and Cho & Kim (2014:36) argue that the increasing emergence of participative management in schools reflects the widely shared belief that flatter management and decentralised authority structures carry the potential for achieving outcomes unattainable by the traditional top-down bureaucratic structures at schools. Participative management is an instrumental way to achieve school success, effectiveness, efficiency, and other valued results. Through participative management school managers, such as principals, deputy principals and heads of departments delegate managerial authority and responsibility to staff members who are deemed to have interests, skills and expertise pertaining to managerial and operational matters of the school.

Achieving goals in a collective manner or through a consensus is the key aspect of participative management. In this regard, the concept of participative management tends to share some common features with management by objectives (MBO), since both concepts emphasise participatively set goals which are tangible, verifiable and measurable (Robbins, *et al.*, 2013:151).

MBO is defined as the philosophy of management that rates performance on the basis of employee achievement of goals set by mutual agreement of employee and manager (Grobler, *et al.*, 2014:151). The view of setting goals participatively is also endorsed by Robbins, *et al.*, (2013:151). Goal achievement through allowing staff participation in decision making is central to MBO practice.

Participative management, as well as MBO, requires organisations' overall objectives to be translated into specific objectives for each departmental or individual level in the organisation. Grobler, *et al.*, (2014:310) argue that since goal setting lies at the heart of participative management and MBO, they need to be mutually set by the employee and his or her school manager. Participative management and MBO consider staff participation in goal setting to be an important aspect for organisational success, since an attempt is made to arrive at a decision through a consensus. Murray & Clerk (2013:298) postulate that when a school manager involves others in decision making it can give them a sense of responsibility and ownership of the process as well as the outcomes. A consensus-seeking approach and the art of involving staff members in decision making create an impression that both participative management and MBO are based on staff participation ideology. Staff participation in decision making could enhance and strengthen employees' level of commitment, job morale, job satisfaction and motivation. The researcher contends that the above-mentioned factors are dependent variables for both participative management and MBO.

Participative management and MBO work from the bottom up as well as from the top down. This results in a hierarchy which links objectives at one level to those at the next level. The vertical dyad between the manager and employee which is created gives an impression that systems operate logically, and that all forces are synergised in the pursuit of organisational goals. Participative management and MBO have

explicit time periods for accomplishing objectives. Thus the level of commitment for staff members is put to the test.

Providing feedback about progress in goal-setting theories like participative management and MBO is critical. There could, however, be differences relating to the issue of participation since MBO advocates it, whereas participative management regards it as a norm. The popularity of participative management and MBO should not be construed to mean that they always work well in educational institutions. It is probable that participative management as well as MBO could fail to meet a school manager's expectations owing to insufficiently attractive incentive rewards after the completion of the task, unrealistic expectations regarding outcomes, and lack of commitment from both school managers and staff members. In post-apartheid South Africa, cultural and racial incompatibilities may become inhibiting factors. Participative management and MBO practices have been challenged or have failed in industrialised and developing states.

Underlying a participative management style is the belief that through participation employees may attain their higher order needs, morale and job satisfaction are increased, and conflicts and resistance to change are decreased (Lichtenstein, 2008:31). What is described by Lichtenstein tends to be having effects for participative management in secondary schools, effects that are critical in that they might lead to school success. Improved performance is not a direct result of staff participation, but participation has a positive effect on the job satisfaction and motivation level of the employees. This tends to become a pragmatic or human relations component of participative management.

The literature reviewed on participative management regards the process as an initiative directed towards staff participation in decision making. Involving staff members in decision-making processes requires trust and confidence from school principals. In the light of this view, Lichtenstein (2008:31) argues that any participatory initiative in the school demonstrates that school principals have complete trust in subordinates. On the other hand, Somech (2002:343) contends that school principals must be willing to let go of traditional authority roles, not only allowing teachers to have a greater voice on school matters, but helping to prepare

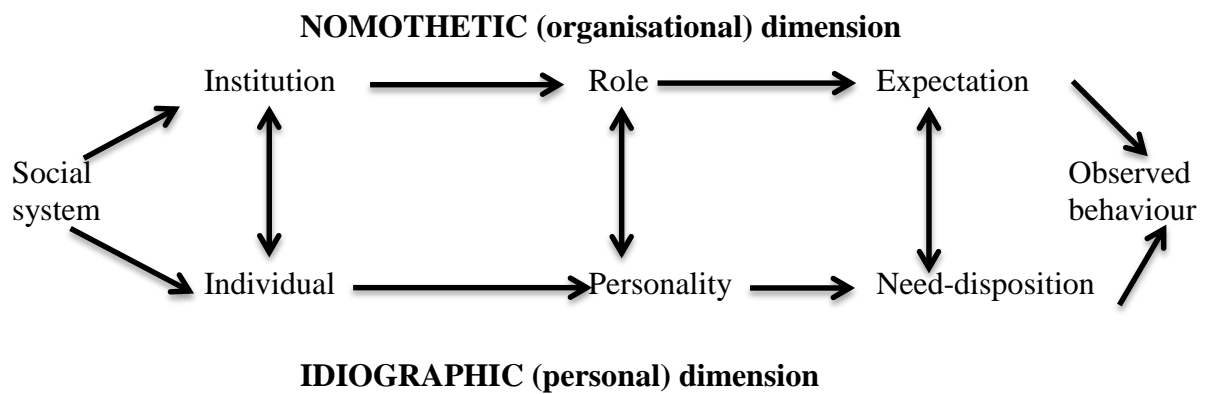
them for their roles, providing support and establishing an environment of trust. When school managers have confidence in staff members and encourage participation in decision making, it is probable that the quality of decisions can be enhanced since staff members arrive at decisions as a united and collective force. A group consensus in decision making is an outcome of participative management, since the process requires caucusing, probing, debating and negotiating among staff members at various levels. Akdere (2011:1323) argues that a consensus decision-making process involves each member participating and sharing his or her ideas, facts and data. In short, participative management calls for staff members to be offered an opportunity to have a say on school matters.

## **2.3 SELECTED THEORIES THAT UNDERPIN PARTICIPATIVE MANAGEMENT**

The selected management theories are intended to explain why participative management exists in schools. For the purpose of this study the researcher has selected participative management theories which will have a bearing on its objectives.

### **2.3.1 The social systems theory**

Getzels & Guba (1957) use the term “social system” in a conceptual rather than descriptive way. Both authors seek to explain how organisations function as well as their structures. In discussing these aspects, they also include roles. Gupton (1995), and van der Westhuizen (2014:89) contend that Jacob W. Getzels and Egon G. Guba isolated essential properties of different organisations and concluded that regardless of the organisations’ stated purposes, all such units possess two common dimensions: one that describes the “structure” of the organisation, and another that provides a review of the “people” who work in it. These two dimensions of the social systems theory are illustrated by the model in Figure 1.



**Figure 1: The social systems model**

Adapted from van der Westhuizen (2014:101)

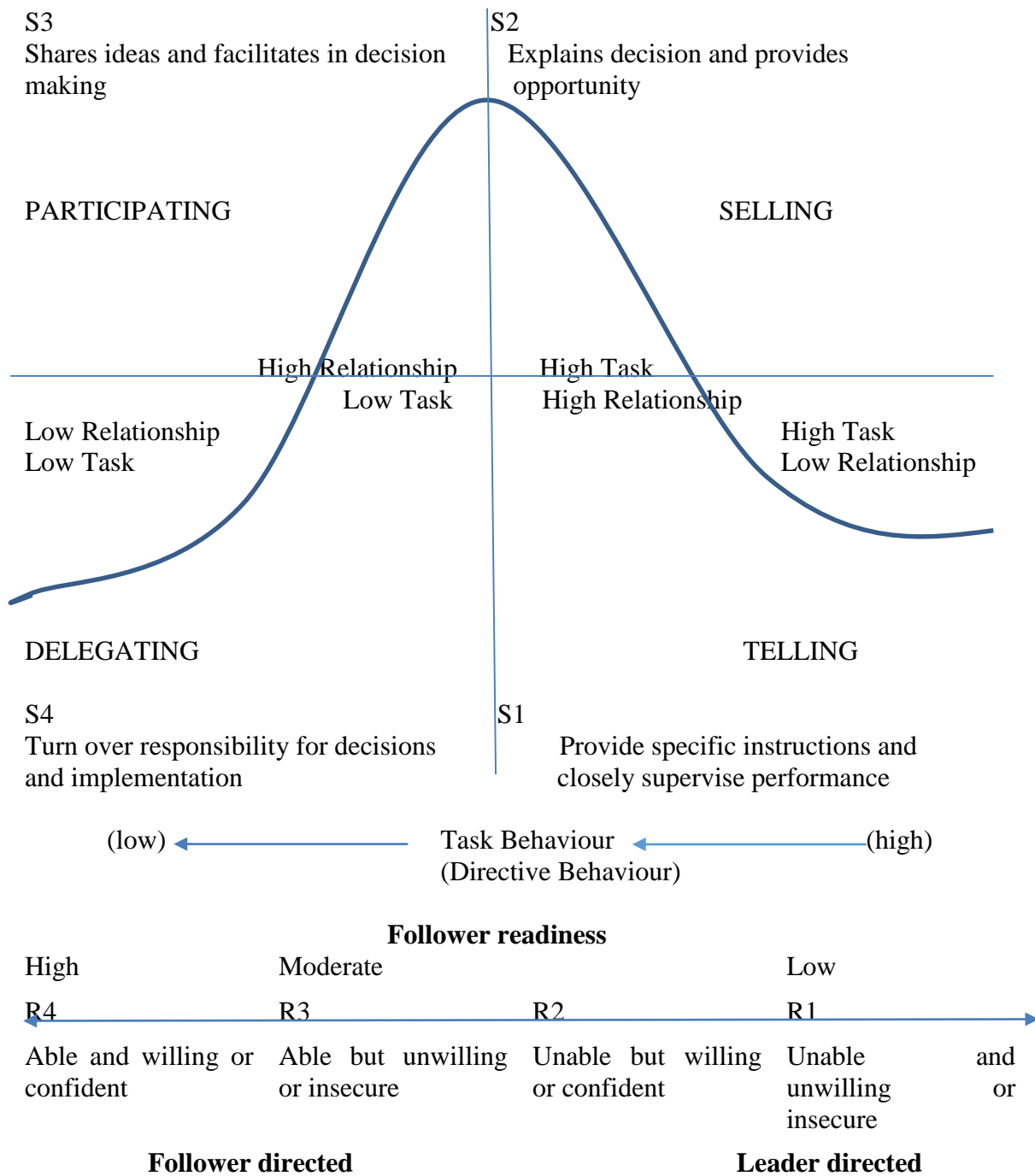
The nomothetic (organisational) dimension consists of the institution, which is defined in terms of roles, which are in turn defined in terms of role expectations. The roles and role expectations are designed to fulfil the goal of the institution such as the a school. Judging from what is presented, one can say that institutions have purposes – structural, normative and sanction bearing – for ensuring compliance with established norms. Roles are institutional givens. They cater for various positions, offices, and status prerogatives that exist within the organisation. They are also defined in terms of role expectation. Roles are not designed to fit one or another personality. Thus the level of role prescription in organisations differs: whereas certain behaviours are considered mandatory, others are absolutely forbidden. Some behaviours are recommended, others are disapproved, but all are to varying degrees permissible (van der Westhuizen, 2014:101).

The idiographic (personal) dimension demonstrates individuals who have goals that they express through their personalities, and pursue according to their need dispositions. It is interesting to note that in the nomothetic dimension an organisation strives to socialize the individual to its own image, while in the idiographic dimension the individual strives to socialize the organisation according to his or her own image and ends. Thus behaviour in any social system is a function of the interaction between unique personalities and pre-established organisational roles. It is probable that conformity to the institution, its roles and its expectations, leads to organisational effectiveness. On the other hand, conformity to individuals, their personalities and

their need dispositions leads to individual efficiency and job satisfaction. Motivation and participative management tie directly into this theory. It can also be argued that equilibrium between the needs of the individual and the needs of the organisation is essential. Employees want to participate in organisational processes and decision making. Thus schools need to focus on accomplishing tasks and in providing adequate rewards for staff participation in decision making.

### **2.3.2 Situational leadership theory**

The situational leadership theory emanates from Paul Hersey and Kenneth H. Blanchard. This theory is classified as one of the contingency approaches in the study of leadership and management. Robbins, *et al.*, (2013) regard the situational leadership theory (SLT) as a contingency theory that focuses on followers' readiness. This means that it is imperative for school managers to consider the level of maturity of staff members when delegating or involving them in decision making. Below in Figure 2 is a situational leadership model by Hersey and Blanchard:



**Figure 2 : Situational - leadership theory**

Adapted from Robbins, *et al.*, (2013:299)

Task behaviour refers to a school manager’s attempt to define roles in goal setting, organising, establishing timelines, directing and controlling. School managers perform various tasks in schools. Task behaviour is similar to directive behaviour. On the other hand, relationship behaviour is regarded as the extent to which a school manager engages in two-way communication with the staff. He or she listens and

gives socio-emotional support to staff. It is critical for the school manager to give feedback as well to staff members, as a way of keeping them informed about organisational processes.

Gibson, *et al.*, (2006:288) posit that the situational leadership theory has a theoretical bearing on participative management. The situational leadership theory has four management styles available to school principals, namely telling, selling, participating and delegating:

- Telling (S1) – the school principal defines the roles needed to do the job, and tells, guides, directs and establishes what, when, where, and how to perform the tasks.
- Selling (S2) – the school principal sells, explains, clarifies and persuades staff with structured instructions. It is critical for the school principal to play a supportive role.
- Participating (S3) – the school principal and staff participate, encourage and collaborate in order to produce a high quality job. They should also commit themselves towards to the attainment of the goal.
- Delegating (S4) – the school principal delegates, observes and monitors the performance. To staff members this practice provides a self-fulfilling need in terms of enhancing levels of job satisfaction, self-esteem and recognition at the workplace. This aspect becomes a cornerstone of conducting research about participative management.

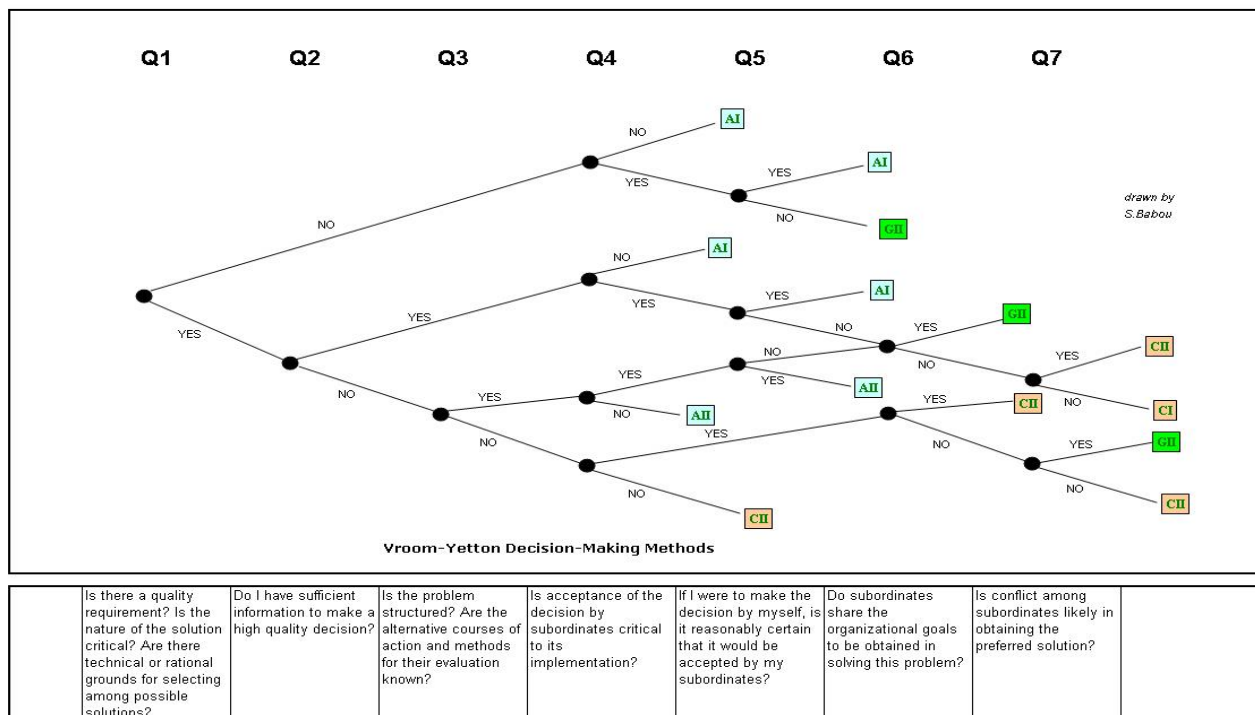
There is a close relationship between S3 and S4. However, a distinction lies with the level of readiness or maturity of staff members to perform the tasks on their own.

For the purpose of this study, S4 (delegating) is the area of interest since its nature and characteristics tend to match those of participative management. Colquitt, *et al.*, (2009) argue that in S4 the school principal and other school management team members turn responsibility for key behaviours over to the employees because they are ready to perform the identified task. Delegation does not mean the abdication of authority, in the sense that there is still a great need for accountability for tasks on the

part of the school principal, even though S4 is characterised by low relationship behaviour and low task behaviour. Amos, *et al.*, (2008) state that delegation offers staff members opportunities to develop skills and confidence, demonstrate competence and accept more responsibility within the organisation. Thus delegation goes hand in hand with the authority and responsibility to complete a task. The critical point in delegating is to decide when and what to delegate, and to whom. The aforementioned qualities about delegation are similar to participative management practice. One can also deduce that positive outcomes of both delegation and participative management are equally contingent on the good influence of school principals.

### **2.3.3 Leader – participation theory**

Victor Vroom and Phillip Yetton have proposed the leadership-participation model (Hellriegel, *et al.*, 2003:518). An attempt has been made by Vroom and Yetton to relate leadership behaviour and participation to decision making. Hellriegel, *et al.*, (2003:518) point out that the leader participation model provides a set of rules to determine the amount and form of participative decision making that should be encouraged in different situations. This is done because task structures have varying demands for routine or non-routine activities. Both researchers suggest that leader behaviour must adjust to reflect the task structure. The model is normative in nature, in the sense that it provides a sequential set of rules that should be followed in determining the form and amount of participation in decision making as determined by various types of situation. In Figure 3, the model is a decision tree incorporating eight contingencies and five alternative management styles.



**Figure 3 : Decision-making model**

Adapted from Robbins, *et al.*, (2013:300)

According to Robbins, *et al.*, (2013:300), the decision-making model assumes that any of five behaviours may be feasible in a given situation in the following ways:

- A1. You solve the problem or make a decision yourself using information available to you at that time.
  
- A11. You obtain the necessary information from subordinates, and then decide on a solution to the problem yourself. You may or may not tell subordinates what the problem is in getting the information from them. The role played by your subordinates in making the decision is clearly one of providing the necessary information to you, rather than generating or evaluating alternative solutions.
  
- C1. You share the problem with relevant subordinates individually, getting their ideas and suggestions without bringing them together as a group. Then you make the decision which may or may not reflect your subordinates' influence.

C11. You share the problem with your subordinates as a group, collectively obtaining their ideas and suggestions. Then you make the decision which may or may not reflect your subordinates' influence.

G11. You share the problem with your subordinates as a group. Together you generate and evaluate alternatives and attempt to reach an agreement (consensus) on a solution.

The five decision behaviours are similar to the autocratic-democratic continuum of Robert Tannenbaum and Warren Schmidt. However, the leader-participation model goes beyond that model by providing a specific way of analysing a problem by means of eight contingency questions. According to Robbins (2013:300), by answering "Yes" or "No" to these questions the leader or manager can arrive at which of the five decision behaviours is preferred – that is, how much participation should be used. Robbins (2013:301) provides the eight questions which must be answered in order from A to H:

- A. If the decisions were accepted, would it make a difference, and which course of action was adopted?
- B. Do I have sufficient information to make a high-quality decision?
- C. Do subordinates have sufficient additional information to result in a high-quality decision?
- D. Do I know exactly what information is needed, who possesses it, and how to collect it?
- E. Is acceptance of the decision by subordinates critical to effective implementation?
- F. If I were to make the decision by myself, is it certain that it would be accepted by my subordinates?
- G. Can subordinates be trusted to base solutions on organisational considerations?
- H. Is conflict among subordinates likely in the preferred solution?

The theory does confirm existing empirical data that managers use participatory methods in various situations. Robbins (2013:301) postulates that this is evident when the quality of the decision is so important that subordinates accept the decision, and it is unlikely that they will do so unless they are allowed to take part in it; and when they can be

trusted to pay attention to the goals of the group rather than simply to their own preferences.

Vroom and Yetton's theory has endorsed that management research needs to be directed to the situation rather than the individual. It, therefore, makes sense to talk about autocratic and participative managers. The model has further demonstrated that managers are not rigid, but tend to adjust their style to various situations. Whether managers should adjust the situation to fit the person or fix the person to fit the situation (Vroom and Yetton's version) is an issue which requires further investigation by management gurus.

## **2.4 PAST AND CONTEMPORARY ISSUES PERTAINING TO PARTICIPATIVE MANAGEMENT**

In this section the origins and history of participative management become the focal point of discussion.

### **2.4.1 The origin of participative management**

The history of participative management dates back to the sixteenth and seventeenth centuries in Europe. It is older than the history of industrial relations and alienated work. A concept of participative management makes sense in its combination of democratic theory and industrial relations. Participative management in workplaces originated from industrialisation experienced in Europe during the 1760s (Pausch, 2013:87).

Literature reviewed revealed that the proponents of participative management were John Locke and Jean-Jacques Rousseau even though the theory grew out in the 1920s. Doughty (2014) argues that Locke softened and liberalized Hobbes's escape from a "war of all against all" by agreeing that authority was necessary to maintain order, but he declared that some individual rights (especially the right to own property) should be maintained, and that governments were obliged to function with the consent of the governed. Locke's ideas are understood to be the cause of the American Revolution.

Participative management originated from liberal democratic thinkers. Pausch (2013:87) argues for them that democracy is more than just a method of governing, in the sense that it includes and promotes individual freedom and self-government, and is closely linked to education and empowerment in all social fields. According to John Dewey (1916) in Pausch (2013:88), exclusion from participation was a form of suppression that should not be accepted in any social relationship. Pausch contends that Dewey promoted democratisation of all social fields, and stressed the importance of education. Pausch (2013) cites Dewey (2008:221) when he states that:

if the methods of regulation and administration in vogue in the conduct of secondary social groups are non-democratic, whether directly or indirectly or both, there is bound to be unfavourable reaction back into the habits of feeling, thought and action of citizenship in the broadest sense of that word.

Pausch (2013:4)

Dewey had experience of industrial society in America. What he advocated amongst his ideals was workplace democracy. Thus, sociologically speaking, the roots of participative management could be traced in workplace democracy when the Western nations experienced industrialisation.

Since there was no mention of democratisation of the workplace in liberal democratic theories, Pierre-Joseph Proudhon first used the phrase “industrial democracy”, and described his concept of a free and just economy.

Apart from Locke and Dewey, Jean-Jacques Rousseau is regarded as the father of the participatory management style: “Rousseau’s theory provides the starting point and the basic material for any discussion of the participatory theory of democracy” (Doughty, 2014:7).

The psychological importance of participative management is centred on the ideas of Rousseau in his *Social Contract*. The French philosopher provided the theoretical argument for a kind of workplace democracy from a liberal perspective. Pausch (2013) cites Pateman (1970:25), who regards Rousseau as the “theorist of participation par excellence”. In Rousseau’s world, participation need not be confined

to the political sphere. The process should spread to all spheres of life in order to avoid suppression and inequality. In modern societies, workplaces such as schools need to demonstrate indices of participative management style in order to optimise and accelerate organisational success.

Doughty (2014:6) gives a few samples from the *Social Contract* to prove that Rousseau advocated democracy:

Were there a people of gods, their government would be democratic. So perfect a government (i.e. democracy) is not for men. It is the best and most natural arrangement that the wisest should govern the many, when it is assured that they will govern for its profit, and not for their own.

Doughty (2014:121)

Rousseau's belief in a "general will" expresses the genuine interest of the people to participate on matters affecting them. Rousseau, more than any other man, made democracy popular, hence he is regarded as the father of this ideological concept. According to Doughty (2014), Hitler was the outcome of Rousseau when he persecuted the Jews. Rousseau advocated a form of direct democracy in which almost all participants were not economically equal, but among whom there were not such great divisions between rich and poor that any citizen needed to be put in a condition of servitude to another. This form of direct democracy or participation is applicable to all spheres of life, including the workplace. For a long period theoretical arguments for workplace democracy were dominated by socialist thought. After World War II, trade unions in Europe fought for workers' rights.

Participative management increasingly gained its momentum in 1947 through the works of Alfred J. Marrow (Pojidaef, 1995:3). Marrow noticed that his manufacturing company was comprised of poorly educated young women from the rural mountain areas whose employment led to low productivity. As a psychologist, Dr Marrow he became interested in investigating the causes of this behaviour and how to change it. His findings revealed that productivity increased tremendously when employees were afforded an opportunity to make meaningful decisions concerning their own work. Thus participative management practice had a dramatic effect on increased

productivity in the manufacturing company. In the twentieth century there has been a great deal of interest in participative management.

#### **2.4.2 A concise historical background of participative management in South Africa's education system**

The political climate in South Africa has been a determining factor in terms of the nature, conditions, environment and management style which needed to be adopted by school managers. Apartheid South Africa has led to the bureaucratic or mechanistic nature of schools, whereas the prevailing current democratic dispensation advocates a participative management style.

The discussion surrounding the bureaucratic nature of schools as organisations can be attributed to the German sociologist, Max Weber (1856-1915), and Frederick W. Taylor (1856-1915), who is regarded as the father of scientific management (Swanepoel, *et al.*, 2009:347). Bureaucratic practice used to be effective in South African schools and other spheres of life, even though it might have been recently undergoing thorough change in post-apartheid South African organisations. Robbins, *et al.*, (2013:414) argue that bureaucracy is considered more efficient in large organisations, such as schools. This view is supported by Swanepoel, *et al.*, (2009:209) who state that bureaucracy brings about functional work units. Thus there is still hope for bureaucratic management of schools in post-apartheid South Africa, regardless of transformational initiatives.

In schools the bureaucratic nature of the organisation, evident through strict rules and policies, does inhibit a flexible work environment for engaging in certain school matters. Education management at school level is currently pursued in a very rigid manner. For instance, there is a heavy imposition by the education authorities of work schedules, timetables, subject content, summative examination dates, submission dates, issuing of school reports and other aspects of school routine. The teacher's voice might play a minimal role in the above mentioned non-negotiables on the part of the employer, who happens to be the state in the guise of the Department of Basic Education.

Learners' interests are still inadequately taken care of in school management issues. Through the South African Schools Act (Act 84 of 1996) learners, together with parents, only participate at school governance level through indirect representation in the school governing bodies (SGBs), (South Africa, 2006b). Providing learners with an appropriate avenue to participate in decision-making processes remains a challenge for many school principals. Thus one of the objectives of this study is to investigate practices that inhibit participative management style in secondary schools.

## **2.5 THE ESSENCE OF PARTICIPATIVE MANAGEMENT**

The participative management approach is normative in nature. March (2012:340) states that roles, duties and obligations are important to staff participation. This means that staff members attend to decisions not only because they have an interest at stake, but because they are either expected to or obliged to. In other words, they act according to organisational rules and regulations. Bush (2013:53) contends that management theories tend to be normative in orientation, but collegial approaches in particular reflect the prescriptive view that management ought to be based on agreement or consensus. Bush (2013:53) states that the advocates of collegiality believe that decision making should be based on democratic principles, but do not necessarily claim that these principles actually determine the nature of management in action. This creates the impression that the participative management approach might be an idealistic model rather than one that is based firmly in organisational practice.

Riggs, *et al.*, (2012:566) point out that today's employee wants to share in the management of the organisation of which he or she is a part. This sharing or mutuality of interests is what the employee is really after in his or her attempts to know the manager better. Today there might be a wide gap between impersonal principals and staff members. However, Kreitner (2011:328) warns that managers, such as school principals, must learn when to step back and let the forces of participation work, and when to step in and take decisive action.

Trewatha & Newport (2012:437) consider that through the implementation of participative management methods such as staff meetings, employees are given an opportunity to play an active role in making decisions that affect them. This view

might be premised on the idea that employees are more likely to accept and support decisions when they have been involved in making them.

Caldwell (1992), in Crowther, *et al.*, (2002:16), argues that the principal must be able to develop and implement a cyclical process of goal setting, need identification, priority setting, policy making, planning, budgeting, implementation and evaluation in a manner which provides for the appropriate involvement of staff and community, including parents and students as relevant. This view shows the relationship of participative management to the strategic management approach. Thus the strategic processes such as those identified by Caldwell are undoubtedly relevant to the duties and responsibilities of school principals.

Goodhand (1997) in Marland (2011:5) states that the most common and valuable steps in school management is the preparation of a “discussion document” which will be presented during staff meetings. Preparing such a document may be a daunting task for many school managers. The fear of failing may also keep many out of the process. The initiative aimed at reviewing, evaluating and considering plans is a central management task, and probably one in which most of a school’s staff can and should take part. This shows a need for the involvement of staff members in the participatory decision-making process of the school.

There is, however, a great need for schools to plan for staff participation. Most educators are aware of the haphazard decision making that occurs in some South African schools. Some poor decisions may affect only one area of an organisation, for example, a departmental team, whereas others affect the entire organisation and even all of its learners. Most bad decisions tend to arise from a lack of awareness or response to a problem, or from an uninformed and undemocratic decision-making process. Marland (2011:6) contends that decision making in schools needs to be well informed and carefully considered on the basis of the time factor as well as participatory practices. Hence, one of the key strategies to involve staff in the decision-making process in a school might be the careful use of decision documents.

There are arguments for increased participation in public affairs and the government or management of public institutions, such as schools. Baron (2012:8) provides the following reasons for such increased participation:

- It is only through the “co-optation” of citizens into decision making that they can be brought to identify themselves with policies placed before them and give these their considered support.
- The working out of any policy or procedure can only be checked and corrected if those involved have opportunities for providing feedback on its effects.
- It is only through involvement in public affairs that individuals can attain their full stature as human beings.

The third argument is in favour of political democracy, and also of representative forms of government in our society and workplace. The challenge could be in determining how far democratic participation can be extended into social and corporate institutions. The extension of opportunities to participate is in aid of wider community involvement in the decision making of the school, consideration of the relevance of democratic principles and practice to organisational issues, and the relationship of the customer to sources of the goods and services he or she needs. All these areas have a significant role in school management.

In a country like South Africa ideas of industrial and social democracy, job enrichment and participation may be viewed as part of a massive adaptation to the social demands of prolonged peace. The onus is on school principals to manage and socialise learners in these changing values and behavioural norms of the South African society. In schools, participation is both possible and desirable in the making of decisions concerning some ends and means. Democratic practices have become imperative in South African workplaces. Flexibility and creativity can be secured by a process of deliberate and comprehensive decentralisation through participative management. This is usually achieved by the constant and constitutional act of devolving responsibility from the centre to the periphery in an organisation.

Participative management is premised on relationships that uphold democratic principles. In this regard, Grizzard (2007:xxi) postulates that meaningful and collegial relations are supported by democratic values. Democracy demands a participative management approach and practice. Rubin (2002), in Grizzard (2007:xxi), regards staff participation as democracy's mandate. Haimann, *et al.*, (2009:464) argue that increased democratic practices tend to have a positive effect on staff morale and the quality of the decision. Thus democratic practices might have the same outcomes as participative management on the part of staff members.

Management approaches differ from country to country, and from culture to culture. The formality of participation varies among organisations. There could be schools with planning and structures situated at managerial level to coordinate participation for the entire school. This function is commonly performed by the school management team (SMT). Other schools use departmental committees to involve educators in the decision-making process. This approach is commended by Haimann, *et al.*, (2009:97), who state that committees can be an effective device for staff participation.

For participatory decisions it is important to understand the school culture, and to recognise that the decision-making process must be appropriate for the school type (Tomlinson, 2004:112). This shows that there might be different participatory approaches used in primary and secondary schools. In primary schools there can be more frequent whole-staff decision making, whereas in secondary schools the process becomes more complex because of legislative frameworks and structures. Kerr (2013:217) postulates that participation could then be expected to promote efficiency, raise productivity, and assist material progress, or, more neutrally, better achieve whatever ends might have been chosen, on the grounds that it will arouse a commitment to the community and to the organisational ethos. Thus it might be imperative for school managers to study a school's culture before planning for participation.

Huse & Bowditch (2012:26) point out that there are two types of organisational structure, namely, "mechanistic" and "organic". The mechanistic system emphasises well-defined rules, procedures and functional roles. This indicates vertical interaction in the bureaucratic nature of an organisation. The organic system operates in uncertain and changing environments, where jobs are less clearly defined, and interaction tends to be

lateral rather than vertical. In this system, much more knowledge and the power to make decisions is contained at lower levels in the management hierarchy. The system promotes participation in decision making by all staff members in the organisation. In the early 1960s Likert proposed his linking-pin theory, which considers both a structural and humanistic view of the organisation (Huse & Bowditch, 2012:30). One of Likert's key concepts is that of providing supportive relationships. He notes that an employee must feel wanted, needed and important in the school.

