

**AN EVALUATIVE STUDY OF THE PRINCIPAL'S
LEADERSHIP ROLE IN FACILITATING
PARTICIPATIVE MANAGEMENT**

By

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Declaration

I, Sydney General Shezi, hereby declare that "*An evaluative study of the principal's leadership role in facilitating participative management*" represents my own work both in conception and execution and that all sources used or quoted have been acknowledged by means of complete references.



Sydney General Shezi

January 2006

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Dedication

I dedicate this work to:

1. My late mother **Christina Shezi** for everything she did for me.
2. **All school principals and educators** for their perseverance and dedication to providing quality public education. May this research inspire them to embrace and promote participative management in their schools.

Abstract

Educational policy reform such as South African Schools Act, No. 84 of 1996 and the National Education Policy Act, No. 27 of 1996 require all educators to participate actively in the governance and management of their schools with the view to providing better teaching and learning environments. Educators must participate in the management processes of their schools to bring about deliberate, meaningful and effective management.

This study provides both a literature review and an empirical study of strategies that principals may adopt to facilitate participative management among educators.

The following key findings emanated from the study:

- There is a lack of educator involvement in the management process.
- Principals do arrange formal meetings with educators frequently enough but do not structure meetings tightly enough.
- There is a general lack of communication between the school management team and educators.
- Educators are not involved in the implementation of educational policies.

The following recommendations were extrapolated from the above findings:

- Principals should encourage networking between schools so as to promote interschool communication, resource sharing, staff and learner collaboration and information exchange.
- Principals should conduct staff training programmes and should promote teamwork among educators in their schools.
- Effective management strategies should be made explicit in training workshops and policy documents such as the South African Schools Act, No. 84 of 1996, should be discussed in educator forums.

It is the fervent hope of the researcher that this study will alert principals to pitfalls of authoritarian management styles and equip principals with practical strategies and techniques to effectively facilitate participative management in their respective schools.

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Acronyms used in this study

| | |
|-------------|---|
| NQF | National Qualifications Framework |
| OBE | Outcomes-based Education |
| PPM | Post Provisioning Model |
| PPN | Post Provisioning Norm |
| RNCS | Revised National Curriculum Statement |
| SASA | South African Schools Act, No. 84 of 1996 |
| SEM | Superintendent of Education (Management) |
| SGB | School Governing Body |
| SMT | School Management Team |

CHAPTER 1: ORIENTATION

1.1 INTRODUCTION

The education system in South Africa is being completely reshaped to align with democratic principles. The changes have been systemic affecting all aspects of schooling including the curriculum, qualification structures and school management. Curriculum reform is being driven primary by the adoption of Outcomes-Based Education (OBE) and its current revision as the Revised National Curriculum Statement (RNCS). The qualification structure has embraced the notion of life-long learning and is defined in the National Qualifications Framework (NQF). School management and governance has been democratized by passing the South African Schools Act, No. 84 of 1996 (SASA) which mandates active participation of all educators, parents, learners and the community at large in the management and governance of schools.

This study specifically scrutinizes the principal's leadership role in facilitating participative management by engaging educators as partners in managing and governing the school. Lemmer (1999: 142) asserts that principals are no longer in a dominant position where they can manage schools in an autocratic top-down manner. He (ibid) contends that educators are now seen as self-directed professionals, with a strong sense of responsibility and commitment, who can also be involved in the management process of schools. According to Ndlovu, Betram, Mthiyane and Avery (1990: 62) principals who operate as leaders realize that their status as principals is dependent on the support of their staff.

1.2 BACKGROUND OF THE STUDY

Under the previous educational dispensation (pre-1994), schools were managed in a hierarchical fashion with a pyramid organizational structure. According to

Weaver (1991) cited by Green and Engelbrecht (2001: 87) decision-making power was vested almost exclusively in the principal.

A central challenge in a democratic South Africa is for principals to solicit greater involvement of educators in managing schools. Educator involvement, according to Steyn (1997: 1), is a powerful means to improve schools and an essential ingredient if schools strive for excellence. Allen (1982), cited by Van der Westhuizen (1991: 41), argues that if the staff is involved in decision-making and in matters that affect them directly, they are prompted to help achieve objectives and remain accountable for taking the final decision.

1.3 STATEMENT OF THE PROBLEM

The power to manage and govern the school has been devolved to the school itself under conditions prescribed by the South African Schools Act, No 84 of 1996 (SASA). These conditions are based on democratic, inclusive and participative principles which define roles and responsibilities for all constituencies that have an interest in the delivery of quality education by the school. The constituencies include all educators, parents, learners and the host community.

Despite these ideals some school principals still believe that they have an exclusive mandate on decision-making. These principals usurp the additional powers that have devolved to the school with little regard for the rights of the other parties. Educator participation is then either suppressed or discouraged.

Another problem threatening to undermine the success of the educational reforms is educator apathy in relation to school management and governance. Progressive principals are faced with the challenge of finding innovative strategies to override non-participation.

1.4 AIMS OF THE STUDY

This study sets out to:

- assess if principals facilitate participative management among educators.
- explore strategies which principals can use to encourage educators to participate in management activities.

1.5 RESEARCH QUESTIONS

The following research questions have been formulated to help structure the investigation:

1. Are principals facilitating participative management?
2. What strategies are adopted by principals to encourage educators to participate in management activities?

1.6 OPERATIONAL DIFINITIONS

Several concepts central to this study are qualified and clarified below.

1.6.1 EDUCATOR

The term 'educator' refers to a person whose profession and talent is the ability to impart knowledge, practical skills or understanding. The term educator is synonymously used with the term 'teacher' which according to Van der Westhuizen (1997: 196) includes any person who teaches, educates or trains learners at school. It includes the principal or headmaster of a school.

The Employment of Educators Act, No.76 of 1998 and the Operational Manual for KwaZulu Natal Schools (2002: 600) define an educator as “any person who teaches, educates or trains other persons or who provides professional educational services at any public school, further education and training institution, department office or adult basic education who is appointment officer or educator under this act”.

In this study the term educator will be used narrowly to mean a practitioner responsible for teaching and learning in the classroom (i.e. a level one educator).

1.6.2 LEADERSHIP

According to Mintzberg (1973), cited by Van der Westhuizen (1997: 93), 'leadership' entails the interpersonal relationship between the educational leader and his/her staff and pupils. Van der Westhuizen (ibid) correctly regards the leadership role as the most important role of a manager. In this study, 'leadership' will be used to refer to effective guidelines or ideas which are interactive, team-focused and collaborative which the principal, in consultation with educators, will develop.

1.6.3 FACILITATE

According to Soanes (2002: 316), to 'facilitate' is to make easier. In the context of this study, 'facilitate' will be used to mean encouraging or giving educators opportunities to be involved in the management of the school.

1.6.4 PARTICIPATIVE MANAGEMENT

'Participative management' refers to a system where educators participate in the management of the school and in decision-making that affects them and their

jobs. Van der Westhuizen (2002: 246) states that participative management implies that, educators may participate in decision-making either as individuals or as a group. In this study participative management will be used to mean educator-involvement in the school decision-making process.

1.7 BASIC ASSUMPTIONS

Two basic assumptions underpin this study, namely:

- Educators become actively involved in promoting and enhancing the quality of education when principals reflect a participative style of managing their schools.
- Educators are motivated if encouraged to participate in the management process.

1.8 SIGNIFICANCE OF THE STUDY

This study will alert principals to pitfalls of authoritarian management styles and equip principals with practical strategies and techniques to effectively facilitate participative management in their respective schools.

In addition, this study will help principals understand the importance of using their positions as leaders to enable all educators in their schools to work together collaboratively as a team that embraces and promotes participative management.

1.9 PARAMETERS OF THE STUDY

Although the South African School's Act, No. 84 of 1996 (SASA) mandates several school constituencies such as the School Governing Body (SGB) and

School Management Team (SMT) to actively promote participative management, this study primarily focus on the principal's leadership role in facilitating participative management among educators.

1.10 RESEARCH METHODOLOGY

A dual approach has been adopted in researching this topic:

- A literature review was conducted to provide a theoretical framework for understanding the principal's leadership role and investigating workable strategies and techniques for promoting participative management.
- The literature review was supplemented by an empirical study which sought to evaluate, in practice, the leadership styles used by principals in managing their schools and the success of strategies and techniques employed in promoting participative management.

1.11 LIMITATION OF THE STUDY

The study narrowly focussed on schools in southern KwaZulu-Natal, specifically schools within the Sayidi Circuit. The study focussed almost exclusively on the role that the principal plays in promoting participative management despite several other constituencies such as the SMT and SGB also having a significant role to play in this regard. Participative management in a broader sense calls for involvement of parents, educators, learners and community leaders. This study zooms in on educator-involvement.

1.12 STRUCTURE OF THE STUDY

The study has been organized as follows:

- **Chapter 1** is an orientation to study and a definition of the scope of the study.
- **Chapter 2** offers a literature review on the principal's leadership role and workable strategies and techniques for promoting participative management.
- **Chapter 3** focuses on the design of the empirical research and data collection.
- **Chapter 4** presents an analysis and interpretation of data collected in the empirical research.
- **Chapter 5** presents the main findings and conclusions of the study on the basis of which recommendations are made.

1.13 CONCLUSION

In this chapter the problem investigated was introduced and described. The aims and objectives of the study were provided and the broad structure of the investigation was outlined. For the sake of clarity, significant concepts were defined within the framework of the study. The next chapter will review relevant literature on the principal's leadership role and workable strategies and techniques for promoting participative management.

CHAPTER 2: A LITERATURE REVIEW OF THE ROLE OF THE PRINCIPAL IN FACILITATING PARTICIPATIVE MANAGEMENT AMONG EDUCATORS

2.1 INTRODUCTION

The management of schools prior to 1994 have been hierarchical and authoritarian. Squelch, Holt and Murphy (1993), cited by Lemmer (1999: 128), observe that the focus of control and decision-making have traditionally resided mainly in the school principal with minimal participation from educators. In post-Apartheid South Africa, the autocratic management of schools became inconsistent with the national demand for democracy.

The democratisation of education has called upon all stakeholders, particularly educators, to be actively engaged in managing and governing schools. Despite this, some school principals have not transformed their management styles and still maintain autocratic practices in managing and governing schools. Chetty (1998: 10) offers evidence of this in her seminal study on participative management.

Authors such as Zander (1961), Luthans (1973) , Kotter and Schlesinger (1979), Lippitt (1982), Redman (1982) and Hanson (1985) cited by Van der Westhuizen (2002: 221) state that some of the reasons for resistance to change include lack of skill, non-involvement, inadequate feedback and fear of change. Principals are required to be skilled change agents that embrace and promote democratic leadership in running their schools.

This chapter provides a review of literature relevant to the role of principals in facilitating participative management.

2.2 LEADERSHIP AND MANAGEMENT DICHOTOMY

Principals need an in-depth understanding of the concepts 'leadership' and 'management' in order to manage the school effectively. Engelbrecht and Green (2001: 39) state that while we need to differentiate between leadership and management, the two concepts remain intrinsically related. These two concepts are explored in detail with special attention to the relationship between them.

2.2.1 LEADERSHIP

Hogan and Gurphy (1994: 36) define leadership as "persuading other people to set aside ... individual concerns and to develop a common goal that is important to them." This definition highlights that a leader must exert influence ("persuading") in the direction of a common goal and invite participation ("other people"). The principal, as primary leader of the school, must therefore ensure that the school has an unambiguous, shared vision and mission. Educators must feel a sense of ownership of this vision and mission and must be persuading to work collectively and collaboratively to realising its aims. According to Davidoff and Lazarus (1997: 142), a healthy school is one in which leadership capacity is developed in all staff members. Engelbrecht and Green (2000: 39) support this view and assert that leadership is not the characteristic of the selective few but rather the right and responsibility of all educators.

2.2.2 MANAGEMENT

The concept 'management' is commonly associated with specific tasks and ensuring optimal use of resources in effectively completing these tasks. Marx (1998) cited by Van der Westhuizen (1997: 351), states that management is the process by which an educational manager (the principal) uses what is available to achieve set objectives. Human capital is the primary and most valuable resource that the principal has available to achieve objectives (and by

implications tasks). It is the principal's role to pair the task and the resource. When pairing educators with specific tasks it is important to consider the following:

- The parameters of the task, its objectives, delivery timeframes and desired outcomes must be clearly defined.
- The educator's aptitude, interests, weaknesses and motivation in relation to the task must be considered.
- The contribution of task to the professional development of the educator must be considered.

Davidoff and Lazarus (1997: 157) state that management is the function which ensures that

- things are operating smoothly,
- structures are in place to support forward movement,
- processes are contained and that the school is operating efficiently.

School principals should, therefore, provide support and responsibility for educators to fulfil tasks, which actively engage and excite them.

2.2.3 RELATIONSHIP BETWEEN LEADERSHIP AND MANAGEMENT

According to Weller Jr. and Weller (2000: 37) effective leadership in schools requires principals to play the roles of both a manager (implementing policy, competency in fiscal accounting and allocation, and dealing with daily requirements and problems) and a leader (planning strategically, delegating, motivating, co-ordinating, influencing and persuading). It is clear from this definition that the roles of leadership and management are intrinsically linked.

A tabulated comparison of leadership and management duties is provided in the table on the next page to juxtapose the roles and demonstrate how they are linked.

Table 2.1: The relationship between leadership and management

| LEADERSHIP | MANAGEMENT |
|---|--|
| Leadership set the course for the organisation. | Managers make sure the course is followed |
| Leaders make strategic plans. | Managers design and oversee the way that plans are carried out. |
| Leaders stimulate and inspire. | Managers use their influence and authority to get people to work productively. |
| Leaders make new things happen | Managers keep things on track and headed in the direction that has been set. |

Naicker and Waddy (2002: 41)

Looking at scope of the work and the nature of some of the tasks it is clear that the principal can only fulfil his mandate with a team of people. This team is his/her staff. Davidoff and Lazarus (1997: 166) state that leadership and management is multi-dimensional, and requires ongoing work commitment to the process of self-understanding and of understanding others.

2.3 THEORIES DEFINING EFFECTIVE LEADERSHIP

Several theories have been formulated to explain effective leadership and outline factors that can improve leadership. Two theories are isolated in this section for discussion, namely:

- The traits theory
- The contingency / situational theory.

2.3.1 TRAITS THEORIES

The traits theory is premised on the claim that leaders are born not made. The traits theory attempts to describe key leadership features exemplified by successful leaders. Leaders such as Charlemagne, Churchill, Ghandi and Napoleon were studied to discover what traits these leaders shared. The traits theory attempts to identify specific physical, mental, personality characteristics associated with leadership success.

According to Law and Glover (2000: 21), early trait researchers assert that traits common to leaders distinguish leaders from non-leaders. Some shared traits were intelligence, originality, and good judgement.

Hoy and Miskel (2001: 396) note that recent traits researchers emphasize the relationship between leaders' traits and their effectiveness rather a narrow comparison between leaders and non-leader. Yukl (1998) cited by Hoy and Miskel (2001: 39), outlines three variables of effective leadership traits. These are summarised in the table on the next page.

Table 2.2: Traits associated with effective leadership

| PERSONALITY | MOTIVATION | SKILLS |
|--------------------|------------------------------|----------------|
| Self-confidence | Task and interpersonal needs | Technical |
| Stress tolerance | Achievement-orientation | Interpersonal |
| Emotional maturity | Power needs | Conceptual |
| Integrity | Expectations | Administrative |

Hoy and Miskel (2001: 39)

The table shows that leaders use a combination of personality, skills and motivation to interact with others. Critics of the traits theory such as Kemp and Nathan (1995: 9) argue that all skills required for leadership can be learned, developed and improved. Although traits appear to be a necessary component for effective leadership, it is not the only component that is needed for successful leadership. A sound leader must be able to assess a situation and select a leadership style suitable for that particular milieu.

2.3.2 CONTINGENCY / SITUATIONAL THEORY

Drake and Roe (1999: 11) state that contingency theory is premised on the notion that a leader's effectiveness is contingent on the leader's relationship with his/her followers, the favourableness of the group situation and the degree to which the situation allows the leader to control the group. No single leadership style is "best" for all situations. Different leadership styles such as laissez faire, autocratic, democratic peacemaker and others are demanded by different situations.

Irrespective of the leadership style employed to address a particular situation, a leader must motivate employees and promote job satisfaction. According to Weller Jr. and Weller (2000: 5), leaders must develop a climate in which followers have trust and confidence and must assist followers to identify with goals the leader.

School principals can benefit from this theory by realising that their leadership role is multi-faceted and must be adapted to suit the situational context. Flexibility and adaptability are key to successful leadership especially in transitional contexts.

2.4 STRATEGIES FOR PARTICIPATIVE MANAGEMENT

There are multiple strategies for participative management. However for the purpose of the study the focus will be on:

- team building,
- fostering a collaborative culture,
- motivation,
- participative decision-making, and
- effective communication.

These strategies are discussed in greater detail below.

2.4.1 TEAM-BUILDING

Gibson, Ivancevich and Donnelly (1997: 240) assert that team building encourages educators to work together as a group in order to identify common goals, improve communication and resolve conflicts. The school principal, by

virtue of his position, has a key role to play in harnessing the collective energies of all educators to work towards a common vision of excellence. The success of his/her leadership depends on team building among other things. Only a shared vision and mission that has the support of all educators will result in the team working collaboratively toward its ideals. Key elements needed for team building are:

- Securing ownership of school policies
- Equitable division of workloads
- Measurable benefits of teamwork
- Effective delegation

2.4.1.1 Securing Ownership of School Policies

Team-building in results educators accepting the perception of other educators, sharing ideas and developing mutual understanding. Weller Jr. and Weller (2002: 88) assert that effective principals use teams to solve curricular and instructional problems and to design school-based policy. Team-building results in quality management in schools as teams can utilize and implement school policies effectively and improve educational programmes. Steyn (2002: 113) states that successful teamwork is indispensable ingredient in the process of team building. Principals can secure acceptance and ownership of school policies by soliciting ideas from educators during meetings. The best policies are those that have been formulated collaboratively by both the SMT and staff. Staff participation will ensure transparency and ownership thus making policies easier to implement.

2.4.1.2 Equitable Division of Workloads

By using teams, it becomes possible to involve large number of people in decision-making. Equitable distribution of workloads can be accomplished by

using teams, where for example a principal may nominate a particular team member to plan and facilitate equal workloads for his/her co-members. Team members can tackle tasks jointly. Steyn (2002: 110) suggests that team members encourage and support one another during meetings. They also share and rotate leadership.

2.4.1.3 Measurable Benefits of Teamwork

Teamwork can be very rewarding. Steyn and van Niekerk (2002: 210) citing Jay (1995) enumerates some benefits of teamwork:

- It improves staff morale.
- It reduces staff turnover.
- It is easier to overcome problems where everyone is working together.
- It encourages participation and defines unambiguous responsibilities for each team member.

2.4.1.4 Effective Delegation

According Deventer, Kruger and Prinsloo (2003: 71) the South African notion of "Umntu ungumuntu ngabantu" – "a person is a person through other people" - provides a sound basis for responsible participative management in education. Applied to the role of the principal, it implies that the principal can only be successful by harnessing the support of his/her entire staff. Support is easier to accomplish when the principal not only assigns roles to staff members but devolves true decision-making powers and delegates responsibilities to them.

Many school principals fail to delegate wisely and effectively. The most common problem is that principals either under-delegate or over-delegate.

a. Under-Delegation

Goodworth (1995), cited by Kruger (2003: 122), provides the following reasons for under delegation:

- **fear of being superseded:** principals who are afraid that others might out-perform them prefer to work on their own.
- **lack of confidence:** fearing that other educators can do better than him/her.
- **consuming interest in doing the job:** principals have an all consuming interest in the work and are consequently reluctant to delegate any of it to others.

b. Over-Delegation

Kruger (2003: 123) states that some of the common reasons for over-delegation are:

- **inadequate knowledge/experience:** The vast majority of educators are promoted to better positions almost exclusively on the basis of past performance with little or no attention paid by the promoters to unbiased assessment of their likely competence.
- **laziness:** principals evade responsibilities by assigning most if not all their tasks to others.

- **aspects of fear:** This includes fear of district officials (SEMs), fear of colleagues and fear of losing their job.

To overcome the problem of over-delegation and under-delegation, school principals must develop a transparent plan for delegation.

2.4.2 COLLABORATIVE CULTURE

The culture of a school refers to the way things are done and includes common values, norms, beliefs and attitudes that will have important effect on the running of the school. Various authors such as Weller Jr. and Weller (2000: 28), Drake and Roe (1999: 127) and Moloï (2002: 79) are emphatic that the school principal, as an educational leader, must create a collaborative culture. Moloï (2002: 10) states that collaboration means labouring together, working jointly with the others, especially in intellectual endeavours. Basson (1991), cited by Kruger (1996: 47), identifies the following as markers of a collaborative school culture:

- the culture plays an important role in decision-making in the school.
- shared participation, charismatic leadership and intimacy ensure that educators experience higher job satisfaction and increase productivity.

Collaborative culture is one of the main building blocks of participative management. It involves all stakeholders in the school developing common values, norms, beliefs and attitudes and using these elements to collectively effect educational excellence in both teaching and learning.

2.4.3 MOTIVATION

Motivation is a complex issue. Several theories have been developed to explain how motivation forms and modifies perceptions, attitudes, reasoning and behaviour. Content and process theories represent the two most distinguishable schools of thinking on motivation. Content theories try to explain *what* motivates people and process theories tend to focus on *how* people are motivated. Later in this section each of the two streams of thinking on motivation will be discussed in greater detail.

Applied to education, motivation can be regarded as a tool to facilitate improved performance levels. If educators are motivated they are more likely to excel in their day-to-day tasks. Van der Westhuizen (1991: 194) states that motivation is the most important leadership strategy in the management of the school. This is stated even more strongly by Megginson (1977), cited by Van der Westhuizen (1991: 194), who states that "management is motivation".

Gerber (1998) and Kroon (1991), as cited by Prinsloo (2000: 87), outline the following guidelines for effective motivation:

- Make educators feel useful and important by delegating meaningful tasks and devolving the necessary power and responsibility in the form of decision-making authority to facilitate successful completion of the task.
- Ensure healthy competition among staff as this motivates people to strive for greater success in their work.

In the section below, content and process theories of motivation are explored more fully. The aim is to extrapolate techniques, strategies and

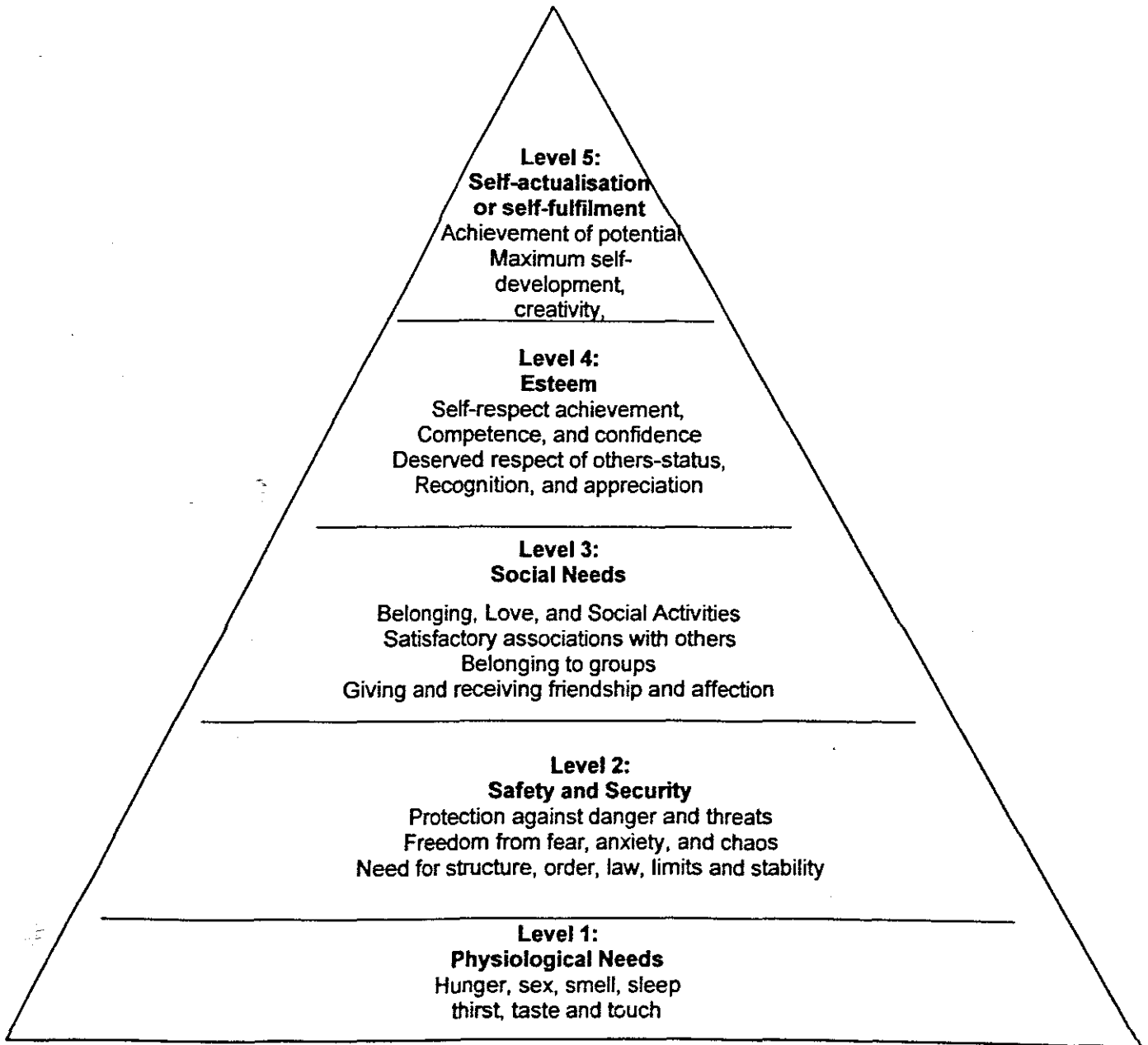
lessons that will help principals to better motivate educators to engage actively in participative management of the school. It is hoped that this will in turn lead to improved performance levels in the delivery of quality public education.