Hodder & Stoughton (2012:27) state that participative management entails a minimisation of rules, hierarchy, detailed job specification and departmental boundaries. This means that any participation management model should be designed to encompass a maximisation of collaboration, creativity, adaptiveness of structures to problems or challenges to be solved, and to a larger large extent a participative decision-making process.

Participative management models take cognisance of the fact that there might be a discrepancy between organisational structure and managerial style. The school principal may establish a decision-making structure which is incompatible with an overall managerial style. Hodder & Soughton (2012:95) point out that a typical problem of this kind occurred not infrequently in the 1960s and 1970s, when school managers, under pressure to establish more participative structures, did so and later found that they were temperamentally or conceptually incapable of working effectively within a more open system, and regressed to a more authoritarian style which was out of kilter with the structure, or alternatively sought to achieve their preferred ends by micro-political processes within the interstices of the structure. Educational management in the 1960s considered the school manager as *primus inter pares* in a collegial system, and perhaps more a servant of the teachers, facilitating their professional activities, than someone bent on inducing a commitment to a particular vision.

There is, however, generally sufficient evidence regarding commonality of structure between schools and generalisations to be made about authority structures. For instance, each school will generate a relatively distinctive configuration of power relationship which is the outcome of the managerial style adopted by the school principal, and the response of the staff and the micro-political activities of head and staff members. Paisey

(2011:40) asseverates that objectives may be formulated by either a “top down” or a “bottom up” strategy. This means that a school principal must be able to develop attitudes and skills which are appropriate to either. The latter strategy might yield positive results for the principal. Paisey (2011:40) notes the following about his or her tasks.

Far from being a person charged with the responsibility of creating policy he or she finds himself obliged to feed in ideas (if he or she has any) at the level of departments or faculties, and then patiently to watch them from the chair at numerous committees, percolating upwards. A large proportion of his or her time together with the bulk of reserves of moral stamina, are spent in persuading committees of the virtues of unanimity, guiding ideas from one committee to the next, and concentrating ideas into forms which admit of administrative action.

Staff participation in decision making depends on the school management team as well as on the situation. It might therefore be imperative that a culture of participation or involvement be embedded in the school’s vision and mission statement. Participation should be genuine and relate to important issues that affect the long-term success of the organisation. The degree of participation and the nature of school managers might have an impact on participation.

Participative management provides school managers with a challenge to review their managerial skills. In past decades management was defined as “getting things done through people”. In the 21<sup>st</sup> century managers, especially school principals, may need to conceptualise management as an initiative for “getting things done *with* people”. The “with” requires that the principal should create avenues for building trust and a sense of purpose, involving all those who work in the school, especially in the decision-making processes aimed at the school’s strategic journey. Paschal (2005:32) contends that just as management styles are established by a leader or manager, so too are decision-making styles. This view endorses the need for school managers to revisit their managerial styles.

In this study the participative management approach is regarded as a shared management process initiated and championed by the school management team to involve all staff members in decision-making processes on matters that affect their professional and operational practice in the school. Thus the onus is on school

management team members, especially the principal, to create an environment which caters for a vision and a common set of values in an effort directed towards the achievement of both individual and organisational goals.

Successful management is achieved by selecting the right management style, which is contingent on the subordinates' level of readiness. This emphasis on the subordinates in management is premised on the notion that it is the subordinates who accept or reject the leader. Regardless of what the principal does, managerial effectiveness is judged on the actions of the staff members. This view is shared by Watson (1994:97), who contends that the winning organisations will be those who can mobilise the intelligence, skills and energy of everyone. He points out that this requires managers who support their people in the endeavour to reach and satisfy customers. This means that the establishment of a participative style of management, with consistent values and beliefs, helps to create the idea that staff members are "empowered" rather than "obedient" people.

French (2011:106) postulates that there is evidence that participation must be "legitimate" in the eyes of the staff if it is to be effective. He also points out that subordinates resent participation in matters that they perceive to be the manager's problem, and that they undoubtedly resent participation if they see it as being manipulative. There might, however, be some discrepancies from one setting to another between what school managers perceive as legitimate and what staff members perceive as legitimate.

The principal's use of participation might be partly determined by the personal characteristics of staff members. French (2011:106) points out that Vroom has found that in the case of employees with a high need for independence, the greater their psychological (felt) participation in matters pertaining to the job, the more favourable are their attitudes toward the job. On the other hand, Vroom states that, in the case of employees with a low need for independence, there was practically no relationship between psychological participation and attitude toward the job. Vroom's study reveals that personality appears to be one of the determinants of the relationship between participation and job satisfaction. This means that further studies on participation might

need to strike a balance between the effects and consequences of participation on some people.

In the light of the above it is clear that participative management calls for school principals to rethink the school structure. The researcher contends that there might be a need for school principals to shake up their organisational structures in order to facilitate participative management in schools. However, Jenkins (2011:50) writes that one of the major problems in creating structural change is the mental image we have in our minds of the organisation as a pyramid. He cites Semler (2007), who argues that the organisational pyramid is the cause of much corporate evil, because pyramids emphasise power, promote insecurity, distort communications and hobble interaction. This might necessitate that we change the language used to describe the school management team (SMT) members. For instance, school principals should be called coaches and heads of departments be regarded as technical partners in fulfilling the school's mission.

Other scholars in the field of educational management have called for federalism and decentralisation of powers under a common flag with some shared identity. In federalism, the task of the centre is to advise and influence rather than direct or control. Decentralisation implies that the centre is giving power to the individuals and outlying structures. Pyrat (1989:112) says one of the principals indicated this view:

The traditional view of a top-down manner of management and leadership has given way to decision making across the organisation. The hierarchical pyramid has been flattened. It has acted as a new release of creative energy from all quarters of the school.

Jenkins (2011:51) states that one of the principals affirmed before a participation workshop that democratising the system in this way is one of the most difficult things to achieve, primarily because the bulk of teachers are conditioned to hierarchies and to having their thinking done for them outside the classroom. Jenkins continues with the story that the said school leader has given power to the periphery of the organisation, where staff members initially were reluctant to accept it, but now grasped it with zeal. Below are Jenkins's findings later for the principal:

Surprisingly, the principal found that many colleagues expected senior management to take decisions on their behalf, whilst senior managers were reluctant, because of a fear of repercussions, to give power to colleagues who had always been perceived as subordinate.

Adapted from Jenkins (2011:51)

These scenarios give an impetus to the challenges we have, not to perceive organisations as pyramids. The onus might be on the principal to change this perception to his or her staff members in order to facilitate participative management.

Participation in the management of a school is a critical component of educators' practice. John (2012:114) states that the responsibility to participate in the management of a school is, therefore, one which is inherent today in the nature of being a teacher. He goes on to say that it cannot be eliminated by some kind of professional absolution by the principal, or remission by any education authority. This means that participation has become a mandatory process in school management. This view is endorsed by Heller (2002:171), who argues that the schoolteacher's management style must be professionally matched to the management task. He points out that principals must consider two initial elements in adopting management styles, namely, what kind of people they are managing, and what kind of tasks they are fulfilling. Hanson (2012:48) points out that the human relations methodology emphasises that by practising democratic principles of management, advocating employee participation in structuring the work environment, and establishing open channels of communication, management and workers can resolve their differences in a spirit of goodwill and cooperation. This means that such a practice augurs well for participatory management of the school.

The process of internalisation of organisational values and goals is central to staff participation. Kast & Rosenzweig (2012:191) state that through the socialisation process and the development of the psychological contract, the individual usually accepts and internalises various organisational values and goals. They point out that the person accepts these as his or her own, and begins thinking in terms of "my team", or "my school", or "my company". Internalisation happens when the employee develops a sense of personal commitment to achieve planned organisational goals. Thus commitment embodies a sense of identification with the organisational mission, a feeling of involvement or psychological immersion in the execution of organisational

tasks, and a feeling of loyalty and affection for the organisation as a place to live and work, quite apart from the merits of its mission or its purely instrumental value to the employee (Buchanan, 1990, in Kast & Rosenzweig, 2012:192).

Smith & Vigor (2011:85) state that participative managers put the problem to the group and involve them in the decision-making process. Ideas and suggestions are encouraged from staff members. A number of factors have contributed to the growth of participative management. Organisational changes have demanded that a new generation of skilled workforce be hired in the education fraternity. As more educators have become experts in their fields, they now want to have a say in the way in which their work is carried out, and on in the decision-making process of their schools. Milkovich & Bondreau (2011:62) argue that a participatory school manager actively involves subordinates in the decision-making process, sharing problems, soliciting input and sharing authority. It is probable that educators or staff members under participatory management may become satisfied, more creative, have higher morale, and develop better work relationships with their principals.

Harrison (2013:292) contends that as members of decision-making groups, individuals are subject to the norms of the group and the need to communicate with each other in pursuit of a consensus. This means that individuals must compromise personal beliefs, attitudes and values to accomplish the objectives of the group members. This may also mean that the collective decision of the group subordinates the individual's own preferences for quick decisions or procrastination. Groups may take a long time to arrive at a solution or consensus. At the same time, they bring more expertise to bear on a problem than any one individual is likely to do. Harrison (2013:293) argues that a group of open-minded decision makers may therefore be more likely to produce a less biased choice than an individual. He also states that on the contrary, it is possible that a group of closed-minded individuals with diverse value systems will arrive at a biased decision, but this is less likely than when one individual makes the decision. This shows that participative management shares a relationship with the concept of a "group".

Van der Westhuizen (2011:246) asserts that under a system of participative management employees such as teachers participate in the management of the school and in making decisions that affect them and their jobs. Teachers may participate in

decision making either as individuals or as a group. He also provides a caveat, that when a group participates in decision making, it does not mean that the group will eventually exercise control over the decision or its implementation. Groups in schools are in the form of committees or subject groups. Participation in groups be it in staff meetings or seminars, should culminate in a decision reached by means of a consensus. The essence of participative management is the fact that staff members are allowed, and even encouraged, to participate in the decision-making process and in the management of the school.

Participative management allows for the best utilisation of human capital, and tends to show trust in educators' ability to make a decision. This might augur well for the school principal in the sense that he or she might not have the answers and solutions to educators' or organisational problems. Through participative management educators are afforded an opportunity to solve problems relating to their workplace, thereby entrenching skills.

Consideration of participative management systems operating within effective schools suggests that the performance of staff members, learners, and the organisation at large is often enhanced by the use of parents through school governing bodies. Bayne-Jardine & Holly (2011:80) argue that school governors have an important role in participation because they may represent the diversity of interests in the immediate environment. Parental participation during meetings held to discuss curriculum, policy, extra-curricular, security and fundraising issues might be necessary. This may also encourage the conviction that the school is open to constructive criticism from those regarded as stakeholders.

There is a correlation between participation and productivity. French (2011:106) argues that participative management can assuredly benefit organisations in terms of hard criteria of performance and productivity. Thus it is through staff participation in decision-making that a school can produce good results. On the other hand, Caldwell & Spinks (2012:63) argue that it is participation that enables staff to acquire an understanding of the organisation, and makes it possible for them to serve organisational ends more effectively. This view is likely to contribute positively to organisational development as well.

Caldwell & Spinks (2012:64) argue that policy-making and planning should be “all-over-at-once” rather than “top-down” or “bottom-up”, with appropriate involvement of people at all levels. Communication should be multi-directional, flowing up, down and across lines of authority (“the participative principle”). This means that during staff meetings, all staff members should be invited to participate in decision making, irrespective of race, gender, creed or colour, and their views should be carefully considered by those in authority. This view is also shared by Bush (2013:6), who states that collegial models as components of participative management are attractive approaches in the sense that they acknowledge the skills and knowledge of staff, and advocate their participation in decision making.

Harris & Lambert (2013:99) posit that in schools that are improving there are shared norms, shared values, agreed goals and common aspirations. This does not happen by chance, but results from the deliberate effort of staff and learners to communicate and to work together with each other. There should also be trust and respect at the centre of all operational activities. Schools that improve provide context for collaboration and the generation of shared meaning to their employees. Participative management requires that all staff members and stakeholders be involved and engaged in the decision-making process.

Participation is crucial in any curriculum-related issues. It can be argued that any curriculum works better if it is implemented with enthusiasm by all staff members. Thus the overall climate and atmosphere of the school needs to be a crucible for the personal efficacy of those who work there.

Educators vary considerably in their desire for participation. This happens because of age, sex, socio-economic status and marital status. Hodder & Soughton (2012:92) point out that it cannot be assumed that all educators would wish to participate in the decision-making process, especially if the participative management processes serve to mask the reality of their limited capacity to influence policies.

Hodder & Stoughton (2012:94) point out that staff participation can have different and competing goals:

- **Control goal:** Ensures that decisions do not get made and that, for control purposes, there is someone to talk with when it comes to evaluate or seek evaluating or seeking explanations for their results.
- **Motivation goal:** Bridges the gap that often exists between making and implementing decisions by making them in ways that make people who will have to help carry them out feel identified with their successful implementation.
- **Quality goal:** Improves the quality of decisions by involving those who will have most to contribute to the decisions.
- **Training goal:** Develops skills for handling problems in the staff who will move eventually into administrative positions, and test for the presence of these skills.
- **Efficiency goal:** Gets decisions made as quickly and with as little waste of manpower as possible.

Proper planning for participative management can ensure that these goals are met in schools.

Hoyle & Miskel (2005:124) argue that goal ambiguity turns on the relationship between staff members' opportunity to participate and their desire to participate. This might lead to ambiguity being triggered in relation to the power available to staff members to make or effect decisions. Thus competition and differences could emerge regarding the participative management strategy which must be used to attain the set organisational goals. Hargreaves (1994), in Duke (2004:172), argues that participation is particularly important in a "world in which problems are unpredictable, solutions are unclear, and demands and expectations are intensifying". This shows the relationship of participative management and ambiguity models. The unpredictability of the world to which Hargreaves refers also means that participation cannot be counted on. Thus, developing school cultures that tend to recognise and reward people for participation becomes,

under the circumstances, necessary against matters of self-interest and organisational entropy.

Robbins (2011:157) posits that too much reliance on participation may also stimulate conflict. Participation and conflict are highly correlated. This is the case because participation stimulates the promotion of differences. The reward system also leads to conflict, for instance, when one member's gain is at another's expense. Conflict may also arise if a group is dependent on another group (in contrast to the two being mutually independent), or if interdependence allows one group to gain at another's expense.

Luthans (2012:541) considers that staff participation can be formal or informal, and it entails intellectual, emotional, as well as physical involvement. He also points out that the actual amount of participation in making decisions ranges from one extreme of no participation, wherein the superior makes the decision and asks for no help or ideas from anyone, to the other extreme of full participation, where everyone connected with or affected by the decision is completely involved. The degree of participation is further determined by the experience of the person or group, and the nature of the task.

Hall & Goodale (1986:103) state that participative management uses the group as a central unit for performance improvement. When staff members work in groups, different ideas might emerge for increasing organisational productivity. Groups also tend to develop a common sense of purpose, and this may even expedite the process of task completion. In schools this is evident through subject or departmental committees, and other structures which may be established for operational purposes.

School principals and other school management team members have a daunting task of making decisions on a daily basis in schools. A decision-making process is a continuous process of evaluation options or priorities. During the process, principals must provide and analyse relevant information. Technology, especially the invention of computers, has increasingly overtaken some of the decision-making functions. However, the discretion of the principal in shaping the schools' day-to-day objectives remains important. He or she has to decide what to do in a specific situation. Teachers also have a desire to participate in decision making, and the school manager should not follow an

autocratic style in this regard. Some employees will challenge decisions made by the principal, especially if they hold different values.

Du Preez (2011:70) contends that joint or participative decision making facilitates a pleasant work climate and work satisfaction. This is probably true for both educators and learners in the classroom. The introduction of the Curriculum Assessment Policy Statement (CAPS) and outcomes-based education (OBE) in South African schools requires that teachers become knowledgeable and understand the attitudes of learners when making decisions.

Staff participation in goal setting is most effective where there is a high level of trust and a supportive climate. Thus school principals should not consider goal setting as a separate and isolated process. It has to be thought of, rather, in the context of planning and control systems, motivation-performance-satisfaction linkages, and the general climate within the organisation. Middlemist, *et al.*, (2013:266) point out that it is more likely that participation in setting goals leads employees to set higher goals than their managers would, and yet not perceive the goals to be extremely difficult to attain.

Koontz, *et al.*, (2009:411) posit that one technique that has been given strong support as a result of motivation theory and research is the increased awareness and use of participation. Participation assumes that only rarely are people not motivated by being involved on action affecting them, and that most staff members have knowledge of problems and solutions to them. This means that the right kind of participation could yield both motivation and knowledge valuable for organisational success.

Koontz, *et al.*, (2009:411) point out that participation is also a means of recognition. This means that it appeals to the need for affiliation and acceptance, and gives a sense of accomplishment. Thus by encouraging participation, principals do not weaken their position, but create a conducive environment for staff members to give the best of themselves, and come up with good decisions for organisational success. This view is also by Clifford (2010:259), who points out that gradually the profit criteria would be replaced by multi-dimensional criteria covering the behaviour of managers, shareholders, staff, environmental conditions and other factors.

Working smarter in schools is about developing a strong sense of teamwork, giving teachers and other employees more to say about how to do their work, and eliminating or avoiding unnecessary tasks, among other things. When programming for staff involvement it may be necessary for principals to fundamentally change many traditional management values and assumptions, redesign structures, and alter the basic climate of employee-management relations.

Participative management requires a fundamental shift in the organisational culture. This means that folkways, mores, and myths must be altered. The attitude of school principals must reflect a belief that staff can and want to do a better job. This belief must be cascaded from the top management to all employees in the school. Such an initiative must be supported with sincere opportunities and commitment for all employees to contribute to the decisions that affect them and their jobs. The good ideas of employees must be implemented in a very prudent manner, and those who were involved in decision making must be recognised. Sigler & Pearson (2000:31) propose that organisations that have more collective organisational cultures will be perceived as more empowering because they emphasise the importance of working for the group or collective. Thus there could be positive reinforcement of employee actions in terms of attaining organisational goals.

Participative management and empowerment are two important methods school principals can use to enhance staff motivation. Both concepts are perceived as an extension of job design, because each fundamentally alters how employees in an organisation perform their assigned tasks. Participation occurs when staff members have a say in making decisions about their own work, whereas empowerment is regarded as the process of enabling employees to set their own work goals, make decisions, and solve problems within their sphere of responsibility and authority. Empowerment is a somewhat broader concept that promotes participation in a wide variety of areas, including but not limited to work itself, work context, and work environment.

The human relations movement researching during the early perspectives on participation and empowerment from the 1930s through the 1950s assumed that employees who are happy and satisfied will work harder (Moorhead & Griffin,

2012:182). This view might have stimulated management interest in having workers participate in a variety of organisational activities. Moorhead & Griffin (2012:182) point out that managers hoped that if employees had a chance to participate in decision making concerning their work environment, they would be satisfied, and this satisfaction would supposedly result in improved performance. School managers tended to see employee participation merely as a way to increase satisfaction, not as a source of potentially valuable input. Managers began to recognise that employee input was useful in itself, apart from its presumed effect on satisfaction. In this regard, school principals might have to consider employees as valued human resources who can contribute to organisational effectiveness.

### **2.5.1 South African legislation impacting on participative management style in secondary schools**

The South African government of the post-apartheid era introduced new policies and laws which promoted democracy. The laws regulating schools were designed to be in line with the democratic constitution of the Republic of South Africa, which is Act number 108 of 1996. The democratic constitution is the supreme law of the Republic of South Africa. Any law or conduct that is inconsistent with the Constitution is invalid, and the obligations imposed by it must be fulfilled.

The South African Schools Act (Act no. 84 of 1996) creates a whole new approach to leading, managing and governing schools. This new approach makes it possible for principals, deputy principals, heads of department and members of school governing bodies (SGBs) to change the way they think about their roles and responsibilities in schools. They need to understand a whole new school management paradigm. Thus it is imperative for educational leadership and management practices that they must now reflect the human rights changes that have been achieved by democratic South Africa.

Principals as school management team components are expected to be proactive leaders and managers. This means that they no longer hold all the responsibility for running schools. They are expected to form and be part of school management teams (SMTs) which are made up of senior staff members. The SMT is responsible for the day-to-day running of the school, and for putting the school's policies into practice.

Next to the SMT is a parallel structure, the SGB, which determines the school's policies. The SMT and SGB need to work together to manage and govern the school.

The South African Schools Act makes provision for both governance and professional management of public schools. School governance has to do with the governing body's determination of policy and rules by which the school is to be organised and controlled. Professional management deals with the day-to-day administration and organisation of teaching and learning at the school, and the process of carrying out departmental responsibilities that are prescribed by law. This includes the organisation of all the activities which support teaching and learning.

A public school is a juristic person with the legal capacity to perform its functions in terms of the Schools Act. Education officials expect cooperation and compliance from school managers in terms of performing school management duties.

The national parliament, provincial legislatures and local government authorities may all make laws, regulations and rules on education, but they must work together according to principles set out in the Constitution of the Republic of South Africa.

Education authorities need not to work together, put learners, parents, educators and others interests first in schools. However, they must all accept and share the responsibility for the governance and management of the school. Indirect representation of various stakeholders in the school governing body, which comprises learners and educators, is an attempt to achieve this aim.

The Bill of Rights embedded in the Constitution of South Africa and democratic pieces of legislation challenge school principals to change from apartheid values to the values embedded in the Constitution. Schools are expected to operate with values such as democracy, human dignity, freedom, equality and justice. This means that school managers should work towards democratic or participatory ways of running schools. The school principal needs to provide opportunities for educators, learners, parents, community members and other stakeholders with an interest in education to participate in running schools. There might, however, be a challenge for school principals in trying to achieve participative management in schools.

School-based management puts greater responsibilities on school principals, SMTs and SGBs. One of their responsibilities is to build participation and collaboration in schools. They need to create “good relationships” with parents and the community, apart from involving educators and learners in the decision-making process of the school.

The current education policies require the management component of the school to work in democratic and participatory ways to build relationships and ensure efficient and effective delivery of quality education for learners. However, many school principals are struggling to make policies a reality. Scarce resources and the introduction of a new curriculum approach to teaching and learning are some of the challenges that face SMTs. The communities that the schools serve may further aggravate this situation. For instance, many of the communities live in dire poverty, are poorly educated, unemployed and struggling with human immunodeficiency virus or acquired immunodeficiency syndrome (HIV/AIDS), hence there could be little time left for participation on school matters.

### **2.5.2 Strategies for facilitating participative management in secondary schools**

Targeted staff members need to be involved in the planning, implementation and evaluation phases of participative management. Bedeian (2012:471) states that this is intended to allay the fears of those who will be affected, and to capitalise on their specialised skills. Activities aimed at both planning, implementation and evaluation of participative management should be characterised by open communication and exchange of ideas on the part of all parties involved. All stages assume that the members of a target group are rational, possess the necessary expertise to contribute meaningfully, and are willing to act in good faith.

Hanson (2012:48) suggests the following participative management strategies: the controlled use of non-verbal cues, meeting with teachers in the classroom instead of the principal’s office, or greeting a visitor or employee at the door instead of behind the desk. Jones (2005:133) believes that team meetings and training days offer excellent opportunities for generating ideas, and to a larger extent for participation in the decision-making process.

Creating an environment for group participation has been a critical mode of ensuring participation. Strauss & Sayles (2012:125) state that many managers, such as school principals, have discovered that they can obtain better results by giving their staff members an opportunity to participate in decision making, either through consulting with the group, or by allowing subordinates to make and implement decisions by themselves.

Staff members might mistrust participatory gestures such as staff meetings if they are inconsistent with the principal's management style, and they might perceive such gestures as manipulation rather than genuine power sharing. Some management scholars consider that the mere act of holding formal meetings is less important than the school manager's willingness to involve staff members when problems arise. Maier & Hayes (2011:192) favour weekly or biweekly staff meetings. They also argue that meetings should not be scheduled on unimportant matters merely to give employees an opportunity to participate. This means that the purpose of the meeting must be clear before it is convened.

There is a variety of suggestions on how principals should facilitate staff participation. Blasé & Kirby (2011:52) suggest the following strategies for facilitating participative management in schools:

- **Manage agreement**

Before instituting formal or informal mechanisms for involving staff in planning and decision making, school principals must assess their own desire to undertake such an arrangement. The concepts of power and responsibility should be discussed openly; involvement will remain untried if lack of agreement is assumed. Change can begin when those involved in decision making risk discovering where agreement exists.

- **Involve individuals**

Effective school principals create a climate for participation by delegating responsibility to willing teachers who have the relevant knowledge and expertise.

- **Use every opportunity to involve informally**

Effective school principals involve others by inviting free expression of suggestions, advice, concerns and problems. Among the available forums they use for soliciting educator input are staff meetings, chance encounters, and scheduled meetings with individuals or groups.

- **Encourage formal mechanisms for involvement**

Effective school principals assist educators in developing formal channels for faculty participation. When formal structures exist, educators feel more involved, and are more active in school governance.

- **Know when not to involve**

Effective school principals increase staff involvement because they expect positive results, improved morale, better decisions, and increased efficiency. If a decision that involves many is expected to achieve the same or inferior outcomes as a decision made alone, the decision probably should be made alone.

- **Respect the decisions of the team**

Regardless of the particular structure for staff participation, effective school principals value decisions that are made collectively. As such, they view themselves as members of the team, and they are willing to share responsibility for playing the cards.

The suggestions above indicate that parties involved in decision making need to discover where agreement exists. The onus is on the school principals to involve staff members who have relevant knowledge and expertise. Effective school principals involve others by inviting free expression of ideas, concerns, advice, suggestions and

problems. Formal structures or channels for participation need to be clear and well communicated to staff members. In the long run, educators tend to resent involvement on trivial matters. Such an endeavour might be regarded as a waste of time. Bush (2013:52) characterises this as “pseudo collegiality”. The task remains with the school principal to decide which matters must be decided alone by the school management team, or with the whole staff.

Another strategy for facilitating participation might include “warm feeling” training or sessions (Huse & Bowditch, 2012:24). For instance, the warm feeling activities might include company picnics, getting the wives together, and company-sponsored events like athletics. Other scholars have indicated computer programmes, company journals, suggestion schemes or boxes, promotional videos, school magazines, subject committees, conferences, rituals, ceremonies, quality circles, the Scanlon Plan, social clubs, school assemblies, and communication or comment books.

There are various ways in which the school principal may encourage staff participation in the school. Griffin & Ebert (2004:261) postulate that goal setting, job enrichment and job redesign programmes may be used. Job enrichment needs to be designed in such a way that it brings one or more motivating factors to the attainment of set goals. Job rotation is a classic example of job enrichment. In job redesign programmes, the reporting structure and roles could be altered.

Marland (2011:81) opines that school principals might use a staff conference, team-building sessions, task or working groups and committees in order to elicit staff responses in their domains. There is, however, a greater need for commitment, honesty, collegiality and focus in order to embark on such strategies.

Team-building initiatives may also bear fruit for school principals. Groups need to be assisted to develop as teams. Teams tend to work together towards the achievement of a common goal. Participative management has as its foundation the involvement of staff members in the decision-making process of the school. Through staff participation school principals seek to harness both individual and organisational objectives. Trewatha & Newport (2012:447) argue that the team approach is another

technique which is based on participative beliefs. Developing team-building skills might be essential for school managers.

Thomson (2011:30) favours collaborative problem-finding and decision-making simulations. These could be arranged through seminars, workshops and refresher courses. There is no doubt that by allowing staff to participate in decision making a sense of ownership is engendered. Squelch & Lemmer (1994:184) warn that principals must ensure smooth and open channels of communication to create an atmosphere that is conducive to conflict resolution. Discussions during sessions should be structured in such a way that others are able to participate. Weaver & Farrell (2012:203) point out that during discussion sessions the facilitator should bear the following in mind:

- Give each person an opportunity in turn, going around the room.
- Set up dyad or triad discussions, with results presented to the whole group.
- Have each individual write suggestions before or during meetings, for dissemination before or at meetings.

It might be critical for staff members to be reminded about their common purpose and the need for everyone's participation.

Trewatha & Newport (2012:439-451) have suggested strategies like job enrichment, job enlargement, management by objectives, team-building approaches, employee attitude surveys, suggestion systems, committees and grievance procedures as possible strategies of for facilitating participation in organisations. On the other hand, Luthans (2012:541) has indicated strategies like productivity incentives, team incentives, performance sharing incentives, quality circles, and the Scanlon Plan. Vast literature reviewed shows that these participative management strategies are very common in Japanese companies. A multiple management system is another method of facilitating participation. Flippo & Munsinger (2011:362) state that with respect to the degrees of participation, the multiple management system was established on a group advisory basis for middle management personnel who met periodically to discuss

major matters of importance to the entire organisation. This system could also be useful for school management teams in fostering participation.

Conducting meetings remains a common strategy for achieving staff participation in schools. John (2012:110) states that principals should make some staff meetings mandatory and declare others to be voluntary. However, extra-cautionary measures need to be undertaken in order to ensure that staff meetings do not take place in the late afternoon because they might not yield positive results when employees are exhausted.

Harris & Lambert (2013:32) argue that management skills are essential for school principals when implementing participative management. They enable the participants to:

- develop a shared sense of purpose with colleagues
- facilitate group processes
- communicate well
- understand transition and change and their effects on each other
- mediate conflict
- develop positive relationships

It is probable for school principals to acquire these skills through observation, coaching, mentoring, seminars, workshops, courses and training.

Van der Westhuizen (2011:248) points out that for effective participation to take place, certain requirements should be met:

- Educators should feel the need to participate in the decision-making process.
- The decisions in which educators are involved should be closely related to their own work environments.
- The school principal has to share information with the teachers in order to empower them with enough background to come to a decision.

- Only educators who are directly involved, or educators who are knowledgeable about the issue under discussion, should be allowed to participate in the decision making. Educators who have nothing to do with the problem will only be frustrated and will not be able to participate in a meaningful manner.
- Educators will not participate in decision making if the school principal does not encourage them to do so.

The workplace environment might have a bearing on the success of these requirements. Schools differ in character, and so the individuals in such schools may vary from school to school. Thus Blasé & Kirby (2011:53) give the following suggestions for facilitating staff participation:

- Manage agreement.
- Involve individuals.
- Use every opportunity to involve formally.
- Encourage formal mechanisms for involvement.
- Know when not to involve.
- Respect the decisions of the team.

Goldring & Rallis (2012:40) also suggest the following best practices of facilitating staff participation:

- Motivating teachers through establishing a problem-solving climate, consensus building, and goal setting.
- Incorporating participatory decision-making mechanisms.
- Establishing opportunities for collegial peer contacts and communication.
- Providing rewards and incentives for teachers.
- Obtaining information.

These suggestions illustrate that facilitating participation for all employees requires that school principals become coaches rather than controllers. Desimone, *et al.*, (2002:366) point out that coaching is one of the most important functions a school principal or head of department can perform, in the sense that it creates a partnership between school

management and employees. Thus participative management allows school principals to function primarily as coaches for those who report to them.

Leadership and management should learn that they need each other. This may mean that school principals need to become far more aware and connected with their staff members. School health is about people in relation to one another, and not about positions and egos. It is about interpersonal relationships and interactions towards achieving a common goal and purpose. This means that there are a few important balls school principals need to juggle with. These may include: interpersonal relationships and the consciousness levels of the team vision and goal orientation, and facilitation of the focus and energy levels of the team towards that end; developing trust, and healthy transparency towards and dependence on each other; leading in the same direction while watching the timing, pacing and momentum of the process; and finally a conscious commitment towards each other, to the possible project outcomes, and to the process by being honest and transparent. Thus the school will function like a well-oiled machine, and staff members will be enthused to participate in decision-making areas of the school. School principals should be able to tap into staff abilities as a way of enhancing school success. For any team, especially the well-established ones, there could be a need for creating new ideas for the decision-making process.

Since there are a variety of participative management modes, one needs to be sure about using the correct strategy for the targeted audience. Staff members differ, and so should the participative management strategies.

### **2.5.3 Possible areas of staff participation in secondary schools**

There are various areas of staff participation in which school staff, parents and learners might share responsibility in the school. Joyce, *et al.*, (2012:137) point out that parents, learners and school staff need to share responsibility in the academic, social and personal development of the children in the school. On the other hand, Maier & Hayes (2011:185) opine that staff participation in planning and carrying out decisions might make a difference in the school. Parameters for involvement or participation need to be set by the school manager.

Baron (2012:162-274) states that staff participation is critical in finance, a continuous assessment system, and curriculum matters. Heller (2002:171) has indicated that staff participation should be encouraged on matters pertaining to change. On a broader level, staff members are invited to participate on decisions such as production, scheduling of work procedures and timetabling, and the hiring of new employees (Griffin & Ebert, 2004:260). In some schools staff members participate in after school clubs, sporting activities and musical tuition.

Paisey (2011:98) states that levels of participation in schools include curriculum content, educational objectives, evaluation, external relations, finance, learner grouping, staffing, teaching methods or techniques, timetabling or use of plant and use of materials or equipment. These levels of staff participation should be viewed in the light of decision areas for school managers.