2.4.3.1 Content Theories

Content theories try to explain what motivates educators. Freeman and Stoner (1992: 442) state that content theories focus on needs that motivate certain behaviour in educators. Some of the content theories are discussed below.

a. Maslow's Hierarchy of Needs

According to Hoy and Miskel (2001: 127), Maslow (1943) a humanist psychologist developed a fascinating theory of human needs. In fact, his needs hierarchy model has become one of the most widely discussed and influential models used to explain human motivation. Hoy and Miskel (2001: 127) outline basic needs which range from lower order to higher order needs as indicated on the next page.



Hoy and Miskel (2001: 127)

Maslow's needs are closely related to one another. The higher level needs become activated as lower level needs become satisfied. Each aspect of Maslow's (1943) hierarchy of needs is discussed further with special application to education.

Physiological needs: These needs are essential for the biological functioning and survival and include the need for food, water and warmth. Physiological needs are the most basic needs; if they are unsatisfied, educators are likely to perform poorly. Educators receive salaries which are used to acquire resources to satisfy basic needs. Should the Department of Education neglect to pay salaries on time, the ability to satisfy these basic needs will be compromised.

According to Prinsloo (2003: 149), the need to earn and to be self-supporting underpins the drive to study and to qualify for a profession. School principals should ensure that educators receive their salaries on time. If physiological needs are satisfied, educators can participate willingly in management activities and contribute actively in teamwork.

Safety needs: When the physiological needs have been satisfied, the need for security and protection against physical and psychological pain is activated. Job security, insurance, medical aid and pension schemes all satisfy the human need for security. Weller Jr. and Weller (2000: 90) state that those people who have high safety needs may resist change and desire job security, injury compensation plans and retirement programs to satisfy those needs. School principals will have to make sure that the school satisfies the security needs of educators.

A decrease in the enrolment at school, for instance, can make educators feel unsafe as they can be redeployed. School principals need to protect their

educators from being redeployed by ensuring stability in the enrolment figures. This can be achieved through teamwork, where educators are involved in decision-making and are allowed to freely express ideas on how to increase enrolment. Kruger and Deventer (2003: 48) state that school principals should involve their staff in decisions that affect them.

Social needs include love, friendship and a sense of belonging. According to Deventer, van Staden and Prinsloo (2000: 61), educators interact in different groups such as learning area groups, sport code groups and cultural groups. By forming formal groups in school, principals can ensure that all staff social needs are met (ibid). Hoy and Miskel (2001: 130) state that the need to belong causes an individual to seek relationships with co-workers, peers, superiors and subordinates. For educators, friendship ties, informal workgroups and professional memberships satisfy this need. Participative management gives the principal an opportunity to strengthen social links further by planning social functions in conjunction with educators.

Esteem needs: This refers to higher order needs and includes a person's need for self-respect, esteem, success, recognition and appreciation. Hoy and Miskel (2001: 130) contend that this category of needs causes the educator to seek control, autonomy, respect from others and professional competence. Deventer van Staden and Prinsloo (2000: 62) assert that it is at this level that school principals can play a large role by allowing educators to take part in decision-making processes, delegating tasks, responsibilities and authority and expressing enough appreciation and acknowledgement for each educator. Encouraging educators to participate in management builds self-respect, self-confidence and recognition thus fulfilling esteem needs.

Self-actualisation needs: This is the pinnacle of Maslow's hierarchy of needs. Naicker and Waddy (2002: 80) assert that self-actualisation is the fulfilment of life goals. An educator is at this level, is self-motivated and driven to achieve professional and personal excellence. Kruger and Prinsloo (2002: 62) assert that the principals can set challenging but attainable goals for educators and delegate responsibilities and authority.

Glickman, Gordon and Ross-Gordon (1998: 171) argue that challenging goals prevents boredom and can lead to educators experiencing success, which is vital for self-actualisation. The principal must recognise the need of educators at this level for creative self-expression and accelerated development. The potential for these individuals to be team leaders also needs to be recognised and realised.

b. Herzberg's Two-Factor Theory

According to Hoy and Miskel (2001: 131), Herzberg (1966) developed a theory of motivation and job satisfaction based on findings from a study of engineers and accountants. Herzberg (1966) found that aspects of the work that these individuals did, resulted in greater job satisfaction. Van der Westhuizen (1999: 199) cites Flippo (1971), Owens (1981), Gellerman (1966) and Sergiovanni and Starratt (1983) who also assert that people are motivated by factors which are inherent in the work itself.

Herzberg (1963) concluded that factors which influence job satisfaction were either linked to the *content* of the work or to the work *context*. He called these factors *motivators* and *hygiene factors* respectively.

| HYGIENE FACTORS | MOTIVATORS |
|---|--|
| <ol style="list-style-type: none"> 1. Business policy and administration 2. Supervisor 3. Relationship with colleagues and supervisor 4. Job conditions 5. Salary 6. Relationship with co-workers 7. Personal life 8. Status 9. Security | <ol style="list-style-type: none"> 1. Performance 2. Recognition 3. Tasks 4. Responsibility 5. Progress 6. Opportunities for growth 7. Responsibility |

Smith and Cronje (1992) cited by Deventer, van Staden and Prinsloo (2000: 63)

Steyn (1996: 161) notes that although certain factors (status for example) create job satisfactory if present, their absence does not necessarily create dissatisfaction. Conversely, some factors can cause dissatisfaction by their presence (for example a flat management structure) but eliminating them does not necessarily lead to positive motivation.

Principals must ensure the presence of motivators (e.g. recognition and opportunities for growth) and be wary of the negative elements of hygiene factors (e.g. low salary, poor interpersonal relationships between staff members). Principals can use Herzberg's two factor theory to great effect by adding job enrichment variables and reducing negative hygiene factors (those thwarting job

satisfaction and motivation). Principals can better promote an individual's psychological growth needs and create more satisfying interpersonal relations.

c. McGregor's Theory X and Theory Y

McGregor (1960) suggested that motivation is affected by two sets of contrasting assumptions about people and work, namely Theory X and Theory Y (Law and Glover, 2000: 60). Theory X proposes that most people dislike work, are lazy, self-centred and lack ambition. Theory Y proposes that most people are by nature mentally energetic. Work is as natural to them as rest and play. Laziness is the result of poor experiences at work.

The assumption supported by a principal will affect his/her approach to motivation. Supporters of Theory X will provide strong supervision and monitoring with a focus on reforming educators who dislike work, are lazy, self-centred and lack ambition. Supporters of Theory Y will adopt a different approach seeking to modify contextual issues to ensure that educators only have positive work experiences and therefore do not fall into the trap of laziness. Law and Glover (2000: 60) state that McGregor's Theory Y is more effective on management, though there are occasions when Theory X behaviour might be appropriate. Adopting Theory Y leads to each staff member being viewed as a real asset, a person who has the capacity for growth and development. In this case principals' view their staff members as responsible and creative people and as such they attempt to create a working environment where the potential of all educators is explored.

Adopting Theory X may be effective when working with educators who have low self-esteem. Principals using Theory X are forced to address the person first. This may in fact be a good thing as close interaction at a personal level may well

challenge the very assumptions on which Theory X is premised and may lead to a development path that has Theory Y as an end point.

d. Reinforcement Theory

Deventer, van Staden and Prinsloo (2000: 153) state that the point of departure of this theory is the observation that behaviour which has pleasant consequences (positive reinforcement) will probably be repeated whilst behaviour which has unpleasant consequences (negative reinforcement) will probably not be repeated.

Hoy and Miskel (2001: 145) contend that positive reinforcement can take the form of praise or recognition. Negative reinforcement can take the form of a reprimand or withholding privileges. Educators are responsive to reinforcement as it meets certain needs. Principals should use positive reinforcement to cement behaviour consistent with the desired culture of the school and use negative reinforcement to discourage undermining of the school culture.

2.4.3.2 PROCESS THEORIES

Two process theories are discussed here to provide greater insight on how principals can use them to motivate educators to participate in management processes. The theories selected for discussion are:

- Equity theory, and
- Expectancy theory.

a. Equity Theory

The equity theory, as explained by Adams (1968) and cited by Law and Glover (2000: 62), is premised on the observation that motivation is affected by whether or not people feel that they are fairly treated at work.

Law and Glover (ibid) contend that people balance what they put into work with what they get from it and then compare their rewards with those gained by others.

The key to reinforcing a sense of equity is consistency. Principals must apply procedural precision and total transparency in reinforcing desired behaviour and sentiment and discouraging undesirable behaviour and sentiment. Law and Glover (2000: 63) state that inequity and unfairness can be reduced by participative and collective decision-making.

b. Expectancy Theory

Gibson, Ivancevich and Donnelly (1997: 158) describe the expectancy theory as the most influential of the process theories. It is premised on the assumption that people are motivated by what they regard as the likely positive impact of their actions.

Hoy and Miskel (2001: 157) verify that people work hard when they believe extra effort will improve performance and such performance will be noticed and rewarded. Recognition and acknowledgement are powerful tools to increase motivation in these individuals.

Weller Jr. and Weller (2000: 155) assert that principals can motivate educators through various intrinsic and extrinsic mechanisms. Principals must consider the following in this regard:

- Educators are individuals and are motivated by different satisfiers.
- Opportunities for educators to achieve awards and recognition must be provided.
- Educators must be made aware that rewards and recognition are forthcoming.

2.4.5 PARTICIPATIVE DECISION-MAKING

Participative decision-making is regarded by researchers such as Van der Westhuizen (1988: 176) and Davidof and Lazarus (1997: 90-92) as the most important management action. Educators must be involved in management decision-making since most decisions affect their working conditions. Participative decision-making unites the staff and strengthens teamwork among educators. It also brokers trust and encourages shared ownership of decisions and their consequences. Buchel (1995: 2) states that participative decision-making improves the quality of working life and job satisfaction.

2.4.6 EMPOWERMENT

Van Niekerk and Steyn (2002: 160) describe empowerment as a process by which educators are entrusted with power (authority) to make decisions and take actions regarding assigned tasks. They are actively engaged in devising ways to maintain a productive and satisfying work environment.

Davidoff and Lazarus (1997: 16) assert that people who hold positions of power such as the principal should ensure that all role players in the school feel able to participate meaningfully in the life of the school. School principals can empower educators by giving them management responsibilities.

2.4.7 EFFECTIVE COMMUNICATION

Glickman, Gordon and Ross-Gordon (1998: 31) define communication as a transmission of ideas, information, opinions, attitudes and feelings through one or more media that produce some response. Rasberry and Lemoine (1986: 23) define communication as sorting, selecting forming and transmitting symbols between people to create meaning. Participative management can only be facilitated by open and clear communication. Key messaging regarding desired attitudes, learning outcomes, achievements, performance and skills must be collectively and unambiguously communicated both internally in the school and externally to interested parties.

Weller Jr. and Weller (2000: 63) state that principals are required to have good communication skills for promoting effective human relations, achieve quality educational outcomes, bringing educators together, fostering morale and commitment and advertising school curriculum activities. All communication irrespective of whether it is communicated by the principal or educators of the school must be consistent with the vision and mission of the school.

2.4.7.1 Communication Strategies

a. Formal Communication

Glickman, Gordon and Ross-Gordan (1998: 47) state that formal channels of communication have to be created to ensure that information reaches the people

concerned without a delay. They note that communication is directional and identify three directions in which communication typically occurs:

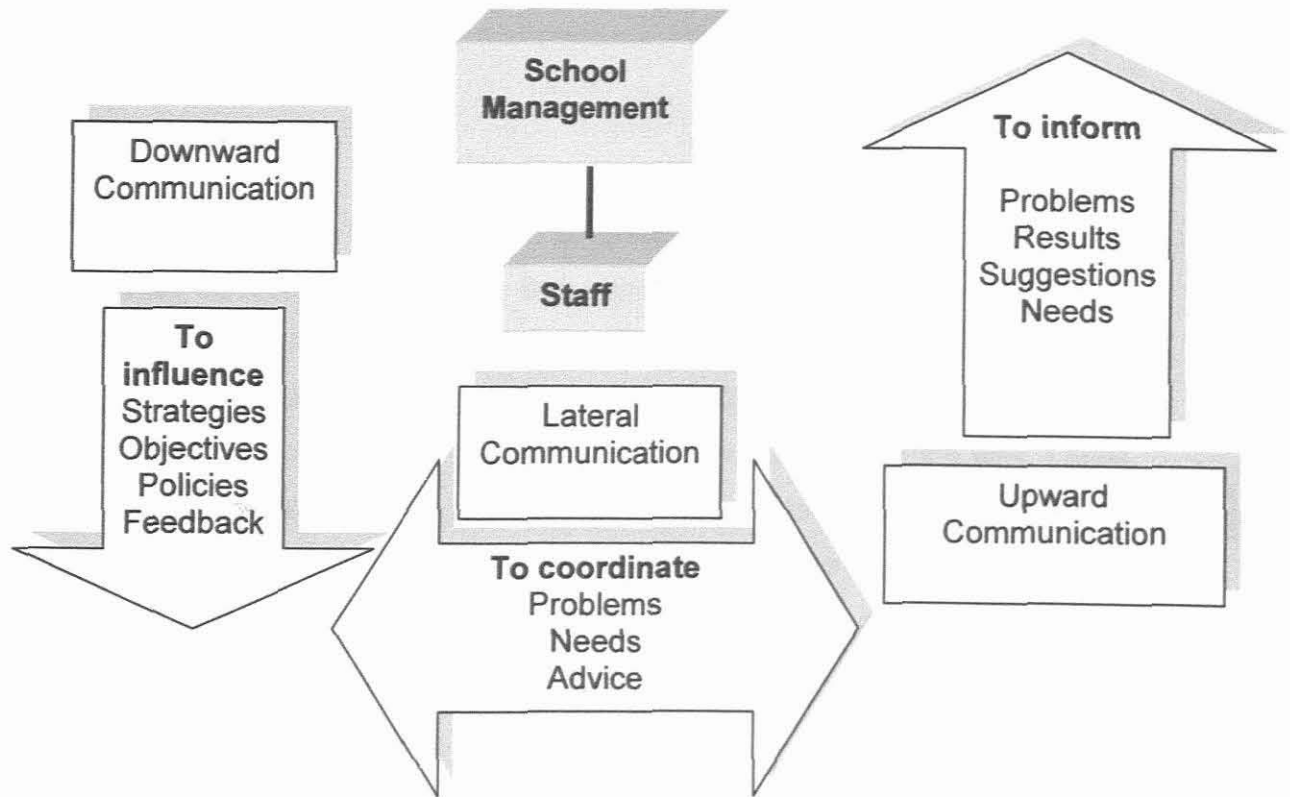
- Upward,
- Downward, and
- Lateral.

They (ibid) also assert that formal communication can be articulated in various ways including:

- **oral** – eg. meetings, interviews, telephone conversations,
- **written** – eg. reports, memoranda, documents, letters, or
- **non-verbal** – eg. gestures, demonstrations, signals and silence.

Glickman, Gordon and Ross-Gordan (ibid) emphasise that one of the main attributes of a communication channel is that it can be controlled. Formal communication facilitates participation in three ways; it used to inform co-ordinate and influence.

The following representation depicts the formal communication flow in a school:



Schermerhorn (1997) cited in Steyn and van Niekerk (2002: 47)

The diagram demonstrates that formal communication is multidirectional and used to communicate interactively. This view is supported by Van der Westhuizen (1997: 205) who claims that management cannot take place without communication.

b. Facilitating Effective Staff Meetings

Deventer and Kruger (2003: 163) state that staff meetings should be used to facilitate open communication. Staff meetings should engender an open, collaborative atmosphere where mind-share and free exchange of ideas are

encouraged. An agenda should be used to structure communication in a meaningful way. Minutes should be kept of every meeting to guarantee transparency.

c. Listening

Effective communication is predicated on good listening skills. Principals must listen to what educators are saying but should also be acutely aware of the silences and gaps in information that often communicate information on perceptions and attitudes. Badenhorst et.al. (1992: 31) observe that a good communicator is not only able to talk or write well, but also to listens well. Lewis (1974: 94) argues that a person who is a good listener is usually repaid in that others will also listen to him/her. Principals who listen to the views and opinions of educators demonstrate respect for their contributions and will find that educators will in turn listen to him/her. Improve communication enhances the effectiveness of management.

2.5 THE ROLE OF THE PRINCIPAL IN PARTICIPATIVE MANAGEMENT

The principal has occupies multiple roles in facilitating participative management.

These roles include:

- The principal as an organisational leader,
- The principal as a decision-maker,
- The principal as a supervisor,
- The principal as an instructional leader,
- The principal as an ex-officio member of the Governing Body (SGB), and

- The principal as a member of the School Management Team (SMT).

The various roles of the principal as related to a participative management agenda are discussed in greater detail below.

2.5.1 THE PRINCIPAL AS AN ORGANISATIONAL LEADER

Principals as organisational leaders should earn respect by virtue of their stature not their status. Drake and Roe (1999: 115) suggest that successful leaders are charismatic and attract followers by the strength of his/her personality. Principals as organisational leaders must motivate, stimulate and inspire their followers to take part in management of their school. Keith and Girling (1991: 58) suggests that good organisational leaders must demonstrate the following qualities and abilities:

- Supervisory ability, including planning, organizing, leading and regulating the work of the others.
- Personal responsibility for and commitment to occupational achievement.
- Creative and verbal abilities including sound judgement, keen reasoning skills and lateral thinking.

2.5.2 THE PRINCIPAL AS A DECISION-MAKER

Although participative decision-making and devolving authority and responsibility are critical aspects of participative management, it does not distract from the role of the principal as decision-maker. Strategic decisions, decisions on roles and responsibilities and policy decisions, although done in consultation with other constituencies of the school remain the primary responsibility of the principal.

Decisions taken by all constituencies of the school must be aligned with the school vision and mission. The principal is responsible for ensuring that this happens. He must train, motivate and influence decision-makers to make decisions that are congruent with the ideals of the school and are in the interest of quality public education. The ultimate accountability for all decisions taken accrues to the principal as head of the school. Moris et.al. (1984: 14) confirm the principal's role as foremost decision-maker.

2.5.3 THE PRINCIPAL AS A SUPERVISOR

One of the most important tasks of the principal is to supervise and manage educators. S/he must ensure co-ordination and effective accomplishment of their tasks. Soanes (2002: 513) defines supervision as an act of management, overseeing and giving direction. Without supervision, educators may not achieve the required results within the given timeframe. Supervision also has a developmental impetus that encourages the principal to be a mentor to his educators. The principal should help educators to solve their work-related problems such as overcrowded classrooms and lack of resources.

Glickman, Gordon and Ross-Gordon (1998: 72) state that supervision helps educators develop from probationary to tenured status and grooms educators for participative leadership responsibilities. The principal as a supervisor must create an environment where educators capitalise on their strengths to maximum benefit of the school and feel safe to acknowledge weaknesses and work actively to eradicate them.

2.5.4 THE PRINCIPAL AS AN INSTRUCTIONAL LEADER

According to Hale and Moorman (2003: 7), instructional leadership is focused on strengthening teaching, learning, professional development, data-driven decision-making and accountability.

Principals, particularly in larger schools, are heavily reliant on heads of department, learning area specialists, advisers and the SMT to provide input on specific learning area requirements, outcomes and programmes. The principal, assisted by his/her team, however carries the ultimate responsibility of ensuring cross-curriculum and programme integration and integrity. S/he is also responsible for ensuring a match between market demands for skills, attitudes, values and knowledge and programmes offered by the school.

The principal as an instructional leader must always make sure that the culture of learning is maintained at school. That can happen easily if educators are highly involved in management matters, where their ideas and opinions form part in the running of the school. Handson (1979: 194) suggests that an instructional leader teaches and clarifies issues that help educators understand what is expected of them. S/he gives guidance, co-ordinates work schedules and sets standards to be achieved. As instructional leader, the principal is primary guardian of standards and academic excellence.

2.5.7 PRINCIPAL AS AN EX-OFFICIO MEMBER OF THE SGB

The SASA (1996) prescribes the composition of the SGB. The SGB must be composed of:

- the principal as an ex-officio member,
- parent representatives,
- educator representatives,
- learner representatives (in secondary schools), and
- representatives from non-teaching staff.

The principal can encourage participative management by acknowledging all representatives on the SGB as equal partners who each have valuable contributions to make. Strategies like having a floating chairperson drawn from different constituencies for each meeting will encourage active engagement and participation in governance and management of the school. Another effective strategy would be to have representatives from different constituencies co-ordinate the meeting agenda for different meetings.

2.5.8 THE PRINCIPAL AS MEMBER OF THE SMT

According to the SMT Guide (2002: 2), the SMT consists of:

- the principal,
- deputy principal (if appointed), and
- heads of the departments.

Once again, the principal can encourage participative management by acknowledging all representatives on the SMT as equal partners who each have valuable contributions to make. The principal must be willing to concede that heads of department may have greater knowledge of specific learning areas, curriculum matters, resource requirements and staff professional development strategies. Decision-making powers must then necessarily devolve to them. The team must work collaboratively to counter alienation of the rest of the staff and

must reinforce the core values of the school as an educational organisation striving for academic excellence.

2.6 CONCLUSION

Effective principals use a mix of autocratic and democratic styles of leadership that are contingent on the situational demands. They however never lose sight of the educator as a partner in realising the vision and mission of the school. This chapter investigated the various roles of the principal as a facilitator of participative management. Several techniques and strategies to promote participative management were reviewed with specific reference to better structuring the principal's interactions with educators and to improving the teaching and learning landscape in which educators find themselves.

The next three chapters are dedicated to an empirical study that tests the extent to which principals are involving educators in the management of the school. Chapter 3 discusses the research methodology used in soliciting and analysing educator responses to questions on the extent and nature of their involvement in managing of the school and on strategies and techniques employed to facilitate participative management.

CHAPTER 3: RESEARCH METHODOLOGY AND PROCEDURES

3.1 INTRODUCTION

In this chapter the researcher will give an account of the research methodology used to conduct the empirical investigation.

3.2 PREPARATION FOR THE RESEARCH

Van Dalen (1979: 154) emphasizes that before sending out the questionnaire, the researcher should obtain permission to conduct research from the highest authority in each unit. In compliance with this, the researcher sent letters requesting permission to conduct research to:

- The Sayidi circuit manager (Appendix 2)
- Ward managers (Appendix 3)
- Principals of schools (Appendix 4)

A copy of the questionnaire (Appendix 1) was included in the letter requesting permission. Letters granting permission were received from all of the above officers (Appendices 5-7 respectively). Arrangements to administer the questionnaires were made telephonically.

3.2.1 SELECTION OF RESPONDENTS

The researcher targeted the Sayidi circuit for the empirical study. The primary reason for this was because educators in this circuit had in earlier workshops raised concerns about the principal's role in facilitating participative management. Educators also expressed concern about principals' decision-making processes.

The Sayidi circuit is also representative enough to allow for findings to be generally applicable to similar circuits in the province of KwaZulu-Natal. Respondents targeted for this study were level one educators. This sector of the teaching fraternity was most severely excluded from participation in school management under the previous educational dispensation and consequently will most acutely feel the transformational effects of participative management.

3.2.2 POPULATION AND SAMPLING

There are seven wards in the Sayidi circuit. The wide geographic spread of schools in the circuit necessitated sampling. Three wards were randomly selected. A simple random sampling of schools in the wards resulted in the following sample:

| Wards in which respondents teach | Total number of schools per ward | Number of schools selected | Number of respondents selected |
|---|---|-----------------------------------|---------------------------------------|
| Gamalakhe | 26 | 13 | 149 |
| Margate | 28 | 6 | 31 |
| Ogwini | 42 | 5 | 26 |
| TOTAL | 96 | 24 | 206 |

3.2.3 SAMPLE CHOICE AND SIZE

Despite the many educational reforms that mandate participative management of schools, many principals still believe that school management is the exclusive domain of principals and the SMT. Level 1 educators are deliberately side-lined in management matters. It is primarily for this reason that the researcher chose to poll level 1 educators to determine the extent of the problem.

Twenty-four schools were randomly selected from the Gamalakhe, Margate and Ogwini wards. According to Oakshott (1998: 38) a small subset of the population could give accurate results. Terreblanche and Durham (1999: 44) further explain that a sample must be representative of the population about which the researcher aims to draw conclusions. The 24 schools selected had 206 level 1 educators. All 206 educators were targeted although only 170 questionnaires were eventually completed and returned. This represents an 82.5% return rate. The return rate was sufficiently high and representative enough to validate the findings.

3.3 THE RESEARCH INSTRUMENT

A questionnaire with both open and closed-ended questions was used to survey the involvement of level 1 educators in management matters. According to Cohen and Manion (1989: 38) a survey allows one to gather data at a particular point in time with the aim of describing the nature of existing conditions, identifying standards against which existing conditions can be compared and determining the relationship that exists between specific events. These aspects of a survey were congruent with the researcher's aims as summarised below:

- to obtain current data on level 1 educator-involvement in school management,
- to test conditions of educator involvement and the role of the principal in promoting participative management against prevailing educational reform policy prescriptions and participative management best practices, and
- to evaluate the relationship between principals' leadership styles and participative management opportunities.

The questionnaire was deemed the best instrument to achieve these aims. The rationale for choosing the questionnaire as research instrument is explored further in the next section.

3.3.1 THE QUESTIONNAIRE AS A RESEARCH INSTRUMENT

Cohen and Manion (1989: 109) regard questionnaires as the best instrument for conducting educational surveys. Lowe, Smith and Thorpe (1991: 120) qualifies this view by stating that respondents may get interested in and be willing to devote more time to questionnaires. There are several other advantages and that a questionnaire offers. The researcher considered both the advantages and drawbacks of using a questionnaire as research instrument.

3.3.1.1 Advantages of Questionnaires

Kidder (1981: 148) draws attention to some of the advantages of questionnaires:

- Questionnaires place less pressure on the respondents for immediate responses.
- Questionnaires are less expensive to administer mainly because they can be mailed or hand delivered to respondents.
- Respondents may have greater confidence in their anonymity and thus feel free to express their views openly.

The researcher wished to capitalise on these advantages. Educator workloads place a great deal of pressure on them. Conducting the survey by means of a questionnaire would allow educators time to reflect on questions and give considered responses. The geographic spread of the sample and the size of the sample were important considerations in selecting the questionnaire as research

instrument. Mailed questionnaire extended the reach of the survey and allowed data to be gathered in a cost-effective way. Anonymity and confidentiality were critically important to the study as it set out to test current leadership practice and perceptions about leadership. The responses needed to be an accurate barometer of attitudes, perceptions and practices. A questionnaire can guarantee anonymity and confidentiality.