Participative management is also evident in schools, especially through structures such as SGBs and representative councils of learners (RCLs), which might be involved in goal setting, policy making, planning and budgeting. Teacher involvement is also important in those structures.

Caldwell & Spinks (2012:75) have indicated the following areas of teacher involvement in decision making: computer education, commercial education, excursions, early intervention, technology, mathematics, physical education, languages, special education, sport, technical subjects, support services, budget and planning, teacher induction, communications, school council, arts and crafts, student assessment, school certificate, discipline, drama festival, homework, handwriting, journalism, music, presentation day, social studies, science, talented children, transition education, visual arts, school magazine, buildings and grounds, school bus, curriculum resource, staffing, book sales, administration, formation of classes, school organisation, professional development, public relations, art acquisition, extra-curricular activities, foreign language, history, home economics, house system, school assemblies, canteen, fund-raising, late-coming, cleaning and grounds. These areas of participation are non-exhaustive, however: their nature, scope and extent depend on the environment in which the school operates.

Keith & Girling (2012:131-133) state that possible areas for teacher involvement in decision making might be as follows:

a) School budget and expenditure

- Policy for instructional accountability in purchase of new equipment and materials.
- Procedures for supplying all classrooms with necessary basic supplies.
- Procedure for planning and obtaining faculty input on learning resource purchases.
- Allocation of school budget to programme areas.
- Petty cash instructional funds for each teacher.

b) In-service training and faculty meetings

- Mandatory in-service requirements (i.e. advance notice of programme and content, released time).
- Teacher role in determining scheduling, programme, content.
- Assessment of teacher training needs (e.g. use of aides and paraprofessionals).
- Teacher-designed in-service training for teachers with appropriate resources.

c) Principal-teacher relations

- Policies defining equitable, consistent and effective personnel management practices.
- Development of guidelines for acting on parental concerns regarding teachers.
- Guidelines for grievance procedures at the school level.
- Reciprocal accountability.
- Guidelines for principal's consultation with all teachers involved before action requested by a parent.

d) Certificated support personnel

- Guidelines for staffing of school special programmes and projects.
- Parameters for use of specialists regarding ongoing programmes.
- Clarification of job responsibilities for counsellors, vice-principals, nurse, psychologist, and others.

e) Teacher-parent relationships

- Guidelines for teachers to select their own representatives to parent/community organisations and service clubs.
- Policies for appointments and visitations.
- Consultation with involved teachers prior to action at other levels.
- Teacher involvement in design of special programmes, open houses, fairs, expositions, and other initiatives.

f) Teacher personnel policies

- Equitable policy for distribution of extra-duty assignments.
- Procedure for changes in level and combination of personnel or subject in teaching assignments.
- Policy for involvement of teachers in decisions relating to school assignments and programmes.
- Policy to accommodate individual differences and teaching styles of certificated personnel.

g) Student personnel policies

- Equitable student personnel and discipline policies.
- Fair assignment and transfer policies based on individual student needs and differences.
- Instructional resource options to accommodate individual student learning styles.
- Scheduling procedures sensitive to student socio-economic and ethnic needs.
- Policy regarding psychological referrals and their impact on other students and teachers.

h) Evaluation

- Procedure for open information feedback to staff on both positive and negative outcomes of continuing projects/programmes.
- Pre-evaluation consultation with staff to avoid duplication of effort and needless data collection.
- Coordination of school project objectives and standard objectives to meet minimum standards.
- Reciprocal evaluation.

i) Curriculum content and philosophy

- Policies for teacher involvement in developing innovative programmes and discontinuing existing programmes.
- Teacher role in defining curriculum and educational philosophy.
- Time and opportunity to study results of potential new programmes and projects within and outside the district.
- Coordination of school rules and curriculum emphasis with recreation and other after school programmes.

j) Instructional materials

- Procedure for allocating instructional resources.
- Evaluating and obtaining complete curricular packages for full instructional benefit.
- Equitable policies for student use and library/media materials.

k) Instructional methods and grouping

- Policies for teacher load, staffing patterns, class composition, scheduling patterns.
- Options for implementation of a variety of teaching and learning styles.

l) School procedures

- Preparation of the agenda.
- Guidelines to limit classroom interruptions.
- Guidelines for messages and referrals.
- Methods for obtaining assistance in proposal writing.
- Methods of obtaining teacher and parental input for proposal writing.
- Distribution of association mail.

m) School priorities

- Procedure for setting priorities.
- Teacher participation in generating items for priority setting.

The levels of participation or decision areas indicated above might vary from school to school. These areas of staff participation are also capable of providing merits and

demerits for school managers in schools. Harris & Lambert (2013:98) have indicated the following areas of staff participation: assessment, school restructuring, parental involvement and networking with other schools. On the other hand, Bush, *et al.*, (2011:218) have identified eleven decision areas which require staff participation: staff appointments, budget preparation, textbook selection, resolving learner problems, constructing teaching timetables, resolving staff grievances, adopting new teaching methods, decisions about building facilities, eliminating community group problems, resolving problems with administrative services and general policy decisions. These areas need to be prioritised by principals together with the school management team.

Riggs, *et al.*, (2012:381) suggest that organisations should see more of staff participation at all levels which deal with planning, control, and performance of the job. Swanepoel, *et al.*, (2009:39) concur with Riggs, *et al.*, (2012) with regard to decentralisation of powers in the above-mentioned areas, and that the success thereof depends largely on a school manager's disposition regarding staff involvement. Schools, however, differ in terms of their set goals, environment and approaches, hence there might be a need for school management teams to reach consensus, and to be especially cautious in rolling out staff participation to all staff members. What might be a proper solution for school A might be something else with school B.

## **2.6 PARTICIPATIVE MANAGEMENT'S RELATIONSHIP WITH COLLEGIALITY**

Participative management need not be seen in isolation since it has common features with collegiality. Bush (2011:72) argues that collegial models assume that organisations determine policy and make decisions through a process leading to a consensus. Both participative management and collegiality recognise the importance of arriving at decisions through consensus. It may be assumed that through group consensus-seeking an attempt is made to bond staff members together for shared values and common interests pursued by the school.

Bush (2011:72) argues that collegial models emphasise that power and decision making should be shared among some or all members of the organisation. The collegial model assumes that the members have a common purpose about the organisation; hence a

process of discussion should lead to a consensus. The onus is on school managers to determine which matters need to be discussed at executive level, and which need to be brought to the attention of all staff members.

Bush (2011:73) provides the following features of collegial models:

- They are normative in orientation. For instance, collegial models render or reflect the prescriptive view that management ought to be based on agreement. Thus democratic principles become a cornerstone of the decision-making process when staff members discuss issues.
- Employees are perceived to have an authority of expertise that contrasts with the positional authority of expertise. Collegiality ensures that shared decisions should be an outcome of staff members putting together their professional expertise for the common good of the organisation.
- Collegial models assume a common set of values held by members of the organisation. These values develop from socialisation during training, and the early years of professional practice. During the bonding phase individuals tend to align their perspectives about goals and policies in a collective manner. The agreements about goals and policies in what might be regarded as “shared vision” tend to form the basis for collegial decision making.
- The size of decision-making groups is a critical component in collegial management. Collegiality requires small groups to enable everyone to be heard. This means that meetings of the entire staff may work collegially in small schools. In secondary schools staff members are formally represented by trade union representatives in certain matters affecting their professional practice. It is important to note that informal consultations with staff do not constitute collegiality, but formal representation does confer the right to participate in decision making or defined areas of policy.

- Collegial models are emphatic in terms of arriving at decisions by consensus rather than division or conflict. This view is premised on the notion that staff members share common values and objectives about the organisation or matter at hand. Consensual decision making may be appropriate if staff members share common interests about matters that affect their professional lives.

It should be borne in mind that these central features of collegiality may appear to a greater or lesser extent at secondary schools in the Uthungulu district. Thus investigating conditions favourable for collegiality, management development needs, and inhibiting factors that affect them, as well as developing models which can facilitate collegiality, are paramount in this study, even though collegiality is viewed as a parallel of participative management.

## **2.7 PARTICIPATIVE MANAGEMENT AS A COMPONENT OF STAFF DELEGATION**

Linking participative management with delegation is essential in this study. Harris (2004) in Bush (2011:88), argues that engaging expertise wherever it exists within the organisation rather than seeking this only through a formal position or role is essential. Delegation is at the core of participative management since it involves vertical and horizontal aspects of management practice. It can therefore be argued that delegation as a component of participative management requires school managers to move away from heroics to distribution. In post-apartheid South Africa it is imperative for school managers to consider that power needs to be shared with staff members at various levels. The process need not be an eventuality, however a planned and structured process of staff involvement.

Hertely (2010), in Bush (2011:89), argues that delegation resides uneasily within the formal bureaucracy of schools. School managers, by virtue of their positional authority, remain accountable for certain parts of their role, for instance, strategic direction and school performance. This demonstrates that delegation may be subject to strict limits. Bush (2011:72) characterizes this process as a restricted form of collegiality which is the direct opposite of pure collegiality.

Participative management and delegation share common characteristics in leading to an enhanced level of a school's and its learners' performance. This view is shared by Leithwood (2006), cited in Bush (2011:90), that delegation and participative management are significantly related to change in the academic capacity of learners while developing the formal leaders of the future.

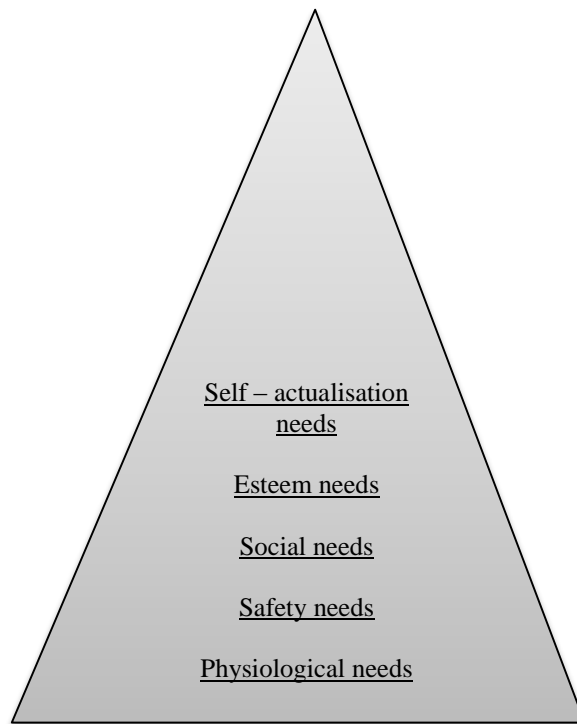
## **2.8 THE RELATIONSHIP BETWEEN PARTICIPATIVE MANAGEMENT AND STAFF MOTIVATION**

In this study participative management is regarded as a shared management process initiated and championed by the school management team to involve staff members in decision-making processes on matters that are affecting their professional and operational practice in the school. Swanepoel, *et al.*, (2009:316) argue that school managers must develop the ability to create work environments in which staff members are motivated to perform well in the pursuit of organisational goals. School principals need to identify what might lead to staff motivation and participation in decision making. Rewards that employees tend to value also need to be borne in mind.

Swanepoel, *et al.*, (2009:323) define motivation as an internal state that induces a person to engage in particular behaviour. The process might require direction, intensity and persistence of observed behaviour from individuals over time (Robbins, *et al.*, 2013:144). Considering participative management as an interwoven process with motivation is an essential aspect for school managers. For this purpose selected motivation theories which might have a bearing on participative management are discussed.

### **2.8.1 Maslow's hierarchy of needs theory**

Abram Maslow's theory postulates that within every individual person there exists a hierarchy of five need levels. Below is an illustration of Maslow's hierarchy of needs theory.



**Figure 4 : Abram Maslow’s hierarchy of needs**

Adapted from Swanepoel, *et al.*, (2009:325)

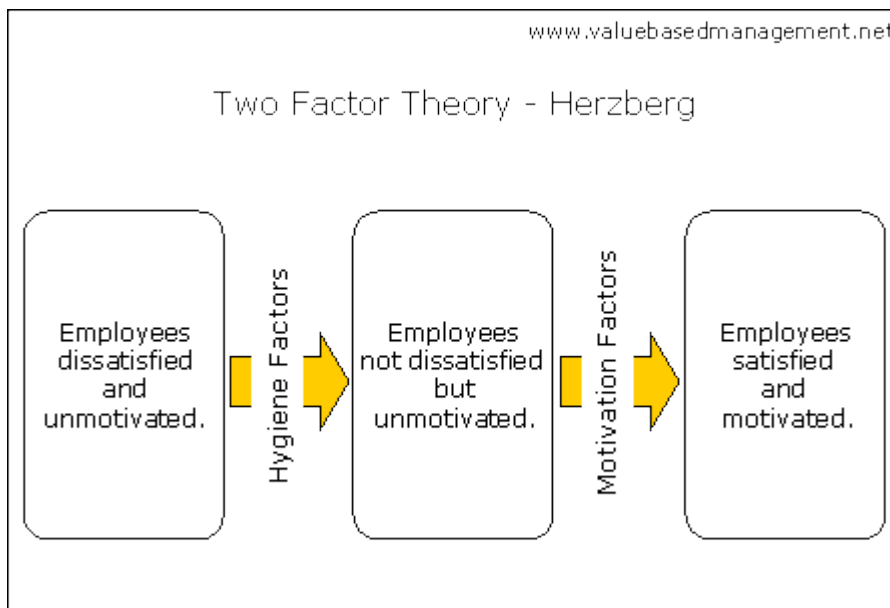
Physiological needs include hunger, thirst, shelter and other bodily needs; safety needs deal with security and protection from emotional and physical harm; social needs include affection, belongingness, acceptance and friendship; esteem needs consist of internal factors such as autonomy, self-respect and achievement, and external factors such as status, recognition and attention; self-actualisation needs concern the drive to become what one is capable of becoming, and includes needs relating to growth and development, and achieving one’s potential and self-fulfilment. Maslow categorises physiological, safety and social needs as low-order needs, compared to self-esteem and self-actualisation needs, which are regarded as higher-order.

School principals as well as other school management team members might need to take into cognisance the importance of self-esteem and self-actualisation needs when preparing staff members for participative management initiatives. Esteem and self-actualisation levels of staff members could be increased if they are opportunities directed towards staff participation in decision making. Robbins, *et al.*, (2013:145) postulate that if you want to motivate someone, according to Maslow, you need to understand what level of the hierarchy that person is currently on, and focus on satisfying the needs at or above that level. Abraham Maslow’s theory provides an

intuitive logic, but it has demerits pertaining to categorising needs in a hierarchical fashion since this might demonstrate that the satisfaction of needs tends to happen in a systematic manner, and that needs are the same for all individuals. This view is shared by Swanepoel, *et al.*, (2009:327), who argue that what acts as a motivator for one person may be totally ineffective for another. Thus understanding conditions which might lead to staff participation is essential for school managers in the pursuit of organic schools.

## 2.8.2 Herzberg's two factor theory

The investigation which was carried out by Frederick Herzberg tried to answer the question: "What do people want from their jobs?" (Swanepoel, *et al.*, 2009:327). Below is a depiction of Herzberg's two factor theory of motivation.



**Figure 5: Herzberg's two factor theory**

Adapted from Herzberg (1968)

Herzberg (1968) found a set of factors or working conditions that tend to motivate people to improve their performance, resulting in job satisfaction. These factors are closely related to the nature and content of the job to be performed. He calls the first set of factors motivators or growth factors. They include achievement, recognition, job content, growth, and responsibility.

According to Herzberg, a job generates high intrinsic motivation if it includes these factors. If these factors are not taken care of, the result is not necessarily dissatisfaction. Herzberg states that dissatisfaction is caused by the absence of the second set of needs, namely, hygiene or maintenance factors. These factors satisfy a person's low-order needs, and include: organisational policy and administration; supervision; interpersonal relationships with colleagues, superiors and subordinates; salary; status; working conditions; and work security. Herzberg maintains that if staff members regard hygiene provision as insufficient they will be unhappy and dissatisfied, and the disregard of hygiene might lead to less production. For instance, when staff members realise that their management styles are not the same with those of other staff members in the same occupation at other schools, they will be unhappy, and this will affect their performance. Even if the management style is better, it does not necessarily mean that the staff's performance will be very high since their hygiene requirements, may not have been attended to.

The core of the motivators is the nature of the job or task. Motivators such as achievement, recognition, responsibility, and growth needs are related to Abram Maslow's two higher order needs, namely ego, and self-actualisation. Such needs are fundamental aspects of employee motivation, satisfied through a participative management style.

Hygiene factors are present in the job or work environment. These factors do not provide motivation for improved workplace performance, but it does not necessarily mean that employees do not pay attention to them. If these factors are absent, motivation could be adversely affected. Thus there could be a slump in production.

Herzberg contends that the design of the job itself, especially job enrichment, making the work more challenging, interesting and meaningful, could be a solution to the motivation problem. Herzberg's two factor theory further recognises the importance of personal goals. This view tends to support Getzels and Guba's recognition of the role of the idiographic or personal dimension, which must be congruent with the nomothetic or organisational dimension.

### 2.8.3 Alderfer's ERG theory

Clayton Alderfer revised Abraham Maslow's hierarchy of needs theory. He argued that there are three groups of core needs, namely existence (similar to Maslow's physiological and safety needs), relatedness (similar to Maslow's social and status needs), and growth (similar to Maslow's esteem needs and self-actualisation) (Robbins, *et al.*, 2013:144). Contrary to Maslow, Alderfer did not assume that those needs existed in a hierarchical manner.

Relatedness and growth needs have an impact on participative management. Developing interpersonal relationships in relatedness needs considers the idea that individuals perform duties or arrive at a decision through group formation. On the other hand, any employee afforded an opportunity to have a say in the decision making satisfies his or her personal development needs. School managers might need to attend to both relatedness and growth needs when devising strategies for staff participation in schools.

### 2.8.4 McClelland's theory of needs

David McClelland's theory proposes that there are three needs operative at the workplace. They are as follows:

- Need for achievement (nAch) is the drive to excel, to achieve in relation to a set of standards, to strive to succeed.
- Need for power (nPow) is the need to make others behave in a way in which they would not have behaved otherwise.
- Need for affiliation (nAff) is the desire for friendly and close interpersonal relationships.

Adapted from Robbins, *et al.*, (2013:148)

Participative management offers a unique opportunity for staff members to work in groups under nAff. This view is in relation to McClelland's need for affiliation. Maslow discusses this under social needs, whereas Alderfer unpacks this under relatedness

needs. The need for power (nPow) is essential when one is afforded an opportunity to participate in the decision making. McClelland also gives us the need for achievement (nAch). An employee with a high nAch prefers a job with moderate risk, feedback and personal responsibility (Swanepoel, *et al.*, (2009:329). It is probable that employees with a high nAch do not make good managers, compared to the ones with high need for power and a low need for affiliation. To be a successful school manager, one need to have a high need to achieve and a high need for affiliation, thereby demonstrating a caring attitude to other staff members so that they can participate freely in decision making.

### **2.8.5 McGregor's theory X and theory Y**

Swanepoel, *et al.*, (2009:335) postulate that Douglas McGregor's greatest contribution to the study of working people is precisely his focus on the importance of underlying assumptions about people in dealing with co-workers, peers and especially subordinates. McGregor's theory is regarded as leadership theory, but it is included here in this section because our assumptions about people influence our motivational strategies. School managers tend to hold certain opinions about human nature and behaviour in relation to managerial decisions or actions.

In his book *The Human Nature of the Enterprise* (1960), McGregor assumes that in Theory X employees have inherently strong dislike of work, and must therefore be coerced, since low-order needs tend to dominate individuals; whereas this is contrary to individuals who have high-order needs in Theory Y (Robbins, *et al.*, 2013:146). It is probable that McGregor himself held the belief that Theory Y assumptions were more valid than Theory X's. In this regard, McGregor proposed ideas such as participative management, responsible and challenging jobs, and good group relations as strategies that would optimise employees' motivational levels (Swanepoel, *et al.*, 2009:334). There is little validation of McGregor's theory, but his assumptions about individual employees are significant since they direct or influence school managers' behaviour towards staff members' perception of the job. Thus altering one's attitude or action through a participatory style of leadership could lead to motivated staff members, job satisfaction and enhanced levels of organisational performance.

The researcher argues that motivation theories tend to be linked to time and place. The needs of employees may change over time, depending on circumstances and context experienced through the prevailing management style. Motivation plays an important part in participative management at both individual and collective levels, since the intrinsic forces that drive towards goal attainment are energised and aptly directed.

Herzberg asked people to describe in detail situations in which they felt exceptionally good or bad about their jobs (Robbins, *et al.*, 2013:146). Motivators and hygiene factors could cause both satisfaction and dissatisfaction to employees. Intrinsic factors, such as career advancement, recognition, responsibility and achievement could be related to job satisfaction, which is a dependent variable of participative management. These factors are important in the sense that they drive individuals towards the attainment of their goals. Herzberg, however, provided a caveat that the opposite of “satisfaction” is “no satisfaction”, and the opposite of “dissatisfaction” is “no dissatisfaction”. This means that the factors that lead to job satisfaction are separate and unique from those that lead to job dissatisfaction.

Robbins, *et al.*, (2013:147) postulate that the conditions surrounding the job, such as quality of supervision, pay, company policies, physical working conditions and relations with others are regarded as hygiene factors by Herzberg. When they are adequate, employees will not be dissatisfied, and neither will they be satisfied. Promotional opportunities, opportunities for personal growth, recognition, responsibility and self-achievement could have a direct impact on school managers if they want to motivate their staff members. These intrinsically rewarding factors might also augur very well for school managers when creating a need for staff participation in the decision-making processes in the school.

## **2.9 PARTICIPATIVE MANAGEMENT AS AN ASPECT OF SCHOOL TRANSFORMATION**

Participative management is both the subject and object of school transformation. Hoyle & Wallace (2005:125) opine that it is a tenet of organisational reformers that transformation will be best achieved through the collaboration of staff members and their participation in decision making. Participation of educators may be evident in

matters of curriculum and pedagogy. The scope and extent of such participation in decision making are probably matters largely determined by school management teams, especially principals.

Teachers in schools are regarded as change agents for curriculum and working conditions. As players in the change process, they need to be involved in the decision-making process pertaining to transformation issues in the workplace. The avenues for such direct and practical participation need to be created by school managers.

Transformation leadership assumes the central focus of leadership ought to be the commitment and capacity of organisational members (Bush, 2011:84). Participative management, on the other hand, requires the commitment and expertise of staff members in order to arrive at decision making. Bush (2011:84) cites Leithwood (1994), who conceptualizes transformational leadership along the following eight dimensions:

- Building school division
- Establishing school goals
- Providing intellectual stimulation
- Offering individual support
- Modelling best practices and important organisational values
- Demonstrating high performance expectations
- Creating productive school culture
- Developing structures to foster participation in school decisions

Drawing on the above-mentioned dimensions, it can be argued that transformational leadership plays a critical role for the successful transition to organic schools. When participative management and transformational leadership are effectively implemented, they can have direct and indirect effects on progress within the school – restructuring initiatives as well as leading towards learner outcomes. In both participative management and transformational leadership, school managers seek to influence school outcomes through a process of engaging other staff members. Thus transformational leadership tends to be consistent with collegiality in that it assumes that school managers and staff have a system of common values and interests.

Participative management requires school managers to regard staff members as “players” instead of perceiving them as “targets”, and that their involvement is essential. Gilgeous (1997:229) suggests that the “players” are the people who make change happen. In some instances players deal with real and unforeseen problems that the managers have not articulated or are not aware of. They are also the ones affected in terms of changing work patterns, working with different colleagues in different areas, adapting to new practices and having to acquire new skills. Whatever the case, players are the ones who are familiar with the real challenges of the change. Knobel (2007:12) posits that the style of management encourages employees to use their creative potential, and recognises that an original thought on the part of a single employee can greatly affect the organisation’s competitive edge – frequently out of all proportion to the original idea.

People who participate in the change process tend to become committed to it, and any relevant information is integrated into the change plan; but the process might be time-consuming if participators design an inappropriate change. Vecchio (2011:370) postulates that resistance to change can be significantly reduced by having the affected staff members actually participate in the design of the change effort. This means that participative management allows employees to “own” the programmes for change and their possible outcomes.

For effective participation in the change process, trust must be established. This requires giving employees more freedom to participate autonomously and make decisions – a necessary first step. Secondly, school managers must clarify the direction in which employees should be headed. Clear, consistent communication assists employees to feel confident that they can make the right decisions on their own. Lastly, school managers must encourage others to take risks. A failure to accomplish certain goals should not derail a person’s career.

## **2.10 PARTICIPATIVE MANAGEMENT AS A SECTOR-INCLINED PROCESS IN SECONDARY SCHOOLS**

Certain participative management practices tend to be sector-inclined in the sense that they mainly cater for educators in schools, not all employees. This view is premised on

the fact that educators have a say in school matters through direct and indirect representation. The unionisation of educators also has a great impact in this regard, and has created an avenue for indirect participation in South Africa. This view is supported by Msila (2011: 440), who points out that educator unions are in control in some schools, and school principals maintain that they frequently find themselves impotent and unable to upstage the union's strength. Educators' strikes have become regular phenomena in the post-apartheid South African education system. Today's educators are liberated and use democratic principles to exercise their rights to be heard by school authorities. Teacher empowerment in a democratic South Africa requires that unions and other teacher formations be provided space to operate within the culture of the schools as organisations. Separating issues which may be discussed by educators as professional from the one's ones which may require even the support staff is critical.

The South African Schools Act (Act 84 of 1996) provides for parents to have a say in school governance matters (South Africa, 1996b). School management is a responsibility of the school management team members. Through indirect representation parents have only a minimal say on, for instance, the provision of less work by educators, spelling errors on learners' work, and other aspects of teaching and learning. Such instances may inhibit parents from having a say on certain school matters.

## **2.11 BENEFITS OF PARTICIPATIVE MANAGEMENT**

There are various advantages for principals and schools in considering participative management on a positive note. Jenkins (2011:60) points out that to his mind the benefits far outweigh the dangers:

- A large number of staff can be given responsibility, irrespective of status.
- The jobs are based on a belief in action in task fulfilment – getting the job done – rather than on preservation of status or bureaucratic administration.
- The move carries the irrefutable premise that, irrespective of status, the member of staff responsible for a particular function is the ultimate authority.

- Central to the idea is team building, and the head insists that the functional manager will pay the highest regard to the gaining of cooperation from other members of staff rather than to the construction and working systems.
- The change involves a major staff developmental activity, inviting staff to develop managerial competence as part of their career progression.
- The new structures are flexible – the functions can be expanded, contracted, taken away, closed-down when the task is completed, or rotated to other staff.
- Senior staff members, particularly the deputies, are offered the opportunity to play new roles. The deputies are expected to play a supporting, counselling, but not a directing and controlling role.
- The system includes a promise from the head that only if he considers the resultant policy dangerous will he overrules a team's decision.

In some schools, the team leaders and the teams are in the driving seat, and provide feedback to the centre. This means that the teams are empowered to make policy and even act upon it.

French (2011:107) states that participative management might result in a more positive attitude toward the principal, a higher degree of acceptance of change, job satisfaction, high morale, lower absenteeism rates, self-fulfilment and higher production. The same views are also shared by Griffin (2002:505-506), Keith & Girling (2012:30), and Luthans (2012:541). There is also a general belief among management gurus that greater participation in decision making tends to increase the acceptance of the final choice.

Smith & Cronje (2004:251) postulate that participation is generally considered the most effective technique for overcoming resistance to change, a view shared by Gray & Starke (2011:584). This means that employees are offered the opportunity to express their fears about proposed operational changes. Participation is also critical in bringing together those affected to help implement the change. These are the symptoms of a properly functional school.

Van der Westhuizen (2011:248) argues that the advantage of participative management is that educators experience feelings of independence and achievement in their working lives. This means that participation might release creative energy and generate satisfaction, and educators might feel that their input in school matters is well taken care of. Educators can be motivated if their needs for self-expression and autonomy are being addressed. The quality of working life in the school might improve if staff members are given the opportunity to participate in the school's management and decision-making process. Under these conditions, staff members will sense a wider latitude for risk taking, and ensuring that innovation does take place in the school.

Within the participatory model, staff members are active in identifying their professional development needs, and they may even help to train and develop each other (Keith & Girling, 2012:16). This means that motivation, high morale and job satisfaction might result. Participative management is consistent with the current quest for substantial quality improvements in education because it may permit teachers, parents and education authorities to work together to resolve problems and articulate educational goals.

Keith & Girling (2012:45) point out that if participative management is carefully pursued, it can avoid a number of administrative problems by providing five vital ingredients to an educational institution:

- Clarity of purpose. Clearly defined goals promote a sense of internal agreement and commitment. This means that teachers will understand goals and be committed to their implementation because they have contributed to their formulation.
- Greater commitment to and coordination of decisions. Mutual goals provide a vital focus and point of reference for a wide range of future decisions. This indicates that when staff members understand the objectives of an organisation, they tend to be more committed to implementing those decisions.

- Effective conflict resolution. Agreed-upon goals provide a mechanism for resolving the inevitable conflicts that occur between organisational units or individuals.
- Ability to adapt to changing circumstances. Collectively determined goals increase the organisation's ability to respond with relative ease to a changing environment.
- Renewal. The participative goal-setting process ensures that staff members perceive schools as dynamic and not static institutions. This stage is critical for providing a recurrent fresh assessment of the school's potential for excellence.

Hellriegel, *et al.*, (2003:442) posit that participation usually leads to commitment, especially when it is voluntary. The onus is on principals to make participation voluntary in their respective schools. Bush (2011:58) contends that working together creates an opportunity for staff members to have a voice in the management of the school, and that the quality of decision making is likely to be better where staff members participate in the process. He further states that the participation of staff members is important because they usually have the responsibility for implementing changes in policy. This could mean that effective implementation of decisions is much more likely if teachers feel that they "own" the decisions. This view is further supported by Strauss & Sayles (2012:126), who state that employees who have had the experience of participating are far more capable of making sound decisions even when emergencies arise. Since staff members are given a chance to participate, they can make decisions by themselves, hence there is less need to refer every problem to the principal or respective superiors. As a result the school manager can concentrate on long-term planning and handling relations with other parties or structures set up collectively.

Participative management, if properly implemented, could result in greater teamwork. It is through participative management that groups develop into teams. Many of the advantages of participation, however, can be obtained through forms of staff participation in which the principal obtains the necessary information from subordinates, and possibly allows them to make suggestions, while in some instances

retaining the final decision for himself or herself. Snell, *et al.*, (2005:56) contend that most experts on teaming agree that making decisions through consensus has more benefits than other decision-making approaches because:

- Team members share a commitment to resolve the issue and implement a solution.
- Decisions made by consensus usually reflect a broader set of perspectives and talents.

The researcher argues that the above scenarios might yield good results for the school. Goldring & Rallis (2012:40) point out that participation in decision making increases both the knowledge and the status of staff members. This means that educator participation may result in empowerment, since educators have a sense of control over their workplace. In other words, teachers could confidently craft and shape the way in which the job needs to be done.

Participative management can also generate a great deal of communication (Luthans, 2012:522). This can be accomplished by either informal involvement of staff members or formal participation programmes such as the use of union-management structures, suggestion boxes and quality circles. Perhaps the simplest way to improve upward communication is for school managers to develop good listening habits and systems for listening.

Participative management might lead to school discipline, which can be demonstrated by educators and learners. Kapueja (2014:102) argues that good discipline is not achieved by a single act or policy, but it is important for everyone to participate in maintaining discipline on a daily basis. It might, therefore, be necessary for school management team members to revisit their strategies of maintaining discipline in schools.

## 2.12 LIMITATIONS OF PARTICIPATIVE MANAGEMENT IN SECONDARY SCHOOLS

From the way management theory has evolved, and how it has contributed to the broader body of knowledge on participative management, it is clear that there is no single, consistent theory of management that can be universally accepted and applied, and possibly does not have demerits.

Bush (2011:59) sets out the following possible challenges of participative management:

- The process might be slow, because decisions may take a long time to move through the elaborate committee system.
- There might be problems of communication amongst staff members involved in the process.
- The layout of some school buildings might create problems in inviting the whole school to participate.
- The timing of staff meetings at the end of the day may affect staff motivation and the quality of decision making.

These points illustrate the need for being especially cautious when programming for participative management. In support of this statement, Hellriegel, *et al.*, (2003:442) argue that if participation is not carefully managed it can lead to poor solutions, and a waste of time and money. Kreitner (2011:328) also thinks participation takes up a lot of time. Keith & Girling (2012:41) agree that participative management may feel clumsy and awkward to many at first, and may appear to be time consuming. School managers and staff must be willing to devote time and training resources to the creation of a working system of participative management.

The time factor is regarded as a major disincentive for participative management. According to Hoyle & Miskel (2005:331), staff participation involves discussion, debate and often conflict; in fact, as the number of actors increases in the process, coordination becomes more important and difficult. It is probable that speed and efficiency may not result from staff participation. Davies (2006:67) says it is neither

feasible in terms of time available, nor desirable in every situation in terms of confidentiality, for staff and others to participate fully in every decision. This means that in some instances, staff members may be given information or consulted about different options.