3.3.1.2 Disadvantages of Questionnaires

There are several drawbacks to using the questionnaire as a research instrument. The researcher took note of the drawbacks and tried to actively negate the effects of these drawbacks.

Some of the drawbacks of using questionnaires as research instruments include:

- Questionnaires do not lend themselves readily to clarification. Unless personally administered, respondents cannot ask for explanations of questions they might not understand.
- The structured nature of questionnaires particularly closed-ended questions, does not allow for an exhaustive exploration of respondents' views. As with the case of closed-ended questions, respondents often merely select a response from a predefined list that most closely resembles his/her view. This may not be a 100% accurate representation of his/her view.
- Questionnaires do not allow you to sufficiently interrogate a respondent's answer to a question.

The researcher addressed these limitations by:

- Using the questionnaire in a pilot study so as to refine questions, test for validity and relevance and eliminate ambiguity.
- Including open-ended questions in the questionnaire, which allowed respondents to offer free-form, unfettered views on aspects of the study.

3.3.2 QUESTIONNAIRE CONSTRUCTION

Goddard and Melville (2001: 47) observe that an effective questionnaire requires planning beforehand; ensuring that data obtained through the questionnaire is valid, relevant and can be objectively analysed afterwards. Cohen and Manion (1989:106) state that an ideal questionnaire possesses the following properties:

- It is clear.
- It is unambiguous.
- It is uniformly workable.
- It is designed to minimize potential errors from respondents.

The researcher took the above qualities into account in constructing the questionnaire for this study. Both closed-ended and open-ended questions were used.

3.3.2.1 Closed-ended Questions

According to De Vos (1998: 160), a well-structured questionnaire has a bias for closed-ended questions. This is primarily because closed-ended questions do not lead to irrelevant data and are simple and quick to answer. Responses to

closed-ended questions are also easy to code and analyse. Open-ended questions, by contrast are often time-consuming to answer and can generate irrelevant data that is difficult to categorise and analyse.

Nineteen closed-ended questions were included in the questionnaire. Respondents answered questions by making a selection from a predefined list of appropriate and possible responses. Respondents were expected to circle a response that most accurately reflected their view with regard to a particular question. Respondents could express one of the following views with regard to any closed-ended question:

- Agree
- Uncertain (reflects no standpoint)
- Disagree

3.3.2.2 Open-ended Questions

The questionnaire included three open-ended questions to allow respondents to frame answers in their own way without the restrictions of pre-formulated answers.

Structurally the questionnaire was divided into three sections:

- **Section 1** aimed at obtaining demographic information related to age, gender, home language, professional qualifications and job portfolio.
- **Section 2** was structured around 19 close-ended questions aimed at obtaining information on educator-involvement in decision-making and team-building.

- **Section 3** was structured around 3 open-ended questions aimed at soliciting free-form, unfettered responses on the principal's role in promoting participative management and factors that promote or hinder participative management.

3.3.4 VALIDITY

According to Lowe, Smith and Thorpe (1991: 121) validity of a questionnaire refers to whether or not the instrument measures the attribute which it is suppose to measure. Belson (1986), cited by Cohen and Manion (1989: 116), stresses that the validity of questionnaires can be seen from two viewpoints; whether respondents who completed questionnaires did so accurately and whether those who failed to return questionnaires would have given the same distribution of answers.

To ensure validity, the researcher used the questionnaire in a pilot study to test for response-relevance, to eliminate ambiguity and to ensure acceptance of the research instrument by the target sample. All necessary revisions were made before the questionnaire was administered to the actual sample.

The researcher also interviewed several targeted respondents who failed to return the written questionnaire on time. Responses from these interviews were compared to responses collated from the returned questionnaires. The researcher concluded that there was sufficient similarity between the interview responses and questionnaire responses to validate the findings.

3.3.5 RELIABILITY

According to Lowe, Smith and Thorpe (1991: 121), reliability is a matter of how stable results are if an instrument is administered on the same individual twice. De Vos (1998: 85) qualifies further that reliability is the accuracy or precision of an instrument and the extent to which independent administrations of the same instrument yield similar result under the comparable conditions.

In order to ensure reliability, the researcher first administered the questionnaire in a pilot study to test for response-stability. Paraphrasing was used to ensure that multiple questions drew similar responses as they attempted to solicit the same information. A review of the responses to these questions reinforced the claim that the instrument was reliable.

3.4 ADMINISTRATION OF THE QUESTIONNAIRE

3.4.1 THE PILOT STUDY

A pilot study was launched to ensure that questions were clear and yielded data consistent with the aims of the study. The researcher gave the questionnaires to two schools that fell outside the sample for the actual survey. Handson's (1979: 225) guidance in this regard was adhered to. He (ibid) suggests that the pilot study use a group of respondents who are part of the intended best population but will not be part of the final sample.

The pilot study revealed that:

- Some questions were too complex and needed rephrasing.
- Some questions were too long.
- The questionnaire had too many questions.

The original questionnaire was revisited. The number of closed-ended questions was reduced from 30 to 19 and the number of open-ended questions from 6 to 3. The necessary editorial changes to shorten and rephrase were duly made.

3.4.2 THE ACTUAL STUDY

Two hundred and six questionnaires were hand-delivered directly to 24 school principals for distribution. Respondents were given a week to complete the questionnaires. Questionnaires were personally collected from schools. Unfortunately approximately 18% of the distributed questionnaires were never returned.

3.5 DATA PROCESSING

Data processing and analysis involves conversion of the "raw" information that a researcher collects into statistically tabulated and interpreted information that gives greater insight into the subject of study. For closed ended-questions raw data was collated in table format using frequency of responses (per question). Open-ended questions were grouped by theme and analysed manually.

3.6 LIMITATION OF THE STUDY

The process of completing and collecting questionnaires took more time than anticipated. It took in excess of a month to distribute and collect questionnaires and even then a significant number (36) of respondents failed to return their completed questionnaires. Fortunately, the sample was large enough (206) not to be compromised. One possible reason for the high number of respondents who did not return their questionnaires may have been the timing of the survey. The

questionnaires were administered during trial exams. Educators of all levels were very busy with preparations for exams.

Another limitation was bias in the sample. In retrospect, a more representative proportional distribution of respondents should have been sought. Gamalakhe ward was more strongly represented in the sample than Margate and Ogwini. Representation was drawn from 50% of schools in the Gamalakhe ward, 21% of schools in the Margate ward and 12% of schools in the Ogwini ward.

3.7 ETHICAL CONSIDERATIONS

Goddard and Melville (2001: 49) state that the following ethical concerns should be considered by the researcher:

- Protection of the respondent's right to privacy, and
- Anonymity and confidentiality

The researcher took special care to make it explicit on the questionnaire that information could be furnished anonymously and that responses would be held in the strictest confidence. No compulsion was placed on respondents to participate in the survey. Access to the raw data was strictly guarded.

3.8 CONCLUSION

In this chapter, the planning and design of the empirical research were discussed. Planning included obtaining the necessary permission and selecting respondents. The researcher motivated his choice of the questionnaire as a data gathering instrument. The administration of the questionnaire and the data processing method were discussed. In the next chapter, an analysis and interpretation of collated data is provided.

CHAPTER 4: ANALYSIS AND INTERPRETATION OF DATA

4.1 INTRODUCTION

This chapter provides an analysis and interpretation of data collected by the survey. The discussion is structured as follows:

- An analysis of demographic information
- An analysis of responses to close-ended questions
- An analysis of open-ended questions

4.2 AN ANALYSIS OF DEMOGRAPHIC INFORMATION

Demographic information helps us profile the sample and evaluate their how representative they are of the general population from which they are drawn. Typical information gathered includes data relating to age, gender, home language, professional qualifications and job portfolio.

Table 4.1: Frequency distribution according to wards in which respondents teach

| Wards | Frequency | Percentage |
|--------------|------------------|-------------------|
| Gamalakhe | 80 | 47% |
| Margate | 40 | 24% |
| Ogwini | 50 | 29% |
| Total | 170 | 100% |

Table 4.1 shows the number of level one educators, from different schools in the three wards, who responded to the survey. Forty-seven percent of the respondents teach in schools located in the Gamalakhe ward, 24% of the

respondents teach in schools located in the Margate ward and 29% of the respondents teach in schools located in the Ogwini ward.

4.2.2 Gender of respondents

Table 4.2: Frequency distribution according to gender of respondents

| Gender | Frequency | Percent |
|--------------|------------|-------------|
| Male | 73 | 43% |
| Female | 97 | 57% |
| Total | 170 | 100% |

Table 4.2 verifies that there are more female educators (57%) compared to male educators (43%) that occupying level one education posts. The gender distribution is fairly evenly poised and we can therefore discount gender-bias in the responses.

4.2.3 Age of Respondents

Table 4.3: Frequency distribution according to the age of respondents

| Age | Frequency | Percent |
|---------------|------------|-------------|
| Between 20-30 | 29 | 17% |
| 31-40 | 93 | 55% |
| 41-50 | 43 | 25% |
| 51 and Over | 5 | 3% |
| Total | 170 | 100% |

Ninety-seven percent of the respondents are less than 51 years of age. Only 3 % of the respondents are over 51 years of age. This data indicates that many educators in the Sayidi Circuit are relatively young and still have many years to

contribute to their profession, particularly to participate in the management of their schools.

4.2.4 Home language of the respondents

Table 4.4: Frequency distribution according to the home language of respondents

| Language | Frequency | Percent |
|----------------|------------|-------------|
| Zulu | 116 | 68% |
| English | 10 | 6% |
| Afrikaans | 2 | 1% |
| Southern Sotho | 0 | 0% |
| Xhosa | 40 | 24% |
| Swazi | 0 | 0% |
| Other/Specify | 2 | 1% |
| Total | 170 | 100% |

Table 4.4 shows that the vast majority (68%) of respondents have Zulu as home language. Six percent of respondents have English as home language, 24% of respondents have Xhosa as home language and only 1% has Afrikaans as home language. A further 1% has indicated that their home language is not listed as one of the options.

4.2.5 Highest Qualification of respondents

Table 4.5: Frequency distribution according to the highest qualification of the respondents

| Highest Qualification | Frequency | Percent |
|--------------------------------------|------------|-------------|
| Grade 12 | 0 | 0% |
| Teaching diploma(s) | 110 | 65% |
| Degree (s) plus teaching diploma (s) | 58 | 34% |
| Degree (s) | 2 | 1% |
| Other (Specify) | 0 | 0% |
| Total | 170 | 100% |

Table 4.5 indicates that 65% of the respondents have at least a teaching diploma as highest qualification and 34% of respondents have a combination of one or more degree(s) plus one or more diploma(s). Only 1% has degrees. This verifies that many respondents are qualified. Their qualifications indicate that respondents can grow in knowledge and skills to meet the demands of participative management in schools.

4.3 AN ANALYSIS OF CLOSED-ENDED QUESTIONS

This section provides an analysis of responses related to educator-involvement in decision-making and team-building.

Table 4.6: Frequency distribution of responses to questions on educator-involvement in decision-making

| The principal of our school ... | Agree | Disagree | Uncertain | Total |
|---|--------------|-----------------|------------------|--------------|
| 2.1 Involves of educators in decision-making that affects them | 58 34% | 94 55% | 18 11% | 170 100% |
| 2.2 Involves educators in the formulation of curriculum policies | 34 20% | 104 61% | 32 19% | 170 100% |
| 2.3 Involves educators in the formulation of the school's vision and mission statement | 34 20% | 136 80% | 0 0% | 170 100% |
| 2.4 Involves educators in discussions about the agenda for staff meetings | 11 6% | 159 94% | 0 0% | 170 100% |
| 2.5 Discusses with educators various approaches to classroom management | 9 5% | 141 83% | 20 2% | 170 100% |
| 2.6 Involves educators in maintaining efficient financial control | 19 11% | 139 82% | 12 7% | 170 100% |
| 2.7 Promotes a link between educators and the school governing body with regard to school management and governance | 168 23% | 2 77% | 0 0% | 170 100% |
| 2.8 Discusses curriculum development with educators | 49 29% | 104 61% | 17 10% | 170 100% |
| 2.9 Involves educators in the implementation of educational policies | 21 12% | 143 84% | 6 4% | 170 100% |
| 2.10 Involves educators in strategic planning for school improvement | 49 29% | 92 54% | 29 17% | 170 100% |
| 2.11 Involves educators in democratic election of SGB sub-committees | 23 14% | 147 86% | 0 0% | 170 100% |

a. The principal's efforts to involve educators in making decisions on matters that affect them

Table 4.6 shows that 34% of the respondents are involved in decision-making on matters that affect them. This indicates a positive inclination towards participative management. Staff involved in making decisions relevant to their working environment are motivated to take ownership of the decision and ensure that its desired outcomes are realised. It is alarming to note that fifty-five percent of the respondents feel that the principal does not consult them when making decisions that affect them. A further 18% were non-committal on this point. There is thus clear evidence that most educators feel side-lined by principals and their management teams in respect of decision-making powers.

b. The principal's efforts to involve educators in the formulation of curriculum policies

Only 20% of the respondents felt party to curriculum reform initiatives at their respective schools. Opportunities to deliver input to school curriculum policy appear to be limited. According to Lemmer (1999: 104) teachers should radiate a spirit of joyfulness and caring as well as a willingness to share their curriculum experiences with other teachers, parents and learners. Principals and SMTs are losing out on opportunities to capitalise on classroom best practices and classroom feedback on curriculum successes and failures. These elements are critical in determining curriculum policy. Educator mind-share on curriculum matters is also a very important resource for policy makers. Curriculum policy and curriculum implementation are intrinsically linked. Educators must be given the opportunity to tailor curriculum policy for classroom relevance and practicality.

A staggering 61% of the respondents felt that they were not given the opportunity to influence curriculum policy and a further 19% were non-committal on this issue. The data suggests that autocratic management of curriculum matters still persists in the majority of schools.

c. The principal's efforts to involve educators in the formulation of the school's vision statement

Twenty percent of the respondents indicated that they are involved in the formulation of the school's vision statement. A school vision statement is a shared goal premised on improvement with the aim of achieving teaching and learning excellence. Educator involvement in the formulation of the school's vision statement and endorsement of its ideals is critical to realising these ideals. Duke (1990) cited by Dimmock (1993:101) states, that vision is a statement of what is desirable, but it must do so in a way, which can inspire and motivate people to work towards improvement.

It is disheartening to discover that 80% of respondents were not given the opportunity to provide input into the formulation of the school's vision statement. Finnigan and Schmidt (1993: 51) observe that people (staff) work more productively when they have relevant information about the school vision, know their jobs and performance goals and know what they can do to shape the future of the school. Working collaboratively to developing a vision, creates significant team-building opportunities.

d. Educator-involvement in planning and preparing staff meeting agendas is encouraged

Only 6% of the respondents indicated that staff meeting agendas were prepared consultatively and that discussion of agenda items was inclusive and transparent. Although not all agendas can be prepared consultatively, there are cases when agendas for staff meeting can be prepared consultatively.

Allowing members of staff to participate in the preparation for meetings is one of the strategies that principals may use to promote participative management. Finnigan and Schmidt (1993: 8) state that in such cases meetings become vehicles for creative problem-solving and all educators get an opportunity to participate in meetings. Ninety-four percent of respondents indicated that they are not involved in discussion of the agendas for staff meetings. It can be inferred that most principals still believe meetings should be initiated by principals and SMTs. Agendas that involve educator participation allow educators to share ideas and this can improve their participation in the management of the school.

e. The principal involves educators in maintaining efficient financial control

Eleven percent of the respondents felt that the principal involved them in maintaining efficient financial control whilst 82% disagreed with this sentiment. Seven percent of the respondents expressed uncertainty about how much educator-involvement the principal invited in managing the financial affairs of the school.

The data suggests that school principals, in general, do not engage educators in maintaining efficient financial control. Van der Westhuizen (1991: 373) states that the budget is the primary business-planning instrument in a school's future programmes. Educator-involvement in budget planning and maintaining efficient financial control increases the spirit of co-operation to achieve common goals. The sharing of ideas on financial matters serves as an important control mechanism for efficiency in resource management.

f. Principals promote a link between educators and the SGB with regard to school management

Only 23% of the respondents were satisfied that principals were fulfilling their obligation to promote a link between educators and the SGB with regard to school management. An overwhelming majority of respondents (77%) felt that principals were not doing enough to foster a partnership between educators and the SGB.

Successful management and governance of the school is dependent on trust and strong partnerships between educators, parents, learners and the school managers. The principal is ultimately responsible for ensuring that these relationships exist and are functional.

g. The principal discusses curriculum development with educators

Twenty-nine percent of the respondents were satisfied with the level of involvement they had in curriculum development matters. Principals of these schools recognise that curriculum development is a huge and complex process

needing multiple planners. It is disturbing that 61% of respondents felt that the principal did not discuss curriculum development matters with them. A further 10% of respondents were uncertain about the extent of their involvement in curriculum development matters. Naiker and Waddy (2003: 10) state that nurturing a culture of communication and participation in school can enhance curriculum development. Rosental (1991: 351) states that, the most effective schools do not isolate teachers but instead encouraged professional dialogue and collaboration to let them voice their ideas. Principals should therefore promote involvement of educators in curriculum development.

h. The principal involves educators in the implementation of educational policies

Twelve percent of the respondents agreed that their principals involved them in the implementation of educational policies, 84% however disagreed and 4% were uncertain. This is indeed cause for concern because all aspects of an educator's interaction are underpinned by policy prescriptions and guidelines. Education policy is not stagnant and is often a change driver. If educators are not being encouraged to implement educational policy, they are by extension not being encouraged to reflect upon and modify current teaching, learning and administrative practices. Principals must ensure that educators are actively implementing educational policy as this is the only way to ensure that educators become critical practitioners. The performance of an educator can only be evaluated against the measure of success he/she attains in implementing educational policy. Educational policy can in many ways be seen a dynamic job description for educators. It also contains elements of in-service training that ensures performance excellence.

i. The principal involves educators in strategic planning for school management

Twenty-nine percent of the respondents agreed that their principals involved educators in strategic planning for school improvement. Fifty-four percent disagreed and 17% percent were uncertain. Strategic planning for school management should involves all stakeholders particularly educators, to establish well-balanced teamwork. The fact that most educators (54%) are excluded from strategic planning is a major concern. Rue and Byers (1979: 117) are emphatic that involvement in the planning process fosters greater personal commitment to the plan because it develops an attitude towards the plan as “our plan” rather than “their plan”. Principals who involve educators in strategic planning are much more likely to improve the management of their school as educators will take ownership of and responsibility for implementation of the plan.

j. Principals involve educators in the democratic election of SGB sub-committees

SGB sub-committees are structures that can assist SMT-SGB partnerships. Sub-committees allow for the workload to be eased and ensures task distribution. It also allows for proxy members should principal members become unavailable or merely overburdened.

Fourteen percent of the respondents agreed that their school principals involved educators in democratic election of SGB sub-committees. Eighty-six percent (86%) however, disagreed with the statement. The use of sub-committees also extends collaboration, teamwork and participation and prevents unilateral decision-making. SGB sub-committees can also be seen as training grounds for

SGB and SMT leadership succession. It is disturbing to note that so few schools encourage democratic election of SGB sub-committees.

Table 4.7: Frequency distribution according strategies used by principals to facilitate team building

| The principal of our school ... | Agree | Disagree | Uncertain | Total |
|---|--------------|-----------------|------------------|--------------|
| 2.12 Allows educators to participate in the development of admission policy | 48 28% | 122 72% | 0 0% | 170 100% |
| 2.13 Discusses the school budget with educators | 69 29% | 101 71% | 0 0% | 170 100% |
| 2.14 Share ideas on problem solving with educators | 60 35% | 103 61% | 7 4% | 170 100% |
| 2.15 Discusses the South African School's Act of 1996 with the staff | 40 24% | 13 76% | 0 0% | 170 100% |
| 2.16 Discusses with educators the revised national curriculum statement | 63 37% | 101 59% | 6 4% | 170 100% |
| 2.17 Organises formal meeting with educators to discuss how management issues of the school can be improved | 29 17% | 141 83% | 0 0% | 170 100% |
| 2.18 Discusses with educators distribution of duty loads | 37 22% | 133 78% | 0 0% | 170 100% |
| 2.19 Encourages educators to participate in drawing up the code of conduct for the learners | 151 89% | 19 11% | 0 0% | 170 100% |

a. Allows educators to participate in the development of the admission policy

Twenty-eight percent of respondents agreed that principals allowed educator participation in the developing school admission policy, whilst 72% disagreed. This evidence suggests that the majority of principals do not recognise that educators could make valuable contributions to admission policy by drawing on

their learning-area knowledge and classroom experiences. By allowing educators to participate in developing school admission policy, principals are encouraging educators to feel that they had a say in screening learner enrolment and consequently have a responsibility to ensure that those that were successfully screened realise their full academic potential.

b. The principal discusses the school's budget with educators

Only 29% of the respondents agreed that principals discussed school budgetary issues with them. Seventy-one percent of respondents did not feel that they were allowed to make a contribution to budget planning. These statistics are noted with concern as educators who do not feel that they have had a significant input into budgetary planning, often also do not feel compelled to honour budgetary commitments. This can very often lead to unrestrained use of school resources. Disproportionate or opaque use of school resources can also lead to staff discord. Care should be taken to involve parents, learners and educators equally in budget planning and to impress upon all members their role in ensuring fiscal discipline, accountability and transparency.

c. Principals share ideas on problem-solving with educators

Thirty-five percent of the respondents believe that principals share ideas on problem-solving and invite other stakeholders to participate in finding solutions to problems. Sixty-one percent disagreed with this sentiment and 4% of the respondents were uncertain.

The evidence here suggests that a large proportion of principals (61%) still attempt to solve problems unilaterally. Educators in these schools are often not fully aware of the complexity and magnitude of problems that schools face. They therefore may not appreciate the principal's role in resolving these problems. Educators in these situations may also become a somewhat disengaged in their interaction with school management and governance. An inclusive and distributed approach to problem solving allows problems to be broken down and handled piecemeal. Delegation to solve various aspects of the problem create opportunities for recognising and rewarding individual and group contributions to problem-solving and fosters appreciation for team members.

d. The principal discussed the South African School's Act, No. 84 of 1996 (SASA) with the staff

Only 24% of the respondents agreed that principals discussed the SASA with the staff. Seventy-six percent of the respondents disagreed with the above statement. Lemmer (1999: 137) states that SASA provides the basis on which teachers, parents, learners may actively participate in the governance and management of their school. SASA mandates the infrastructure that requires consultation with all other educators to work together effectively as a team.

Failure to inform educators, parents and learners of their re-defined roles and responsibilities within the SASA framework, is plainly negligent. It appears that most school principals (76%) have not overtly explained to educators how they can engage in management actions. This may be a deliberate attempt by principals to protect authority by withholding information or may be a case of severe negligence. In either case, participative management is being undermined.

e. The principal discussed the Revised National Curriculum Statement (RNCS) with educators

Thirty-seven percent of the respondents agreed that principals discussed the RNCS with them whilst 59% percent of the respondents indicated that this was not the case. Four percent of the respondents were non-committal on this issue.

The data suggests that whilst some school principals (37%) understand that the RNCS requires a culture of communication and participation, other principals (59%) fail to inform educators of the curriculum reform prescriptions and guidelines offered by the RNCS.

f. The principal organizes formal meetings with educators to discuss how management issues of the school can be improved

Only 17% of the respondents indicated that principals solicited advice from educators on how school management could be improved. In these schools, it appears that the principal uses formal meetings to structure educator input. The fact that formal meetings are held implies that the principal has sufficient confidence in and values educator contributions in this regard.

Alarming, 83% of the respondents indicated that the principal does not organize formal meetings with educators to discuss how school management can be improved. This statistic may be attributed to a lack of confidence in educator contributions, an autocratic leadership style or a fear of criticism on the part of the principal. It may also point to informal mechanisms used to solicit educator

contributions on school management improvement. Whatever the reason, it is an area that needs to receive attention urgently.

g. Principals discuss duty loads with educators

Twenty-two percent of the respondents agreed that duty loads were openly discussed. This indicates that only a small percentage of principals understand that open discussion about workloads is imperative for securing teacher acceptance of the work delegated to them.

The fact that 78% of respondents felt that principals did not discuss their duty loads with them is disconcerting. Naicker and Waddy (2003: 56) assert that principals should develop policies to openly negotiate workloads with educators. Educator participation in these discussions will ensure transparency, equity and acceptance of workloads.

h. Principals encourage educators to participate in drafting the code of conduct for learners

A mere 11% of respondents agreed that principals encouraged educator-involvement in drafting a code of conduct for learners. Eighty-nine percent of the respondents felt otherwise.

It appears, then, that the majority of principals (89%) do not recognise the valuable contribution that educators can make in drafting a relevant and workable code of conduct for learners. Over-and-above having their right to make a contribution guaranteed by the SASA, educators can

draw on their extensive classroom management experiences to ensure that learner behaviour is regulated in a meaningful way that will encourage a safe and secure learning and teaching environment. Participation at the level of policy formulation ensures that practical application of the code of conduct is workable and consistent for all educators.

4.4 AN ANALYSIS OF OPEN-ENDED QUESTIONS

This section offers an analysis of responses to open-ended questions that probe the principal's role in promoting participative management and the factors that promote or hinder participative management. Responses are grouped thematically to simplify interpretation and discussion. Themes relating to how principals can best facilitate participative management are grouped as follows:

- Recognise and employ educator strengths and skills effectively.
- Promote greater staff co-operation as a unified team.
- Encourage better and more equitable dialogue between managers/team leaders and educators.

Themes relating to factors which assist educators to participate effectively in school management are grouped as follows:

- More transparent staff appraisal mechanisms with a genuine and exclusive professional development interest;
- Delegation of decision-making powers commiserate with assigned duties

Themes relating to factors that hinder participative management are grouped as follows:

- Authoritarian management style
- Conflict among educators
- Resistance to change
- Lack of empowerment
- Lack of participation in policy formulation

Each of these themes is discussed under a separate heading below.