Others may be frustrated by the delays often associated with participative management. Some school managers may even view shared decision making as a threat to the traditional right of the principal to have the final say. Gibson, *et al.*, (2006:204) state that participation may act as a stressor for such school managers.

Certain indirect forms of participation, like mandating representatives, which is participation by proxy, may allow apathy to creep into proceedings. Cornelius (2001:126) considers that the continuity of participation tends to rely on employee representatives' desire to maintain interest in the process.

According to Fiedler (2002:51), some potential drawbacks in staff participation are as follows:

- There could be delays in implementing participative management decisions.
- It is slower than autocracy.
- It consumes a great deal of staff time.
- The pattern of decision making is less consistent.
- The location of accountability may be less clear.
- Some decisions are expected to be taken by senior managers, and participation may be seen as abdication of authority.

In this section of the study, the researcher has indicated that participative management approaches are not without limitations, and should not be regarded as a solution for all management problems. Trewatha & Newport (2012:438) argue that their application is limited because of the restrictions of leadership styles, organisational structures, employee attitudes, working conditions, and other mediating variables.

Hoyle (2009:90) postulates that participative management might cause the frustration of not knowing where power lies, and in having nobody to blame. This assumption is based on the notion that most participative management agreements are concluded collectively. Price (2004:316) points out that participative management may lead to changes being blocked by inflexible interest groups. Thus participative management runs the risk of deviating into side issues. Van de Ven & Joyce (2012:447) cite Cohen, *et al.*, (1972), who state that some participative management decisions are characterised by problematic preferences, unclear technologies and fluid participation among partisans and interest groups. This means that collective decision making adds problems of incompatible preferences, power, and choosing between partisan interests.

Some management scholars point out that participative management has the risk of over-bureaucratisation, with too many meetings and too much accompanying paperwork or discussion documents.

### **2.13 PARTICIPATIVE MANAGEMENT CAVEATS**

Certain caveats need to be taken into cognisance in participative management. Newton & Tarrant (2002:98) mention the following:

- Staff participation should not be equated with democracy.
- Individual expectations and feelings will be invoked by being involved in participation.
- It is not worth staff participation just for form's sake.
- It is necessary to make clear to those involved in participation the limits and parameters of the decision being considered, and how far their contribution is likely to affect the decision.
- School managers can expect to face hostile feelings and behaviour at the end of any substantial participation exercise. It might be impossible to keep everyone happy.

The organisational climate will have a bearing on the success of participative management initiatives.

Crowther, *et al.*, (2002:75) have indicated the following caveats as to what is needed for successful participation:

- Acceptance by participants of the responsibilities inherent in their ownership of the outcomes of the exercises.
- Acceptance of the impact of this kind of participative management on relationships within the school.
- The need for the school manager's understanding, endorsement, and support.
- The need to keep all affected constituents informed of progress.
- The need for participants to be aware that the intention is targeting improved school performance.
- A willingness to secure an able and trusted school manager as facilitator to assist with the exercises.

The school environment and working relations in some schools may have a bearing on the success of participative management.

Participative management may work well with professionals, academics and top managers, since these individuals may have the same objectives as do their bosses. Strauss & Sayles (2012:130) posit that among workers who lack intrinsic motivation in their work participation may be effective only within a narrow range. Participation is also unlikely to be successful where there has been a history of labour-management strife. This further illustrates that the workplace environment will dictate appropriate methods of implementing participative management.

A belief in participative management does not require the boss to hold endless meetings aimed at involving staff before taking action, to discuss matters during emergencies, or to discuss trivial issues with staff members. Feelings of mistrust may also emerge if staff members notice that participatory gestures are inconsistent with the school manager's managerial style. Some staff members may regard these as mere manipulation rather than genuine power-sharing measures. If problems arise a school manager might consult with the staff concerned informally rather than calling a staff meeting.

When staff members are involved in participation, their roles will be meaningless if their ideas are not accepted and implemented. Gray & Starke (2011:584) argue that when participation occurs management must be prepared to compromise their objectives; otherwise they would probably be better off not inviting participation. This undertaking may prevent conflict from erupting in the long run.

Participative management becomes effective if it is endorsed by all staff members in the school. Hoyle (2009:99) believes that the best chance for participative management to be sustainable is to recruit new staff members who share the same commitments for the school. This initiative may reduce future problems in the school.

## **2.14 CHALLENGES TO PARTICIPATIVE MANAGEMENT IN SECONDARY SCHOOLS**

Participative management might seem to be an excellent management approach; however, there are also barriers to its implementation. Kreitner (2011:350) points out that these may include, but are not limited to, the following:

- Managerial philosophy generally considers worker participation of limited value at any level in the organisation. The predominant belief is that the costs outweigh the benefits.
- Because the art of participative management is new, school managers lack experience and knowhow in dealing with it.
- The concept is viewed by school principals as a threat to conventional power and authority. The problems of managing an increased conflict of ideas and sharing power are frightening to many.
- Impatience to achieve short-term commitments forecasts at best an uneven pathway to meaningful results.
- Unions are suspicious of the process, and fear that it will weaken the adversary relationship, complicate the current problems of collective bargaining, and impose new problems for their membership.
- There is a shortage of talented third parties who can engender the necessary trust and provide the required knowhow to introduce and maintain a participative style of working.

- Broad-based participation threatens the framework of conventional hierarchical organisations, and is seen as topsy-turvy management, which may substitute consensus decision making for one-man rule.

Certain conditions may inhibit all efforts to increase employee self-determination or autonomy, for instance the humanisation of work, establishment of labour-management quality-of-work-life committees, creation of employee-owned companies, and establishment of workers' self-employment structures. Some management gurus believe that employees will continue to lack the motivation to be fully productive as long as the democratic or participatory privileges they enjoy at home are not extended to the workplace. There could be heated debates, especially in the democratic Republic of South Africa, in the years ahead as employees become more vocal and strive for more control over their own work lives. The challenge might be on the readiness of school managers to deal with such issues when they surface. This situation may also have a bearing on the management style of the school manager, which will require the adoption of a participative management approach as a survival strategy. Thus there is a need in this study for establishing management development needs of school managers in the Uthungulu district of KwaZulu-Natal province in South Africa.

## **2.15 SOUTH AFRICAN AND INTERNATIONAL TRENDS IN PARTICIPATIVE MANAGEMENT**

In this section, South African, African and international perspectives of participative management are unpacked.

### **2.15.1 Reflections on participative management in South Africa**

Political transformation and *Ubuntu* (*humanness*) have guided the development of participative management in South Africa after the years of liberation. Globalisation has also had an impact as a way of putting the country on track after apartheid. Afrocentric practices in the workplaces have not yet been adequately established compared to Western standards and practices. Muwanga-Zake (2009:414) argues that lack of documentation, clear ownership and development makes it easy to ignore Afrocentric approaches in favour of Western knowledge systems. The Western curricula in

educational institutions further maintain the dominance of Afrocentric practices by Western culture.

Muwanga-Zake (2009:414) postulates that formal educational systems and imported paradigms have redefined and often socialised Africans out of their indigenous knowledge systems to suit a more foreign-based, albeit sometimes false, “global view” of who they are. He also cites Fanon (1970), who observes that education imposes inferiority complexes among Africans because they strive to feel equal to the Europeans, who assume superiority of knowledge and truth, and define lifestyles for Africans. This assertion indicates that African curricula and world views have been insultingly discounted since Europeans “discovered” Africa and imparted their Western concepts such as participative management and industrial democracy instead of shaping and developing South African concepts such as *ubuntu* (*humanness*) and *lekgotla* (*Sesotho* for “an African participatory approach to decision-making”). It is also probable that a colonial mentality persists among elite Africans since they seem to be entangled by Western paradigms that present to Africans ready-made approaches, theoretical assumptions, ontologies and epistemologies which are assumed to be ideologically and politically correct. Western paradigms offer employment opportunities to black South Africans. Brenton & Largent (2000) in Muwanga-Zake (2009:414), argue that such paradigms can be perpetuated by employment. Most jobs require a certificate issued according to the same paradigms.

Doing business in South Africa and Africa requires Western paradigms. The extant literature reviewed demonstrates that little has been done to equate *ubuntu* or *lekgotla* with a participative management style. Muwanga-Zake (2009:415) argues that imperialism successfully implanted the perception that African knowledge systems are worthless or shameful because they do not fit into the colonial education system, missionary world view and scientific notions. Since an African paradigm of *ubuntu* is not internationally recognized, the educated African is often an accomplice in perpetuating foreign paradigms such as participative management or industrial democracy. This practice may also lead to the extinction of African knowledge systems.

The concept of *ubuntu* is used in this section to mean an African characteristic of relationships. Ubuntu is found in diverse forms in many African societies. Africans

have different terms for *ubuntu*, but it is fundamentally embedded in the notion that each person exists because the other person exists. Originating in *isiXhosa* and *isiZulu*, the concept indicates a communal way of life which is deep-rooted in participatory practices. South African democracy in all spheres of life is centred on the concepts of *ubuntu* and *lekgotla*.

Transformational issues in post-apartheid South Africa require that *ubuntu* should be embraced in all walks of life. Workplaces such as schools should embrace *ubuntu* and *lekgotla* in a manner that is conducive to achieving the set goals. Muwanga-Zake (2009:417) argues that *ubuntu* is about amicable personal relationships, which accentuate the importance of collective agreement in pursuit of organisational goals. *Ubuntu* discourages a *untu* (individual) perspective precedence over the community. This notion aligns very well with participative management in the sense that *ubuntu*, *lekgotla* and participative management regard a consensus-seeking approach as a vehicle to arrive at decision making. *Ubuntu* encourages unity and cooperative initiatives to arrive at organisational goals. Muwanga-Zake (2009:417) cites Tutu (2004), who states that ‘we are bound with others in *Ubuntu*’.

*Ubuntu* and *lekgotla* are opposed to top-down management styles in the sense that they advocate a two-way approach. In most cases *ubuntu* requires decision making to start at the bottom. This is what might be regarded as employee involvement in the decision-making process. Thus *ubuntu* provides a shift from the solitary to solidarity, and from independence to interdependence. The shifts provide a basis for both *ubuntu* and participative management.

Muwanga-Zake (2009:422) argues that *ubuntu* and *lekgotla* share similarities with the Western participative management practice of teamwork where everyone brings something the team needs, and the team defines a common goal. *Ubuntu* brings in communal consensus in pursuit of the set goals. Collective decision making is at the core of *ubuntu*, *lekgotla* and participative management. Political liberation in South Africa was achieved through *ubuntu*, *lekgotla* and other participatory approaches which were utilized by various political parties. Social transformation in South Africa is both *ubuntu*- and *lekgotla*-driven, since all people need to participate in all spheres of life. For the sake of democratising the workplace, all empowerment initiatives need to be

*ubuntu*- and *lekgotla*-driven. The country's social transformation needs to be taken to the workplace environments such as schools through *ubuntu*, *lekgotla* and other participatory management strategies.

### **2.15.2 Participative management in a developing country such as Uganda**

Globalisation has increased the infusion of mainly Western knowledge systems into Uganda. Ready-made Western approaches have had a great impact during African colonisation. For African knowledge systems to be accepted they need to undergo scrutiny and pass Western standards. This means African paradigms such as *lekgotla*, *ubuntu* or *obuntu bulamu* [the Luganda term in Uganda] are yet to be internationally recognised (Muwanga-Zake, 2009:415).

*Ubuntu* or *obuntu bulamu* (*humanness*) shares common features with participative management. Muwanga-Zake (2009:417) cites Broodryk (2006), who defines *ubuntu* or *obuntu bulamu* as a communal way of life which deems that society must be run for the sake of all, requiring cooperation as well as sharing and charity. Both cooperation and sharing are import indices of participative management. Arriving at a consensus through intensive discussion is an important aspect of *obuntu bulamu* in Uganda. *Obuntu bulamu* demonstrates African democracy. Thus it is a social responsibility which needs to prevail in all African spheres of life. Workplaces such as schools have not been left untouched by *obuntu bulamu* in Uganda.

*Obuntu bulamu* emphasizes togetherness and cooperative approaches. Individuals are bound by it to others in terms of spirituality, values, needs, norms and mores. It calls for unity or consensus in decision making, and is empowerment driven in the sense that it considers individuals' expertise in the process. In Abram Maslow's theory of motivation, *obuntu bulamu* caters for individuals' need for self-esteem and recognition.

*Obuntu bulamu* disregards the use of a top-down management approach. It favours the bottom up or two-way approach of communicating at all levels. The communication levels are flattened in order to achieve the set goals. Participative management also strives for creating a flat structure for employees in the workplace environment through decentralization of authority and responsibility.

*Obuntu bulamu* resembles participative management, and has now been transmitted to schools. There is, however, a challenge in building bridges between *obuntu bulamu* and Western participative paradigms when one is doing business in Africa. African workplace environments need to be transformed so that the values of *obuntu bulamu* are taken into consideration. Benchmarking *obuntu bulamu* is another challenge which might lead to internationalisation of the concept. Transformational initiatives are needed in Africa to embrace *obuntu bulamu* as a way of life, and to equate it in literature with participative management concepts and practices.

### **2.15.3 Participative management in a developed country such as the United States of America**

Citizen participation in the governance of the United States of America (USA) is legislated and encouraged in all spheres of life. Workplaces such as schools have not been left untouched by what is regarded as workplace democracy. The history of participatory management and democracy in the USA can be traced from Athenian democracy in the fourth century BC and through United Nations activity in the 20<sup>th</sup> century (Lichtenstein, 2008:32). The literature reviewed reveals that Americans have been moving toward more, not less, participation. The concept of humanity in the USA shares common features with the notion of *ubuntu* (*humanness*) in South Africa.

The contemporary representative democracy in the USA is a product of a long and gradual shift toward and emphasis on self-management. Thus the USA claims to be the world's foremost democratic society, which perpetuates democratic principles and values in decision-making processes in governance, culture, workplaces, and other spheres of activity. Participatory management and democracy create a platform for American people to have a say in how their affairs are managed. There is no doubt that this feeling for democracy is cascaded into the workplace, which challenges autocratic, dictatorial and tyrannical practices. Akdere (2011:131) cautions that a democratic or participatory management style will be effective only if people participate actively in the decision-making process. This view emphasises the fact that participative management is basically a two-way street for attaining set goals in organisations such as schools.

The need in the States for a participatory management style gained momentum in education in the 1960s. Civil rights movements and other social structures played a vital role in this regard. Lichtenstein (2008:33) points out that in the 1960s the Americans were responding to the strident demand for greater personal freedom that affected virtually all American institutions. Americans were increasingly becoming less willing to passively do what they were told to do. They demanded more say in making the decisions that affected their lives. As a result, the traditional hierarchical structure, with its accompanying authoritarian management style, became less attractive and effective.

The American definition of participative management dovetails with their shared beliefs about how decisions ought to be made in a democracy. In this regard, de Vries, *et al.*, (2011:786) regard participative management as the process in which managers share some or all of their influence with their subordinates. This view is supported by Akdere (2011:1313) and Lichtenstein (2008:31) in the American literature.

Lichtenstein (2008:29) points out that Peter Drucker contributed to the dynamic business environment which advocated participative management in the USA. Participatory management has been regarded as a management technique aimed at increasing productivity using knowledge of the employees. For Americans, underlying participative management practice is the belief that the process might lead to enhanced staff morale, motivation, productivity, performance and job satisfaction (de Vries, *et al.*, 2011:689). Participative management in the USA is generally understood to mean staff participation in decision making. Definition of participatory management relates to themes of communication and trust between the manager and the employees. In this study the researcher argues that participative management fosters information flow during the decision-making process. This effect, in turn, raises the quality of the decisions made.

Lichtenstein (2008:32) argues that management must have confidence in subordinates and encourage participation by fostering a mutually trusting, friendly workplace environment. De Vries, *et al.*, (2011:780) argue that participative management is based on subordinates' need for leadership and management. This may vary from time to time, depending on the nature of the set goal and the environment. When the need for leadership and management emerges on the part of subordinates the amount of

supervision decreases. However, this process does not mean that power is absolutely relinquished. De Vries, *et al.*, (2011:786) associate participative management in the USA with the notion of employee empowerment, team performance and transformational leadership, which is similar to the South African view. However, the settings may be different, in terms of goals to be achieved and operational environments, between developed and developing states.

Participative management may not be the best style of management for all developed nations. For instance, Fujitsu in Japan has scrapped its management by objectives (MBO) type programme, which is related to participative management, because management found it did not fit well with the Japanese culture, which emphasises minimising risk and having long-term goals (Robbins, *et al.*, 2013:152).

## **2.16 CHAPTER SUMMARY**

There is not one management style that is perfect in all situations. Participative management may not be suitable for most occasions or situations in schools, but research is still required as to what can replace it as a preferred management concept. Chapter two has provided conceptual and theoretical frameworks for participative management, derived from selected and relevant literature. This chapter indicated gaps in knowledge which became a springboard for conducting this study. It was also through literature review conducted in this chapter that the researcher related participative management with other management practices taking place locally, continentally and internationally.

## CHAPTER THREE

### 3. RESEARCH METHODOLOGY AND DESIGN

#### 3.1 INTRODUCTION

This chapter outlines the research methodology and design that the researcher employed in order to obtain data from respondents with regard to the research questions which were as follows:

- Under what conditions is participative management style appropriate at secondary schools?
- What are management development needs of school managers in facilitating participative management practices in secondary schools?
- What are inhibiting factors to a participative management style in secondary schools?
- Which models can be developed to enhance the implementation of participative management in secondary schools?

The study was conducted using a mixed methods approach. De Vos, *et al.*, (2013:66) argue that mixed methods research builds on both quantitative and qualitative approaches. Thus both research approaches tend to complement each other in an effort directed towards understanding and analysis of the research problem, and to a large extent the research objectives. For the purposes of this study, a mixed methods approach enabled the qualitative and quantitative research questions and objectives stated in Chapter One to be organised into coherent and integrated themes for understanding participative management practices at secondary schools in the Uthungulu district of KwaZulu-Natal province in South Africa. The researcher also considered that the mixed methods approach would be necessary to investigate the research problem, and to complement data about participative management practices in schools. Chapter Three of the study presents the research methodology and research design, instrumentation, target population, sampling, administration of the research instruments, data analysis methods, ethical issues, and chapter summary.

### **3.2 PERMISSION TO CONDUCT THE STUDY**

Best & Khan (1989) advise that in a research project, it is essential to secure approval from the relevant authorities prior to undertaking the study. Consequently, the researcher acquired the approval of the Head of Provincial Education Department who granted the researcher permission to conduct the survey (cf. Appendix D). Another permission letter was received from the University of Zululand Research Ethics Committee (cf. Appendix G).

Gaining access to sites or participants required permission from authorities of KwaZulu-Natal Department of Basic Education and the University of Zululand Research Ethics Committee. When the permission was granted it was then feasible to reach participants in various randomly selected secondary schools in the Uthungulu district of KwaZulu-Natal province in South Africa. The period granted to conduct investigation in the permission letter was between January and September 2015.

The University of Zululand Research Ethics Committee provided permission to conduct the study after the researcher has defended the research proposal and satisfied all requirements for conducting the study determined by the university. The university issued the ethical clearance certificate. When the ethical clearance certificate was issued the researcher approached the KwaZulu-Natal for the permission to conduct this study.

Letters were written to school principals requesting their participation in the quantitative section of the study. Principals signed participant informed consent declaration form order to participate in the study.

For the permission of gathering qualitative data, telephonic appointments were made with heads of departments. The researcher explained the purpose of the study to selected heads of departments. Participants were requested to sign the informed consent form prior to interviews.

### **3.3 RESEARCH DESIGN**

This section details the research design and instrumentation used in this study.

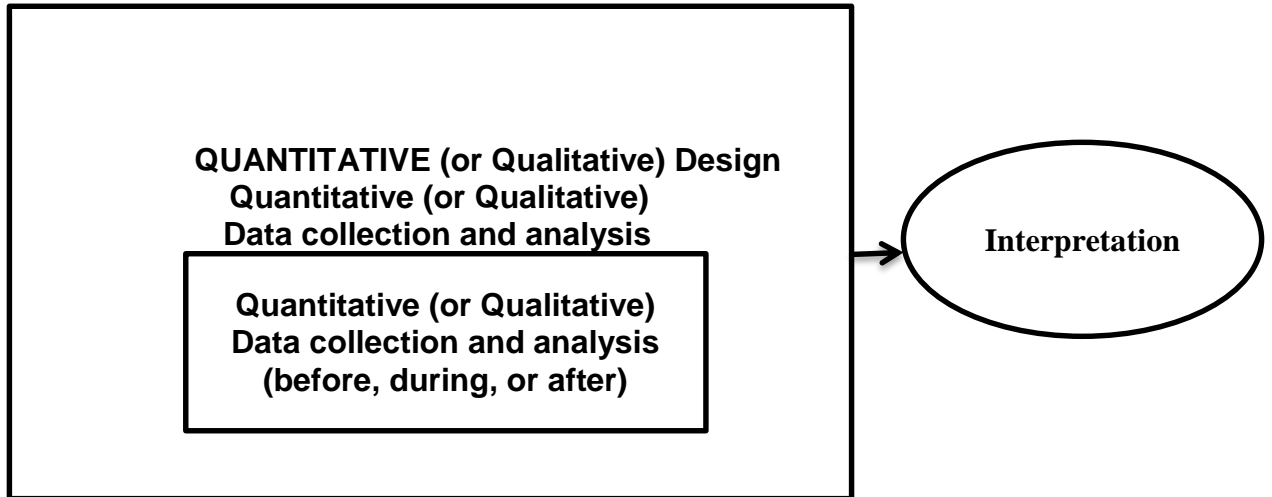
#### **3.3.1 Nature of research design**

For the purpose of fulfilling the objectives of the study and understanding the trajectory emanating from the research problem, the researcher used a mixed methods approach. This view concurs with that of Creswell & Clark (2011), cited in Creswell (2012:535), who argue that a mixed methods research design is a procedure for collecting, analysing, and “mixing” both quantitative and qualitative methods in a single study, or a series of studies, to understand a research problem. Thus it became imperative for the researcher to understand and mix both quantitative and qualitative research approaches in order to harvest positive results for the study.

Creswell (2012:535), and de Vos, *et al.*, (2013:439) posit that mixed methods research design is an advanced procedure which tends to be time-consuming, requiring extensive data collection and analysis. The researcher understood what they meant once he became involved in the planning, implementation and evaluation phases of the data. He eventually integrated, linked and embedded data from both qualitative and quantitative research approaches when collecting data in order to produce this mixed methods study.

Of all the mixed methods designs, namely the convergent parallel, the explanatory sequential, the exploratory sequential, the embedded, the transformative, and the multiphase, this study used the embedded design. Creswell (2012:544) argues that the purpose of the embedded design is to collect quantitative and qualitative data simultaneously or sequentially, but to have one form of data play a supportive role to the other form of data. In this study the researcher collected quantitative data first, and thereafter the qualitative data provided the supportive dimension. The researcher wanted to understand the conditions which favour participative management in quantitative data, whereas in qualitative data it became critical to understand the experiences of respondents in various secondary schools so that the responses could be correlated.

The researcher was able to collect both quantitative and qualitative data during the period of investigation for the single study. Considering the nature of the research questions, it was deemed necessary to analyse two kinds of data separately since they addressed different research questions. Figure 6 provides an illustration of the embedded design used in this study.



**Figure 6. Embedded design of the mixed method study**

Adapted from Cresswell (2012:541)

The above figure shows that the mixed methods researcher gave priority to the major form of data collection, which is quantitative. Thus the qualitative data provided the supportive form and additional information to the primary form of data collection in the study.

It was deemed necessary by the researcher during the period of investigation to collect both quantitative and qualitative data sequentially owing to the research design chosen. In terms of the above diagram, supportive data is used to supplement, augment or give additional sources of information not provided by the primary source, which is quantitative data. Creswell (2021:545) argues that augmentation helps to gather information that typically addresses a different question from that asked for by the primary form of data. In this respect, the researcher's purpose was to understand the conditions which favour participative management when distributing quantitative research instruments to school principals, whereas qualitative research instruments assessed the actual experiences of heads of departments with regard to participative management at secondary schools in the Uthungulu district. The researcher also felt that

there is a need of validating and supplementing information provided by principals in quantitative data through interviewing heads of departments.

The embedded design in this study combined the advantages of both quantitative and qualitative data. Creswell (2012:545) posits that quantitative data are more effective at recording outcomes of the experiment than identifying through qualitative data how individuals are experiencing the process. The embedded design afforded the researcher the opportunity to collect qualitative data, although the overall design still emphasised the quantitative approach.

Creswell (2012:545) provides caveats in regard to using embedded designs in the sense that the researcher needs to be clear about the intent of the secondary data base; the two databases may not be easily compared because the data address different research questions; and there is also the possibility that introducing qualitative data collection during an experiment (or correlational study) might influence the outcomes. The researcher put strategies in place in order to minimise that effect. For instance, he separated the analysis of data sets in Chapter Four (4) of this study. Quantitative and qualitative data collection proved to be labour-intensive for the researcher when using the embedded design.

### **3.3.2 Research instruments**

The study used a mixed methods approach in order to address research questions and to solve the research problem. This approach combines the quantitative and qualitative research approaches.

#### ***(a) Questionnaires***

For gathering quantitative data, the questionnaire was used. Kumar (2014:14) favours the use of the quantitative approach since it is rooted in the philosophy of rationalism; follows a rigid, structured and predetermined set of procedures to explore; aims to qualify the extent of variation in a phenomenon; emphasises the measurement of variables and the objectivity of the process; believes in substantiation on the basis of a large sample size; and gives importance to the basis of a large sample size, and to the

validity and reliability of findings so that conclusions and inferences can be made regarding participative management practices in the Uthungulu district of KwaZulu-Natal province in South Africa.

The questionnaire comprised open-ended and closed-ended questions in order to elicit information from the school principals as respondents. The questionnaire was developed by the researcher taking into account the objectives of the study. Section A of the questionnaire required respondents to provide biographic or demographic and general information. In Section B of the questionnaire respondents were afforded an opportunity to state conditions which favour participative management. In Section C respondents had to give their views regarding management development needs of school principals. Section D required respondents to give factors inhibiting participative management. The last section of the questionnaire required respondents to provide general information about participative management issues at secondary schools in the Uthungulu district.

***(b) Interviews***

Interviews were used to collect qualitative research data. The researcher considered the research questions and objectives pursued by the study when choosing interviews as a mode of collecting qualitative data. Through the use of interviews the researcher wanted to understand the feelings, perceptions and experiences of respondents pertaining to participative management in various secondary schools. This aim is supported by Kumar (2014:14), who asserts that the qualitative approach is embedded in the philosophy of empiricism; follows an open, flexible and untrusted approach to enquiry; aims to explore diversity rather than to quantify; emphasises the description and narration of feelings, perceptions and experiences rather than their measurement; and communicates findings in a descriptive and narrative rather than analytical manner, placing more or less emphasis on generalisations.

The structure of the interview schedule used to gather qualitative data from heads of departments at secondary schools comprised information about the research topic, information on the purpose of the study, the name of the school, position in the school, qualifications, date, the time and venue of the interview, and the number of

years as heads of departments. The interview schedule comprised open-ended questions which elicited information from the interviewees.

### **3.3.3 Target population**

In chapter one of this study, it was stated that there were 250 public secondary schools in the Uthungulu district of KwaZulu-Natal. It was also mentioned that Uthungulu district comprised Mthonjaneni, Nkandla, Richards Bay, Umhlathuze and Umlalazi education circuits. The school management team members, namely principals and heads of departments of secondary schools in the Uthungulu district formed the target population of this study. The nature of the research questions and objectives of the study contributed to the choice of the target population.

Since the study used mixed methods approach for data collection in quantitative data collection principals at secondary schools of Uthungulu district formed the target population of this study. It was established during investigation that there were secondary schools with deputy principals acting as principals. Such an arrangement never posed any challenges since the line functions of the principals and deputy principals tended to be the same in schools. It was further established that the roles and responsibilities for incumbents in acting positions in schools were the same.

The target population for qualitative data comprised all heads of departments at secondary schools in the Uthungulu district. The researcher realised the need of supplementing the quantitative information provided by principals. The process of collecting qualitative data from heads of departments was also deemed necessary to ensure validity and reliability of gleaned information from the respondents.

### **3.3.4 Sampling**

This section discusses sampling procedures used to collect both quantitative and qualitative data for this mixed method study.

### **3.3.4.1 Sampling techniques**

The study used mixed methods sampling strategy for data collection. Thus, simple random sampling was used for gathering quantitative data, whereas purposeful sampling was used for collecting qualitative data.

#### *(a) Sampling technique for quantitative data*

Simple random technique was used to collect quantitative data. In this regard, principals of secondary schools in the Uthungulu district were randomly selected to form the sample in this study. Creswell (2012:142) argues that intent of simple random sampling is to choose individuals to be sampled who will be representative of the population. Thus the sample chosen was, therefore, representative of the target population and its characteristics relevant in terms of achieving the objectives pursued by the study. Information pertaining to the number of secondary schools was received from Kwa-Zulu Natal: Uthungulu district - Education management information services (EMIS). A number was assigned to each school in order to extract randomly selected principals at secondary schools.

#### *(b) Sampling technique for qualitative data*

The study utilised purposeful sampling to collect qualitative data from selected heads of departments (HODs) at secondary schools in the Uthungulu district. Creswell (2012:206) argues that purposeful sampling, researchers intentionally selected individuals and sites to learn or understand the central phenomenon. Thus, the heads of departments (HODs) were regarded as “information rich” by the researcher to provide invaluable information which can address the research questions and objectives of the study. The information from heads of departments was further deemed necessary to augment or supplement information provided by principals at secondary schools of Uthungulu district.

### **3.4 ADMINISTRATION OF THE RESEARCH INSTRUMENTS**

Questionnaires and interviews were used to collect data from the respondents.

#### **3.4.1 Pilot study (questionnaires)**

The researcher piloted mixed methods research instruments, namely the questionnaires and interview schedules, in five secondary schools in the Uthungulu district. These schools were then excluded from the study. The pilot study served as a mode of assessing whether there was a need to make adjustments in the layout of the research instruments. The pilot study also provided a means of identifying spelling mistakes, questions, format, and average time required by the research instruments.

Creswell (2012:390) argues that a pilot test of a questionnaire or interview schedule is a procedure in which a researcher makes changes in an instrument based on feedback from a small number of individuals who have completed and evaluated the research instrument. In this study participants in the pilot test were allowed to make written comments directly on the survey instruments, so that the researcher could modify them if necessary.

It was through pilot testing that the researcher established that there were certain poorly worded questions in the questionnaire which were then rephrased before sending them out to the sample of the study. During the pilot study of the questionnaire the researcher realised the need to simplify certain questions which were ambiguous to the target population and that most participants failed to design models of participative management. The pilot study of the questionnaire provided the reliability and reliability of the research instrument.

#### **3.4.2 Pilot study (interviews)**

The researcher piloted the interview schedule in order to determine its validity and reliability. The sample was drawn from Nkandla circuit. The researcher personally interviewed three heads of departments. Kumar (2014:219) believes that the respondents are the best judge of whether or not the research findings have been able to

reflect their opinions and feelings accurately since the qualitative research study explores people's perceptions, experiences, feelings and beliefs. During the pilot study of the interview schedule four indicators, namely credibility, transferability, dependability and confirmability were used. These four indicators were essential to prove the validity and reliability of the interview schedule. It was established during the pilot study that there were no inherent weaknesses of the interview schedule because there was agreement of the respondents with the findings and that same results were obtained. However, participants were unable to design participative management models. The results obtained during the pilot study were further confirmed by respondents in various education circuits during actual investigation. Thus the pilot study of the interview schedule provided the credibility and transferability of the research instrument.

### **3.4.3 Actual study (questionnaires)**

After piloting the quantitative research instruments the onus was on the researcher to distribute them to principals at secondary schools in the Uthungulu district of KwaZulu-Natal. Creswell (2012:171) argues that there is a need for a uniform procedure for data collection in quantitative studies. The researcher therefore initially mailed questionnaires to various secondary schools in the Uthungulu district. The mailed documents comprised letters of request to participate in the study (Appendices E and F), the University of Zululand Research Ethics committee's ethical clearance certificate, permission to conduct research from the KwaZulu-Natal Department of Basic Education, the participant's informed consent declaration, and the questionnaire to school principals.

Respondents were given four weeks to return the questionnaires using the postage-paid and self-addressed envelopes. In the last week of submitting the questionnaires, the participants were reminded by cellphone short messages and mailed letters to return them. The researcher also randomly visited schools because it was anticipated that some secondary schools might have unpaid postal boxes. The return rate of questionnaires was 80% from the respondents. The data collection process for this study considered ethical issues which were discussed in Chapter One.

### **3.4.4 Validity and reliability in quantitative research**

Kumar (2014:213) defines validity as the ability of an instrument to measure what it is designed to measure. Thus, for the purpose of this mixed method study, the questionnaire was firstly validated for its use by the researcher. To this end, the researcher edited information and questions in the research instrument. He also tried to establish the link between questions and objectives so that the research instrument could yield intended results. This process required the researcher to systematically realign certain questions in the research instrument so that they could be in line with the stated objectives of the study. The research instrument was, moreover, submitted to the educational management expert (Prof. R.V. Gabela), who validated the content knowledge.

Concurrent and predictive validation took place during the pilot test of the research instruments. Kumar (2014:215) argues that predictive validity is judged by the degree to which an instrument can forecast an outcome, whereas concurrent validity is judged by how well an instrument compares with a second assessment concurrently done. It was on the basis of such views that the researcher had to pilot the research instrument to respondents who were then excluded from participating in the study.

Construct validity was also ensured in the study. Kumar (2014:215) regards construct validity as an indication of the quality of the research instrument to measure what it is supposed to. After the pre-test or data analysis, statistical procedure, namely SPSS, was used to establish the contribution of each construct to the total variance of participative management. The contribution of identified factors to the overall participative management served as an indication of the degree of validity of the research instrument. If a research tool is consistent and stable, hence predictable and accurate, it is said to be reliable (Kumar, 2014:15). Piloting the questionnaire ensured that it produced consistent results over a period of time. Reliability refers to the degree of accuracy in the results made by a research instrument.

The piloting of the questionnaire was intended to assess whether statements and questions were ambiguous. During the pilot test of the instrument, the researcher established that there were certain poorly worded questions which needed to be

grammatically adjusted. The researcher also wanted to establish the mood and feelings of respondents through the pilot test. Through this test the researcher realised that principals who were autocratic were hostile towards the study. It was for this reason that the researcher conducted interviews with heads of departments in order to supplement or augment information provided by principals at secondary schools in the Uthungulu district.

The researcher used test and parallel forms to determine the reliability of research instruments. The questionnaire was firstly administered once (the test), and then again (the retest) under the same conditions. The researcher analysed the ratio or difference between test and retest scores in order to prove the reliability of the questionnaire.

In the parallel form of the same test procedure, questionnaires and interview schedules were administered to the same population. The results obtained from one test were then compared with those obtained from the other. Since the results appeared to be similar, the researcher assumed that the research instruments were reliable.

#### **3.4.5 The use of questionnaires**

Kumar (2014:178) defines a questionnaire as a written list of questions, the answers to which are recorded by the respondents. On the other hand, Creswell (2012:626) regards a questionnaire as a form used in a survey design that participants in a study complete and return to the researcher. In this study, a questionnaire is a research tool with written questions used to gather quantitative data on the basis of the nature of the research questions and objectives of the study.

#### **3.4.6 Advantages of using questionnaires in the study**

The researcher chose to use questionnaires because they were less expensive and time consuming. In this study questionnaires afforded respondents adequate time to think about the questions before answering them. The researcher also deemed it necessary to use questionnaires because they provided greater anonymity in some situations where sensitive questions were asked. The questionnaires increased the likelihood of obtaining accurate information from respondents.

### **3.4.7 Disadvantages of using questionnaires in the study**

The questionnaire catered for a target population which could read and write. The researcher had to remind the respondents to return the questionnaires when the response rate was below 50%. The low response rate was attributed to bias against the questionnaire, since some principals disapproved of staff participation in decision making. It is probable that some respondents wanted certain issues or management concepts to be clarified to them face-to-face. Some respondents might have neglected to complete the questionnaires owing to increasing administrative functions at secondary schools, and the fact that the questionnaires were initially sent mainly to them. Content knowledge of management tasks also appeared daunting to some principals of secondary schools. It was also established during the investigation that other people such as deputy principals were used to answer the questionnaires. The researcher therefore supplemented quantitative data with qualitative data in order to ascertain the accuracy of information.

### **3.4.8 Actual study (interviews)**

Appointments for interviews were made with heads of departments in secondary schools whose staff did not complete the questionnaires. Most heads of departments preferred to be interviewed in schools. During interviews audio taping of the interview process took place, and the researcher was also taking careful notes as a backup. Collecting data in qualitative research required the use of interview schedules. Creswell (2012:225) defines the interview schedule as a form designed by the researcher that contains instructions to be asked, and spaces to take notes of responses.

Open-ended questions were used during interviews. The first question served as an icebreaker. Core questions, from question 2 to question 10, addressed major research questions as a way of eliciting information from interviewees. During the interviews the researcher probed some interviewees in order to elicit further information. He jotted down notes on the interview schedule, and kept eye contact with interviewees throughout the interview process. Maintaining eye contact with interviewees helped to ensure the reliability and validity of the qualitative research data.

Towards the end of the interviews, the researcher thanked the participants and assured them of the confidentiality of their responses. The participants also had the opportunity to ask questions at the end of interviews. Finally, the researcher discussed the manner in which he intended to disseminate information.

### **3.4.9 Validity and reliability in qualitative research**

According to Kumar (2014:218), validity refers to the ability of a research instrument to demonstrate that it is finding out what the researcher designed it to, and reliability refers to consistency in its findings when used repeatedly. Qualitative research uses flexible and evolving methods and procedures for collecting data. In this study, the researcher ascertained and piloted the ability of the interview schedule to measure what it was expected to, and how consistent it was when the data collection questions were neither fixed nor structured. After piloting the interview schedules, the researcher changed the wording of certain questions.

The qualitative research instrument, namely the interview schedule, was judged by its trust-worthiness and authenticity. Kumar (2014:219) cites Cuba & Lincoln (1994), who give four indicators closely related to validity and reliability in qualitative research: credibility, transferability, dependability and confirmability.

Credibility is similar to validity in quantitative research. To ensure credibility, the researcher took the findings to those who participated in the pilot study. This meant that the respondents had to confirm, validate and approve the findings of the pilot study.

Transferability refers to the degree to which the results of qualitative research can be generalised or transferred to other contexts or settings (Trochim & Donnelly, 2007:14) cited in Kumar, 2014:219). In this regard, results from five heads of departments were compared to other contexts or settings.

Dependability is similar to reliability in quantitative research. The focal point of validity is to assess whether the research instrument can yield the same results if used twice. During the pilot study, the research instrument replicated the same results when it was administered to respondents.

The last indicator for judging the trustworthiness and authenticity of the research instrument in qualitative research is confirmability. Kumar (2014:219) cites Trochim & Donnelly (2007:149), who define confirmability as the degree to which the results can be confirmed or corroborated by others. In this sense, confirmability tends to be similar to reliability in quantitative research. To ensure the confirmability of results, the researcher followed the process in an identical manner for the results to be compared. This means that what happened during the first interview was thereafter used throughout the process of collecting qualitative data. For instance, the interviewer's mood and nature of interaction with interviewees remained the same in all interviews, even though the geographical settings were different.

#### **3.4.10 The use of interviews in the study**

This study used unstructured interviews to explore intensively and extensively issues pertaining to participative management at secondary schools. Through interviewing participants the researcher hoped to obtain in-depth information which was not provided by the quantitative research instrument. Kumar (2014:176) defines interviewing as a person-to-person interaction, either face-to-face or otherwise, between two or more individuals with a specific purpose in mind. Interviewing is defined by Creswell (2012:217) as a process in qualitative research when researchers ask one or more participants general, open-ended questions and record their answers. In this study, interviewing is defined as a mode of eliciting responses from respondents face-to-face in order to answer the research questions of the study. Interviewing is further regarded as a deliberate qualitative process aimed at achieving the objectives of the study.

#### **3.4.11 Advantages of using interviews in the study**

The researcher used interviews because they were appropriate for studying complex and sensitive situations which were pertinent to the research questions and objectives of the study. The interviewing technique allowed the researcher an opportunity to prepare respondents before asking sensitive questions. He also deemed it necessary to collect in-depth information from the respondents, since there was a chance for probing sessions during the interviews. He was also able to observe non-verbal cues or reactions from the

respondents. Questions which were misunderstood by the respondents were easily explained to them during interviews. In some cases the interviewer repeated the questions or clarified management context during the interview session. Thus interviewing proved to be an appropriate research technique for gathering qualitative data from heads of departments at secondary schools in the Uthungulu district, in the sense that the researcher was able to supplement or augment quantitative data obtained from school principals by means of questionnaires.

#### **3.4.12 Disadvantages of using interviews in the study**

The sample was scattered over a wide geographical area, hence interviews proved to be time-consuming and expensive. Most interviewees preferred to be interviewed in their workplaces, which were sometimes difficult to reach by car. The quality of data also depended upon the quality of the interaction between the interviewer and the interviewee. Most interviews provided unique platforms for understanding participative management practices at secondary schools in the Uthungulu district. Sometimes the quality of data depends upon the quality of the interviewer. In the researcher's case he was able to control this situation since he possessed the necessary skills, experience and commitment. The quality of data when using interviews can vary when multiple interviewers are used, but this aspect was also controlled in the study for the sake of obtaining accurate information. Kumar (2014:183) warns that there is the possibility of researcher bias during interviews, either in the framing of questions or in the interpretation of responses obtained; but the researcher was able to avoid this danger by initially piloting the qualitative research instrument, and interpreting qualitative data on the basis of the research questions and objectives pursued by the study.

### **3.5 DATA ANALYSIS METHODS**

Since this mixed method study used embedded design analysis, the analyses of the quantitative and qualitative data were kept separate because the researcher realised that the two datasets reflected different questions. In this study questionnaires were coded and the outcome analysis is conducted for the quantitative data, whereas themes are analysed for qualitative data. Regardless of the fact that the analyses proceeded independently of each other in this study, results of the two databases were integrated

and interpreted together. In this mixed method study, quantitative and qualitative data were gathered and analysed simultaneously in order to understand participative management practices at secondary schools in the Uthungulu district.

### **3.5.1 Data analysis methods for quantitative data**

Raw data was cleaned or edited for misclassification, inconsistencies, incompleteness and gaps in the information obtained. The process required the researcher to examine all the answers to one question, and all questions given by respondents. After editing of data, the questionnaires were coded in order to identify similarities and differences in the instruments so that research themes could be developed and identical variables put together. This process ensured that quantitative, categorical and descriptive responses could be separated. In descriptive responses, which comprised open-ended questions, content analysis was undertaken through identifying the main themes that emerged from the answers to questions. A code book which provided guidelines for numerical values was developed for all the items in the questionnaire. The researcher pre-tested the code book, and thereafter coded the data. Verification of coded data also took place. After coding, analysis of data took place. A frame of analysis was developed which set the platform for computer analysis using Statistical Package for the Social Science (SPSS).

### **3.5.2 Data analysis methods for qualitative data**

Qualitative raw data gathered during interviews were transcribed and merged with information derived from the interview schedule. Data were, moreover, edited in order to develop themes from emerging responses. Validation of the information by the respondents ensured the accuracy of data collected during interviews. Large graph paper with detailed headings was used to calculate frequencies and cross-tabulate answers from respondents. During content analysis of data, the researcher identified the main themes, assigned codes to them, classified the responses under them, and integrated themes and responses into the text of the report. The researcher realised that the sample chosen for qualitative data was a sizeable figure, hence the data analysis was performed manually.

### 3.6 ETHICAL ISSUES

It was imperative for this mixed methods study, which combined quantitative and qualitative research, to consider typical ethical issues that are applicable to both forms of enquiry. When conducting the study, the researcher sought permission from the University of Zululand Research Ethics Committee, the KwaZulu-Natal Department of Basic Education, and the participants, which comprised school management team members, namely principals and heads of departments.

After seeking permission for quantitative data gathering, the researcher explained the purpose of the study and assured respondents of the anonymity and confidentiality of their responses. He did not disrupt the normal functioning of secondary schools since the respondents were afforded the ample time of four weeks to complete the questionnaires; hence participants were able to complete the questionnaire after normal working hours, or during weekends. The mailed envelopes included the letter which discussed the purpose of the study. There were no incentives provided to participants as the study was meant for academic purposes.

When the researcher received permission for qualitative data gathering, the stage was set for conveying the purpose of the study using narrative statements in the interview schedule. During interviews the researcher avoided deceptive practices towards interviewees, and respected the views of all the respondents who took part in the study. The sensitivity of power issues which could have hampered the positive results owing to various school management problems was taken into consideration. The researcher realised the need to know and understand the language, culture, and historical background of various communities in order to gain access to conduct the qualitative study. Respecting the cultural value systems of the respondents helped the researcher to obtain sensitive information for the study. However, the identities of participants were masked to ensure confidentiality. Participants were also free to decline to answer certain questions during interviews.

Ethical issues pertaining to the mixed methods basic design, such as those that concerned the embedded design, were also considered during the period of investigation. For instance, participants were never placed where they would receive

beneficial treatment. The mixed methods researcher had no obligation to destroy survey instruments, namely the questionnaires and interview schedules, after the conclusion of the study.

### **3.7 CHAPTER SUMMARY**

This chapter focused on the research methodology and design used in the study. The research methods and design in the study have been tested and utilised by other researchers and are believed to be relevant in yielding best results for studies of this nature. The chapter also discussed the sampling and procedures as well as methods of data analysis. The next chapter (chapter four) provides presentation, interpretation and analysis of data emanating from this study.

## CHAPTER FOUR

### 4. PRESENTATION, INTERPRETATION AND ANALYSIS OF EMPIRICAL DATA

#### 4.1 INTRODUCTION

In Chapter 3, the focus was on research methodology and design. This chapter focuses on presentation, interpretation and analysis of empirical data that were elicited from respondents by means of mixed methods research instruments, namely the questionnaires and interviews. Data collected by means of the quantitative research instrument, the questionnaire, was presented, interpreted and analysed first, and thereafter the data collected by means of the qualitative research instrument, the interview, was presented, interpreted and analysed.

The researcher firstly organised questionnaire data for analysis. A system of scoring was developed. For instance, responses from respondents were given identification numbers. The second step entailed the scoring of the questionnaires. Each response to an item was assigned a number of points, for example :

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
5	4	3	2	1

After scoring was done and checked by a qualified test-user, the results were transferred to a summary data sheet. The scores were systematically recorded. Each item was assigned its column. Since the data analysis involved item analysis from the questionnaire, the scores for each item were tabulated.

When the statistical analyses were completed, the researcher rechecked the data. For instance, the original scores were rechecked together with the data sheets. The process of rechecking data by another person ensured the reliability of scores in the study.

For processing qualitative data gathered through interviews, the researcher firstly transcribed the views of the respondents from the digital voice recorder in order to develop a general sense of the data. The researcher thereafter coded the data using P1-

P20 as a way of identifying respondents with whom interviews were held. The onus was on the researcher to develop themes about the central phenomenon, participative management, on the basis of the responses given by the respondents. In analysing interview data, the researcher used thematic analysis, which involved reading verbatim transcripts, identifying possible themes, comparing and contrasting themes, and building theoretical models. The researcher interviewed 20 heads of departments (P1-P20) in this study. Below is the presentation, interpretation and analysis of empirical quantitative data in the study.

## **4.2 PRESENTATION, INTERPRETATION AND ANALYSIS OF EMPIRICAL QUANTITATIVE DATA**

This part of the study deals with information gained from the respondents using the questionnaire. Out of the total of 200 questionnaires distributed to principals in secondary schools, 180 were returned by the respondents. Presented below are statistical tables drawn up from the replies to the questionnaires, together with brief analyses and interpretations of the data.

### **4.2.1 The questionnaire**

#### **4.2.1.1 Demographic and general information**

This section of the questionnaire (A), giving demographic and general information, was completed by all respondents.

Table 1: **Gender of respondents**

<b>Gender</b>	<b>Respondents</b>	<b>Percentage</b>
Male	110	61
Female	70	39
<b>Total</b>	<b>180</b>	<b>100</b>

Table 4.1 shows that a total population of 180 (n=180) responded. This table provided the researcher with the gender distribution of the respondents. In this table, 61% of the respondents were males, and 39% were females. The high percentage of males can be attributed to the patriarchal nature of society, gender stereotyping, socialisation factors, and the gender bias of communities which tend to trust male principals as people who are capable of managing secondary schools. The table further showed that gender imbalances from apartheid, which made it difficult for women to be accepted as managers or leaders in certain positions, have not yet been addressed. The view regarding the patriarchal nature of South African society is endorsed by Coetzee (2001:300), who maintains that despite attempts at transformation of education in South Africa, and legislation prohibiting, inter alia, discrimination on the basis of gender, it seems that concerns about gender relations have merely scratched the surface, which implies that discrimination remains embedded in the new educational dispensation. According to van Deventer & Kruger (2014:266), the challenge today is not simply to ensure that women and girls receive quality education in numbers equal to men and boys, but to encourage females to pursue male-dominated fields. Thus the table shows that females have too seldom been given challenging or management positions at secondary schools in the Uthungulu district of KwaZulu-Natal in South Africa.

Table 2: **Age group of respondents**

<b>Age in years</b>	<b>No. of respondents</b>	<b>Percentage</b>
Under 30	0	0%
30-39	0	0%
40-49	75	42%
50-59	90	50%
60 upwards	15	8%
<b>Total</b>	<b>180</b>	<b>100%</b>

Table 4.2 shows that there are no principals who are under 40 in the sample, and that 75% of principals are between 40 and 49. The table also shows that 50% of principals are between 50 and 59, and that 8% of principals are over 60. The table shows that most secondary schools are managed by mature people with a long period of service.

According to the Society of Human Resource Management (SHRM) in September 2006, the reason for hiring older employees for management positions is that older employees have invaluable work experience, including diverse thoughts and approaches. The report by the SHRM further states that older people tend to have a serious commitment to work, and they are loyal. Invaluable work experience, diverse thoughts, commitment and loyalty are essential features for any incumbent in a management position. The low percentage of 8% of the respondents who were above 60 years of age shows that most principals tend to retire early. Age may have an influence on how principals manage schools.

**Table 3 : Highest educational qualification**

<b>Qualification</b>	<b>No. of respondents</b>	<b>Percentage</b>
Matric	0	0
BA	26	14
B. Ed.	70	39
B. Ed. (Hons)	50	28
BA Hons	21	12
MA	9	5
M Ed.	4	2
PhD	0	0
Other	0	0
<b>Total</b>	<b>180</b>	<b>100</b>

This table provides the researcher with knowledge of the respondents' qualifications. According to the table, there were no respondents who had matric as their highest qualification. 14% of the respondents had BA degrees, and 39% percent had B. Ed. degrees. A significant number of respondents (28%) had B Ed. (Honours). 12% of the respondents had BA (Honours) degrees, 5% had Master of Arts degrees, and 2% Master of Education degrees. Specialisation in management at postgraduate level appeared to be a challenge for most respondents. According to the staff writer for Adcorp on 2 October 2014, the small number of individuals with professional management qualifications was a great concern for South Africa. The shortage of school principals

with knowledge of management might have an adverse effect on management styles currently used at secondary schools in the Uthungulu district.

Table 4: **Professional qualifications of respondents**

<b>Professional qualification</b>	<b>No. of respondents</b>	<b>Percentage</b>
PTD	40	22
STD	5	3
SSTD	110	61
HDE/HED	15	8
UED	10	6
<b>Total</b>	<b>180</b>	<b>100</b>

According to the above table, respondents held various professional qualifications. 22% of the respondents had PTDs even though they were working at secondary schools. 3% of the respondents had STDs, a large number (61%) had SSTDs, 8% had HDE or HED, and 6% had UEDs. A total of 78% of the respondents held the current professional qualifications for secondary schools, namely STD, SSTD, HDE/HED and UED. Bush, *et al.*, (2011:31) point out that in South Africa a teaching qualification serves as one of the requirements for school principals. However, it is notable that there was no respondent with an advanced certificate in school leadership and management. The researcher believes that there is an increasing need for regarding school headship as a specialist occupation that requires specific educational preparation.

Table 5: **Teaching experience in years**

<b>Teaching experience in years</b>	<b>No. of respondents</b>	<b>Percentage</b>
0-5	0	0
6-10	0	0
11-15	10	6
16-20	50	28
Over 20	120	66
<b>Total</b>	<b>180</b>	<b>100</b>

Table 4.5 reveals that there were no respondents who had teaching experience between 0 and 10 years. This indicates that senior positions in secondary schools need people with a lot of teaching experience. According to the table, 6% of the respondents had teaching experience between 16 and 20 years. Bush, *et al.*, (2011:31) have identified teaching experience as another requirement for school principals in South Africa. Thus most promotions seem to have come to respondents after a long period of organisational preparation for the posts, if not as a reward for their long service in the teaching profession.

Table 6: **Staffing in secondary schools**

No. of schools with deputy principals	No. of schools with heads of departments	No. of educators per secondary school						No. of schools with security personnel	No. of schools with support staff, e.g clerks	No. of schools with librarians	Other staff members
		1-5	6-10	11-15	16-20	21-25	26 and above				
125	175	2	30	31	50	44	23	125	155	15	0
69%	97%	1%	17%	17%	17%	24%	13%	69%	86%	8%	0%

Table 4.6 indicates that 69% of the respondents had deputy principals. This percentage does not show whether these role functionaries were in an acting capacity, or had been officially appointed by the Department of Basic Education. The table also shows that 97% of the respondents had heads of departments. It is probable that even in smaller schools there is a person who is a head of department. Individuals designated as heads of departments could act as deputy principals or principals during the absence of one of the senior staff members. However, Ramalepe (2014:1) warns that the absence of shared leadership and lack of cohesion within the school management team might have a detrimental effect on school performance. If the school management team has a common purpose and collaborates, that could serve as an advantage for embarking on participative management initiatives at secondary schools.

**Table 7: Involvement in teaching tasks by principals**

<b>Involvement in teaching</b>	<b>Number of respondents</b>	<b>Percentage</b>
Yes	179	99
No	01	01
<b>Total</b>	<b>180</b>	<b>100</b>

Table 4.7 reveals that 99% of the respondents were involved in teaching, or had some teaching period per week. The table does not show the number of periods per week. This figure indicates that most school principals were faced with the daunting task of juggling with teaching, leadership and management functions in secondary schools. According to Moonsammy-Koopasammy (2012:19), a principal is required to engage in class teaching as per the workload of the relevant post level, and perform management functions. The researcher contends that the current positional authority of principals does not make them proper chief executive officers when they still have to be involved in teaching. Involvement in both teaching and management could negatively affect school management functions such as implementing participative management.

***4.2.1.2 Conditions which favour participative management at secondary schools.***

This part was Section B of the questionnaire given to principals. The analysis is based on the conditions which favour participative management at secondary schools in the Uthungulu district. Below is a table which presents quantitative data on these conditions:

**Table 8: Conditions which favour participative management at secondary schools**

ITEMS		Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Total
a) There is a need for creating a school policy which allows for staff participation.	N	105	75	0		0	180
	%	58	42	0		0	100
b) There is a need for principals to fasttrack the process of participative management in schools.	N	125	55				180
	%	69	31				100
c) There is a need for principals to analyse the readiness of staff members before introducing participative management initiatives.	N	70	110				180
	%	39	61				100
d) There is a need for principals to allow staff members to participate in decision making.	N	170	10				180
	%	94	6				100
e) There is a need for schools to have a model for staff participation in decision making.	N	60	117	2	1		180
	%	33	65	1	1		100
f) There is a need for principals to match individual needs with organisational goals in the pursuit of participative management.	N	90	87	2	1		180
	%	50	48	1	1		100
g) There is a need for principals to involve staff members on matters pertaining to professional practice.	N	135	44	1			180
	%	75	24	1			100
h) There is a need for principals to encourage staff participation in extra-curricular activities.	N	135	45				180
	%	75	25				100
	N	105	75				180

i) There is a need for principals to initiate participative management style in order to minimise organisational conflicts.	%	58	42				100
	N	95	75		10		180
j) There is a need for principals to regard participative management as a critical aspect of power sharing in various decision-making processes.	%	53	42		5		100
	N	90	75			15	180
k) There is a need for principals and staff to reach decisions by consensus.	%	50	42			8	100
	N	120	50		10		180
l) There is a need for principals to value regular staff meetings in order to share information.	%	67	28		5		100
	N	120	50		10		180

**a) There is a need for creating a school policy which allows for staff participation in decision making.**

Table 4.8 reveals that 100% of the respondents agreed that there is a need to create a school policy which allows for staff participation in making decisions. Mosoge & van der Westhuizen (1998:73) point out that recent reform policy in education rests on the implementation of school-based management which has a direct impact on the devolution of authority, leadership styles, decentralisation of school functions and teacher participation. This means that school policies and legislation need to reflect the participatory practices of school management. However, the information on the questionnaire did not elicit responses from the respondents on the basis of how many secondary schools have created such policies for staff participation in decision-making.

**b) There is a need for principals to fasttrack the process of participative management in schools.**

Table 4.8 shows that the overwhelming number of 100% of the respondents endorsed the need for principals to fasttrack the process of participative management in schools. Pateman (1970), in Doughty (2014: 87), emphasises the need to optimise and accelerate

participative management in the pursuit of organisational goals (cf 2.4.1). Thus organisations such as secondary schools have not been left untouched by such a need.

- c) **There is a need for principals to analyse the readiness of staff members before introducing participative management initiatives.**

In Table 4.8 100 % of the respondents felt that they should concede to the need for principals to analyse the readiness levels of staff members before introducing participative management initiatives. Colquitt, *et al.*, (2009) argue that school principals and other school management team members turn responsibility for key behaviour over to employees because they are ready to perform the identified task (cf. 2.3.2). This means that school principals need to analyse the readiness of staff members before introducing participative management initiatives, so that employees are not thrown into the deep end.

- d) **There is a need for principals to allow staff members to participate in decision making.**

Table 4.8 reveals that 100% of the respondents strongly agreed that there was a need for principals to allow staff members to participate in decision making. Riggs, *et al.*, (2012:566) argue that today's employees want to share in the management of the organisation they work for (cf. 2.4.3). Thus it has become imperative for principals in secondary schools to allow staff members to participate in decision making.

- e) **There is a need for schools to have a model for staff participation in decision making.**

Table 4.8 shows that 98% of the respondents agreed that there is a need for schools to have a model for staff participation. Hellriegel, *et al.*, (2003:518) have argued in Victor Vroom and Phillip Yetton's leader participation model (1973) that the model provides a set of rules to determine the amount and form of participative decision making that should be encouraged in different situations (cf. 2.3.3). This means that a model for

staff participation in decision making assists in terms of mapping out the route about why participative management exists in secondary schools.

- f) **There is a need for principals to match individual goals with organisation goals in the pursuit of participative management.**

Table 4.8 reveals that 98% of the respondents affirmed that there is a need for principals to match individual goals with organisational goals in the pursuit of participative management. J. W. Getzels and E. G. Guba (1957), in van der Westhuizen (2014:101) have demonstrated in the social system theory the need to merge individual needs with organisational needs in the pursuit of participative management (cf. 2.3.1). Through merging individual needs with organisational needs employees tend to feel valued at the workplace. The employees' levels of productivity and job satisfaction could be enhanced.

- g) **There is a need for principals to involve staff members in matters pertaining to professional practice.**

Table 4.8 shows that 99% of the respondents agreed on a need for principals to involve staff members in matters pertaining to professional practice. Joyce, *et al.*, (2012:137) have argued that there is a need for school principals to involve staff members on issues pertaining to their professional practice (cf. 2.5.3). Staff involvement is essential to create the sense of ownership for decisions taken collectively about professional matters.

- h) **There is a need for principals to encourage staff participation in extra-curricular activities.**

Table 4.8 shows that 100% of the respondents conceded that there is a need for principals to encourage staff participation in extra-curricular activities. Caldwell & Spinks (2012:75) have indicated that staff participation in extra-curricular activities is an important area in terms of school success (cf. 2.5.3). This means that staff

participation in extra-curricular activities might have an educational value for learners' personal development.

- i) There is a need for principals to initiate participative management in order to minimise organisational conflicts.**

Table 4.8 reflects that 100% of the respondents agreed that there is a need for principals to initiate participative management in order to minimise organisational conflicts. In Table 4.8 there is a need for principals to initiate participative management in order to minimise organisational conflicts. However, Robbins (2011:157) warns that too much reliance on participative management might stimulate conflict (cf. 2.4.3). This might be true since participative management tends to lead to promotion of differences amongst staff members. On the other hand, this view seems contrary to Lichtenstein's (2008:31), who states that underlying participative management is the belief that through staff participation, organisations might mitigate instances of conflict (cf. 2.2). This means that Lichtenstein views participative management as a vehicle which can bring about peace, stability and productivity at the workplace.

- j) There is a need for principals to regard participative management as a critical aspect of power sharing in various decision-making processes.**

Table 4.8 shows that 95% of the respondents affirmed that there is a need for principals to regard participative management as a critical aspect of power sharing in various decision-making processes. Power sharing tends to be a critical component of participative management. Indeed, John Dewey (1916), in Pausch (2013:87), argues that exclusion from participation was a form of suppression that should not be accepted in a social relationship (cf. 2.4.1). Principals may need to share power with staff members as a mode of implementing participative management in schools. In Table 4.8 5% of respondents were undecided about this matter.

**k) There is a need for principals and staff to make decisions by consensus.**

Table 4.8 reveals that a significant number (92%) of respondents agreed that there is a need for principals and staff to make decisions by consensus. Achieving organisational goals by consensus is the key aspect of participative management. Bush (2011:72) associates participative management with collegiality when decisions are made through a process of discussion leading to consensus (cf. 2.6). This process requires staff members to have a common understanding about the aims of the institution. Eight % of the respondents disagreed on the need for principals and staff to reach decisions by consensus.

**l) There is a need for principals to value regular staff meetings in order to share information.**

Table 4.8 reflects overwhelming support for regular staff meetings. Ninety five % of respondents agreed that there is a need for principals to value regular staff meetings in order to share information. It is probable that most respondents regard staff meetings as a method of sharing ideas. Trewatha & Newport (2012:437) contend that through the implementation of participative management methods such as staff meetings, employees are given the opportunity to play an active role in making decisions that affect them (cf. 2.4.3). However, 5% of the respondents were undecided on the matter. It is possible that the school climate does not allow such respondents to value regular staff meetings in order to share information.

***4.2.1.3. Management development needs of principals at secondary schools.***

This part was Section C of the questionnaire to principals. It caters for the objectives of the study pertaining to the management development needs of school principals. Below is a table for the management development needs of principals at secondary schools.

Table 9: **Management development needs of principals at secondary schools**

ITEMS		Extremely important	Very important	Somewhat important	Of little importance	Of no importance	Total
a. Principals should possess professional expertise to facilitate participative management in the school.	N	65	100	10	5		180
	%	36	55	6	3		100
b. Principals should share information with the staff about issues affecting their work.	N	85	90	5			180
	%	47	50	3			100
c. Principals should enlist the services of senior staff members in decision-making processes.	N	35	110	30	5		180
	%	19	61	17	3		100
d. Principals should be afforded guidance to enhance their participative management skills.	N	70	100	10			180
	%	39	55	6			100
e. Principals should invite officials in the district/circuit to share information with staff members.	N	20	80	70	10		180
	%	11	44	39	6		100
f. Principals should conduct training sessions on how staff members need to participate in decision making.	N	50	100	20	10		180
	%	28	55	11	6		100

**a) Principals should possess professional expertise to facilitate participative management in the school.**

Table 4.9 shows that 97% of the respondents regarded professional expertise as important. In Table 4.9, 3% of respondents rated it as of little importance. John (2012:114) states that the school principal management style must be professionally matched to the management task (cf 2.4.3). This view illustrates the need for management development programmes in order to assist principals with conceptual and theoretical underpinnings of the work that they perform in schools.

**b) Principals should share information with the staff about issues affecting their work**

Table 4.9 reveals that 100% of the respondents endorsed the need for principals to share information with staff members. The process of involving staff requires trust and confidence from school principals. Lichtenstein (2008:31) states that any participatory initiative in the school demonstrates that school principals have complete trust in staff members (cf. 2.2). Somech (2002:343) believes that school principals must be willing to let go of traditional roles, not only allowing teachers to have a greater voice on school matters, but helping to prepare them, providing support and establishing an environment of trust in the school by sharing information with staff members about operational procedures and processes (cf. 2.2).

**c) Principals should enlist the services of senior staff members in decision-making processes.**

Table 4.9 shows that there was overwhelming support for principals to enlist the services of senior staff members in decision-making. Ninety seven % of respondents endorsed the idea that delegation to staff is the central feature of participative management. Waldron, *et al.*, (1996:78) aver that for managers to carry out their duties, they need to obtain recent, relevant information that exists in books, journals, and people's heads that are widely scattered within and outside the organisation. School management in post-apartheid South Africa necessitates the process of enlisting the services of senior staff members as an expression of taking pride in what they do.

**d) Principals should be afforded guidance to enhance their participative management skills.**

Table 4.9 reflects that 100% of the respondents rated the need for guidance to enhance participative management skills as important. Capacity-building initiatives are essential for all employees in order to enhance their skills. Management practice without theory tends to be blind. Hodder & Stoughton (2012:94) state that it is essential to develop skills for handling problems in the staff who will eventually move into administrative positions, and test for the presence of these skills (cf. 2.4.3). It is probable that there is

an increasing need for the KwaZulu-Natal Department of Basic Education to organise management development programmes which could assist practising school principals and other school management team members.

e) **Principals should invite officials in the district/circuit to share information with staff members.**

Table 4.9 shows that there was overwhelming support for inviting officials in the district or circuit to share information with staff members. 94% of the respondents regarded such invitations as important, and 83% of the respondents regarded this matter as important or extremely important. It is critical for information to be cascaded and shared at various operational levels in the organisation. There is no doubt that employees want to share in the management of the organisation of which they are part. However, Kreitner (2011:328) warns that managers, such as principals, must learn when to step back and let the forces of participation work, and when to step in to take decisive action (cf. 2.4.3). 6% of the respondents in Table 4.9 regarded the process of inviting officials in the district or circuit as of little importance.

f) **Principals should conduct training sessions on how staff members need to participate in decision making.**

Table 4.9 reveals that 94% of the respondents regarded the process of conducting training sessions on how staff members need to participate as important. 83% of the respondents regarded the matter as extremely important or very important. The figures presented show that there is a need for training sessions in order to convince staff members to regard this view as important. Marland (2011:81) opines that school principals might use a staff conference, team-building sessions, working groups or committees in order to elicit staff responses in their areas of competence (cf. 2.5.2). On the other hand, Desimone, *et al.*, (2002:366) suggest that coaching is one of the most important functions of the school principal as the manager, in the sense that it creates a partnership between school management and staff in getting a job done (cf. 2.5.2). Thus it might be imperative for school principals to become coaches rather than controllers when facilitating participative management in schools. 6% of the respondents regarded

the matter as of little importance. Their responses could be ascribed to their lethargic behaviour, lack of financial resources, and other contextual factors in schools.

#### 4.2.1.4 Factors inhibiting participative management practices at secondary schools

This part was Section D of the questionnaire for principals. The aim of this section was to elicit responses from respondents on inhibiting factors for participative management at secondary schools in the Uthungulu district. Below is the presentation of factors inhibiting participative management at secondary schools.

Table 10: Factors inhibiting participative management practices at secondary schools

ITEMS		Strongly agree	Agreed	Undecided	Disagree	Strongly disagree	Total
a. Principals should have a management philosophy which favours staff participation in decision making.	N	55	110	5	5	5	180
	%	30	61	3	3	3	100
b. Principals should involve all stakeholders when necessary in decisionmaking processes.	N	65	110			5	180
	%	36	61			3	100
c. Principals should allow school governing body (SGB) members to participate on school matters.	N	110	50	5	10	5	180
	%	61	27	3	6	3	100
d. Principals should encourage learners to participate in decision-making processes through representative councils of learners (RCLs).	N	65	110	5			180
	%	36	61	3			100
e. Principals should be trained in how to facilitate participative management.	N	75	100		5		180
	%	42	55		3		100

f. Principals should give staff members adequate time to discuss school matters.	N	50	120			5	180
	%	27	67			3	100
g. Principals should use trade union representatives for staff participation.	N	45	100	10	15	10	180
	%	25	55	6	8	6	100

**a) Principals should have a management philosophy which favours staff participation in decision making.**

Table 4.10 shows that an overwhelming majority of 91% respondents endorsed the need for principals to have a management philosophy which favours staff participation in decision making, and 9% disagreed. The table clearly indicates that the respondents were very much in favour of the matter. It might be necessary for principals in the twenty-first century to develop a management philosophy which favours staff participation in decision making. Somech (2002:341) maintains that participative management is rooted in the management style which focuses on the sharing of power in order to achieve organisational goals (cf. 2.2). Power-sharing has become a cornerstone of the post-apartheid management of public institutions such as South African schools.

**b) Principals should involve all stakeholders when necessary in decision-making processes.**

Table 4.10 reveals that 97% of the respondents agreed that principals should involve all stakeholders when necessary in decision making, and 3% disagreed. Stakeholders' involvement in decision making is critical for effective school management. The South African Schools Act (Act No.84 of 1996) (South Africa 1996b) makes provision for stakeholders such as parents and trade unions to be involved in a school's decision-making processes. The management styles of school principals should embrace the concept of stakeholder involvement in decision-making processes. In Marishane, *et al.*, (2013), van Zyl (2013:227) opines that since democratisation in South Africa,

successful government efforts have been made to involve stakeholders in decisions that affect them. Education has not escaped this liberated perspective.

**c) Principals should allow school governing bodies (SGBs) to participate on school matters.**

Table 4.10 shows that a significant number of respondents (88%) agreed that principals should allow SGB members to participate on school matters, and 9% of the respondents disagreed. Parents' voices are represented in schools through indirect participation in SGBs. Parents are expected to take co-ownership of the formal education of their children by means of the legal provisions of the Constitution of the Republic of South Africa Act (Act 108 of 1996) (South Africa 4a). In Marishane, *et al.*, (2013), van Zyl (2013:227) confirms that the South African government wants parents to be counted in the formal education of their children. This view is premised on the idea that effective parental involvement results in improved learner performance. It is clear that schools can benefit through parental involvement in school matters.

**d) Principals should encourage learners to participate in decision-making processes through Representative Councils of Learners (RCLs).**

Table 4.10 shows that the majority of respondents (97%) endorsed that principals should encourage learners to participate in decision-making processes through representative councils of learners (RCLs). Learner involvement in decision-making processes helps to prepare youngsters for their later roles in life. In Marishane, *et al.*, (2013), Zengele (2013:179) writes that in the 21<sup>st</sup> century learners have to be managed with a view of developing them to become future leaders, first within the school environment and later within their communities. The onus is on principals and other school management team members to initiate and adapt to these changes regarding learner involvement in school decision making. New developments and changes within the South African education system require school management teams to change their attitude towards the role and importance of learners in school management, so that they can implement the practice of democracy which was established on 27 April 1994.

**e) Principals should be trained in how to facilitate participative management**

Table 4.10 reveals that a total of 97% of the respondents conceded that the principals should be trained in how to facilitate participative management. The high number of respondents who felt this demonstrates that there is a need for the KwaZulu-Natal Department of Basic Education to invest in human resources development. Marishane, *et al.*, (2013) cite Botha (2013:13) who states that participatory models are centred on the idea that the organisation has staff members who are professionally highly trained, have a certain expertise, and therefore should participate in decision making. Financial resources may have to be allocated for training of principals, and other school management team members on how to facilitate participative management.

**f) Principals should give staff members adequate time to discuss school matters**

Table 4.10 indicates that 94% of the respondents agreed that principals should give staff members adequate time to discuss school matters. The high percentage shows that there is a need for time to be allocated in order to discuss school matters. Marland (2011:6) asserts that decision making in schools needs to be informed, and carefully considered on the basis of time factors as well as participatory practises (cf. 2.4.3). For schools to produce quality decisions, there is a need for planning and allocating time for staff participation.

**g) Principals should use trade union representatives for staff participation**

Table 4.10 showed that 80% of the respondents agreed that principals should use trade union representatives for staff participation, whilst 14% disagreed and 6% were undecided. In post-apartheid South Africa educators have regarded trade unions as their mouthpiece with the employer, which the Department of Basic Education. Thus staff members have increasingly demanded the opportunity to exercise their democratic right to have a say in school matters. However, Elliot (1994:2) warns that this participatory approach in school matters does not mean that school principals turn control of the organisation to the employees, or that employees have a veto right over school principals' actions, or that any bureaucratic management style is never used (cf. 2.2). The researcher contends that it might be essential to involve trade union representative

in decision-making processes for the sake of mitigating conflict. Recognising the role of trade unions, and creating a positive school climate might bear some fruit in teaching and learning.

#### ***4.2.1.5 Areas of staff participation***

Below is the presentation of areas of staff participation identified by principals at secondary schools in the Uthungulu district.

**Table 11: Ranking of important areas in which staff members should participate**

<b>ITEMS</b>	<b>FREQUENCIES</b>	<b>RANKS</b>
School policy	90	1
Academic matters	80	2
Discipline	60	3
Teaching resources acquisition and management	55	4
Financial matters	50	5
Extra-curricular activities	45	6
Integrated quality management system (IQMS)	40	7
Decision making	35	8
School governance	30	9
School development programmes	30	9
Assessment	25	11
Annual school plan	25	11
Duty load	25	11
Welfare of educators and learners	25	11
Management functions	20	15
Controlling of late-coming	20	15
Staff meetings	18	17
Absenteeism	10	18
Fundraising	10	18
Guidance	10	18
School monitoring	10	18

Learner admission	10	18
Codes of conduct for learners and teachers	5	23
Formulation of classroom policies	5	23
Stakeholder involvement	5	23
Promotion requirement of learners	5	23
Time management	5	23
Professional development	5	23
Conflict management	5	23
Subject offerings	5	23
Human relations	5	23
Teacher unions	5	23
Arranging workshops	5	23
Learner admission/enrolment of learners	5	23
Timetabling	5	23
Leadership in various subjects	5	23
Administrative matters	5	23
Work supervision	5	23
Accountability matters	5	23
Drafting of school policy	5	23
Arranging workshops	5	23
Promotion of school goals	5	23

Table 4.11 shows a list of 42 important areas in which staff members should participate. It is probable that respondents identified the same needs or fewer than the five needs that were requested.

In table 4.11 the need for engaging staff members on school policy matters had the highest frequency, namely 90. Such high frequency shows that there is a common vision and purpose in terms of operational functions. The second-rated important area for staff participation is based on academic matters. Successful schools afford staff members the opportunity to participate on matters which could enhance teaching and learning. This undertaking is premised on the fact that if staff members are involved in making decisions on teaching and learning, learners would benefit greatly. In table 4.13,

discipline was ranked number 3. The issue concerns school discipline and learner discipline. Discipline is used to create order, and it is directed at correction not retribution. The respondents never indicated what type of discipline they were referring to. School discipline tends to be associated with the prevalence of a harmonious environment for teaching and learning, whilst learner discipline is about ensuring and cultivating good behaviour from learners.

The importance of involving staff members in teaching resource acquisition and management was ranked number 4. It is probable that certain respondents are not clear about textbooks which are in line with the new curriculum, hence they feel that educators should have a voice as well. The administration of textbooks issued to learners also tends to pose a serious burden for the taxpayers in secondary schools, in the sense that there could be few educators who make it their business to ascertain the existence and condition of textbooks. The other high-ranking area for staff participation (rank 5) pertained to financial matters. In terms of the Public Finance Management Act (Act 1 of 1999) (South Africa, 1999), all public institutions in South Africa need to spend money in a very efficient manner, taking into account the budgeted services and goods. The process of budgeting requires all stakeholders and role players to be involved in decision making. Staff participation in the top five important areas may have a positive effect on job satisfaction.

A further analysis of Table 4.11 shows that 22 (53,7%) of the identified areas for staff participation refer to administration; six (14,6%) had to do with school governance; three (7,3%) dealt with human resources management; one (2,4%) concerned school marketing; one (2,4%) touched on classroom management, and one (2,4%) focused on psychological services. Identification of areas for staff participation has increasingly become a cornerstone of effective leadership and management of schools in South Africa. Thus school principals have to take into consideration areas of staff participation which require school management teams, as well as those which might need the involvement of all staff members.

According to Abel & Sewell (1999:1), the United States of America (USA) has identified stress and burnout in rural and urban secondary schools of Georgia and North Carolina as critical areas of staff participation. Poor working conditions; poor staff

relations, and time pressures could be responsible for such conditions in the workplace. Mager & Nowak (2012:1) state that in most secondary schools in the USA there has been a great deal of staff participation in curriculum redesign; student life; school ethos; student-adult relationships, democratic practice and self-esteem skills. The researcher contends that the identified areas are essential features which can be found in any developed country.

The Ugandan experience of areas of staff participation at secondary schools has focused on enforcing teacher and student attendance; curriculum development; language policy; continuous professional development; maintaining discipline, and the provision of learning resources. (Chapman, *et al.*, 2010:1). The identified areas of staff participation are a common phenomenon of low income and developing African states such as Uganda, since government revenue cannot sustain population growth and emerging demands.

#### ***4.2.1.6 Factors which inhibit participative management***

Below is a presentation of factors which inhibit participative management at secondary schools in the Uthungulu district.

**Table 12: Factors which inhibit participative management**

<b>ITEMS</b>	<b>FREQUENCIES</b>	<b>RANKS</b>
Autocratic management by the KwaZulu-Natal Department of Basic Education officials	70	1
Lack of time for staff meetings	50	2
Lack of communication	50	3
Political cliques in the school	45	4
Lack of cooperation	45	4
Poor management style	45	4
Lack of vision	40	7
Poor staff participation during meetings	40	7
Too heavy workload	40	7

Lack of management training	35	10
Lack of trust	35	10
Lack of delegation	30	12
Lack of motivation	30	12
Non-involvement of staff members	30	12
Disregard of participative management practices	30	12
Shortage of human resources in schools	30	12
Poor human relations in secondary schools	30	12
Inferiority complex in school management teams	25	18
Lack of transparency	25	18
Trade unionism of educators	20	20
Lack of team spirit	15	21
Poor organisational structures	15	21
Laissez-faire in school culture	15	21
Poor understanding of policy	15	21
Selfishness	15	21
Lack of innovation	15	21
Lack of recognition of management effort by the state	15	21
Poor parental participation in decision making	15	21
Ever-changing curriculum	15	21
Organisational systems	10	30
Poor managerial planning	10	30
Lack of induction programmes for principals	10	30
Inadequate monitoring of activities	10	30
Few capacity-building programmes for principals	10	30
Inferiority complex of school management team members	10	30
Rarity of staff meetings	10	30
Lack of educational management qualifications	10	30
Ambiguous goals	10	30
Family matters	5	39
Hostility amongst staff members	5	40
Psychological factors	5	40

Lack of professionalism	5	40
Lack of respect	5	40
Lack of recognition	5	40
Staff absenteeism	5	40
Inadequate training in participative management practices	5	40
Non-implementation of decisions	5	40
Meetings without agenda	5	40
Short notice of staff meetings	5	40
Naivety of staff members	5	40
Poor learner participation in decision making	5	40
Lack of administration buildings to cater for staff discussion	5	40
Lack of support from the Department of Basic Education officials	5	40
Staff living away from schools	5	40
Ill-disciplined schools	5	40
Fear of power-sharing	5	40
Insubordination	5	40
Poor self-esteem	5	40
Staff resistance to adapt to changes	5	40

Table 4.12 reflects a list of 59 major factors which tend to inhibit worthwhile processes in participative management. It is likely that the respondents (principals) identified the same inhibiting factors and gave a list of less than five. The responses have a bearing on the management practices of school principals.

Table 4.12 shows that the autocratic management style of the Department of Basic Education officials had the highest frequency, namely 70. It is probable that the directives from education officials tended to offend school principals. Ranked number 2 was the lack of time for staff meetings. Administrative functions and the school environment may reduce the time for holding staff meetings. The third high-ranking factor was the lack of communication, perhaps because school principals tend to fear being challenged by educators in secondary schools. The school environment comprises

educators who are affiliated to trade unions, so they would demand to have a voice in decision-making processes, especially on matters affecting their professional expertise. The fourth-ranking factor focussed on political cliques in schools. Educators tend to differ in their approaches and attitudes. It is, therefore, probable that educators with the same interest might become allies in the pursuit of their common goals. Lack of cooperation was ranked number 5 in Table 4.14. This factor shows that there is a lack of harmonious workplace environment in most secondary schools in the Uthungulu district.

A further analysis of the major factors which inhibit worthwhile progress in participative management shows that twenty seven (65,9%) referred to administrative burdens in schools; sixteen (27%) related to human resources management; two (5%) dealt with training and development; two (5%) touched on stakeholder involvement; one (1,7%) focused on the Department of Basic Education; one (1,7%) had to do with psychological issues; and one (1,7%) involved infrastructure. Reduction of the factors which might inhibit the implementation of participative management is critical for school principals. The achievement of set goals in the twenty-first century requires that there should be a harmonious workplace environment created through participatory efforts. Schools as organisations have not been isolated from such a requirement.

Rimmer, *et al.*, (2004:419) state that socio-economic factors and physical disabilities are the factors which tend to inhibit staff participation in the United States of America (USA). People with low socio-economic status and physical disabilities might find their ideas ignored in decision-making processes in schools.

According to Brown (2012:77), societal problems such as political strife; mounting foreign debt; regional conflicts; poverty, HIV/AIDS, gender imbalances, ethnicity, and poor health care facilities affect education in Uganda. Thus free universal secondary education (USE) in Uganda faces challenges of maintaining staff morale, declining teacher qualifications, higher teacher workloads, gaps in planning, and school managers and teachers as gatekeepers of educational reform owing to political, social and economic problems, (Chapman, *et al.*, 2010:1). The identified factors might have an adverse effect on the implementation of participative management at secondary schools in a developing country such as Uganda.

#### ***4.2.1.7 Management models which could enhance staff participation in decision making***

There were very few respondents who provided management models which could enhance staff participation in decision making. The low number of responses could be attributed to the fact that this section required school principals who had technical expertise and insight gained from higher educational institutions, and management development initiatives arranged at circuit, district and provincial levels. In Chapter Two of this study, the researcher stated that management models are intended to explain why participative management exists (cf. 2.3). The management models provided by respondents would have satisfied such a need in the study.

### **4.3 PRESENTATION, INTERPRETATION AND ANALYSIS OF EMPIRICAL QUALITATIVE DATA**

#### **4.3.1 The interviews**

##### **4.3.1.1 Introduction**

This section provides the presentation, interpretation and analysis of empirical qualitative data gained through interviews from the respondents, namely heads of departments.

Responses analysed from the respondents crafted the following themes from the interview schedule: The heads of departments' perceptions about participative management practices; the existence of an organisational culture which promotes participative management; matters which need to be brought to the attention of all staff members; matters discussed at management level; management development needs which can assist principals to become effective school managers; strategy used by principals to encourage staff participation; the prevalence of an organisational culture that allows for staff participation in decision making; factors inhibiting participative management practices in schools; the best model of enhancing the implementation of participative management practices in schools; suggestions regarding effective implementation of participative management at secondary schools in the Uthungulu district.

#### **4.3.1.2**      *Presentation of qualitative data*

##### **(a) Perceptions about principals' participative management practices**

Participants (P1-P3), namely heads of departments, stated that principals tend to involve staff members in decision-making processes through delegation. In this study the researcher has argued that participative management shares common features with delegation. P4-P9 indicated that the principals and other school management team members organise staff meetings before policies are implemented. In this regard, the researcher argues that staff meetings are critical in order to elicit staff responses. P10-P13 revealed that the agenda for a meeting is made available to all staff members before staff meetings, and that chairpersons are rotated. Providing the agenda before any meeting is held helps staff members to brainstorm about items covered. If the spirit of camaraderie prevails amongst school management team members, it is feasible to rotate chairpersons of staff meetings.

Seven participants (P14-P20) indicated that principals' management style is very democratic. The researcher argues that democratic ideals and practices are embedded in participative management style. Thus there is a great temptation to regard a democratic person as being in favour of participation.

##### **b) Existence of an organisational culture which promotes participative management**

All participants (P1-P20) endorsed that their principals have developed organisational cultures which promote participative management. The participants were then asked to expand on this matter. P1-P3 indicated that the organisational cultures of schools demonstrate democratic practise. Participants P4-P9 stated that individuals lead in certain management areas on the basis of their specialisation. Four participants (P10-P13) revealed that school management team members rotate at least once a week in managing the school. P14-P20 stated that the participative management practices are promoted through regular staff meetings. The prevalence of staff meetings is critical for encouraging staff participation in decision-making processes. There were no participants who provided a negative view in this matter.

**c) Matters which need to be brought to the attention of all staff members**

Participants P1, P2, P3, P9 and P13 said it is critical to involve staff members on matters pertaining to school discipline. P1, P2, P3 and P9 referred to the discipline of learners, whereas P13 concentrated on school discipline which involves both staff members and learners. It might be necessary for school management teams and educators to revisit their strategies for maintaining discipline in schools. Other participants (P4, P5, P6, P7, P8, P10, P11, P12, P15, P16, P17, P19 and P20) indicated learner absenteeism, teacher absenteeism, professionalism, teamwork, punctuality, leading by example, staff motivation, curriculum development and unity among staff members.

**d) Matters discussed at management level**

Participants P1-P3 said they have discussed all matters at management level before they arrange staff meetings. P5 and P18 said their discussions at management level have focused on the streamlining of the curriculum. P4, P6, P7, P8 and P10 stated that they have discussed matters pertaining to late coming of learners. P11, P12, P13, P14, P15, P16, P17, P19 and P20) said their discussions at management level have been centred on continuous assessment, networking with neighbouring schools, and staff dedication to teaching and learning.

**e) Management development needs which can assist school principals to become effective school managers**

All participants (P1-P20) conceded that management development initiatives can assist principals to become effective school managers. P1 stated that all new and practising school principals need to be capacitated as school managers. P8 and P9 said management development initiatives can assist principals to avoid centralisation of powers. P2, P3, P4, P5, P6 and P7 thought that through these initiatives school principals could develop strategies for delegating tasks to staff members. P10-P20 stated that they can help school principals to devise management styles that could suit or adjust to different situations.

**f) Strategy used by principals to encourage staff participation in decision making**

Participants P1 and P4 said their principals use task teams to encourage staff participation in decision-making processes. P2, P3, P5, P6, P7, P8 and P9 stated that school principals tend to use a democratic approach as strategy to encourage staff participation in decision making. P10-P20 revealed that principals tend to use meetings as a strategy to encourage staff participation.

**g) The prevalence of the organisational structure that allows for staff participation in decision making**

All participants agreed that they have organisational structures which allow for staff participation. When asked to enlarge on this matter, they stated that the organograms in secondary schools ensure that protocol is observed. This means that staff members are clear as to whom they should report their concerns to.

**h) Factors inhibiting participative management practices in schools**

Participants P1-P18 said time is the major inhibiting factor for participative management practices in secondary schools. P19 considered poor planning by the school management team to be an inhibiting factor. P20 stated that poor communication and bureaucracy in the school are the root causes of the failure of participative management.

**h) The best model for enhancing the implementation of participative management in the school**

There were very few participants (heads of departments) who had an idea of the best model for enhancing the implementation of participative management at secondary schools in the Uthungulu district. The pilot studies established the manifestation of this challenge prior to actual investigation. Such a poor response could be attributed to the lack of management expertise on the part of the respondents.

**j) Suggestions for effective implementation of participative management practices at secondary schools in the Uthungulu district**

Participants P1-P9 and P14-P20 suggested that there must be transparency and democracy in order to implement participative management at secondary schools in the Uthungulu district. P18 added the need for innovation in the implementation of participative management practices. P10 and P13 opined that decisions during staff meetings must be implemented. Participants P11 and P12 stated that all staff members must have a say in decision-making at secondary schools in the Uthungulu district.

**4.3.1.3 Interpretation and analysis of qualitative data**

This section provides the interpretation and analysis of data gained through the interview. Items in the qualitative data are triangulated with items in the quantitative data for the sake of this mixed method study.

**(a) Perceptions about principals' participative management practices**

Heads of departments stated that principals use delegation, staff meetings, submission of the agenda before meetings, rotation of chairpersons and a democratic management style in order to facilitate participative management at secondary schools in the Uthungulu district.

In chapter two it was revealed that participative management is a component of staff delegation. Cho & Kim (2014:98) contend that school principals delegate managerial authority to their subordinates in the pursuit of school goals (cf. 2.2). Linking participative management with delegation is critical in this study since both concepts encourage principals to devolve powers to staff members. There was also overwhelming support for delegation in quantitative data, irrespective of the fact that Hertely (2010), in Bush (2011:89), argues that staff delegation resides uneasily within the formal bureaucracy of schools (cf. 2.7). There is a need for principals to rethink their management styles in order to devolve powers to their staff members.

The interviews revealed that principals use staff meetings as a mode of encouraging staff participation in decision making. According to Caldwell & Spinks (2012:64), policy making and planning should be “all-over-at-once” rather than “top-down” or “bottom-up”, with appropriate involvement of people at all levels: communication should be multi-directional, flowing up, down and across lines of authority (the participative principle) (cf. 2.4.3). There was also overwhelming support for staff meetings in quantitative data. It is essential for staff meetings to be held weekly, bi-weekly, and monthly or whenever a need arises. Trewatha & Newport (2012:437) state that implementation of participative management methods such as meetings afford staff members opportunity to play an active role in decision making (cf. 2.4.3). The researcher argues that all staff members should be invited to participate in decision making, irrespective of race, gender, creed or colour, and that their views must be heard and implemented timeously in order to mitigate unnecessary organisational conflicts.

Providing an agenda before a staff meeting demonstrates that school principals and school management teams are willing to allow staff members to have a say on school matters. The qualitative data revealed that some principals provide agendas before meetings so that members can brainstorm about items on the agenda. Marland (2011:6) asserts that decision making in schools needs to be well informed, and carefully timed as well as showing participation in practice (cf. 2.4). Distribution of the agenda serves to indicate that the meeting is not ad hoc, but that the school management team has given it some thought, and is concerned to act democratically.

The respondents stated that rotation of chairpersons in staff meetings is happening in some secondary schools. Griffin & Ebert (2004:261) regard job rotation as a classic example of job enrichment (cf. 2.5.2). Principals need to understand that school management teams require the team’s effort. Rotation of chairpersons during staff meetings satisfies the self-actualisation needs in Abram Maslow’s hierarchy of needs theory. However, Swanepoel, *et al.*, (2009:327) warn that what acts as a motivator for one person may be totally ineffective for another (cf. 2.8).

Respondents in quantitative data regarded participative management as a critical component of power sharing. The creation of power sharing is premised on John Dewey (1916), in Pausch (2013:88), when he argues that exclusion from participation is a form

of suppression that should not be accepted in any social relationship (cf. 2.4.1). Thus, the practice of rotating chairpersons serves to indicate that no one is lonely at the top, regardless of the organisational structures prevailing in secondary schools.

The interviews also revealed that heads of departments stated that principals' management style is democratic. There is a close relationship between participative management and democracy, in the sense that democratic ideals are embedded in participative management practices. Bush (2013:53) maintains that the advocates of collegiality or participatory practice believe that decision making should be based on democratic principles (cf. 2.6). In the quantitative data, the majority of respondents endorsed the need for principals to have a management philosophy which favours staff participation in decision making. The management philosophy envisaged by respondents should uphold the democratic ideals reflected in the Constitution of the Republic of South Africa Act (Act 108 of 1996a), (South Africa 1996a). It is critical for any democratic nation to afford its citizens participation in the governance and management of its educational institutions.

**(b) Existence of an organisational culture which promotes participative management**

There was overwhelming support for an organisational culture which promotes participative management by interviewees. Tomlison (2004:112) argues that in participatory decisions it is important to understand the school culture, and to recognise that the decision-making process must be appropriate for the school type (cf. 2.4.3). Conditions in school A might be different from school B. The nature, type and size of the school will have an effect on the school culture. The respondents during interviews were asked to explain. The interviewees' responses revealed that democratic practices are way of life in some secondary schools. The researcher argues that participative management is closely related to democratic practices. Some respondents revealed that specialisation is at the heart of their operational strategy. This means that individuals are appointed on the basis of their technical skills and expertise. It was also established during interviews that school management team members in certain secondary schools rotate at least once a week in performing management functions. According to Griffin & Ebert (2004:216) one of the ways of encouraging staff participation is through job

enrichment (cf. 2.5.2). It is critical for school management team members to find ways which could augur well for job enrichment.

Other respondents regarded staff meetings as a way of life in their schools. Staff meetings act as modes of information sharing in schools. Maier & Hayes (2011:192) favour weekly or bi-weekly staff meetings in order to share information (cf. 2.5.2). Programming for meetings depends on the urgency of the matter to be brought to the attention of staff members; however, schools need to have monthly meetings throughout the school year.

**(c) Matters which need to be brought to the attention of all staff members**

The matter of school discipline for both learners and staff members was rated very highly by participants during interviews. It is probable that there is a need for maintaining law and order at secondary schools in the Uthungulu district. However, Kapueja (2014:102) warns that good discipline is not achieved by a single act or policy in the sense that it is important for everyone to participate in maintaining discipline on a daily basis. It might be necessary for school management and educators to revisit their collective strategies for maintaining discipline. Some participants indicated a variety of areas for staff participation. For instance, helping orphans, learner absenteeism, teacher absenteeism, professionalism, teamwork, punctuality, leading by example, staff motivation, curriculum development, and unity among staff members. Identification of areas for staff participation is critical for school managers. Swanepoel, *et al.*, (2009:39) contend that decentralisation of power in matters requiring all staff members depends on the principal's attitude to staff participation (cf. 2.8). What tends to determine the good character of the principal will be the adoption of an effective management style, such as participative management.

In the quantitative data there was overwhelming support for matters relating to school discipline and curriculum to be handled by all staff members. Other respondents cited the crucial importance of professionalism, teamwork, punctuality, leading by example, staff motivation and unity among staff members. Baron (2012), Paisey (2011), and Caldwell & Spinks (2012) have indicated a wide array of such matters that need staff participation (cf. 2.5.3). These tend to be different from school to school. Bush

(2013:72) has conceptualised this matter of involving all staff members as “pure collegiality”.

**(d) Matters discussed at management level**

A substantial number of respondents stated that they discuss all matters at management level before engaging staff members through meetings. Bush (2013:72) has characterised this approach as “contrived collegiality”, since the school principal tends to share power with a limited number of senior staff members (cf. 2.6). The onus is on the principal to determine which matters should be discussed by management, and which should be brought to the attention of all staff members.

Curriculum matters and absenteeism were also revealed by respondents to have been discussed at management level in their schools. Streamlining of the curriculum is essential to cater for job market demands. Absenteeism of educators and learners tends to retard learners’ achievement. Other matters which were discussed at management level, according to the respondents, included latecoming, continuous assessment, networking with neighbouring schools, and staff dedication to teaching and learning. Most of these factors were also revealed in the quantitative data by participants. However, Crowther, *et al.*, (2002:75) warn that there is a need for school principals’ understanding of and support for various matters discussed at management level (cf. 2.4.3). This view shows that there is a need for “principal’s buy-in” of participative management matters to be discussed.

**(e) Management development needs which can assist school principals to become effective school managers**

All respondents endorsed the need for management development initiatives for school principals and other school management team members. Leanne Jansen in the *Mercury* newspaper dated June 23, 2015 argues that unqualified and incompetent principals tend to bring schools “to their knees”. This view demonstrates the need for new and practising school principals to hone their management skills through training and other management development initiatives. Hodder & Stoughton (2012:94) state that there is a need to develop skills for handling problems in the staff who will move eventually

into administrative positions, and test for the presence of these skills (cf. 2.4.3). There was overwhelming support for management development initiatives in the quantitative data, whilst a small fraction of respondents opposed the idea. Marishane, *et al.*, (2013:13) say Botha (2013) agrees that participatory initiatives are centred on the idea that the organisation has staff who are professionally trained in decision making. The KwaZulu-Natal Department of Basic Education has invested millions of rands in the Jika Imfundo project in order to capacitate school management teams. The researcher contends that such an investment requires effective and ongoing monitoring of the successes of the Jika Imfundo project in schools.

Empowered school principals can avoid the centralisation of powers. Participative management replaces bureaucracy with democratic practice. This means that through participative management school principals are able to devolve powers to staff members who possess the necessary skills and expertise. Participative management is a critical component of staff delegation. However, Hertely (2011), in Bush (2011:89), warns that staff delegation resides uneasily within the formal bureaucracy of schools (cf. 2.7). Bush (2011:72) regards delegation as a restricted form of collegiality. In other words, not all staff members participate in certain decision-making processes. Quantitative data revealed that there was overwhelming support for staff delegation, and very few participants disagreed. The respondents who disagreed showed that bureaucratic practice still prevails in certain secondary schools in the Uthungulu district. Reduction of bureaucratic management by participative management could lead to the creation of organic and well-functioning secondary schools in the Uthungulu district.

**(f) Strategies used by principals to encourage staff participation in decision making**

The respondents stated that principals use task teams to encourage staff participation in decision-making processes. This strategy is endorsed by Marland (2011:81), who states that school principals might use a staff conference, team-building sessions, task or working groups and committees to elicit staff responses in their domains (cf. 2.5.2). Task teams should be set up in such a way that all participants involved share the expertise and objectives for the task to be performed. In the quantitative data there was overwhelming support for principals to use task teams as a strategy to facilitate staff

participation in decision making. It is critical for school principals to use a strategy which might yield positive results for staff members.

Some respondents stated that school principals tend to use a democratic approach as their strategy to encourage staff members in decision making. Respondents in the quantitative data supported this notion. In this study participative management tends to align with the democratic approach. Group or collective decision making is the fundamental feature in both participative management and the democratic approach. Harrison (2013:293) argues that a group of open-minded decision makers are likely to produce a less biased choice than an individual. Achieving goals collectively is crucial for staff members (cf. 2.4.3).

Other respondents stated that meetings are held in order to encourage staff participation in decision making. Trewatha & Newport (2012:437) argue that through the implementation of participative management methods such as meetings, employees are given an opportunity to play an active role in making decisions that affect them (cf. 2.4.3). Although the quantitative data also affirmed this view, the art of eliciting responses from staff members during meetings might prove to be a daunting task for school principals.

**(g) The prevalence of the organisational structure that allows for staff participation in decision making.**

All respondents interviewed endorsed the existence of the organisational structures in schools that allow for staff participation in decision making. When they were asked to give further explanation on this matter, they revealed that the school organograms cater for staff participation. However, Semler (2007), in Jenkins (2011:50), warns that the organisational pyramid is the cause of much corporate evil, because pyramids emphasise power; promote insecurity; distort communications, and hobble interaction (cf. 2.4.3). Participative management requires principals to rethink the function of the organisational structure as a vehicle for staff participation. Participants in the quantitative data revealed that there was also a great need for the organisational structures that allow for staff participation in decision making. The researcher argues

that it is essential for staff members to observe organisational protocols established to encourage participative management initiatives

**(h) Factors inhibiting participative management practices in secondary schools**

The respondents mentioned a variety of factors that inhibit participative management practices, namely lack of time, poor planning, poor communication, and bureaucracy. All respondents regarded the time problem as a major inhibiting factor for participative management. Davies (2006:67) contends that participative management is neither feasible in terms of time available, nor desirable in every situation, in terms of confidentiality, for staff and others to participate fully in every decision (cf. 2.12). The researcher asserts that this view might cause school principals to consider consultation, instead of allowing for staff participation in decision making. Some respondents interviewed regarded poor planning as the root cause for the failure of participatory initiatives. Caldell (1992), in Crowther, *et al.*, (2002: 16), states that the principal must be able to develop and implement a cyclical process of goal-setting, need identification, priority setting, policy making, planning, budgeting, implementation and evaluating in a manner which provides for the appropriate involvement of staff and community (cf. 2.5). Poor planning by the school management team stems from inadequate or ineffective management development programmes which could develop and enhance the necessary management skills.

One respondent during interviews regarded poor communication and bureaucracy as inhibiting factors for participative management in schools. Any participative management initiative requires that there should be clear lines of communication, and a reduction of bureaucratic practices. The researcher argues that activities aimed at both planning, implementation and evaluation of participative management should be exchange of ideas on all parties involved. Bedeian (2012:471) affirms that this initiative is intended to allay the fears of those who will be affected and to capitalise on their skills (cf. 2.5.2). Quantitative data further endorsed the need for open communication to prevail in schools. Thus it is imperative for principals to value open communication in the pursuit of participative management practices at secondary schools in the Uthungulu district.

Bureaucracy does not have space in participative management or any democratic management of schools. However, this view is opposed by Swanepoel, *et al.*, (2009:209), who contend that bureaucracy brings about functional work units in any organisation (cf. 2.4.2). For the success of participative management, the researcher contends that there should be minimisation or replacement of bureaucratic practices in secondary schools. In quantitative data there was overwhelming support for a management philosophy, such as participative management, which favours staff participation in decision making. In post-apartheid South Africa, it is critical for principals to adopt a participative management style which is promoted by the country's democratic constitution implemented in 1996.

**(i) The best model of enhancing the implementation of participative management in the school**

There were very few interview responses from the respondents (heads of departments) regarding the best model of enhancing the implementation of participative management practices in schools. The respondents' failure to understand the model could be ascribed to their inadequate or non-existent educational management qualifications. Thus a large number of respondents remained silent about what needs to be done to enhance the implementation of participative management. The researcher further attributed the lack of insight to the fact that certain crew members tend to rely on the direction provided by the captain in order to reach their destination. This means that if the principal does not have any vision for participative management, other staff management team members will not be able to see the light either.

**(j) Suggestions regarding effective implementation of participative management practices at secondary schools in the Uthungulu district**

Respondents provided various suggestions during interviews regarding effective implementation of participative management practices at secondary schools in the Uthungulu district. The suggestions are discussed in Chapter Five of this study.

#### 4.4 CHAPTER SUMMARY

This chapter has been concerned with empirical investigation into participative management practices at secondary schools in the Uthungulu district. The research tools used in this investigation were questionnaires and interviews. Questionnaires were designed to assess principals' perceptions of participative management, whilst interviews assessed the heads of departments' perceptions of participative management. The methodical procedures adopted in acquiring the data on the research problem were discussed, after which the data were presented, interpreted and analysed.

Once the statistical data had been presented, interpreted and analysed, the researcher brought in supplementary information from the literature study, as well as from his own experience of participative management practices in the Uthungulu district. Where statistics revealed a tendency in one direction or another, the searching question, "Why is it like that?" was posed. The approach of probing empirical data permeates this investigation, for it is only by identifying participative management practices at secondary schools in the Uthungulu district that school management challenges can be exposed and addressed by education authorities.

The final chapter discusses the summary of the findings (conclusions) in detail, including the summary of the whole study project. An endeavour was made to collect responses to individual items in order to arrive at specific conclusions. After discussing conclusions, the researcher will make a set of recommendations for participative management practices at secondary schools in the Uthungulu district of KwaZulu-Natal province in South Africa.

## **CHAPTER FIVE**

### **5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY**

#### **5.1 INTRODUCTION**

In Chapter Four of the study, data gathered through the questionnaires and interviews were presented, interpreted and analysed. The contents of this chapter are as follows: objectives of the study restated; summary, conclusions, recommendations, limitations, recommendations for further study, and conclusion.

#### **5.2 OBJECTIVES OF THE STUDY RESTATED**

The objectives of the study were to:

- find out the conditions which make participative management appropriate in secondary schools;
- determine the management development needs of school managers;
- examine inhibiting factors for participative management in secondary schools, and
- establish models which promote such management in secondary schools.

The researcher considered the objectives of the study as the driving force behind the process of carrying out investigation. Such an endeavour was demonstrated through the manner in which the orientation to the study was eventually crafted in Chapter One; in Chapter Two the literature was reviewed in order to provide a conceptual and theoretical framework for the study; in Chapter Three the research methodology and design were premised on the mixed method approach; in Chapter Four data presentation, interpretation and analysis of the mixed method research study were conducted.

The emphasis of the study was primarily to gather information about participative management practices in schools from the respondents. Since the researcher was in pursuit of quality, quantitative data were collected first from principals, and thereafter validated from heads of departments (HODs) using qualitative research methods

### 5.3 SUMMARY OF THE STUDY

Chapter One included the introduction of the study (cf. 1.1); a background to the study (cf. 1.2); a problem statement (cf. 1.3); a theoretical framework (cf. 1.4); the research questions (cf. 1.5); the objectives of the study (cf. 1.6); a delimitation of the study (cf.1.7); a definition of the body of knowledge (cf.1.8); a method of the study (cf. 1.9); the chapter summary (cf.1.10), and outline of chapters (cf.1.11). The items included in Chapter One levelled the fertile ground for conducting investigation, whilst assisting the researcher to stay focused throughout the period of investigation.

In Chapter Two, the researcher examined conceptualisation of participative management (cf. 2.2); broad theoretical underpinnings of participative management, namely the social systems theory, situational leadership theory, and leader-participation theory were selected (cf. 2.3), and past and contemporary issues pertaining to participative management were outlined (cf. 2.4). This chapter also extrapolates the essence of participative management style (cf. 2.5) which considers the South African legislation impacting on participative management, strategies of facilitating participative management, and areas of staff participation in secondary schools. The researcher linked participative management with collegiality (cf. 2.6), discussed participative management as component of staff delegation (cf. 2.7), and established the relationship between participative management and staff motivation (cf. 2.8). Participative management as an aspect of school transformation was emphasised in the study (cf. 2.9); participative management as a sector inclined process in secondary schools was outlined (cf. 2.10); benefits of participative management were indicated (cf 2.11); limitations of participative management were stated (cf. 2.12); limitations of participative management were revealed (cf 2.12); participative management caveats were outlined (cf. 2.13), as well as challenges to participative management (cf 2.14). In this chapter the researcher further discussed the South African and international trends in participative management (cf 2.15).

Chapter Three outlined the research methods and design employed in order to obtain data from respondents concerning participative management. The chapter also discussed the permission to conduct the study (cf. 3.2); the research design (cf 3.3); the administration of the research instruments (cf. 3.4) which also included the pilot studies,

actual studies, validity and reliability issues, as well as the advantages and disadvantages of research instruments used in the study. The chapter further outlined the data analysis methods (cf. 3.5); ethical issues (cf. 3.6) and chapter summary (cf. 3.7).

Chapter Four focuses on presentation, interpretation and analysis of empirical data. The aim of this chapter was to present, interpret and analyse mixed methods research data elicited from respondents by means of questionnaires distributed to principals (cf. 4.2), and interviews which were arranged with heads of departments (HODs) at secondary schools in the Uthungulu district (cf. 4.3). Scoring was carried out and checked by a qualified A-test user. Each item was assigned its column. Since the data analysis involved item analysis, the scores for each item were tabulated. The statistical tables were drawn up from the replies to the questionnaires and were presented together with brief reports based on interpretation and analyses of the data.

Chapter Five reviews the entire study project and provides a summary of the findings (conclusions) from the literature as well as an empirical survey (cf 5.4) and a set of recommendations (cf. 5.5), which may help to solve the problems identified.

## **5.4 CONCLUSIONS OF THE STUDY**

This section of the study is derived from items in the questionnaires and interviews. The conclusions made are based on the objectives of the study, and answers the research questions.

### **5.4.1 Prevalence of organisational cultures which do not allow participative management**

This study revealed that there were secondary schools in the Uthungulu district without organisational cultures which allow participative management. Organisational culture is defined by Xaba & Janson (2014), in van der Westhuizen (2014:122), as a system of beliefs about the organisation, shared by its members, that distinguishes it from other organisations. This means that organisational culture reflects the way of life in the school. The organisational culture which might suit participative management needs to

resemble the democratic management style. This study further revealed the need for regarding democratic practices as part of the organisational culture at secondary schools in the Uthungulu district.

#### **5.4.2 Lack of organisational structures which promote staff delegation**

The researcher established that there was a need for systemic arrangements to be made through clear organisational structures which can best promote staff delegation at secondary schools in the Uthungulu district. The onus is on the school principal and other school management team members to have organograms which permit staff delegation. Staff delegation as a component of participative management has become imperative in order to achieve set goals in democratic South Africa. This view is premised on the fact that staff delegation could increase staff morale, enhance performance, and create happy subordinates if they assume certain roles in decision making.

#### **5.4.3 Staff readiness is the key for the success of participative management**

The researcher discovered that there was a need for assessing staff readiness when planning for participative management. This process requires preparation of staff members for tasks that need to be performed in the school. Thus it is critical for school managers to consider maturity levels of staff members when involving them in decision making.

#### **5.4.4 Inadequate management development initiatives for school management teams**

This study established that vigorous, intensive and ongoing management development initiatives were inadequately provided at secondary schools in the Uthungulu district. The researcher noted the prevalence of coaching and monitoring sessions for school management teams (SMTs) by *Jika Imfundo* project consultants at secondary schools. The researcher observed that coaching and mentoring services were being outsourced to retired school managers or individuals who might have resigned from schools, and other people who might have realised a niche market for making quick money in the education districts of Uthungulu and Pinetown. During the period of investigation the

other districts of KwaZulu-Natal were not recipients of *Jika Imfundo* projects. The researcher also realised that there were no systems in place to monitor or measure the success rate of these projects on the part of SMTs. It is probable that other education districts in KwaZulu-Natal also suffer from inadequate management development initiatives.

#### **5.4.5 Bureaucratic management practices are still dominant at secondary schools in the Uthungulu district**

The researcher established that bureaucratic management practices were still dominant at certain secondary schools in the Uthungulu district, irrespective of the need for democratic ideals and practices provided in the country's constitution. This could inhibit participatory initiatives at secondary schools. Bureaucratic practices were firstly revealed by participants as a central feature of education authorities. The researcher further established that principals tend to use bureaucracy in order to absorb pressure from education authorities. Bureaucratic practices manifest themselves as part of the non-negotiables or policies from the employer, in the shape of the Department of Basic Education.

Bureaucratic management does not share any relation with participative management. However, the researcher cannot demonise its relevance in management in the sense that in certain situations it could bring about school functionality. Bureaucracy is undergoing changes in post-apartheid South Africa. It is probable that most South Africans are now geared for democratic or participatory management in all spheres of life.

#### **5.4.6 There are too many administrative functions which reduce time for participative management initiatives**

The investigation established that school principals and other school management team members were overburdened with administrative functions at secondary schools in the Uthungulu district. The directives from the employer (the Department of Basic Education) might have had an impact in this regard. Principals are expected to teach, lead, and manage at secondary schools. The demanding nature of the headship post

might also be inferred from the limited time devoted to performing certain management activities. It is probable that there could be little or no time for principals to plan and implement participatory activities in schools. Management activities might become a daunting task for principals and other school management team members who have too many administrative functions to perform.

#### **5.4.7 Poor communication is a common feature at secondary schools in the Uthungulu district**

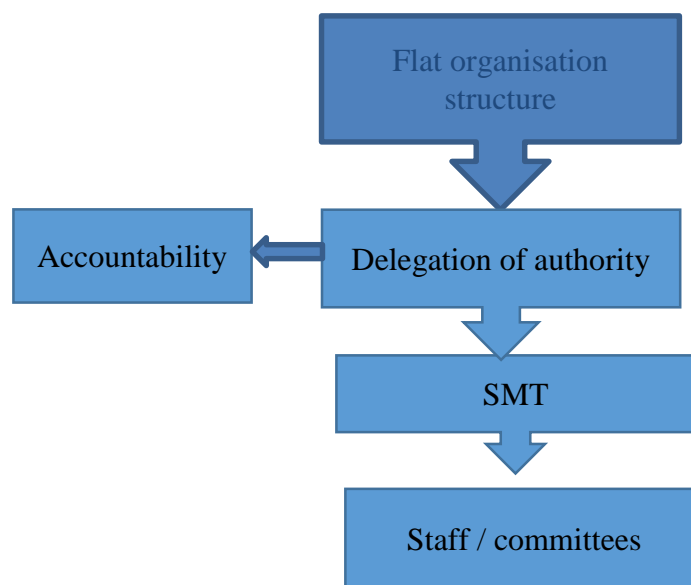
The researcher established that poor communication at secondary schools was one of the factors inhibiting participative management. It was revealed during investigation that poor communication is a manifestation of poor human relations operating at secondary schools in the Uthungulu district owing to hostility emanating from contested management positions, lifestyle issues; lack of trust, and possible trivial operational preferences. Poor communication and hostility amongst staff members could affect participative management initiatives. It is imperative for school managers such as principals that they develop the ability to create work environments in which staff members are motivated to perform well in pursuit of organisational goals. Effective school principals tend to become proactive, and reduce the prevalence of poor communication in the workplace.

#### **5.4.8 Political cliques affect school functionality**

The researcher established that political cliques at secondary schools in the Uthungulu district do not yield positive results and tend to affect the normal school functioning in various ways. The proliferation of political cliques in schools is attributed to unnecessary hatred among colleagues, jealousy, burnout syndrome, unionisation of employees, lack of collegiality, inadequate career advancement opportunities in the teaching profession, unequal treatment of staff members by school management teams, and mundane or inflexible workplace procedures.

#### 5.4.9 Models which promote participative management in secondary schools

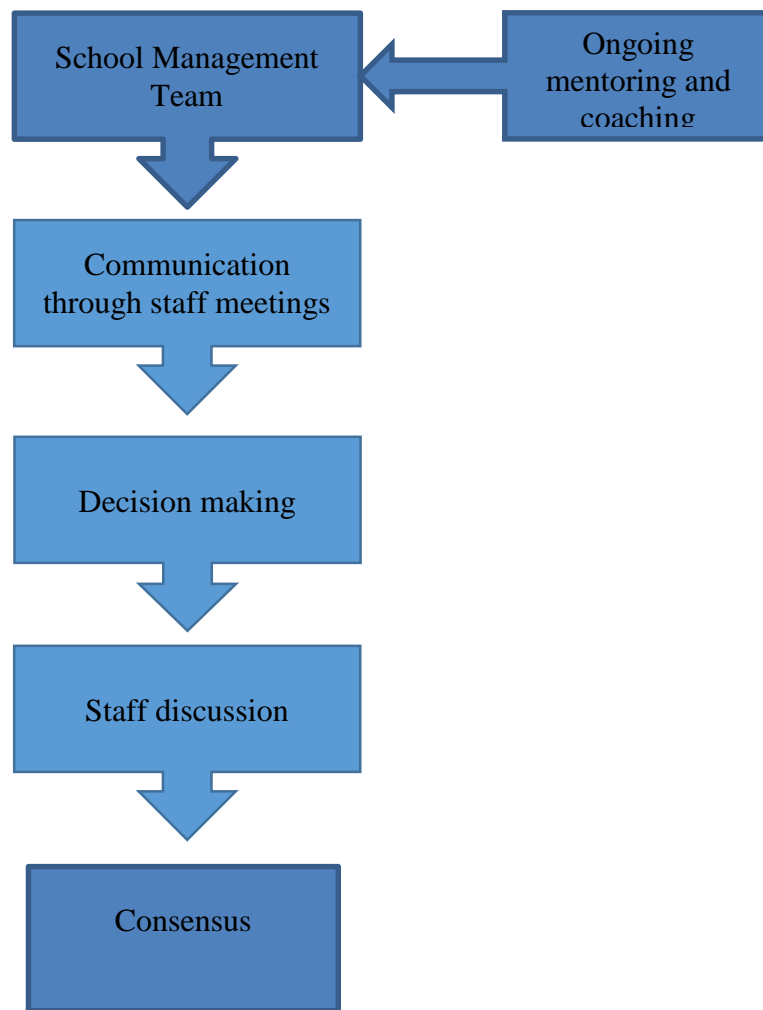
There were three best models provided by participants in the study which can promote participative management in secondary schools. The models might be an idealistic impression of what needs to be done if one intends to implement participative management. They were derived from both quantitative and qualitative data. It is probable that the suggestions provided by participants were informed by mentoring and coaching initiatives of school management team members through *Jika Imfundo* projects. The first model is as follows:



**Figure 7: Participative management models which can lead to organisational success**

(Designed by the participants)

The above participative management model advocates a flat organisational structure (cf. 2.5). The model depicts SMT members becoming accountable in executing school functions. In the model the SMT members delegate authority to staff members or committees. There could be benefits on delegating to staff. Leithwood (2006), in Bush (2011:90), concurs with this assertion in stating that staff delegation and participative management were significantly related to effect change in the academic capacity of learners, while developing the formal leaders of the future. Participative management requires flattened organisational structures. Delegation of authority by an SMT is associated with the participatory approach (cf. 2.7). An SMT is also accountable for the tasks to be performed.



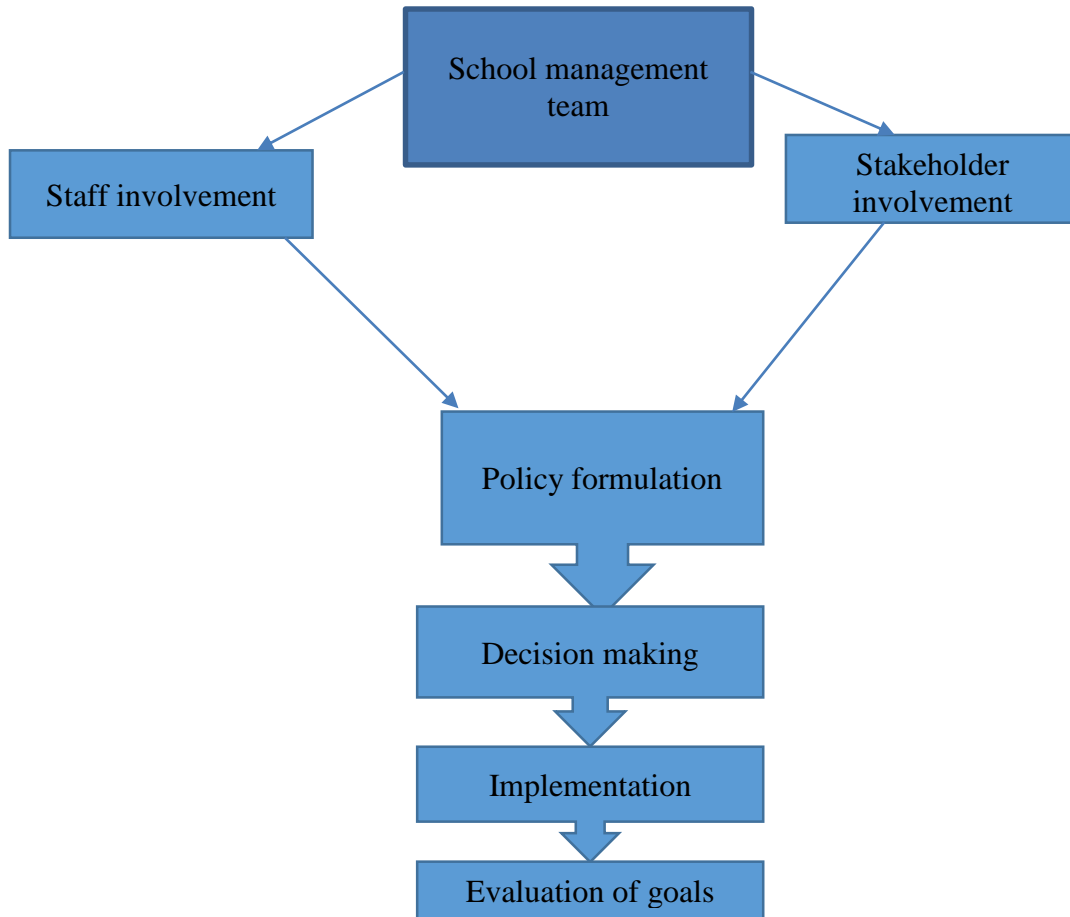
**Figure 8: Participative management models which can lead to organisational success**

(Designed by the participants)

The above participative management model shows the SMT receiving on-going mentoring and coaching from educational management experts. After the SMT has been capacitated by experts the structure becomes confident of its ability to communicate information to other staff members through holding a staff meeting. Discussions take place, after which there is participation in the decision-making process by all staff members.

Decision making leads to consensus about the matter in hand (cf. 2.6). The researcher concludes that this model does have most of the essential indices of participative management.

The third-best model provided by participants is as follows:



**Figure 9: Participative management models which can lead to organisational success**

(Designed by the participants)

The above participative management model shows the SMT interacting with staff members and stakeholders. The interaction leads to the formulation of participative management policy (cf. 4.2.1.2a). When the policy is formulated the parties involved craft the decision-making process. After the decision has been made it is implemented. It is interesting to note that there is collective agreement on the decision taken. After implementation there is evaluation as a way of monitoring and ensuring agreed-upon decisions. This model is different from other models in that it provides for the involvement of stakeholders and staff members. This participative management model also provides for the creation of participative management policy which might serve as

a framework for all participatory initiatives. Lastly, the model makes provision for ascertaining that everything remains on track through evaluation of the process. It is critical that there should be checks and balances in all participative management activities.

## **5.5 RECOMMENDATIONS OF THE STUDY**

### **5.5.1 There is a need to develop and strengthen organisational cultures which favour participative management practices**

The organisational cultures for schools must be developed and strengthened so that they can cater for participative management. This endeavour would ensure that participative management is endorsed by the SMT, and that the process is the way of life for secondary schools in the Uthungulu district. The SMTs, together with staff members, must ensure that there is a school policy which provides for staff participation in decision making. The Constitution of the Republic of South Africa Act (Act 108 of 1996) (South Africa, 1996a) and the Labour Relations Act (Act 66 of 1995) (South Africa, 1995) provide for staff participation in decision-making processes.

### **5.5.2 There is a need for clear organisational structures which allow for staff delegation**

For participative management practices to be cascaded to all staff members, there is a need to establish a decision-making structure which is not incompatible with the overall managerial style (cf. 4.2.1.4a). The channels for staff participation must be endorsed by all SMT members. However, participative management considers that there could be a discrepancy between organisational structure and management style. According to Hellriegel, *et al.*, (2003:518), the amount and form of participative decision-making must be determined in different situations. This means that there is a need for setting the parameters for staff delegation at various management levels. In chapter two of this study, the researcher regarded participative management as a component of staff delegation. Indeed, delegation is at the core of participative management since it involves vertical and horizontal aspects of management practice. The researcher proposes that school organograms should allow for vertical and horizontal aspects of management practice,

since participative management is permissible in flatter organisational structures (cf. 4.3.1h).

### **5.5.3 There is a need for assessing the expertise of staff members before introducing participative management**

Any significant change in a school requires preparation of human resources, through workshops, staff meetings, and team-building sessions (cf. 2.3.2). The onus is on the SMT to champion participative management at secondary schools. Financial resources need to be allocated by SMT members. However, there is a need to ensure that compliance with the Public Finance Management Act (Act 1 of 1999) (South Africa, 1999) has been taken into consideration in all budgeted activities in schools. Not everyone can participate in certain matters, and not all matters should be brought to the attention of all staff members (cf. 2.6). Bush (2013) calls this management practice “restricted collegiality”.

### **5.5.4 There is a need for ongoing management development programmes for school management teams**

The researcher is of the view that there is a need for ongoing management development programmes for all SMT members at secondary schools in the Uthungulu district, and other education districts in KwaZulu-Natal (cf. 2.5). SMT members should be mentored, and developed coaching skills so that they can effectively perform their duties in schools. The *Jika Imfundo* project currently taking place in the Uthungulu and Pinetown districts for mentoring and developing school management team members needs to spread its wings to other education districts in KwaZulu-Natal. The other management development institutes owned by the government should also be readily available in other provinces of the Republic of South Africa. The Department of Basic Education should make funds available for such an initiative.

### **5.5.5 There is a need for bureaucratic management to be minimal, or replaced by democratic management**

The researcher opines that bureaucratic management should be minimal, or replaced by democratic management. Participative management has features in common with

democratic management (cf. 2.4.3). Participative management is rooted in humanistic or democratic practices. This view is confirmed by the leader-participation theory of Victor Vroom and Phillip Yetton (1973), in Robbins (2013:300), who compare autocratic management with democratic management (cf. 2.3.3). In the comparison the most favoured management style is the democratic one, in the sense that managers and subordinates are able to share the problem, and together they generate and evaluate alternatives so that they can reach a consensus. The onus is on education authorities and SMT members to create a conducive environment for democratic management of secondary schools in the Uthungulu district.

#### **5.5.6 There is a need to reduce the administrative functions of school principals**

The researcher is of the view that there is a need to reduce the administrative functions of school principals. During the period of investigation, school principals complained about the proliferation of administrative activities (cf. 4.3.1.3h). Increased administrative functions in schools reduce time for school principals to focus on certain management activities such as participative management initiatives. Apart from their administrative duties, they are also expected to teach, lead and manage (cf. 2.4.2). The researcher propounds that there is a great need for principals and other SMT members to be relieved of teaching so that they can pay more attention to leadership and management. This view is supported by Scott-Norton (2013:1), who states that increasing demands upon the work life of the principal, low salary levels, time constraints, lack of parental and community support, and lack of respect are among the reasons that principals are leaving the position. It is imperative that the Department of Basic Education attend to workloads of school principals and other SMT members.

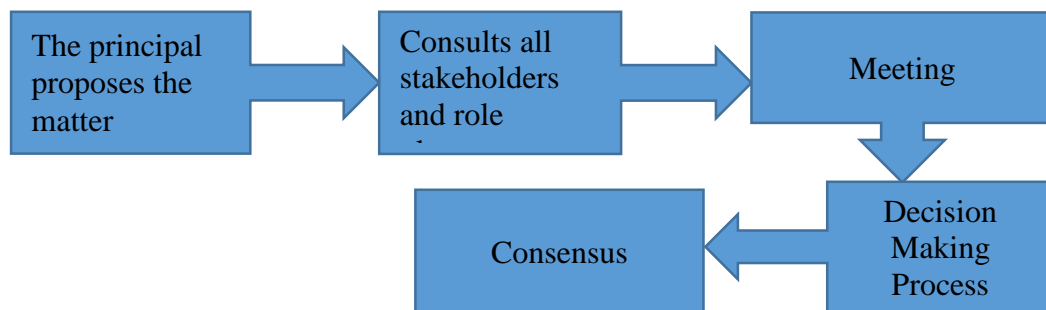
#### **5.5.7 There is a need to improve communication channels in schools**

Successful school principals find ways of improving communication channels in schools (cf. 2.5). The researcher believes that principals need to create two-way communication channels and flatter organisational structures in schools. Information needs to flow top-down, bottom-up and horizontally at secondary schools in the Uthungulu district. Akinnubi, *et al.*, (2012:105) assert that effective personnel management is a function of effective communication as management involves working with and through others to

achieve organisational goals. Goal attainment at secondary schools hinges on effective communication amongst staff members (cf. 2.5). The role of effective communication helps to build relationships and achieve organisational goals. The need for effective communication strategies at secondary schools in the Uthungulu district cannot be neglected.

### 5.5.8 Participative management models which could lead to organisational success

Below is an illustration of participative management models which lead to organisational success.

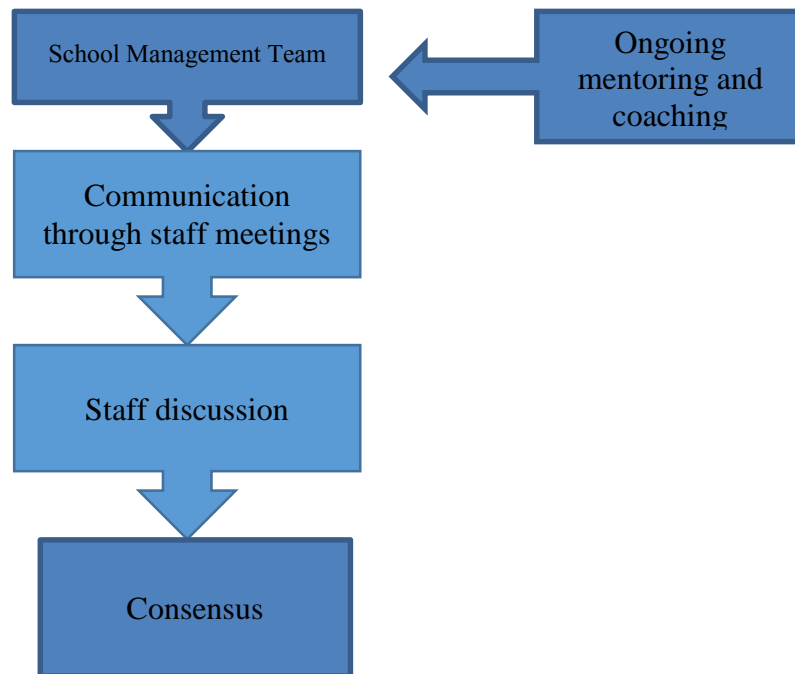


**Figure 10: Participative management models which can lead to organisational success**

(Designed by the researcher)

In the above management model the school principal proposes the matter for staff participation. There is consultation with all stakeholders and role players. After all stakeholders have been consulted a meeting is held and the decision is arrived at through consensus (cf. 2.6). Bush (2013:72) argues that collegial models assume that organisations determine policy and make decisions through a process of discussion leading to consensus. Thus power is shared among staff members who have common interests about the goals pursued by the organisation.

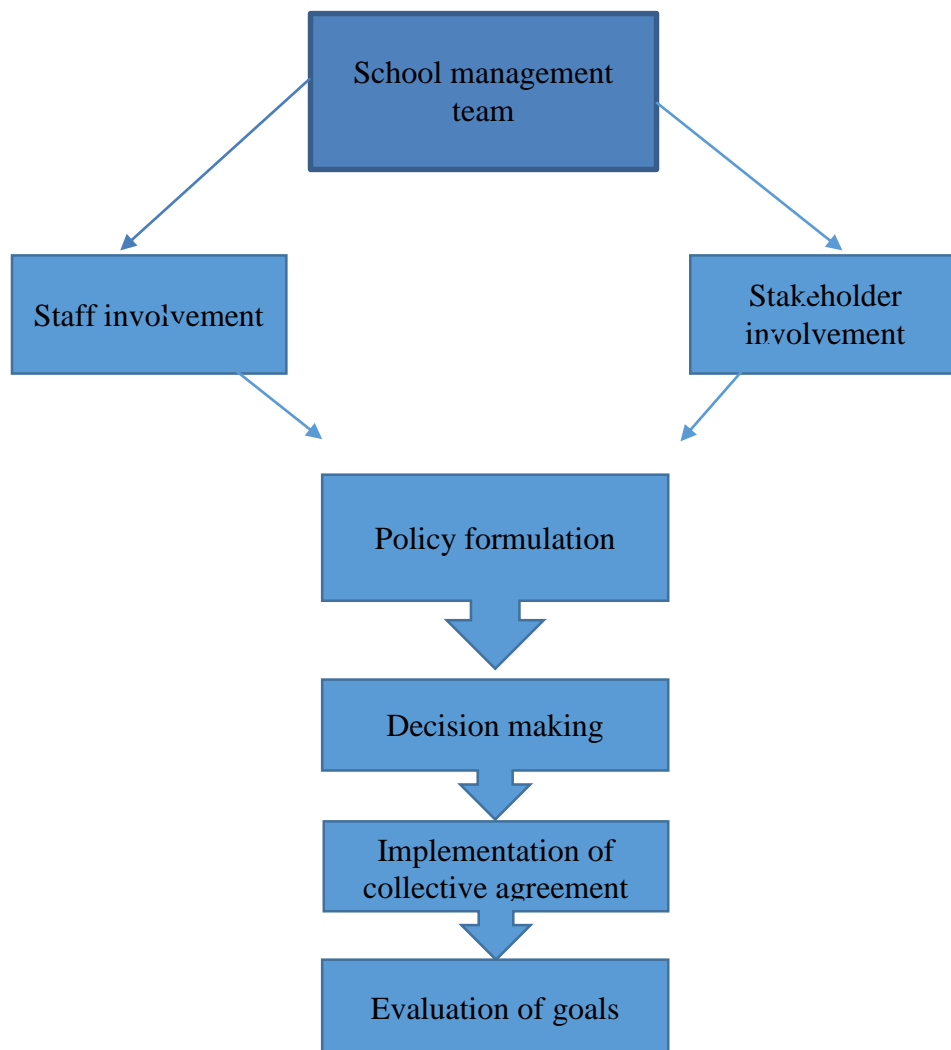
The consensus-seeking approach is a critical element of participative management.



**Figure 11: Participative management models which can lead to organisational success**

(Designed by the researcher)

The model provided by the respondents during interviews shows the SMT members provided with ongoing mentoring and coaching. The version given is linked to KwaZulu-Natal Department of Basic Education's *Jika Imfundo* project, which encourages mentoring and coaching of SMT members. In the model the SMT provides communication through staff meetings in order to elicit information. After staff discussion decisions are reached by consensus. This decision-making process concurs with Bush (2013:72), who states that collegial models such as participative management assume that organisations determine and make decisions through a process of discussion leading to consensus. Hence power tends to be shared amongst staff members who are thought to have common interests in the school.



**Figure 12: Participative management models which can lead to organisational success**

(Designed by the researcher)

The above model shows the SMT members reaching out to stakeholders and staff members in order to elicit information. The efforts by stakeholders and staff members are synergised so that participative management policy can be formulated for the organisation (cf. 4.2.1.2). Policy formulation leads to decision making about what needs to be done. Decision making is followed by implementation of collective agreement. When the policy is implemented there is a process of evaluation of goals to be attained. A decision-making process formulated collectively requires monitoring from the outset

so that there can be no deviation on the goals to be achieved. Both participative management models designed by respondents during interviews shared features with other participative management models gathered during quantitative data collection. However, the onus is on the principal and the SMT to select the best model which can be adapted to the school environment, because workplace situations might not be the same.

## **5.6 FURTHER SUGGESTIONS FROM QUANTITATIVE DATA**

The researcher consolidated suggestions made by respondents on participative management practices in the Uthungulu district of KwaZulu-Natal in South Africa. The respondents' suggestions focused on participative management requirements, administration of participative management, and participative management outcomes.

The respondents confirmed that there is a need for clear areas of participation to be known by all staff members (cf. 2.5.3). Some respondents indicated that there is a need for all stakeholders and roleplayers to participate. The respondents also suggested that there is a need for workshops for all participants to be arranged before participatory initiatives. Suggestions also focused on the need for educators to express their views freely in schools. The unionisation of educators could be a contributory factor in this regard (cf. 4.2.1.4g). There were respondents who felt that there is a need for school principals to assess the expertise of educators before delegating tasks.

Participative management suggestions also stressed the need for good relationships to prevail in secondary schools. Some respondents said that although principals need to make decisions, staff members should be invited to participate in certain decision-making processes. In this regard, the researcher has argued that there is a need to identify areas for staff participation (cf. 2.5.3). There were respondents who agreed that time should be allocated for participative management, and that there should be clear communication channels in the organisational structures of secondary schools (cf. 2.5).

The respondents further endorsed the need for democratic management in secondary schools (cf. 2.5). The researcher argues that school principals should adopt democratic management styles when they perform their management functions. The respondents also supported the idea that participative management should create a conducive environment for regular meetings as a mode of eliciting responses from staff members (cf. 2.4.3).

Some recommendations made by respondents indicated that principals should not abdicate responsibility when delegating tasks to staff members. It should be noted that the principal is accountable for all the activities taking place in the school. There were also respondents who suggested that there is a need for regular management development sessions to be conducted at circuit, district and provincial education levels. The provision of management development programmes is essential in order to capacitate school principals with theoretical insight which can be translated into the workplace environment (cf. 4.3.1.3e).

On the administrative level of participative management, the respondents felt that there is a need for management “buy in”. In this regard, the researcher argues that any participatory initiative requires to be management led, since there could be good results for the organisation. However, some respondents stated that lethargic behaviour and lack of commitment on the part of educators could be reasons for participative management initiatives. Some respondents revealed that the adoption of participative management practices is further thwarted by mammoth administrative functions performed by principals in secondary schools (cf. 4.2.1.6). The reduction of administrative functions could assist principals to make time for participative management. Thus it is probable that secondary school principals could create participative management policies and strategies which might link with those set by the Department of Basic Education.

The respondents further suggested that the top-down management style currently used by the circuit and district officials should be reduced (cf. 4.2.1.6). It is probable that some respondents felt that there is a little shift towards democratic management practises by education authorities at circuit and district levels. Suggestions also touched on the need for educational management qualifications in order to prepare

future school leaders and managers (cf. 4.2.1.1). Other respondents saw a need for acknowledging and rewarding schools which were managed through participatory approaches. The researcher regards such schools as centres of excellence, because participative management might have positive outcomes for staff, learners, schools, and the community at large.

There were other respondents who indicated that participative management can lead to happy staff members and self-managing schools if it is properly planned and implemented (cf. 2.5). This view has some links with the self-actualisation need advocated by Abram Maslow in the hierarchy of need motivation theory (cf. 2.8). The concept of self-managing schools is associated with organic, functional, effective, progressive and self-directed schools.

The respondents also stated that participative management could reduce the level of conflicts in schools. This view is premised on the idea that school matters be brought to the table before any decision is taken. Arriving at decisions through a consensus-seeking approach is one of the effects of participative management. Some respondents felt that trade union representatives should be given a chance to participate on behalf of staff members. South Africa's employees have increasingly become unionised, hence they demand to have a say on decision-making processes (cf. 4.2.1.4g). Trade unions allow for indirect participation in school matters. Recognition of the role played by trade unions could reduce the prevalence of conflict in schools. It should also be noted that staff members are wary of pseudo-participatory initiatives by SMT members.

## **5.7 FURTHER SUGGESTIONS FROM QUALITATIVE DATA**

Respondents' responses derived from qualitative data were consolidated. Most respondents stated that there must be transparency and democracy in order to implement participative management at secondary schools of the Uthungulu district (cf. 2.2). Transparency could be achieved if school principals invited staff members to participate in decision making. This view is premised on the leader-participation model by Victor Vroom and Phillip Yetton, who advocate that the school principal needs to share a problem with subordinates as a group, and thereafter generate and evaluate

alternatives and attempts to reach an agreement (consensus) on a solution (Hellriegel, *et al.*, 2003:518). The respondents in quantitative data also suggested that there is a need for clear areas of participation by all staff members (cf. 2.5.3). Thus there is a great need for school managers to play their cards openly when planning for participative management.

In this study participative management has been discussed in relation to democratic practices (cf. 2.2). However, Newton & Tarrant (2002:98) warn that staff participation should not be equated with democracy. The researcher argues that participative management calls for staff members to be offered an opportunity to have a say on school matters. One of the fundamental principles of democracy is that the subordinates must be allowed to have a voice in decision-making processes. In quantitative data there were suggestions made by respondents regarding the need for employees to be afforded opportunities to express their views freely in secondary schools. South Africa is a democratic state with a democratic constitution, thus there is a need for democratic practices to prevail in the management of public institutions such as schools.

During interviews respondents also suggested that there should be innovation in and effective implementation of participative management. Innovation is critical for participative management. Knobel (2007:12) concurs with this view in stating that the style of management encourages employees to use their creative potential, and recognises that an original thought on the part of a single employee can greatly affect the organisation's competitive edge – frequently out of all proportion to the original idea. Indeed, by engaging staff members school principals endeavour to unleash the best from subordinates (cf. 2.11). The view regarding innovation reflects the view in the quantitative data that regards secondary schools as centres of excellence. Through innovation, secondary schools can be regarded as centres of excellence by stakeholders.

Effective implementation of participative management practices illustrates that the concept is not utopian: it can be achieved through a team effort (cf. 2.4.3). However, Strauss & Sayles (2012:130) warn that staff participation is unlikely to be successful where there has been a history of labour-management strife. In quantitative data

respondents revealed that effective implementation of participative management could reduce the level of organisational conflicts in schools. If participative management is implemented effectively there could be positive rewards for the organisation.

Some respondents during interviews suggested that decisions taken during staff meetings must be implemented (cf. 2.2). However, Fiedler (2002:51) opines that there could be delays in implementing participative management decisions. Such delays might be construed by staff members as strategies geared towards pseudo-participation. Respondents in quantitative data stated that time should be allocated for participative management. Decisions taken during staff meetings must be practically implemented. This gesture might help to develop staff members' trust in management (cf. 2.5).

Other respondents during interviews suggested that all staff members have a say in decision making at secondary schools in the Uthungulu district (cf. 2.5). This view is contrary to that of Price (2004:316), who maintains that participative management may lead to change being blocked by inflexible groups. Irrespective of the fact that there could be different interest groups in the workplace, all staff members must be afforded the opportunity to participate in decision making (cf. 2.5). Quantitative and qualitative data affirmed the need for this at secondary schools in the Uthungulu district.

## **5.8 LIMITATIONS OF THE STUDY**

The study might not be representative of participative management practices taking place in other KwaZulu-Natal education districts, since it only focused on the Uthungulu district. The chosen population, namely principals and heads of departments, could hide pertinent information because participative management needs to enjoy the 'buy in' from the SMT in secondary schools. On the other hand, the SMT members could be aware of their lethargy and incompetence in implementing participative management practices in schools, which could have adverse effects in the study.

## **5.9 RECOMMENDATIONS FOR FURTHER STUDIES**

Since the study focussed on school management team members, it is recommended that a study of this nature be conducted with post level one (PL1) educators in order to understand their perceptions of participative management. What ought to be done in order to implement or fasttrack participative management could be revealed by PL1 educators since they are not involved in school management activities.

Future studies on participative management should also focus on gathering data from stakeholders, namely learners and parents. The views of learners' representative councils (LRCs) might represent the aspirations of learners, whilst the views of school governing bodies (SGBs) might represent the general feelings of parents about participative management.

## **5.10 CHAPTER SUMMARY**

This chapter has discussed and provided the summary, conclusions and recommendations of the study. The summary provides the overview of the entire study. The conclusions of the study were informed by the literature reviewed and current participative management practices at various secondary schools in the Uthungulu district of KwaZulu-Natal province in South Africa. The conclusions made by the researcher in this study demonstrate that there is a great need for capacity or management development initiatives for principals and other school management team members at secondary schools in the Uthungulu district. The recommendations of the study focused on the objectives of the study, and answered the research questions regarding participative management practices at secondary schools in the Uthungulu district of KwaZulu-Natal province in South Africa.

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**APPENDIX A**  
**QUESTIONNAIRE**

# QUESTIONNAIRE TO PRINCIPALS

**This is a study of participative management at secondary schools in the Uthungulu district.**

Kindly provide information about participative management practices at your institution. Indicate your answer to items by means of a cross (x) in the appropriate box. Some items require you to mention important areas, major inhibiting factors, models and suggestions on participative management.

## SECTION A

### 1: BIOGRAPHIC / DEMOGRAPHIC AND GENERAL INFORMATION

1.1 Gender

Male	Female

1.2 Age in years

Under 30	30-39	40-49	50-59	60 Upwards

1.3 Highest qualification

Matric		MA, M.Sc., MPA, etc.	
Degree, e.g. BA, B. Sc., etc.		D. Ed.	
Professional degree, e.g. B. Paed / B. Ed.		PhD	
B. Ed. Honours		Other (specify)	
Honours, e.g. BA (Hons)			
M. Ed.			

1.4 State your professional qualifications, e.g. PTC, STD, etc.

.....

.....

1.5 Teaching experience in years

0-5	6-10	11-15	16-20	Over 20

1.6 Experience in years as school principal

0-5	6-10	11-15	16-20	Over 20

1.7 Type of school

Public School	Independent School

1.8 State the number of staff in each of the following categories

Deputy principal(s)	Departmental Head(s)	Teacher(s)	School Clerk	Security Personnel	Librarian	Other support staff

1.9 Are you involved in any form of teaching in the school?

Yes	No

## SECTION B

### 2. CONDITIONS WHICH FAVOUR PARTICIPATIVE MANAGEMENT PRACTICES IN THE SCHOOL

2.1 There is a need for creating a school policy which allows for staff participation in decision-making.

Strongly agree	Agree	Undecided	Disagree	Strong disagree

2.2 There is a need for principals to fast-track the process of participative management in schools.

Strongly agree	Agree	Undecided	Disagree	Strongly disagree

2.3 There is a need for principals to analyse the readiness of staff members before introducing participative management initiatives.

Strongly agree	Agree	Undecided	Disagree	Strongly disagree

2.4 There is a need for principals to allow staff members to participate in decision making.

Strong agree	Agree	Undecided	Disagree	Strongly disagree

2.5 There is a need for schools to have a model for staff participation in decision-making.

Strongly agree	Agree	Undecided	Disagree	Strongly disagree

2.6 There is a need for principals to match individual needs with organisational needs in the pursuit of participative management.

Strongly agree	Agree	Undecided	Disagree	Strongly disagree

2.7 There is a need for principals to involve staff members on matters pertaining to professional practice.

Strongly agree	Agree	Undecided	Disagree	Strongly disagree

2.8 There is a need for principals to encourage staff participation in extra-curricular activities.

Strongly agree	Agree	Undecided	Disagree	Strongly disagree

2.9 There is a need for principals to initiate participative management style in order to minimise organisational conflicts.

Strongly agree	Agree	Undecided	Disagree	Strongly disagree

2.10 There is a need for principals to regard participative management as a critical aspect of power sharing in various decision making processes.

Strongly agree	Agree	Undecided	Disagree	Strongly disagree

2.11 There is a need for principals and staff to make decisions through a consensus.

Strongly agree	Agree	Undecided	Disagree	Strongly disagree

2.12 There is a need for principals to value regular staff meetings in order to share information.

Strongly agree	Agree	Undecided	Disagree	Strongly disagree

## SECTION C

### 3. MANAGEMENT DEVELOPMENT NEEDS OF SCHOOL PRINCIPALS

3.1 Principals should possess professional expertise to facilitate participative management in the school.

Extremely important	Very important	Somewhat important	Of little importance	Of no importance

3.2 Principals should share information with the staff about issues affecting their work.

Extremely important	Very important	Somewhat important	Of Little importance	Of no importance

3.3 Principals should enlist services of senior staff members in decision making processes.

Extremely important	Very important	Somewhat important	Of little importance	Of no importance

3.4 Principals should be afforded guidance sessions to enhance their participative management skills.

Extremely important	Very important	Somewhat important	Of little importance	Of no importance

3.4 Principals should invite officials in the district / circuit to share information with staff members.

Extremely important	Very important	Somewhat important	Of little importance	Of no importance

3.6 School principals should conduct training sessions on how staff members need to participate in decision-making.

Extremely important	Very important	Somewhat important	Of little importance	Of no importance

## SECTION D

### 4. FACTORS INHIBITING PARTICIPATIVE MANAGEMENT PRACTICES

3.2 Principals should have a management philosophy which favours staff participation in decision-making.

Strongly agree	Agree	Undecided	Disagree	Strongly disagree

4.2 Principals should involve all stakeholders when necessary in decision making processes.

Strongly agree	Agree	Undecided	Disagree	Strongly disagree

4.3 Principals should allow School Governing Body (SGB) members to participate on school matters.

Strongly agree	Agree undecided	Undecided	Disagree	Strongly disagree

4.4 Principals should encourage learners to participate in decision making processes through Representative Councils of Learners (RCLs).

Strongly agree	Agree	Undecided	Disagree	Strongly disagree

4.5 Principals should be trained on how to facilitate participative management.

Strongly agree	Agree	Undecided	Disagree	Strongly disagree

4.6 Principals should give staff members adequate time to discuss school matters.

Strongly agree	Agree	Undecided	Disagree	Strongly disagree

4.7 Principals should utilise trade union representatives for staff participation.

Strongly agree	Agree	Undecided	Disagree	Strongly disagree

## SECTION E

### 5. GENERAL

5.1 Mention five (5) most important areas in which staff members should participate in.

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

5.2 Give five (5) major factors which inhibit worthwhile process on participative management.

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

5.3 Provide a management model which can enhance staff participation in the decision-making.

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

5.4 Any suggestions on participative management in secondary schools?

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

**Thank you for your cooperation.**

**APPENDIX B**  
**INTERVIEW SCHEDULE**

## INTERVIEW SCHEDULE FOR HEADS OF DEPARTMENTS (HODs)

**This is a study of participative management at secondary schools in the Uthungulu district.**

The purpose of this section is to answer the questions on the following aspects:

- The conditions which favour participative management at secondary schools in the Uthungulu district.
- The management development needs of principals at secondary schools in the Uthungulu district.
- The inhibiting factors for participative management at secondary schools in the Uthungulu district.
- The models which could be developed in order to enhance participative management at secondary schools in the Uthungulu district.

<b>School</b>	:	.....	
<b>Position</b>	:	.....	<b>Time</b> :.....
<b>Qualifications</b>	:	.....	<b>Location of the interview</b> :.....
<b>Date</b>	:	.....	<b>Number of years as HOD</b> :.....

**NB.: All participants need to sign the consent form, and to make preliminary test of the recording equipment.**

### QUESTIONS ON PARTICIPATIVE MANAGEMENT PRACTICES

1. In what ways do you think that the principal's management style favours participative management practices in the school?

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2. Has the principal developed an organisational culture which promotes participative management?

2.1 If yes, how?

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-----  
-----  
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2.3 If no to number 2, what has prevented the principal from developing such an organisational culture?

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3. As one of the school managers, which matters do you think should be brought to the attention of all staff members?

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4. Which decision-making matters have you discussed at management level?

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-----  
-----

5. Do you think that management development initiatives can assist the principal to become an effective school manager?

5.1 If yes to 5, how?

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-----  
-----

6. Which strategy does your principal use to encourage staff participation in the decision-making processes?

-----  
-----  
-----

7. From your experience as the head of department, do you think that the existing organisational structure of the school allows for staff participation in decision-making? If yes, explain.

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-----  
-----

8. What factors tend to inhibit participative management practices in your school?

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9. In your view, what could be the best model of enhancing the implementation of participative management in your school?

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10. Any suggestions you would like to make regarding effective implementation of participative management practices in your school?

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The interviewer may **probe** and **thank** the interviewees. Assure them of the **confidentiality** of responses. Allow interviewees to **ask questions**, and discuss how the researcher intends to **disseminate information** from the study.

**APPENDIX C**

**APPLICATION FORM FOR PERMISSION TO CONDUCT A  
STUDY**



## Application for Permission to Conduct Research in KwaZulu Natal Department of Education Institutions

### 1. Applicants Details

Name Of Applicant(s): Alan Bhekisisa Buthelezi

Tel No: 035 902 6043 / 082 963 5355

Fax: 086 621 4400

Email: ButheleziA@unizulu.ac.za

Address: P. O. Box 23945, KwaDlangezwa, 3886

### 2. Proposed Research Title:

PARTICIPATIVE MANAGEMENT AT SECONDARY SCHOOLS IN THE UTHUNGULU DISTRICT

### 3. Have you applied for permission to conduct this research or any other research within the KZNDoe institutions?

Yes	No
<input checked="" type="checkbox"/>	<input type="checkbox"/>

If "yes", please state reference Number: N/A

### 4. Is the proposed research part of a tertiary qualification?

Yes	No
<input checked="" type="checkbox"/>	<input type="checkbox"/>

If "yes"

**Name of tertiary institution:** University of Zululand

**Faculty and or School:** Faculty of Education

**Qualification:** Doctor of Education

**Name of Supervisor:** Dr M.A.N. Duma

**Supervisors Signature** \_\_\_\_\_

If "no", state purpose of research: N/A

**5. Briefly state the Research Background :**

The study will investigate participative management practices at secondary schools in the Uthungulu district of KwaZulu-Natal. The current political dispensation in the post-apartheid South Africa promotes the ideals of democracy. The South African government has passed various pieces of legislation in order to promote participative management practices in public institutions such as schools. Secondary schools in the Uthungulu district have not been left untouched by such transformational changes. The researcher intends to investigate participative management practices which are supposed to be management led at secondary schools in the Uthungulu district of KwaZulu-Natal.

**6. What is / are the main research question(s)?:**

- Under what conditions is participative management style appropriate at secondary schools?
- What are management development needs of school managers in facilitating participative management practices in secondary schools?
- What are inhibiting factors to a participative management style in secondary schools?
- Which models can be developed to enhance the implementation of participative management in secondary schools?

**7. Methodology including sampling procedures and the people to be included in the sample:**

This study will use mixed method approaches. The target population for the quantitative study will comprise principals and heads of department. The principals will be randomly sampled in the quantitative study, whereas purposeful sampling of heads of department will be carried out in qualitative study.

- 8. What contribution will the proposed study make to the education, health, safety, welfare of the learners and to the education system as a whole?:** The study will provide invaluable insight pertaining to management development needs of principals in the Uthungulu district of KwaZulu-

Natal. The study will further provide an innovative and worthwhile contribution for the KwaZulu-Natal Department of Basic Education with regards to the challenges inhibiting participative management.

**9. KZN Department of Education Districts from which sample will be drawn (please tick) –**  
*Please attach the list of all schools*

<b>Amajuba</b>		<b>Umlazi</b>		<b>Sisonke</b>	
<b>Othukela</b>		<b>Pinetown</b>		<b>Ugu</b>	
<b>Zululand</b>		<b>Ilembe</b>		<b>Umgungundlovu</b>	
<b>Obonjeni</b>		<b>Uthungulu</b>	X	<b>Umzinyathi</b>	

**10. Research data collection instruments:** *(Note: a list and only a brief description is required here - the actual instruments must be attached):*

This study will use questionnaires and interviews for data collection.

**11. Procedure for obtaining consent of participants and where appropriate parents or guardians:**

The consent forms for participating in the research study will be provided to all participants.

**12. Procedure to maintain confidentiality ( if applicable):** Information furnished by participants will be treated with great confidentiality, bearing in mind the research ethics of the University of Zululand.

**13. Questions or issues with the potential to be intrusive, upsetting or incriminating to participants (if applicable):** N/A

**14. Additional support available to participants in the event of disturbance resulting from intrusive questions or issues (if applicable):** The questionnaire can be completed in various stages, however the participants should take into cognizance the deadline of submitting the questionnaire.

**15. Research Timelines :** 21 January 2015 to 30 September 2015

**16. Declaration**

I ( Alan Bhekisisa Buthelezi) **declare that the above information is true and correct.**

\_\_\_\_\_  
**Signature of Applicant**

\_\_\_\_\_  
**Date**

**17. Agreement to provide and to grant the KwaZulu Natal Department of Education the right to publish a summary of the report.**

I agree to provide the KwaZulu Natal Department of Education with a copy of any report or dissertation written on the basis of information gained through the research activities described in this application.

I grant the KwaZulu Natal Department of Education the right to publish an edited summary of this report or dissertation using the print or electronic media.

\_\_\_\_\_  
**Signature of Applicant**

\_\_\_\_\_  
**Date**

**Return a completed form to:**

Sibusiso Alwar  
Research Unit  
Resource Planning  
KwaZulu Natal Department of Education

**Hand Delivered:**

Office G25; 188 Pietermaritz Street  
Pietermaritzburg 3201

**Or**

**Ordinary Mail**

Private Bag X9137  
Pietermaritzburg  
3200

**Or**

**Email**

[sibusiso.alwar@kzndoe.gov.za](mailto:sibusiso.alwar@kzndoe.gov.za) or [smiso.sikhakhane@kzndoe.gov.za](mailto:smiso.sikhakhane@kzndoe.gov.za)

## **APPENDIX D**

### **PERMISSION OF THE HEAD OF DEPARTMENT IN THE KWAZULU-NATAL DEPARTMENT OF BASIC EDUCATION**



## education

Department:  
Education  
**PROVINCE OF KWAZULU-NATAL**

Enquiries: Nomangisi Ngubane

Tel: 033 392 1004

Ref.:2/4/8/1/154

Mr AB Buthelezi  
PO Box 23945  
KWADLANGEZWA  
3886

Dear Mr Buthelezi

### PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"PARTICIPATIVE MANAGEMENT AT SECONDARY SCHOOLS IN THE UTHUNGULU DISTRICT"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 01 January 2015 to 30 September 2015.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

(UThungulu District).

**Nkosinathi S.P. Sishi, PhD**  
Head of Department: Education  
Date: 20 April 2015

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa ...dedicated to service and performance  
PHYSICAL: 247 Burger Street, Anton Lembede House, Pietermaritzburg, 3201. Tel. 033 392 1004 **beyond the call of duty**  
EMAIL ADDRESS: [kehologile.connie@kzndoe.gov.za](mailto:kehologile.connie@kzndoe.gov.za) / [Nomangisi.Ngubane@kzndoe.gov.za](mailto:Nomangisi.Ngubane@kzndoe.gov.za)  
CALL CENTRE: 0860 596 363; Fax: 033 392 1203 WEBSITE: [WWW.kzneducation.gov.za](http://WWW.kzneducation.gov.za)

## **APPENDIX E**

### **LETTER TO PRINCIPALS IN SECONDARY SCHOOLS**

## LETTER OF REQUEST TO PARTICIPATE IN THE STUDY

To : Principals of secondary schools in the Uthungulu district

Research Project Title : **Participative management at secondary schools in the Uthungulu district**

Researcher : Alan Bhekisisa Buthelezi

Date : 13 April 2015

Dear Sir/Madam

This letter serves to request your participation and expertise in the PhD (Educational Management) study that I am conducting at the University of Zululand under the supervision of Dr. M.A.N. Duma.

I would like to provide you with some information pertaining to my study so that you understand how valuable I consider your input. As the school principal I am convinced that you are in possession of important information which can be crucial in the study of participative management practices, if you are willing to help with the matter. Policy implementation at school level is an area of great concern in the study of participative management. The questionnaire requires you to give information about the current state of participative management in your school.

As one of the school principals in KwaZulu-Natal's Uthungulu district, I request you to complete the questionnaire so that I can understand your views regarding the topic. The questionnaire requires you to state your opinion, preferences, attitude or way of doing things as they are. In this study, there are no right or wrong answers. It is, therefore, important that all questions be answered either briefly or elaboratively as you choose. You need not to sign or write your name on the questionnaire.

You are requested to furnish the required answer either by indicating an answer with a cross(x) or by writing as directed. If you are not able to reach a decision on a particular item go on to the next item. Come back later to those items you have skipped.

Your contribution to the success of this research is highly essential. The findings of the investigation will enable the researcher to make worthwhile and significant recommendations with regard to the need and practices of participative management in secondary schools.

Let me assure you that when you partake in this study you have a right to privacy. Consequently your identity will remain anonymous unless you wish it to be known. In addition, I will ensure that you are protected from any harm. If it happens that you are physically or emotionally harmed, you will be indemnified against that. You will be free to withdraw for some reasons known or unknown to you or when you are no longer interested to participate in the study. The results of the research will also be made available to you as well, should you so wish.

Participation in this study is also voluntary. The questionnaire will take approximately an hour to complete. I am aware that your position as the principal demands that you remain

busy the whole day and the questionnaire may appear necessarily long. I request you to work on it in stages that suit your time schedule. You will be free to decline a question when completing the questionnaire. Your views in the questionnaire will be analyzed by the researcher in order to facilitate generation of data. There are no known or anticipated risks to you as participant or respondent in this study. Data generated for this study will be kept for a period of 5 years and will be locked in my office at the University of Zululand.

Should you have any questions regarding my study or you would like to obtain more information before you reach a decision about participation, do not hesitate to contact me on: 082 963 5355 or you can e-mail me at [ButheleziA@unizulu.ac.za](mailto:ButheleziA@unizulu.ac.za). You are free to contact my supervisor, Dr M.A.N. Duma on telephone number 035-902 6495.

Kindly complete the questionnaire attached hereto, and return it to me in the self-addressed envelope on or before **24 April 2015**. Your contribution to the success of this research is **highly essential**. When the study is complete, participative management needs in the Uthungulu district will be given priority by the authorities in the KwaZulu-Natal Department of Basic Education.

Your cooperation in this regard will be highly appreciated.

Yours faithfully

.....  
Alan Bhekisisa Buthelezi (Mr)  
Fax numbers : 035 902 6260 / 086 621 4400

## **APPENDIX F**

### **LETTER TO HEADS OF DEPARTMENTS (HODs) IN SECONDARY SCHOOLS**

P O Box 23945  
KwaDlangezwa  
3886  
02 March 2015

The Head of Department

Name of the school :-----

Dear Sir/Madam

As one of the school managers, I am convinced that you are in possession of important information which can be crucial in the study of participative management practices, if you are willing to help with the matter. Policy implementation at institutional level is an area of great concern in the study school management. You are in a position to give valuable information about the current state of participative management in your organisation. Data gathered will be analysed so that management needs revealed could be given appropriate attention by the officials in the KwaZulu-Natal Department of Basic Education. The information you give will be kept confidential and will serve no other purpose other than pursued by this study entitled:

**PARTICIPATIVE MANAGEMENT AT SECONDARY SCHOOLS IN THE UTHUNGULU DISTRICT.**

It is because of importance of management practices at school levels that I have decided to ask your assistance in gathering data. All I request from you is to answer the questions pertaining to current participative management during the interview session. I am also aware that your position demands that you remain busy the entire day.

The study has been approved by the KwaZulu-Natal Department of Basic Education (see enclosed letter) and the University of Zululand. This makes your contribution as the head of department very essential, relevant and significant. The interview requires you to state your opinion, preferences, attitude or way of doing things as they are. In this study, there are no right or wrong answers. It is, therefore, important that all questions be answered either briefly or elaboratively as you choose. You need not to sign or write your name on the interview schedule used by the researcher.

Your contribution to the success of this research is highly essential. The findings of the investigation will enable the researcher to make worthwhile and significant recommendations with regard to the need and practices of participative management at secondary schools in the Uthungulu district.

Thank you for your assistance

Yours faithfully

.....  
Alan Bhekisisa Buthelezi (Mr)  
Researcher

Contact numbers: 035 902 6043 / 082 963 5355

**APPENDIX G**

**UNIVERSITY OF ZULULAND ETHICAL CLEARANCE  
CERTIFICATE**



**ETHICAL CLEARANCE CERTIFICATE**

Certificate Number	UZREC 171110-030-RA Level 02 PGD 2014/72					
Project Title	Participative Management at Secondary Schools in the uThungulu District					
Principal Researcher/ Investigator	AB Buthelezi					
Supervisor and Co- supervisor	Dr MAN Duma			Mrs. IS Kapueja		
Department	Educational Foundation and Management					
Nature of Project	Honours/4 <sup>th</sup> Year	<input type="checkbox"/>	Master's	<input type="checkbox"/>	Doctoral	<input checked="" type="checkbox"/> Departmental

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project proposal and the documents listed on page 2 of this Certificate.

- Special conditions:**
- (1) The Principal Researcher must report to the UZREC in the prescribed format, where applicable, annually and at the end of the project, in respect of ethical compliance.
  - (2) Documents marked "To be submitted" (see page 2) must be presented for ethical clearance before any data collection can commence.

The Researcher may therefore commence with the research as from the date of this Certificate, using the reference number indicated above, but may not conduct any data collection using research instruments that are yet to be approved.

Please note that the UZREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the documents that were presented to the UZREC
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

**Classification:**

Data collection	Animals	Human Health	Children	Vulnerable pp.	Other
X					
Low Risk		Medium Risk		High Risk	
		X			

The table below indicates which documents the UZREC considered in granting this Certificate and which documents, if any, still require ethical clearance. (Please note that this is not a closed list and should new instruments be developed, these would require approval.)

Documents	Considered	To be submitted	Not required
Faculty Research Ethics Committee recommendation	X		
Animal Research Ethics Committee recommendation			X
Health Research Ethics Committee recommendation			X
Ethical clearance application form	X		
Project registration proposal	X		
Informed consent from participants	X		
Informed consent from parent/guardian			X
Permission for access to sites/information/participants	X		
Permission to use documents/copyright clearance			X
Data collection/survey instrument/questionnaire	X		
Data collection instrument in appropriate language		Only if necessary	
Other data collection instruments		Only if used	

The UZREC retains the right to

- Withdraw or amend this Certificate if
  - Any unethical principles or practices are revealed or suspected
  - Relevant information has been withheld or misrepresented
  - Regulatory changes of whatsoever nature so require
  - The conditions contained in this Certificate have not been adhered to
- Request access to any information or data at any time during the course or after completion of the project

The UZREC wishes the researcher well in conducting the research.



**Professor Rob Midgley**  
 Deputy Vice-Chancellor, Research and Innovation  
 Chairperson: University Research Ethics Committee  
 16 October 2014

<p><b>CHAIRPERSON</b>                  UNIVERSITY OF ZULULAND RESEARCH                  ETHICS COMMITTEE (UZREC)                  REG NO: UZREC 171110-30</p> <p><b>16 -10- 2014</b></p> <p><b>RESEARCH &amp; INNOVATION OFFICE</b></p>
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