Table 4.8: Frequency distribution according how principals can best facilitate participative management

| Theme | Frequency | Percentage |
|--|------------------|-------------------|
| Recognise and employ educator strengths and skills effectively | 157 | 92.3% |
| Promote greater staff co-operation as a unified team | 160 | 94% |
| Encourage better and more equitable dialogue between managers/team leaders and educators | 139 | 81.7% |

a. Recognise and employ educator strengths and skills effectively

The majority (92.3%) of the respondents highlighted that proper and effective recognition and use of educator strengths and skills will greatly enhance

educator participation in management matters. Van der Westhuizen (2002: 292) asserts that participation is equally available to all employees. Principals have a role to play to involve educators in the school to create a culture of participative management. Task delegation must be matched closely with capacity to successfully and effectively complete the task. Educator weaknesses must be seen as professional development opportunities.

b. Promote greater staff co-operation as a unified team

Almost all respondents (94%) were of the opinion that greater co-operation as a unified team could enhance participative management. Jacobs, Gawe and Vakalisa (2003: 203) state that when people are working co-operatively, they make predictions, summarise, synthesis and integrate information. According to Davidoff and Lazarus (1997: 164) the major challenge for all schools is to build management capacity throughout the whole school that is, to all those involved in the life of the school such as teachers, non-teaching staff, learners and parents. Staff divisions need to be addressed urgently.

c. Encourage better and more equitable dialogue between managers/team leaders and educators

The majority of respondents (82%) felt that better and more equitable dialogue between managers/team leaders and educators should be encouraged. Opportunities to engage in team-building activities and social events where members of staff can interact as non-status bearing individuals should be encouraged. Gray (1979: 63) asserts that principals exercise leadership when responsibilities are shared among the staff members. Principals must do more to encourage educators to voice their views through mutual dialogue.

Table 4.9: Frequency distribution according to factors which assist educators to participating effectively in school management

| Statement | Frequency | Percent |
|--|-----------|---------|
| More transparent staff appraisal mechanisms with a genuine and exclusive professional development interest | 61 | 36% |
| Delegation of decision-making powers commiserate with assigned duties | 68 | 40% |

a. More transparent staff appraisal mechanisms with a genuine and exclusive professional development interest

Thirty-six percent of the respondents called for more transparent staff appraisal mechanisms with a genuine and exclusive professional development interest. Competency and confidence will encourage educator involvement in management processes.

b. Delegation of decision-making powers commiserate with assigned duties

Forty percent of the respondent suggested that for participative management to work, delegation of duties must be accompanied by delegation of decision-making powers commiserate with assigned duties. There is a strong suggestion that educators are willing to accept additional responsibilities on condition that principals and SMTs should show greater trust and confidence in educators.

Table 4.10: Frequency distribution according to factors that hinder participative management

| Statement | Frequency | Percent |
|---|-----------|---------|
| Authoritarian management style | 159 | 93.5% |
| Conflict among educators | 155 | 91.1% |
| Resistance to change by principals | 141 | 82.9% |
| Lack of empowerment | 139 | 83% |
| Lack of participation in policy formulation | 131 | 77.05% |

a. Authoritarian management style

The majority of respondents (93.5%) cited an authoritarian management style as the factor that most hinders participative management. Responses to the closed-ended questions, analysed in an earlier section, corroborates this view.

Respondents observe that an authoritarian management style undermines teamwork and often works on divisive politics and structures. Authoritarian principals appear to be having great difficulty in making the transition to a more democratic educational dispensation. Lemmer (1999: 128) states that traditionally in South Africa, school governance and management have been authoritarian, laws of control and decision-making powers have resided mainly in the school principal with minimal participation from educators. However, school principals should remember that the SASA opens doors for all stakeholders, particularly educators to be involved in decision-making. An authoritarian leadership style is inconsistent with participative decision-making.

b. Conflict among educators

Ninety-one percent of the respondents mentioned conflict among educators as a factor that hinders participative management. Gibson, Ivancevich and Donnelly (1997: 233) observe that conflict can rip an organisation apart by creating walls between educators and leading to poor management.

Principals must encourage team-building, promote a common goal, embrace transparency and improve communication in an effort to minimize staff conflict. The management must develop a clear conflict resolution strategy based on democratic and participative principles.

c. Resistance to change by principals

Eighty-three percent of the respondents suggest that school principals are resistant to change. Principals as change agents must be seen to embrace change themselves before they can expect that their staff embrace changes. The school principal must lead the change by subjecting him/herself to the change first. Principals that lead by example are more likely to succeed at implementing change.

d. Lack of empowerment

Eighty-three percent of the respondents felt that they were not empowered to participate in management. Weller Jr. and Weller (2000: 147) state that empowerment of educators entails sharing administrative authority with teachers

and teacher teams. Empowerment is facilitated by providing recognition for contributions, promoting information sharing and exchange, facilitating collaboration, engaging educators in skills development workshops and encouraging further studies and professional development.

e. Lack of participation in policy formulation

A large number of respondents (77.05%) indicate that they are not fully involved in policy formulation and see this as a major hindrance to participative management. Many suggest that school principals formulate policies without stakeholder involvement. Kawalski and Reitzug (1998) cited by Weller Jr. and Weller (2000: 65) assert that principals of effective schools use their communication skills to lead others by influencing and building consensus rather than by relying on positional authority and policy. By involving educators in policy formulation, principals can muster support for policy implementation and can ensure that educators take co-responsibility for policy decisions. Educators involved in policy formulation will be more ready and better equipped to defend policy decisions and explain that rationale that informed policy decisions.

4.5 CONCLUSION

This chapter provided valuable insights into the extent to which participative management is encouraged in schools. Data from educators in this regard, provides clear evidence that most educators are excluded from management decision-making processes. School principals are not doing enough to create conditions conducive to participative management and are in fact stumbling blocks to participative management in many schools.

Findings in this chapter suggest that many principals are inept change managers. Principals need to be trained in effective strategies to facilitate participative management among educators. The habits and structures of authoritarian management styles must be deconstructed and principals must re-invent themselves as “managers of managers”. Specific findings of this study are summarized in the next chapter and recommendations, based on these findings, are subsequently made.

CHAPTER 5: SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.1 INTRODUCTION

This study focused on the principal's leadership role in facilitating participative management among educators. This chapter provides a summary of findings, recommendations and conclusions extrapolated from the study. Recommendations provided will offer useful guidance to principals with regard to their leadership role in facilitating participative management among educators.

5.2 SUMMARY OF FINDINGS

- a. Principals do not consult staff members when drafting staff meeting agendas**

Responses to questions in table 4.6 (see question 2.1) confirm that in many schools the agendas for staff meetings are not prepared consultatively. Principals must recognise that failure to consult staff members when drafting staff meeting agendas, is often interpreted as flagrant disregard for staff contributions. Staff meetings should be viewed as a participation forum where management issues are resolved and decisions are made collaboratively. Staff meetings are incredibly powerful forums for consensus building.

b. There is a lack of educator-involvement in curriculum development

Responses to questions in table 4.6 (see question 2.8), reveal that principals do not fully encourage educators to be curriculum designers. Curriculum development must be open, collaborative and transparent. Phase and learning area educators should be encouraged to work together to produce coherent and cohesive work schedules that ensure equitable work distribution, practical application and minimized duplication of effort. The RNCS verifies that curriculum development is a lengthy, continuous process, which presupposes open communication, consultation and willingness to participate in decision-making. Principals have a key role to play in leading and directing the process of curriculum development within their specific schools. Some principals appear to be failing in this task.

c. Principals do not organize formal meetings with educators to discuss management improvement

Responses to questions in table 4.7 reveal that principals do not organise formal meetings with educators to discuss management improvement. This finding exposes a lack of confidence in educator contributions, an autocratic leadership style and/or a fear of criticism on the part of the principal.

d. There is a lack of communication between the SMT, the SGB and the educators

Table 4.6 (question 2.11) indicates that principals in general do not sufficiently co-ordinate the efforts of the SMT, SGB and educators. Roles and

responsibilities are not clearly delineated and shared forums for discussion are for the most part non-existent. This often leads to duplication of effort or conflict about task parameters. Principals must ensure closer co-operation between the SMT, SGB and educators.

e. Principals do not discuss significant policy documents with educators

Respondents indicated in table 4.7 that significant policy documents such as the SASA and the RNCS are not discussed fully with educators. Opportunities to tailor policy for specific implementations at different schools are thus lost. Opportunities to reinforce key educational messages and confirm policy relevance are also lost.

It appears that some principals are still protecting their positions and status by autocratically controlling information distribution to the various school constituencies. This practice is inconsistent with participative management principles

f. Principals do not facilitate equitable distribution of workloads

One of the conditions for successful participative management is equitable workload distribution. Educators need to have time to critically reflect on learning, teaching and administrative duties and find ways of improving efficiencies. Time for professional development should be deliberately scheduled. This is especially true at high schools, where classes vary based on educator to pupil ratio and

subject specialisation. The introduction of new learning areas such as technology and life orientation creates opportunities for teamwork among educators.

g. There is a lack of participation in discussions about various approaches to classroom management

Responses to questions in table 4.6 (question 2.5) indicate that principals fail to recognise that educators can provide invaluable input on classroom management as this is an integral part of what they do on a day-to-day basis. Classroom management experiences can easily be integrated into the school code of conduct. Recognition of educators' expertise in this area ensures that they feel their contributions are significant, respected and valuable. This will encourage educators to be more confidently involved in other areas of management. Principals appear to ignore the fact that in discussions about various approaches to classroom management promotes shared decision-making among educators and builds a sense of pride and confidence which will provide high quality performance.

5.3 RECOMMENDATIONS

a. Networking should be promoted among principals

By networking with other schools, principals can share their experiences and learn from each other about mechanisms and strategies to implement participative management.

Local principals from different areas can work together to promote social and academic development of their schools. Principals should find out how other principals implement and encourage educator participation in the management of their schools. The ideas listed by schools which are successful can then be used by other principals.

Collaboration between educators of different schools should also be promoted. This provides educators with a comparative framework for evaluating participation levels in their own schools. Participative management success stories can also serve to motivate educators and principals to embrace participative management more strongly.

b. Principals should conduct staff training programmes on curriculum development

The adoption of the Constitution of the Republic of South Africa provided the basis for curriculum transformation and development for schools. Educators have an important role to play in realising the aims of transformation. Principals should make use of the opportunities provided by the curriculum renewal process to promote the development of a responsive curriculum within their schools. School programmes must be designed to meet the host community's needs in terms of desired skills, knowledge, attitudes and values.

The development of learning programmes and materials should be learner-centred. In order to achieve this, principals must conduct staff training programmes on curriculum development. The following should be considered in developing training programmes on curriculum and programme development:

- Educator participation is crucial in planning for curriculum development. Provision must be made for regular and well-structured meetings and professional developmental programmes that capacitate educators to make informed curriculum and programme choices.
- Open communication channels must be encouraged allowing for easy access to information and healthy debate.
- Curriculum development committees must be established allowing for equitable and manageable workload distribution.
- Principals should strategise by working together with educators to determine the strength and weakness of their management. This will assist in improving participation of educators in curriculum development.

c. Principals should promote teamwork among educators in their schools

Teamwork can build morale, motivation and job satisfaction of the individual educators. In addition, educators become part of the decision-making process, particularly in the management of the schools. Team-building must be non-divisive and should encourage all educators in the school to work jointly to deliver quality public education. Principals should consider the following team-building strategies:

- Principals must lead by example. They should listen objectively to ideas of teams/groups and respect their

decisions. This will help encourage other staff members to listen and respect other points of view.

- Teams must be encouraged to recognise the importance of delegation. They should be encouraged to identify individual strengths and weaknesses and then work collaboratively to capitalise on strengths and minimise weaknesses.
- It is important for teams to democratically nominate leaders and develop mechanisms for professional development within teams. As part of team-building exercises, educators should be encouraged to rotate team leadership and ensure that continuity is maintained across changes in leadership.
- Principals must be willing to delegate authority. Power should be shared if participative management is to be lasting.

d. Principals should develop programmes for educators to adopt effective management strategies

The principal is ultimately responsible for ensuring that educators are properly trained to participate meaningfully in managing school affairs. All aspects of management must be covered. Educators are expected to be skilled financial planners and administrators. They need to be effective classroom managers. Their skills are also required in curriculum planning and implementation.

Peer development groups are particularly effective in creating a non-threatening development environment for educators. The principal should also encourage educators to belong to professional organisations, participate in conferences and seminars and contribute research papers to educational journals. These measures will build educator confidence and esteem. Educators will also feel more at ease when participating in management of the school. Strategies that principals can use to engage educators include:

- Explore partnerships with other professional organizations like Universities or Colleges to assist in building management capacity.
- Run an educator seminar series to promote educator involvement in educational research, develop educator esteem and confidence to participate in management activities.
- Create incentive schemes to reward management improvement initiatives.
- Partner younger staff members with more experienced managers in mentorship programmes or management learnership programmes.

The above are a few examples of strategies that will promote educator participation in management.

e. Principals should discuss the South African School Act, No. 84 of 1996 (SASA) with educators

The SASA mandates that educators, parents, learners and community members participate actively in the running of the school. Principals should overtly discuss

the content of this act with educators as it defines compliance expectations and sets out structures and procedures that can assist educators in participating meaningfully in the management and governance of the school. The SASA is a handy reference to rights and responsibilities of the various stakeholders involved in education and provides some sound mechanisms to deal with disputes.

f. Principals should delegate responsibilities to educators

Principals alone cannot deal with the management of the school. They need to delegate some management tasks to educators. Delegation of responsibilities to educators increases the morale of staff.

When delegating, principals should not only consider the most competent person(s) for the task but should also include members on the team who would most benefit from being assigned to work on the task. This ensures broad-based participation and skills development.

Support is easier to accomplish when the principal not only assigns roles to staff members but devolves true decision-making powers to them as well.

g. Principals must establish staff development programmes and training for SGBs

Principals should ensure that there is continuous improvement and development for both educators and SGBs. SGBs can help in co-developing policies and

procedures that support teaching and learning and finding resources to assist in this regard. Where SGB-educator partnerships are encouraged, responsibilities for improving participation are shared.

The SGB plays a pivotal role in extending the reach of educators into the community at large. Properly trained SGBs can ensure that take-home learning tasks are given due attention. Links between the school curriculum and learnership programmes can be established. A solid SGB-educator partnership can ensure that the classroom learning is given practical application by involving learners in community service that draws on and reinforces their learning.

SGB recommendations for staffing and promotion are legitimised in contexts where the SGB is properly trained and have an intimate knowledge of individual staff members' contributions to delivery of quality education and management excellence. Partnership between school management and school governance is strengthened by proper and extensive training of both parent and educators constituencies and this in turn allows these bodies to develop into a more adhesive unit acting in the best interest of the school.

h. Principals must develop school policies in conjunction with educators

Many educational policies underpin current education reform initiatives. These policies provide frameworks for professional development and appraisal, define professional conduct and specify duties and responsibilities. They however need to be adapted and made relevant to specific schools. This can only be done with the assistance and sanction of educators, parents and learners of that specific school. Educator participation in this process will facilitate implementation.

5.4 FINAL REMARKS

Participative management is a necessary condition for the democratization of education in South Africa. It is disturbing to find that more than ten years after constitutional reform, many schools have still not made the transition to participative management.

The need to train principals to be skilled change agents, who are adept at promoting participation at all levels of school management, has never been more critically important. Schools grappling to keep pace with the momentum of change must leverage the role of the principal as promoter of participative management. All educators must participate in the management processes of their schools to bring about deliberate, meaningful and effective management.

It is hoped that this study assists both principals and educators in general to realise their potential as active and skilled managers that are shaping the face of education for generations to come.

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STRICTLY CONFIDENTIAL

QUESTIONNAIRE

**AN EVALUATIVE STUDY
OF THE
PRINCIPALS' LEADERSHIP
ROLE
IN FACILITATING
PARTICIPATIVE MANAGEMENT**

S.G. SHEZI

(STD; FDE; B.Ed)

Appendix 1

QUESTIONNAIRE FOR POST LEVEL ONE EDUCATORS

CONFIDENTIAL

Dear Respondent

I would like to thank you for taking your time to answer this questionnaire. The school in which you are, as well as you have been selected randomly for the purpose of this study. I would like to assure you that the information provided by you will be treated confidentially. Please be honest when answering questions, your **opinion** is very important. Please answer the questions by circling the number that corresponds with the answer that is applicable to you.

SECTION 1

1.1

| GENDER | |
|---------------|---|
| Male | 1 |
| Female | 2 |

1.2

| AGE | |
|---------------|---|
| Between 20-30 | 1 |
| 31-40 | 2 |
| 41-50 | 3 |
| 51 and over | 4 |

1.3

| HOME LANGUAGE | |
|----------------------|---|
| Zulu | 1 |
| English | 2 |
| Afrikaans | 3 |
| Xhosa | 4 |
| Southern Sotho | 5 |
| Swazi | 6 |
| Other (specify) | 7 |

1.4

| HIGHEST QUALIFICATION | |
|--------------------------------------|---|
| Grade 12 | 1 |
| Teaching Diploma (s) | 2 |
| Degree (s) plus Teaching Diploma (s) | 3 |
| Degree (s) | 4 |
| Other (specify) | 5 |

1.5

| PRESENT RANK | |
|---------------------|---|
| Post level 1 | 1 |
| Head of Department | 2 |
| Deputy Principal | 3 |
| Principal | 4 |

SECTION 2

Looking at the leadership role of your principal in the management of your school, decides whether you **AGREE**, **DISAGREE** or **UNCERTAIN** and circle the number that best describes the statement of your choice.

(a) EDUCATOR PARTICIPATION IN DECISION MAKING

| The principal of our school ... | AGREE | DISAGREE | UNCERTAIN |
|--|-------|----------|-----------|
| 2.1 Involves educators in decision making that affect them | 1 | 2 | 3 |
| 2.2. Involves educators in the formulation of curriculum policies | 1 | 2 | 3 |
| 2.3. Involves educators in the formulation of the school's vision statement | 1 | 2 | 3 |
| 2.4 Involves educators in discussion about agenda for staff meetings | 1 | 2 | 3 |
| 2.5. Discusses with educators various approaches to classroom management | 1 | 2 | 3 |
| 2.6. Involves educators in maintaining efficient financial management | 1 | 2 | 3 |
| 2.5. Promotes a link between educators and school governing body with regard to school management. | 1 | 2 | 3 |
| 2.6. Discusses with educators curriculum development | 1 | 2 | 3 |
| 2.7. Involves educators in the implementation of educational policies | 1 | 2 | 3 |
| 2.8. Involves educators in strategic planning for school improvement | 1 | 2 | 3 |
| 2.9. Involves educators in democratic election of S.G.B. sub committees | 1 | 2 | 3 |

(b) BUILDING TEAMWORK

| Principal of our school ... | AGREE | DISAGREE | UNCERTAIN |
|--|-------|----------|-----------|
| 2.10. Allows educators to participate in the development of the admission policy | 1 | 2 | 3 |
| 2.11. Discusses the school's budget with Educators | 1 | 2 | 3 |
| 2.14 Shares ideas on problem solving with educators | 1 | 2 | 3 |
| 2.15 Discusses the South African School's Act No. 84 of 1996 with the staff | 1 | 2 | 3 |
| 2.16 Discusses the revised national curriculum statement with educators | 1 | 2 | 3 |
| 2.17 Organises formal meetings with educators to discuss how management issues of the school can be improved | 1 | 2 | 3 |

| | | | | |
|------|--|---|---|---|
| 2.18 | Discusses with educators distribution of duty loads | 1 | 2 | 3 |
| 2.19 | Encourages educators to participate in drawing up the code of conduct for the learners | 1 | 2 | 3 |

SECTION THREE

3.1. IN YOUR OPINION, HOW CAN YOUR PRINCIPAL FACILITATES PARTICIPATIVE MANAGEMENT IN YOUR SCHOOL?

3.2. KINDLY LIST SOME OF THE FACTORS WHICH HELP YOU IN PARTICIPATING EFFECTIVELY IN THE MANAGEMENT OF YOUR SCHOOL.

3.3 KINDLY LIST SOME OF THE FACTORS THAT HINDER PARTICIPATIVE MANAGEMENT.

Thank you for completing this questionnaire.

Appendix 2

P.O. Box 2099
Port Shepstone
4240
27 July 2004

The Circuit Manager
Kwa-Zulu Natal Department of Education and Culture
Sayidi Circuit
Private Bag X 880
Port Shepstone
4240

Sir

RE: REQUEST PERMISSION TO CONDUCT RESEARCH

I am currently conducting Research Project aimed at examining participative management in schools. Permission is therefore requested to conduct such research in your school. This research is towards my M. ed degree and is being carried out under the supervision of Dr M.K.K. Chetty at the Umlazi Campus of the University of Zululand.

The topic of my dissertation is: **An evaluative study on Principal's leadership role in facilitating participative management among educators.** For the purpose of this research a questionnaire will be developed which will be administered to educators located in your circuit. All information elicited from the research will be treated as confidential and anonymity is ensured.

Thanking you in anticipation

Yours faithfully



S.G. Shezi

Appendix 3

P.O. Box 2099
Port Shepstone
4240
27 July 2004

The Ward Manager
Kwa-Zulu Natal Department of Education and Culture
Sayidi Circuit
Private Bag X 880
Port Shepstone
4240

Sir

RE: REQUEST PERMISSION TO CONDUCT RESEARCH

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Thanking you in anticipation

Yours faithfully



S.G. Shezi

Appendix 4

P.O. Box 2099
Port Shepstone
4240
27 July 2004

The Principal
Gamalakhe Commercial High School
Private Bag X 1002
St Michael's on sea
4265

Sir

RE: REQUEST PERMISSION TO CONDUCT RESEARCH

I am currently conducting Research Project aimed at examining participative management in schools. Permission is therefore requested to conduct such research in your school. This research is towards my M. ed degree and is being carried out under the supervision of Dr M.K.K. Chetty at the Umlazi Campus of the University of Zululand.

The topic of my dissertation is: **An evaluative study on Principal's leadership role in facilitating participative management among educators.** For the purpose of this research a questionnaire will be developed which will be administered to educators located in your school. All information elicited from the research will be treated as confidential and anonymity is ensured.

Thanking you in anticipation

Yours faithfully



S.G. Shezi

PROVINCE
KwaZULU-NATAL

ISIFUNDAZWE
SAKWAZULU-NATAL

PROVINCE
KwaZULU-NATAL

DEPARTMENT OF EDUCATION & CULTURE
UMNYANGO WEMFUNDO NAMASIKO
DEPARTEMENT VAN ONDERWYS KULTUUR

| | | | | | |
|---------------------|---|------------------------|------------------|---|---------------------|
| Ikheli Lotingo | : | | Isikhwama Seposi | : | X880 |
| Telegraphic Address | : | SAYIDI DISTRICT | Private Bag | : | PORT SHEPSTONE 4240 |
| Telegrafiek | : | | Privaatsak | : | |
| Fax No. | : | 039-3181290 | Imibuzo | : | |
| Ucingo | : | 039-3181221 | Enquiries | : | S.O.NGESI |
| Telefoon | : | 039-3181106 | Navrae | : | |
| Usuku | : | | Inkomba | : | |
| Date | : | 25/01/05 | Reference | : | RSV/02 |
| Datum | : | | Verwysing | : | |

TO: MR S.G.SHEZI
GALENI HIGH

**PERMISSION FOR CONDUCTING RESEARCH IN NEIGHBOURING
SCHOOLS**

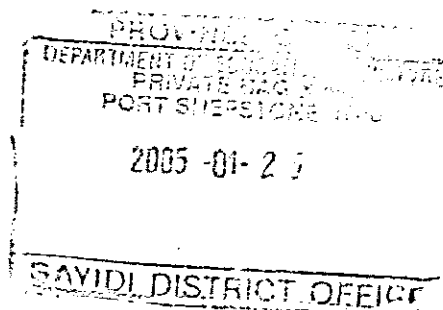
The above matter refers

Permission to do research in neighboring school is hereby granted on condition that:

- Teaching and learning must not be disturbed.
- Working hours must not be utilized for this purpose.
- The department will not be put into disrepute by such activity.

Wishing you success in your endeavours to improve your qualification.


CIRCUIT MANAGER
S.O.NGESI



Appendix 6

PROVINCE
KWAZULU-NATAL

ISIFUNDAZWE
SAKWAZULU-NATAL

PROVINCE
KWAZULU-NATAL

DEPARTMENT OF EDUCATION & CULTURE
UMNYANGO WEMFUNDO NAMASIKO
DEPARTMENT VAN ONDERWYS KULTUUR

| | | | | | |
|---------------------|---|----------------|------------------|---|-------------|
| Ikheli Locingo | : | | Isikhwama Seposi | : | 880 |
| Telegraphic Address | : | SAYIDI CIRCUIT | Private Bag | : | P/SHEPSTONE |
| Telgrafpfiak | : | | Privaatsak | : | 4240 |
| <hr/> | | | | | |
| Fax No. | : | 039-3181290 | Imibuzo | : | |
| Ucingo | : | 039-3181221 | Enquiries | : | WOOD R.C. |
| Telfoon | : | 039-3181293/4 | Navrae | : | |
| <hr/> | | | | | |
| Usuku | : | | Inkomba | : | |
| Date | : | 09/06/04 | Verwysing | : | RESEARCH |
| Datum | : | | | : | |

S.G. SHEZI
P.O. BOX 2099
PORT SHEPSTONE
4240

SIR

RE:REQUEST FOR PERMISSION TO CONDUCT RESEARCH

Permission to conduct research at schools in the Gamalakhe Ward is granted on the following conditions.

- a) A list of schools in which the research will occur, must be made available to the Ward Manager.
- b) Principals of such schools must be made aware of your visit and intention timeously.
- c) Your visit should not impact negatively on the teaching and learning programme of the school.

Thank You


R.C. WOOD: GAMALAKHE WARD MANAGER

GAMALAKHE COMMERCIAL
HIGH SCHOOL

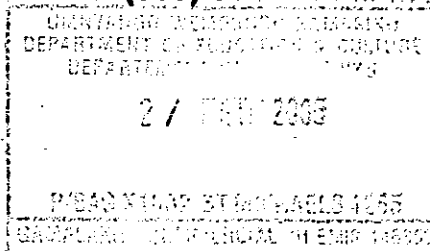
GAMALAKHE COMMERCIAL HIGH SCHOOL



Private Bag X 1002, St Michael's on sea, 4265

Tel. No. (039) 318 1532

Fax: No. (039) 318 2599 NATAL



Dear Mr. Shezi

The permission to conduct research at the above-mentioned school has been granted.

Yours Faithfully

Principal: