

The implementation of participative management in Primary Schools in Tshwane – West District



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**The implementation of participative management in
Primary Schools in
Tshwane – West District**

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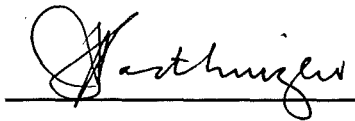
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2014

DECLARATION

I hereby as supervisor give permission to Mr. Mataboge Saltiel Khololo Collen to submit this mini dissertation, for his Magister Educationis in Education Management. I as supervisor only acted in a supervisory capacity regarding the research .

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DEDICATION

This study is dedicated to my late mother,
Ludith Francinah Mataboge, who was ever loving, caring and
inspirational, and to my father, Lekgotla Saltiel Mataboge
for his guidance and support.

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ABSTRACT

THE IMPLEMENTATION OF PARTICIPATIVE MANAGEMENT IN PRIMARY SCHOOLS IN TSHWANE-WEST DISTRICT

Real educational transformation require of schools to shift away from traditional, bureaucratic management practices in order to cope with the demands of a democratic, client-driven market economy. Undoubtedly, non-participation and non-involvement of teachers and parents in decision-making processes are an issue of great concern, because it discourages their initiative and genuine commitment to their work. Consequently, schools become dysfunctional due to lack of role players involvement and consultation.

The aims of this research were to investigate and to establish:

- what participative management entails;
- how participative management is implemented in primary schools in Tshwane-West District; and
- what strategies can be constructed towards more effective implementation of participative management in primary schools in Tshwane-West District.

The quantitative approach as an empirical investigation was applied in order to achieve the above-stated aims. The target population comprised of all primary school principals (N=98) in Tshwane-West District. The selected respondents provided the needed information.

The empirical research was conducted by means of a structured questionnaire. The self constructed questionnaires utilised question items that revealed whether participative management was implemented in primary schools in Tshwane West District.

The legal legislative frameworks were also entered into in this study. These legislative documents comprised of the Constitution of the Republic of South Africa, No.108 of 1996, the National Education Policy Act No.27 of 1996, the South African Schools Act No.84 of 1996, the Employment of Educators Act No.76 of 1998, the Basic Conditions

of Employment Act No. 75 of 1997 and the Gauteng Department of Education School Governance Manual.

The findings showed that participative management as a prominent feature was implemented within the primary schools in Tshwane-West District. Nevertheless, it has also emerged that participative management remains a problematic notion for many schools with challenges that impede effective implementation thereof.

Key concepts:

Participative management, democratic governance, school-based management, school management teams, school governing bodies, decision-making.

TABLE OF CONTENTS

Acknowledgements	i
Abstract	ii
Chapter 1: Orientation	1
1.1 Introduction	1
1.2 Problem statement	2
1.3 Problem questions	4
1.4 Aims of the study	4
1.5 Research design.....	4
1.6 Methods	5
1.6.1 Literature study	5
1.6.2 Empirical research.....	5
1.6.2.1 Study population	5
1.6.2.2 Measuring instruments	5
1.6.2.3 Data collection procedures.....	6
1.6.2.4 Data analysis.....	6
1.6.2.5 Ethical considerations	6
1.6.2.6 Structure of chapters	6
1.7 Summary.....	7

Chapter 2: The Essence of Participative Management.....	8
2.1 Introduction	8
2.2 A theoretical framework for participative management.....	10
2.2.1 Creating a culture of collaboration.....	12
2.2.2 Enhancing democratic governance.....	13
2.2.3 The notion of decentralization.....	16
2.2.4 Women in leadership and management.....	17
2.2 Characteristics of participative management.....	19
2.3 Implementation of participative management	22
2.4 Guiding principles of participative management	27
2.5 Advantages of participative management	29
2.6 Disadvantages of participative management	30
2.7 Strategies for implementation of participative management	31
2.8 Summary.....	36
Chapter 3: The Empirical Research Design.....	37
3.1 Introduction	37
3.2 Research design.....	37
3.3 Research method	38
3.4 The data collection instrument	38
3.4.1 The design of the questionnaire	39
3.4.2 The structure of the questionnaire.....	39
3.4.3 The administration of the questionnaire	41

3.5	Ethical considerations.....	43
3.6	Summary.....	43
Chapter 4: The Empirical Findings	44	
4.1	Introduction	44
4.2	Format and content of the questionnaire.....	44
4.3	Interpretation of descriptive statistics	45
4.3.1	SECTION A: Biographical particulars of principals.....	45
4.3.2	SECTION B: The Legislative Framework	47
4.3.3	SECTION C: Implementation of Participative Management frequency	48
4.3.4	Synopsis.....	51
4.3.5	SECTION D: Implementation of Participative Management in the School Environment.....	52
4.3.6	Synopsis.....	58
4.3.7	SECTION E: Implementation of Participative Management in School Governance.....	60
4.3.8	Synopsis.....	65
4.4	Interpretation of effect sizes: Rural and Urban schools	66
4.4.1	Implementation of participative management in rural and urban schools.....	67
4.4.2	Implementation within the school environment.....	68
4.4.3	Implementation in school governance in urban and rural schools	69
4.4.4	Synopsis.....	70
4.5	Interpretation of effect sizes: Gender.....	70

4.5.1	Implementation of participative management pertaining to gender	70
4.5.2	Implementation in the school environment pertaining to gender	71
4.5.3	Implementation in school governance pertaining to gender	72
4.5.4	Synopsis.....	73
4.6	Summary.....	73
	Chapter 5: Summary, Findings and Recommendations.....	74
5.1	Introduction	74
5.2	Reflection of the contents	74
5.2.1	Research findings	75
5.2.2	What participative management entails.	75
5.2.3	How participative management is implemented in primary schools within Tshwane West District.....	79
5.2.4	Recommendations on strategies	82
5.3	Recommendations for further research	83
5.4	Summary.....	84
	References.....	85
	Appendix A:.....	97
	Appendix B:.....	98
	Appendix C:.....	99
	Appendix D:.....	100
	Appendix E:.....	101

LIST OF TABLES

Table 3-1: Distribution and response rate	42
Table 4-1: Biographical Particulars of Principals.....	45
Table 4-2: Legislative framework frequency	47
Table 4-3: Implementation of participative management frequency.....	48
Table 4-4: Implementation of participative management in the school environment....	52
Table 4-5: Implementation of Participative Management in School Governance.....	60
Table 4-6: Implementation of participative management in urban and rural schools ...	67
Table 4-7: Implementation within the school environment.	68
Table 4-8: Implementation in school governance in urban and rural schools	69
Table 4-9: Implementation of participative management pertaining to gender.....	70
Table 4-10: Implementation in school environment pertaining to gender.....	71
Table 4-11: Implementation of participative management in school governance.....	72

CHAPTER 1:

ORIENTATION

1.1 Introduction

It is evident that, as far as educational reform and restructuring are concerned, the decentralization of decision-making powers to local and school level has become an international trend and the South African context is no exception in this regard (Kruger & Denver, 2003:206; Grobler, Mestry & Naidoo, 2012:211). The notion of decentralization of decision-making powers is based on the assumption that participation of teachers, learners (in secondary schools) and parents can enhance the achievement of the desired transformation in education (Mabasa & Themane, 2002:117; Cartwright, 2007:287). This trend is related to a move towards site-based management and its associated management approaches, chiefly those that emphasise participation (Mescht & Tyala, 2008:221).

School-based management is no longer an option but, rather, an imperative for South African education. Legislation and policy documents all point South African education firmly towards a school-based management system of education. In accordance with section 18(a) of the South African Schools Act (SA, 1996(a)) the principal together with the School Management Team must implement the policies agreed upon by the School Governing Body. This enables each school in South Africa to renew its management and governance in a responsible and effective manner (Botha, 2007:28).

The shift to school-based management in South African schools emphasises, inter alia, “the democratization of the South African education” and “the need to see democracy as the cornerstone of all activities” (Kaabwe, 2003:116). Concurrent with this development has been the evolution of leadership and management approaches which de-emphasise the individual leader and emphasise group (team) leadership (Macbeth, 2005:346). Hence, the introduction of School Management Teams and School Governing Bodies for all South African schools is a firm commitment to the implementation of participative decision-making process within the context of participative management (Bush, 2007:389).

Mokoena (2012:43) avers that democratic school management and governance are effectively implemented through structures that involve all stakeholders in active and responsible roles to enhance rational discussion and collective decision-making. Participative management is a trend that is set to transform top-down approaches which reduced teachers and other stakeholders to tools of implementing imposed decisions without making any meaningful contribution. Therefore, it is clear that teachers and parents need to be fully involved in school-based decision-making processes (Wadesango, 2010:265).

1.2 Problem statement

Effective school-based management in a real democratic dispensation could and should improve a school's effectiveness. It is affirmed that the primary purpose of school-based management is to ensure participation of staff in school level decision-making to enhance school improvement (DoE, 2000a:12). However, it must be reiterated that the move towards school-based management in itself offers no guarantee for a positive school improvement. Real transformation requires schools to shift away from traditional, bureaucratic management practices in order to cope with the demands of a democratic, client-driven market economy (Botha, 2007:33).

Owens (2001:327) aver that the top-down exercise of power and centralized control have demonstrably failed to produce the organisational results the advocates of traditional organisational theory claimed it would. Mescht & Tyala (2008:221) affirm the notion that hierarchical, top-down structures are currently not appropriate for school leadership and management. Therefore, the customary role of the school principal has changed under participative management as decision-making is shared among stakeholders (Botha, 2006:341).

According to Looock *et al.*, (2006:1) the dramatic changes in the educational landscapes since 1994 have inevitably produced major challenges for school leaders and managers. Bush (2003:63) affirms that the notion of participative management if correctly implemented is an effort to increase the autonomy of schools. However, principals should be trained on the implementation of new management and leadership approaches in order for them to effectively deal with emerging challenges (Bush, 2003:63).

Tyala (2005:2) argues that the major problem in some schools emerges where principals have traditionally felt comfortable making decisions on their own without any input and involvement from relevant stakeholders. Schools become dysfunctional due to lack of role players' involvement and consultation (Nhlapo, 2008:4).

Non-participation and non-involvement of stakeholders in decision-making processes caused parents and teachers to become discouraged and to feel that their useful ideas are stifled or ignored (Wadesango, 2010:268). Consequently, conflict led to a common phenomenon in many township schools. In most cases teachers, principals, learners and occasionally parents or communities were in conflict and the schools became a battlefield (Nhlapo, 2008:4).

Participative decision-making processes require mutual understanding and co-operation among legitimate stakeholders and becomes more effective when all participants are involved in making inputs that contribute to the achievement of organisation aims and objectives (Yuki, 2002:95). In most instances, principals that do not trust teachers and parents will not share authority, responsibility and accountability. This tendency will impact negatively on the real voice in decision-making processes and the enhancement of school effectiveness (Mokoena, 2012:43).

Botha (2012:137) affirmed that most principals in Gauteng Province have still not transformed their roles, behaviour and mind-sets to adapt themselves and to embrace the involvement of stakeholders to an extent that school effectiveness is attained. It is also noted that most schools in black townships experience an exclusion of teachers and parents through power relations from authority, responsibility and decision-making processes; consequently, these actions restrain effective implementation of participative management in schools (Moloi *et al.*, 2002:88; Botha, 2006:342; Mncube, 2009:94).

The culture of a democratic order displayed in participative management requires principals to exercise leadership that fully enhances active involvement of all stakeholders. It implies that teachers and parents should be fully involved in participative management processes at all levels. This indicates not only the importance of principals' leadership and management styles, but also a change in the leadership roles under participative management (Wadesango, 2010:266).

Even though much research has been done pertaining to the perceptions of principals on the implementation of participative management in South Africa, no focused research in this regard has been done in primary schools in Tshwane-West District.

1.3 Problem questions

This study will be guided by the following research questions:

- i What does participative management entail?
- ii How is participative management implemented in primary schools in Tshwane-West District?
- iii What strategies can be constructed towards more effective implementation of participative management in primary schools in Tshwane –West District?

1.4 Aims of the study

The aims of this research are to investigate and to establish:

- what participative management entails (by conducting a literature study).
- how participative management is implemented in primary schools in Tshwane-West District ;
- what strategies can be constructed towards more effective implementation of participative management in primary schools in Tshwane-West District (by means of a literature study).

1.5 Research design

The research paradigm for this research is the post-positivistic worldview which is linked to the quantitative research approach. The reason for this choice is to collect objective information by means of a questionnaire from the educational world in order to understand and explain the trends as well as realities pertaining to the implementation of participative management in educational practice (Creswell, 2009: 6).

1.6 Methods

1.6.1 Literature study

A literature study will be conducted to define the concepts relating to participative management, to determine the essence and characteristics of participative management; to portray its guiding principles and to outline its advantages and disadvantages. In addition, focus will be on the implementation of participative management in primary schools in Tshwane-West District.

National as well as international primary and secondary sources will be consulted to obtain as much recent and relevant information as possible with regard to the questions provided in the problem statement.

The following databases, namely EBSCO-host, Sabinet Online and SAE-Publications will be used to obtain the relevant sources. Those sources will be studied to gather information on key words such as: "participative management", "school-based management", "School Management Teams", "School Governing Bodies", and "participative decision making".

1.6.2 Empirical research

1.6.2.1 Study population

The study population will consist of all principals in primary schools in Tshwane-West District (N= 98). According to Leedy & Ormrod (2005:207) for small populations fewer than 100 people, there is little point in sampling, therefore the entire population must be surveyed.

1.6.2.2 Measuring instruments

Questionnaire

In addition to the literature study, data will be collected by means of a self-constructed, properly structured, closed questionnaire that utilises checklists and rating scales such as the Likert scale (Leedy & Ormrod, 2005:185; McMillan & Schumacher, 2010:198-199; Creswell, 2012:167). The questionnaire will be designed to investigate the implementation of participative management as a phenomenon in primary schools in Tshwane-West District.

1.6.2.3 Data collection procedures

In a pilot study, the same questionnaire will be handed to five principals to complete in order to establish whether they have any difficulty in understanding the questionnaire. The questionnaire will be finalised thereafter. The researcher will personally hand the questionnaires to all principals in primary schools in Tshwane-West District as respondents for completion. Afterwards, the researcher will collect the completed questionnaires from the respondents. This data will then be computed, analysed and interpreted with the assistance of the Statistical Services of the North-West University using the Statistical Package for the Social Sciences (SPSS).

1.6.2.4 Data analysis

Descriptive statistics including frequencies and mean scores will be used to describe the data while explanatory techniques and inferential statistics like factor analysis and Cronbach alpha coefficient will be utilized to describe the data.

1.6.2.5 Ethical considerations

The Tshwane-West District Director will be approached by the researcher to obtain written permission to conduct the research involving all principals in primary schools within this District. Confidentiality and anonymity of respondents will be guaranteed. Their participation will be voluntary and they will have the right to withdraw at any time in the study.

Ethical clearance will be obtained from the Ethics Committee of the North-West University.

1.6.2.6 Structure of chapters

Chapter 1: Introduction and problem statement

Chapter 2: Literature study – The essence of participative management

Chapter 3: Empirical study

Chapter 4: Empirical findings

Chapter 5: Summary and recommendations

1.7 Summary

In this chapter the introduction and the problem statement, the research questions and aims, the research design as well as the structure of the chapters were outlined. Chapter 2 will focus on the literature review of the essence of participative management.

CHAPTER 2:

THE ESSENCE OF PARTICIPATIVE MANAGEMENT

2.1 Introduction

In chapter one the focus was on the problem statement of this study and on the research design for the envisaged research with regard to the implementation of participative management in primary schools in Tshwane-West District.

In this chapter the researcher will define relevant concepts relating to participative management, its guiding principles, nature and characteristics as well as its advantages and disadvantages in order to establish the following aims:

What participative management entails, how participative management is implemented in primary schools in Tshwane-West District and what strategies can be constructed towards more effective implementation of participative management in primary schools in Tshwane-West District.

Educational transformation is an inevitable worldwide phenomenon. Traditionally, the education management was a rigid hierarchical structure and centralised system characterised by a top-down dynamic (Bezzina, 2000:194; Grobler *et al.*, 2012:211). It meant that principals throughout the world were the main decision-makers at school level. This practice was particularly evident in countries such as Australia, Canada, New Zealand, the United Kingdom and parts of the United States of America, and including South Africa (Mokoena, 2012:43).

The entire education system of South Africa in particular, which is often viewed by politicians and governments as an instrument for social engineering and the creation of economic growth required a radical and complete overhaul (Swanepoel, 2009:461). In an attempt to bring change during the past 20 to 30 years there has been a major shift towards participative management in schools on a global landscape (Mabaso & Themane, 2002:112). In this regard, Berkhout (2007:407) cautioned that the restructuring of an education system and management thereof poses ubiquitous challenges for education leaders to contribute towards a just and equitable society.

A plethora of legislative framework such as the following was used for the successful implementation of participative management in South African schools:

- The Constitution of the Republic of South Africa, No.108 of 1996;
- The National Education Policy Act No.27 of 1996;
- The South African Schools Act No.84 of 1996;
- The Employment of Educators Act No.76 of 1998;
- The Basic Conditions of Employment Act No. 75 of 1997 and
- The Gauteng Department of Education School Governance Manual.

The South African Constitution No. 108 (SA, 1996(a)) epitomizes a new breed of modern constitution enshrining socioeconomic rights rather than only negative liberties. Among these is the right to education. Section 29 of the Constitution (SA, 1996(a)) establishes the right to basic and further education. It is worthwhile to note that quality education could be realised through the implementation of participative management, which may be used as a means and a vehicle (Nadeem, 2012:8).

The promulgation of the National Education Policy Act No.27(SA, 1996(b)) determined the facilitation of the democratic transformation of the national system of education into one which serves the needs and interests of all South Africans and upholds their fundamental rights. Section 4(b) of the National Education Policy Act (SA, 1996(b)) enables the education system to contribute to the full personal development of each student through the advancement of democracy and human rights. In an endeavour to achieve this, the implementation of participative management within the education system is of great significance.

It is notable that section 4 of the Employment of Educators Act No. 76 (SA, 1998(e)) set to determine duties and responsibilities pertaining to school-based as well as office-based personnel to manage education and be able to draw on the professional competencies of teachers to build a sense of unity of purpose and reinforce their belief that they can make a difference. This policy imperative is also congruent with the stipulations as contained in the Basic Conditions of Employment Act No.75 (SA, 1996(d)). Clearly, an effective educational management regarding democratic

transformation could be accomplished through the implementation of participative management, particularly within a school environment.

Concerted efforts were made through the establishment of a partnership between the Department of Basic Education and Mathew Goniwe School of Leadership and Governance; UNISA, UJ and University of Pretoria to train the school management team members and the school governing body members in matters and roles pertaining to the professional management and governance of schools. It is through such efforts that school management and governance within the context of participative management could improve (DoE, 1996:28).

Section 23(2) of the South African Schools Act (SA, 1996(c)), contributed to the establishment of participative management in determining that a school governing body of an ordinary public school shall comprise democratically elected members from categories such as parents, teachers, and non-teaching staff members in exclusion of learners in the primary schools. The crux of this policy initiative and legislation is to decentralise decision-making processes and to democratise the ways in which schools are governed and managed through the implementation of participative management (DoE, 1996:27; Grobler *et al.*, 2012:211).

In terms of section 16(1) of the South African Schools Act (SA, 1996(c)), the governance of a public school is the function of the governing body and section 16(3) thereof, determines that the principal, assisted by the school management team, must undertake the professional management under the authority of the Head of Department. This contributed to the establishment and implementation of participative management in a sense that a school is governed by means of collaboration between the school management team, parents, teachers and learners (in secondary schools). In the context of school-based management, elected teachers form part of the school management team and are also regarded as part of the school governing body (Botha, 2007:30).

2.2 A theoretical framework for participative management

Educational leadership and management have to be centrally concerned with attaining the purpose or aims of education. These purposes or goals provide the crucial sense of direction to underpin school management and governance (Bush, 2007:391). The concept "participative management" means that employees (teachers) participate in the

management of the school and in making decisions that affect them and their jobs. This implies that teachers may participate in decision-making either as individuals or as a group within the context of implementing participative management in the school environment which offers them an opportunity to lead (Van der Westhuizen *et al.*, 2003:246; Grant *et al.*, 2010:402).

Proponents of participative management style such as West (2002:355), Sagie, (2002:304); Grant *et al.*, (2010:402) view leaders and managers in schools as aiming to encourage subordinates to discover new opportunities and challenges, to learn through acquiring, sharing and combining knowledge and skills to attain institutional or organisational goals and objectives through the implementation of participative management. Thus, participative management may be one of the means of enhancing both information exchange and the development of teachers and school management teams in managerial competencies and skills. In general, it could be regarded as the involvement of employees in organisational decision-making processes through the implementation of participative management in schools (Chen & Tjosvold, 2006:1728).

Participative management is defined as joint decision-making or at least shared influence in the decision-making process by a superior and his or her employees that offers a variety of benefits to the overall school organisation and to its employees or teachers Day *et al.*, (2005:563). Van Wyk (2007:132); Grant *et al.*, (2010:402) assert that the implementation of participative management enhances the involvement of some or all staff members in decision-making or taking a leadership role in the process of conflict resolution within a working school environment.

Participative management was also at the heart of Bush's (2003:63) collegial model of management. According to Bush (2003:64), "collegial models include all those theories that emphasise that power and decision-making processes should be shared among all members of the school as an organisation". According to Leithwood *et al.*, (1999:12) as quoted in Bush (2007:397) the implementation of participative management in a school environment affirms that the decision- making processes of the group ought to be the central focus of the group. This model is underpinned by three notions that:-

- participation will increase school effectiveness;
- participation is justified by democratic principles; and
- in the context of site-based management, leadership is potentially equal and available to any stakeholder.

The implementation of participative management in schools reflects the widely shared beliefs that flattened management and decentralised authority structures carry the potential of achieving outcomes not attainable by the traditional top-down bureaucratic structure of schools (Hargreaves as quoted by Wadesango ,2010:267). It is notable that the implementation of participative or participatory management in schools is characterized by a style under which leaders and managers have complete trust in subordinates, and much of the decision- making process is accomplished through group participation (Shagholi & Hussin, 2009:1939). Niitembu (2006:28) affirms that in order to accomplish transformation, bureaucracy and traditional hierarchical management approaches today are often replaced by the implementation of participative management which entails shared governance, collegiality and collaboration in schools.

2.2.1 Creating a culture of collaboration

The school principal has a responsibility to create a school culture that enhances participative management. The school culture refers to the way things are done and includes established practices, behaviour, values and norms, beliefs and attitudes that will have important effect on the running of the school (Van der Westhuizen et al., 2008:619). Authors such as Weller Jr. and Weller (2000:28); Drake and Roe (1999:127) and Moloi (2002:79) are emphatic that the principal, an educational leader and manager, must create a collaborative culture in the school environment. Moloi (2002:10) posit that collaboration means labouring together, working jointly with the others to ensure involvement towards effective institutional management. According to Kruger (1996:47) the following identifies markers of a collaborative school culture:

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

Moloi (2002:12) affirms that collaborative culture is one of the main building blocks of participative management. Collaborative culture involves all stakeholders in developing values, norm, beliefs and attitudes to use these elements collectively to enhance effective organisational management. Van der Westhuizen *et al.*, (2003:132) cautions that the most difficult task a principal has is to create a healthy organisational culture, while at the same time fostering a climate conducive to change in the school. In conclusion, Van der Westhuizen *et al.*, (2003:132) state that the way in which the principal makes decisions, plans and solves problems, determines the quality of the organisational culture.

2.2.2 Enhancing democratic governance

Fundamentally participative management is rooted in the concept of democracy. Smit and Oosthuizen (2011:11) point out that conceptualising democracy is challenging. Democracy is a dynamic concept which is forever changing and developing according to every particular society's historical context and social complexities. Thomson (2000:48) views democracy as the rule of the people. Smit and Oosthuizen (2011:12) concur with Thomson (2000:48) when they posit that democracy entails local control of an institution, company or school by all those involved in it whose interests are affected by its decisions. Good governance and democracy are essential conditions for purposes of development. A societal development, such as education, is about people and should thus involve people to define how it is delivered, and it should allow them to make a contribution in its delivery through the implementation of participative management (Khosa, 2001:102).

Ngubane (2005:6) holds that democratic governance of schools can be realized through the implementation of participative management. It therefore, means that the decision-making authority of schools should be shared among parents, teachers, the community and learners (in secondary schools), in ways that would support the core values of democracy. In this way, the underpinning philosophy of the South African Schools Act No.84 of 1996 determines that schools should implement participative management as a paradigm shift that brings about changes in organisations and schools to become self-managed as well as self-reliant (Mathonsi, 2001:1).

The following authors Singh and Mbokodi (2004:301) and Ngubane (2005:8) concur with Mathonsi (2001:1) when they postulate that the South African Schools Act of 1996 provides a shared power in education to parents and communities, and creates the expectation of parents to become meaningful partners in school democratic governance. Hence, it envisages a system in which school-based teachers would collaborate with the parents to ensure provision of quality education through implementation of participative management.

Smit and Oosthuizen (2011:23) explain that there are different theories of democracy. Participatory democracy is one which is more relevant to this study. It means that individuals or institutions (schools) should be given the opportunity to take part in the making of decisions that affect them. Participatory democracy emphasises that the implementation of participative management in schools would lead to increased effectiveness and that participation educates citizens and stakeholders to transform their interests for attainment of institutional common goals.

Mestry (2006:27) also affirms that the South African schools Act of 1996, determines that through the implementation of participative management model, the governance of a public school is vested in the governing body that stands in the position of trust towards the school. Chisholm *et al.*, (2003:246) and Mestry (2006:27) are of the opinion that the implementation of participative management in schools also allows different capacities and inequalities of power and influence at a particular level which can be expressed as the promotion of organisational or school growth and development.

Tyala (2005:4) avers that the study of democratic governance also draws from the concept of school management teams. He confirms that the implementation of participative management in a school environment is the basis for democratic nature of this structure which requires that teachers work co-operatively as a team. Tyala (2005:5) also highlights that an effective implementation of participative management in a school usually results in enriched decision-making processes, the sharing of responsibilities, higher levels of support and ownership.

Tyala (2005:27) warns that although the concept of team management is well received, there are obstacles to the acceptance of team work as an alternative form of management. An assumption is that this may be the results of disempowerment over the decades. There is also an absence of meaningful training in democratic educational management.

Daft and Lane (2005:44) affirm that the democratic or participative management is a reciprocal process that aims at the achievement of organisational and individual goals. Rounds and Segner (2011:39) posit that the democratic or participative management is a trend whereby a person who shares and delegates authority, relies on and encourages subordinates' participation and knowledge for completing tasks and reaching goals and therefore depend on the subordinate respect for influence. DuBrin (2010:47) argues that the democratic or participative management does not promote centralised authority and control from power and position.

Democratic school governance implies that participative management in a school environment is implemented where all stakeholders such as parents, teachers and learners (in secondary schools) decide on policies which affect the education of their children. It points to a genuine handing over and sharing of power with concomitant responsibility and accountability, rather than a shifting of accountability and responsibility (Mncube, 2009:86).

Mabovula (2009:220) also emphasises that democratic governance requires an effective implementation of participative management in schools where decisions are based on democratic principles such as consultation, collaboration, co-operation, partnership, mutual trust and participation of all affected parties in the school community. This process ensures optimal stakeholders' participation and involvement in the implementation of participative management in schools.

It can be stated that democratic governance refers to total involvement and consultation of school management and governance structures in processes of decision-making with shared authority, responsibility and accountability and the achievement of prioritised institutional goals. Engelbrecht and Green (2005:28) concludes that the democratisation of education has called upon all stakeholders, particularly teachers, parents and learners (in secondary schools) to be actively involved in the management and governance of schools.

The participative management approach supports the idea of school-based decision-making which could also be regarded as an effort to increase the autonomy of schools. In school-based decision-making processes, the principal should consult with all relevant stakeholders and participants to ensure active involvement in the implementation of participative management in schools (Ngubane, 2005:22). The following scholars Steyn (2003:333) and Smit & Oosthuizen (2011:23) maintain that schools should be established where more people participate in decision-making processes and democratic ways in order for participative management to be effective.

2.2.3 The notion of decentralization

The theory on participative management is a paradigm shift towards decentralization and devolution of decision-making to all relevant stakeholders and this can be realised when participative management is effectively implemented in schools. It is a progressive way of making schools management and governance more democratic and effective which promotes participation and partnership and ensures that schools become autonomous and accountable (Belbin, 2000:219; Sheard & Kakabadse, 2001:133; Mabaso & Themane, 2002; Bush, 2003:64; Cheng & Cheung, 2003; Lewis & Naidoo, 2004:102; Cartwright, 2007:287).

Pollitt *et al.*, (1998:1) state that decentralization is sometimes made to sound like a miracle cure for a host of traditional bureaucracy and political ills. In order for decentralization to be effective people need to be optimistic that it will bring about the desired change. Viewed differently, Walker (1994:38) argues that decentralization to a school level is accompanied by demands for schools to be responsive and flexible internally so that power and authority can be shared amongst relevant stakeholders.

According to Holmes (2000:38) decentralization enhances local participation, ownership and stakeholders collaboration that brings about commitment and responsibility. Mohrman *et al.*, (1994:69) assert that decentralization provide and create opportunities for stakeholders to expand their job skill and knowledge, team work skills, problem solving skills, decision-making and communication skills. Odden (1994:110) argues that decentralization of power to schools through school-based management or self-management and school management teams word function more effectively if information, knowledge and power are devolved.

Mohrman *et al.*, (1994:61) posit that the rationale behind school-based management or school governing bodies within the context of decentralization is to improve the delegation of budgeting powers to schools, to improve the level of resources handling capacity and to increase the quality of decisions taken by stakeholders. Williams *et al.*, (1997:627) contend that devolution of power allows the school management teams greater discretion in determining how their progress in terms of curriculum delivery is to be identified and measured.

The Task team Report (DoE, 1996a:33) suggest that in order for decentralization of management to be effective, school communities should have a broader and more inclusive understanding of education management development. In doing so, the development and training of school managers should take place. Once power and authority have been decentralised, the school and subsequently the stakeholders are given freedom and autonomy to enhance participative management.

2.2.4 Women in leadership and management

Robbins *et al.*, (2001:18) posit that leadership and management are two distinctive and complementary systems of action. Each has its own function and characteristic activities that are necessary for success in an increasingly organisational environment. Klanke (1996:31) maintain that the study of women and leadership or management is a recent phenomenon, because historically, leadership has been concerned with the study of political leadership of great men who defined power, authority and knowledge. Sandler (1993:193) affirms that leadership has been generally associated with men and with male styles of behaviour and because women have not been in leadership positions in great numbers.

According to Middlehurst (1997:13) the concept of leadership is strongly embedded in gender stereotypes such as images of male heroes, of popular leadership that encompass traditionally masculine scenarios, of command and control, of autocracy and dominance, decisiveness including initiative and courage. Klanke (1996:34) concludes that leadership and the success of an organisation has for many years been synonymous with attributes of masculinity.

Blackmore (2002:50) maintains that leadership in modern times demands different skills, the type most commonly associated with women, which comprise abilities to:

- empower others and fill them with enthusiasm;
- nurture and develop individual growth;
- be willing to share information in an open and transparent manner; and
- articulate core values and develop organisational culture through shared meaning.

Middlehurst (1997:15) avers that it is widely recognised that women in leadership have alternative ways of problem-solving skills and dealing with conflict to enhance organisational effectiveness. Bennett (1997:186) also affirms that the leadership style applied by women tends to adopt more democratic and participative management styles than men. Their style includes sharing of power, information and supports their subordinates. According to Bennett (1997:189) women managers are said to be persuasive, influential and charismatic and make extensive use of interpersonal skills that are essential for participative management.

Robbins *et al.*, (2001:89) states that the culture of male leaders focuses more on performance, competition and winning, domination, control and directive leadership whereas that of female managers emphasised collaboration, intuition, empowerment self-disclosure and subtle forms of control. Rhode (2003:31) concludes that today's organisations require, flexibility, teamwork, trust and information sharing that replace rigid structures, competitive individualism, control and secrecy. Robbins *et al.*, (2001:254) maintain that the best leaders listen, motivate and provide support to their people. Blackmore (2002:49) also affirms that many women seem to do these things in participative management better than men.

Drake and Roe (1999:11) warn that no single leadership and management style is best for all situations. Different leadership and management styles such as laissez faire, autocratic, democratic peacemakers and others are demanded by different educational situations. Weller Jr. and Weller (2000:5) conclude that both women and male principals must assist followers and other stakeholders to develop a climate of trust and confidence by applying participative management in schools.

Van der Westhuizen *et al.*, (2003:518) maintain that the educational management tasks for both men and women is the same even if their management style is radically different. The challenges, problems and the conflict resolution task for both men and women is the same. Van der Westhuizen *et al.*,(2003:518) conclude that the management style of men and women differs radically but they achieve the same objectives although each in a distinctive way.

Botha (2006:34) cautions that the shift towards successful implementation of participative management within the school environment would require principals or school managers to transform their roles, functions, behaviour and mind-sets and adapt themselves to the changing world of their special business if they are to bring about and sustain organisational improvements.

Taking all the afore-mentioned definitions and deliberations into consideration, it could be said that participative management refers to the collaboration of all stakeholders in a managerial environment of equitable power sharing with optimal collegial support and transparent decision-making processes that endeavours to promote organisational effectiveness in schools.

2.3 Characteristics of participative management

Based on the above articulated theoretical background of participative management, it is observable that the successful implementation thereof within any school environment is largely dependent on the understanding and appropriate use of the following characteristics.

- Involvement of legitimate stakeholders

An avalanche, both of South African and international literature, stipulates the significance of involving relevant stakeholders in education management regarding effective implementation of participative management in schools. The aspect on stakeholder involvement was advocated by The Report of the Task Team (DoE, 1996:27) which asserts that effective management and governance of schools should not be seen as being the task of the few, rather, it should be seen as an activity in which all stakeholders and members of an educational organization are actively engaged and collectively achieve optimal implementation of participative management in a school environment.

The Report of the Task Team (DoE, 1996:27) also concludes that effective management and governance entails doing things and working with people to make things happen. It is thus a process to which all contribute and in which everyone in an organization or a school ought to be actively involved in order to achieve success through the implementation of participative management.

- Decision-making

Decision-making is observed to be the heart of effective administrative processes, management and leadership roles in schools. Clearly, the success or failure of any school is largely dependent upon groups and teams that are involved in the processes of decision-making and the implementation of participative management is a determinant priority (Olorunsola & Olayemi, 2011:78). It is also notable that in schools where participative management is effectively implemented, stakeholders would be adequately involved in decision-making processes, and there would be commitment with substantial support for the realization of institutional goals whereby apathy and opposition will be minimised (Udoh & Akpa, 2007:85).

In South Africa, a decision-making process in schools is now implemented through participative management. It is a collective activity but this does not mean that the individual's voice is forgotten. According to Fullan, cited in Singh (2005:18) individualism and collectivism within the implementation of participative management framework must have equal power and accountability. Singh (2005:19) asserts that the implementation of participative management in schools is a shift towards the decision-making process which is in line with the values of democracy, transparency and equity. Thus collectivism regarding the implementation of effective participative management in schools is also important as it allows access of all stakeholders to the system.

It is remarkable that through the implementation of participative management in schools, the idea of collectivism has also been supported in collegial models. Bush (2003:64) reveals that the collegial model assumes that organizations determine policy and make decisions through a process of discussion leading to consensus. Maile (2004:93) maintains that principals may no longer take decisions unilaterally because teachers and parents within the school governance and management should be fully involved in the implementation of participative management. It shows that the devolution of responsibility in schools for the execution of transactions is essential and must be

based on transparent decision-making processes to ensure effective implementation of participative management.

An effective implementation of participative management enhances decision-making for all stakeholders. According to Knoop, as quoted by Van der Westhuizen *et al.*, (2008:156) a decision emerging from the implementation of effective participative management may be constructed in the following ways:

- by means of consensus; through a majority vote; a decision taken after input from a member of the group who has specialised knowledge; an authoritative decision by the chairman after group discussions; an authoritative decision without group discussion; and listening to others and then taking a decision.

It could be stated that the notion of decentralization of decision-making powers is based on the assumption that participation of all stakeholders in schools can play a major role in transforming education management and governance Singh & Lokotsch (2005:279). Van der Westhuizen *et al.*, (2008:155) conclude that the implementation of participative management cultivates and promotes decision-making processes that can lead to optimal functioning of schools.

Delegation, distribution of power and empowerment

The notion of effective participative management implementation involves the delegation and distribution of authority and the empowerment of members within an institution to actively participate in the management and governance of the school environment (Stevenson, 2001:103). It emerges that the shift towards the implementation of participative management in education accompanies the move by central authorities around the world to give autonomy, responsibility and authority to schools. This movement implies that the implementation of participative management is grounded on the principles of democratic participation of stakeholders in education and the decentralisation of authority to schools which is regarded as a fundamental change (Bezzina, 2000:299; Harris & Muijs, 2005:133).

It is also notable that delegation within the context of implementing participative management in schools is a process in which influence among individuals are hierarchically unequal is shared. This power sharing ensures that hierarchical inequities are inevitably balanced where the leadership adapts to change through the use and implementation of participative management in schools (Kim, 2002:231; Donaldson, 2006:7).

In conclusion, it becomes evident that at the heart of the distributed management approach is the recognition of an individual's knowledge and skills in the specific position or role in which a member is serving within the school. Clearly, it is contended that through the implementation of participative management all relevant stakeholders such as parents, teachers and learners (in secondary schools) can feel secure, highly valued and always accepted within the school environment (Harris & Muijs, 2005:29).

2.4 Implementation of participative management

This brings us to the question of how the essentials of participative management are implemented in schools. Emerging from the afore-mentioned theoretical framework which is particularly depicted in section 23 of the South African schools Act (SA, 1996(a)), participative management in schools is outlined within the following democratically based bodies which will be discussed below:

School-Based Management

School-based management is no longer an option but rather a reality in the South African education system. Legislation and policy documents all point South Africa firmly towards a school-based system of education management. The new policy framework for decentralised decision-making processes is also embedded in the South African Schools Act No.84 of 1996. This policy enables each school in the South African context to renew its management and governance in a responsible and more effective way by implementing participative management model (Botha, 2007:28).

The notion of school-based management or site-based management is viewed as a move towards institutional or school autonomy, also known as self-management of schools (Bisshoff, 2000:12; Van der Westhuizen *et al.*, 2003:247). In school-based management and governance, the decision-making processes moves to the teacher, as part of the school management team, and to the parent, as part of the school governing

body through the implementation of participative management (Mabaso & Themane, 2002:112; Botha, 2007:30).

Van der Westhuizen *et al.*, (2003:247) point out that school-based management as an aspect of the implementation of participative management in a school environment, is viewed as both a structure and a process that involves representatives of teachers, parents, learners (in secondary school) and occasionally citizens in a committee structure. Bauer and Bogotch (2006: 447) affirms and posit that the tendency to regard school principals as solely responsible for leadership and management of schools is rapidly being replaced by the implementation of participative management and the notion that leadership and management are the prerogative of many, if not all stakeholders in the education system.

Van der Westhuizen *et al.*, (2003:248) maintains that the school-based management committee in schools is empowered to make decisions concerning the following significant issues:

- Instruction;
- Budget;
- Personnel;
- governance policies; and
- other matters that have been delegated.

The notion of school-based management is underpinned by democratic principles. It is through the implementation of participative management that it enables broader participation by those 'on site' dealing directly with issues that need to be resolved, these are people that potentially have 'on site' expertise, knowledge and skills. It posits a view of the school as an organisation that is less locked into overhead control and authority, working against hierarchical models towards learning organisations and this is achieved (Jamali *et al.*, 2006:338).

Botha (2007:30) maintains that one of the cornerstones of the theory on school-based management is that resources may be managed more efficiently, effectively and economically since the responsibility for planning and decision-making is delegated to stakeholders. Cheng and Mo Ching Mok (2007:523) are also of the view that the nature of school-based management as implemented through effective participative management promotes parental and community involvement, systematic development, planning and reporting, flexibility in using resources and organisational learning in schools.

Gammage (2008:665) avers that very well-designed and effectively implemented participative management within the context where school-based management is more democratically practised will promote relevant local solutions to local problems. Thus, it becomes less bureaucratic and it allows greater responsibility for greater mobilisation of resources within the school.

In general school-based management with sufficient autonomy, ownership and flexibility in functioning schools can provide the conditions necessary to achieve their goals and maximise the effectiveness. It is befitting in this instance that power and its delegation underpin the essence of school-based management. It is notable that the transition to school-based management is a large-scale change. This fundamental change is intended to increase the capacity of the school by involvement of all stakeholders in managing the improvement and its success. However, transition is both pervasive and deep (Sihono & Yusof, 2012:142). Clearly, it is through the implementation of participative management that fruition could be achieved in schools.

Marishane and Botha (2011:34) conclude that among the various initiatives aimed at increasing school autonomy and flexibility, school-based management currently is one of the most prominent expressions of the tendency towards decentralisation where implementation of participative management is regarded as crucial. Brennen (2002:241) state that decentralization refers to the extent to which authority has been passed down to the individual school. An example of decentralization is site-based management, where schools make their own decisions regarding finances and the curriculum. Botha (2007:28) asserts that site-based management or school –based management refers to self management of institutions within a participative management context.

School management teams

In terms of section 16(3) of the South African Schools Act. No. 84 of 1996, the school principal must establish the school management team whose responsibility is the professional management of the school under the Head of Department. Concurrent with this development has been the devolution of leadership approaches which de-emphasise the individual leader and stress group or team leadership (Van der Mescht & Tyala, 2008:222). In a school context, the principal, the deputy principal and heads of departments constitute the school management team (DoE, 2000a:02).

Lumby., (2003:171) explain that the concept teamwork embodies the principle of working together, sharing and common purpose. Furthermore, a team is a group of individuals brought together to solve a problem, and a quality team is a group of individuals who come together and adopt a common mission to solve a problem for the greater good of the school. Wing (2005:11) asserts that understanding the team members and their needs for involvement, contribution and overall social interaction of the team is of critical importance.

Teamwork in an organisation or a school environment creates team effort and initiatives which are far greater than the sum of people working alone. Thus, in a team situation each member contributes to the success of others to bring about an integrated achievement which is the secret behind the success and effectiveness of high performing organisations (Stofile, 2005:15). Clearly, effective implementation of participative management largely depends on teamwork in a school environment.

The school management team has to see to it that the management of the school is effective and efficient. They must build relationships with stakeholders, assist with planning of timetable, the budget, financial control, and fundraising, code of conduct, assessment policies, managing diversity, and change, keeping records, and consulting with the school governing body. Above all, school management teams should take a leading role in committees such as:

- Disciplinary, financial and academic committees (Norris, 2001:335).

The theoretical framework on the study of democratic governance also draws from the concept of school management teams. It confirms that the democratic nature of this kind of structure requires that teachers work co-operatively and as a team. Team

management usually results in enriched decision-making, the sharing of responsibilities and higher levels of support (Tyala, 2005:4).

The management team naturally is intensely concerned with the educational interests of their learners and that the teaching profession should become increasingly professional. This implies that the management team of the school should be supported in making educationally justifiable and professionally correct decisions (Van der Westhuizen *et al.*, 2008:481).

School Governing Bodies

Section 16 of South African Schools Act of (SA, 1996(a)) determines that the principal of an ordinary public school is mandated to establish democratic structures of management and governance. This ideal can only be achieved with the implementation of participative management in the school environment. However, section 23(1) of the South African Schools Act (SA, 1996(a)) stipulates that the membership of a school governing body should comprise of elected members, the principal (who is an *ex officio* member) and co-opted members. Elected members of the governing body shall comprise the following categories: parents of learners (in secondary schools) at the school, teachers at the school, members of staff that are not teachers and learners in the eighth grade or higher. Parents must form the majority on the governing body.

In South Africa, democratic school governance and management refers to the institutional structure entrusted with the responsibility or authority to formulate and adopt school policy on a range of issues which include school uniforms, school budgets and developmental priorities, endorsement of code of conduct for learners, staff and parents, broad goals on the educational quality the school should strive to achieve, school- community relations, and curriculum programme development. An effective participative management in schools is of great significance (Mncube, 2009:85).

Democratic school governance implies that all stakeholders, including parents, decide on the school policies which affect the education of their children. Participative management in schools enhances a process of genuine handing over and sharing of power with concomitant responsibility and accountability (Mncube, 2009:86).

Kallaway (2003:11) is of the view that education in whatever form is a fundamental component of democracy. The school governing body should consist of democratically elected representatives from the parent body of the school, the staff members of the school in the form of consultation for implementation of participative management to be effective.

Van Wyk (2004:53) highlights six features which are to be considered for effective implementation of participative management, particularly the roles to be played by governing bodies. These are:

working as a team; good relations; effective time management and delegation; effective meetings and knowledge of school needs for training; and development of school governors.

Van Wyk (2004:54) posits that co-operative management and governance as implemented within the participative management model involves an interactive approach to education in which all stakeholders are represented and take co-responsibility for the effective and efficient operations of their school. Earley (2000:203) is also of the view that the implementation of participative management in schools cultivates school governing bodies which are effective, transparent and responsible for good governance through consultation on matters of common interest and that agreed decisions are implemented in a collegial manner.

2.5 Guiding principles of participative management

Emerging from the articulated theoretical framework, including the characteristic pertaining to the notion of participative management, it can be affirmed that its effectiveness is largely determined by the guiding principles underpinning this concept.

Botha (2007:31) asserts that the management and governance of stakeholders in South African schools is underpinned by the principle of democratic governance which should be reflected on every level of the system through decision-making processes. Daun (2002:124); Botha (2007:29) both postulate that the implementation of participative management is advocated by many scholars that believe it is the best style of leadership, management and governance style through which the implementation of democratic values in education can be realised.

Smit and Oosthuizen (2011:23) also aver that participatory democracy means that individuals or institutions should be given the opportunity to take part in decision-making processes that affect them. Karlsson (2002:327) maintains that the implementation of participative management in a school environment could culminate in democratisation processes in which involvement of stakeholders is significant and the distribution of authority and voice in governance and management are enhanced through schools effectiveness.

The democratic governance and management of schools require that the decision-making authority and responsibility be shared among stakeholders such as parents, teachers, the community and the learners (in secondary schools), in ways that support the core values of democracy. This ideal will be realised in a school where participative management is implemented (Ngubane, 2005:6).

The implementation of the participative management model within the transformed education system and training has been created in South African schools which are underpinned by fundamental principles of democracy (Squelch (2000:137). These are:

Unity, non-discrimination and equity.

According to Gordon (2005:345) unity is the key. It requires a shared vision, focus and purpose to come together and succeed as a team. Non-discrimination is viewed by (Creemers, 2002:344; Gray, 2004:185) as employment decisions that are based on the ability of the individual to do the work in question without regard to personal characteristics that are unrelated to the inherent requirements for the job. Lloyd and Mensch (2004:168) posit that equity in a work place means that everyone receives fair treatment where people have equal access to opportunities.

It could be concluded that Section 16 of South African Schools Act (SA, 1996(a)) determined that the principal of an ordinary public school is mandated to establish democratic structures of management and governance through the implementation of participative management which is underpinned by democratic principles.

2.6 Advantages of participative management

In view of the preceding discussion, it is observed that schools which adopt a framework of participative management enhances the participation of stakeholders such as parents, teachers and learners (in secondary schools) in crucial decision-making processes and effective management thereof. As a result, this adoption ensures that all stakeholders are treated equally and fairly in the school, and that their contributions to decision-making processes are recognised and highly valued (Bezzina, 2000:299).

According to Benoliel and Somech (2010:289) a participative management environment helps teachers discover new opportunities and challenges and enables them to learn by acquiring, sharing and combining knowledge. Gebert *et al.*, (2003:42) are of the view that a participative management environment promotes and increases the degree to which teachers and parents can shape and influence matters pertaining to their school situation.

Frost *et al.*, (2000:31) concur with the above-stated notion when they posit that participation of teachers and parents in aspects of curriculum management and the implementation of policies can expand their authority and influence in the work place, enhance motivation and morale, foster collegial interaction, capitalise on and contribute to teachers' expertise, engender satisfaction and enhance commitment to improve school effectiveness. Choi (2007:244) maintains that the implementation of participative management also increases service, quality and also stimulates higher productivity and output.

Many theorists envisaged that the implementation of participative management in schools as enhancing the values of democracy, transparency and equity (Van der Westhuizen *et al.*, 2003:246; Singh, 2005: 19; Bush, 2003:64; and Wadesango, 2010:268). These scholars maintain and believe it to be the best leadership, management and governance style suitable for use in implementing democratic values in education today (Copland, 2001:35 and Daun, 2002:56).

Stakeholder participation is viewed as a trend which is set to transform top-down approaches which reduced teachers to tools of implementing imposed decisions without making any meaningful contribution. It is argued that teachers and other stakeholders should be treated with decency and respect and that they need to be empowered to increase their ability and motivation to engage actively in school-based decision-making

processes (Van der Westhuizen *et al.*, 2003:292; Wadesango, 2010:265). Dambe and Moorad (2008:584) maintain that the implementation of participative management would enhance decision-making processes that lead to organisational success.

Reese (2009:162) argues that the implantation of participative management in schools has the effect of overcoming resistance to change and reduced stress on the part of the management team as a whole. Parnell (2010:2324) emphasises that employees that are actively involved in decision-making processes have much greater sense of ownership regarding school activities.

In general, schools that adopted the participative management model successfully in running the day-to-day activities, gave stakeholders autonomy but also made them accountable for the successful completion of allocated tasks, followed democratic methods in taking decisions promoted recognition of good work among the stakeholders (Khaparde *et al.*, 2004:1).

It could be concluded that stakeholders that implement participative management models in schools experience decision-making processes with better understanding of how to implement decisions and will have greater motivation, thus ensuring their success. The knowledge that stakeholders acquire through participation by means of the implementation of participative management framework will ultimately improve the quality of instruction and curricular decisions which also leads to improvement and better quality schooling (Botha, 2007:34).

2.7 Disadvantages of participative management

Undoubtedly, there is no single leadership and management style which can be regarded as an educational panacea and remain without challenges and critics. In this instance, Botha (2007:33) cautions that the move towards participative management in itself offers no guarantee for positive school improvement. Thus, Chikoko (2007:175) argues that people desire involvement in the making of decisions on matters that affect them, even when they sometimes have no capacity to effectively make such decisions. Clearly, it is under such environments that effective implementation of participative management will be inhibited.

Botha (2007:35) also argues that participation in school-based management might be a little more than a symbolic gesture in which stakeholders have little or no opportunity of effectively participating in governance and management processes. Botha (2006:15) and Mabovula (2009:220) also maintain that this may be so due to dominance in meetings and the manipulation of stakeholders by the principal, and this ill-practice is frequently evident in schools.

In conclusion, Moon *et al.*, (2000:62) assert that power play and domination are normally part of any team and interpersonal interaction. In some instances these power plays might consciously or unconsciously occur and impact on the implementation of participative management within any school environment.

2.8 Strategies for implementation of participative management

The successful implementation of participative management in schools requires a visionary leadership and skilful managerial skills to employ. Thus, Wohlstetter and Mohrman, as quoted in Botha (2007:33) identified strategies linked to effective implementation of participative management implementation in schools where stakeholder participation, and in general, school improvement would optimally occur, namely:

- the distribution of power among the stakeholders through shared decision-making processes;
- professional development of stakeholders as an on-going effort;
- effective dissemination of information between stakeholders;
- individual and group rewards for stakeholders with a view to goal attainment;
- capable leaders that regulate stakeholder participation; and
- clearly articulated goals for participation in school-based management decision-making.

Wohlstetter and Mohrman, as quoted in Botha (2007:33) concur with Kruger and Deventer (2003:48) when they assert that the following are key techniques which cultivate and promote effective implementation of participative management in schools.

The key techniques are:

- Enhancing team building; fostering collaborative culture; cultivating openness; and creating effective communication.

These key techniques are discussed in greater detail regarding the implementation of participative management within a school environment;

- Enhancing team building

Smit and Oosthuizen (2011:362) point out that the basic premise of any democratic institution, such as a school, is that there is more enlightenment and wisdom between many than in a single person. In this instance, Middlewood, as quoted in Lumby *et al.*, (2003:171) defines teamwork as a principle that embodies people working together as a group and sharing the same values in the same organisation, particularly through the implementation of participative management. It is through the implementation of participative management situations that people in an organisation or a school are united in working towards the achievement of the same goals.

Hale and Moorman (2003:34) assert that team building through the implementation of participative management in a school encourages teachers to work together as a group in order to identify common goals, improve communication and resolve conflicts. The school manager, by virtue of his position, has a key role to play in harnessing the collective efforts of all stakeholders to work towards a common vision of excellence. The success of a school depends largely on efforts made towards the establishment of team building and the implementation of participative management in an effective manner.

Steyn and Van Niekerk (2002:113); Weller Jr. and Weller (2002: 88) assert that an effective principal who implements participative management effectively would use teams to solve curricular and instructional problems and to design school-based policy within the school situation. It is clear in this instance that participative management promotes team building and quality management in schools which utilize and implement school policies effectively and thereby improve educational programmes. Thus, Steyn and Van Niekerk (2002:114) reiterate that successful teamwork is an indispensable ingredient in the implementation of participative management within any school environment.

Teamwork through the implementation of participative management can be very rewarding. Steyn and van Niekerk (2002:210), in quoting Jay (1995) enumerates the following benefits of teamwork:

- it improves staff morale; it reduces staff turnover and alienation; it makes it easier to overcome problems when everyone is working together; and it enhances participation and defines unambiguous responsibilities for each team member.

Similarly, Bush *et al.*, (2009:34) caution that stakeholders to whom leadership is distributed need to be up to the required task if progress is to be achieved. The success of a team depends on effective meetings, effective decision-making, effective communication, the identification of team roles and effective delegation. The implementation of participative management in schools is dependent on a strong team and teamwork.

Steyn and Van Niekerk (2002:210) also posit that by using teamwork, it becomes possible to involve a large number of people working together in decision-making processes and in so doing participative management will be effectively implemented. Smit and Oosthuizen (2011:363) conclude by stating that maximum participation of parents of the school community is absolutely indispensable if any school wishes to flourish and function optimally within the effective implementation of participative management.

- Fostering 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 an important effect on the day to day running of the school (Weller Jr. and Weller, 2002:28). Moloi (2002:79) is emphatic that the school manager, as an educational leader, must create a collaborative culture which implies that teachers and stakeholders are labouring together, working jointly with the others, especially in intellectual endeavours to implement participative management in the school environment.

A defining feature of collaboration is the existence of collegial relationships among stakeholders. Thus, collaboration is often associated with working together of one or more persons in order to achieve positive aspects or organisational goals (Grobler *et al.*, 2012:214). It is notable that collaboration is also associated with school improvement strategies (Hopkins, 2001:23).

The school manager is entrusted with a great responsibility to create a collegial environment and a culture that enhances opportunities for the devolution of power within the school (Swanepoel, 2009:463).

Smit and Oosthuizen (2011:363) affirm that participation by teachers, parents and other stakeholders in the implementation of participative management is essential to ensure a motivated, content and dedicated workforce. They also maintain that typical management and leadership approaches which emphasise teamwork and the formation of partnerships is most likely to enable sustained and beneficial participation in the school community.

Collaboration is also viewed to assist in the successful implementation of new management approaches and techniques from the external transformational educational landscape into a more responsive and supportive school's culture (Parding, 2010:292).

In South Africa education policies mostly result from political mandates and depend on the power and status of various departments of Education to be implemented. These mandates call for collaborative efforts geared towards the improvement of management, governance and the academic achievement of learners in schools (Grobler *et al.*, 2012:214).

It is concluded that collaborative culture is one of the main building blocks within the implementation of participative management in schools. This approach involves all stakeholders in the school in developing common values, norms, beliefs and attitudes and using these elements to collectively improve educational excellence in both teaching and learning (Moloi *et al.*, 2002:10).

- Cultivating openness

Schools serve as institutions or organisations that are open to society and the community. Openness is a salient feature of participative management, with stakeholders working in a collaborative manner to achieve common goals (Kochan and Reed, 2005:72). It is within this environment that interpersonal relations are characterised by openness and honesty.

Stakeholders such as parents, teachers and learners (in secondary schools) that work collaboratively in an open and friendly manner and share ideas, knowledge and skills are ensured of organisational achievements where group contribution is of critical importance (Stevenson, 2001:621).

- Creating effective communication

Participative management implementation within a school situation can only be achieved through open and clear communication (Weller Jr. and Weller, 2002:63). They also maintain that principals are required to develop good communication skills that will promote effective implementation of participative management through a display of good human relations. In this way, the school will achieve quality educational outcomes where teachers are brought together in the processes that foster high morale and commitment in achieving school curriculum activities. All communication within the school environment must be consistent with the implementation of participative management to ensure that the vision as well as the mission of the school are realised.

In view of the above-mentioned issues, stakeholder participation in participative management approach is viewed as a means of exchanging and using information derived from a collective effort for improved institutional results. Therefore, school principals working in conjunction with stakeholders within the school management team and school governing body, can enhance better decisions by implementation of a participative management which promotes a broader and more accurate pool of information within a school environment (Botha, 2007:33).

Indeed, participative management sounds like a wonderful concept for use in educational management and governance. It has been advocated by various scholars and particularly South African educational policymakers and researchers alike to enhance school effectiveness. Clase, Kok & Van der Merwe (2007:249) recommends

this as a system of co-operative school management and describes it as an interactive approach to education where all stakeholders are represented and take co-responsibility for the efficient and effective implementation of participative management regarding all school activities and matters.

2.9 Summary

This chapter focused on the essence of participative management, its characteristics, its guiding principles as well as its advantages and disadvantages. Chapter 3 will deal with the empirical research method.

CHAPTER 3:

THE EMPIRICAL RESEARCH DESIGN

3.1 Introduction

Chapter 2 presented the literature review which focused on the essence and implementation of participative management. This formed the theoretical framework and the context for effective and efficient implementation of participative management. In this chapter, the empirical research method is articulated in order to establish the following aims:

What participative management entails, how participative management is implemented in primary schools in Tshwane-West District and what strategies can be constructed towards more effective implementation of participative management in primary schools in Tshwane-West District.

3.2 Research design

A research design is a set of guidelines and instructions to be followed in addressing a research problem (Mouton, 2002:107). This design outlines the specific procedures involved in the research process, data collection, data analysis and report writing (Creswell, 2012:20). A research design therefore denotes, amongst others which research approach will be used. In this instance, the positivistic paradigm and the quantitative approach were considered appropriate for purposes of this research study. The reason for utilising the positivistic paradigm is that it enhances the identification and assesses the causes that influence outcomes (Creswell, 2009:7).

McMillan and Schumacher (2010:191); Leedy and Ormrod (2005:30) describe the quantitative research approach as a method that involves the use of descriptive statistics as a method of organising data, facilitating the organisation and interpretation of numbers obtained from measuring a characteristic or variable. Leedy and Ormrod (2005:180) posit that the focus in quantitative research is typically on one aspect of behaviour, which is quantified in some way to determine its frequency.

3.3 Research method

The research method within this study comprised of the review of literature to assist in obtaining an overview of the implementation of participative management in schools.

The review of the literature also informed the basis for the compilation of a questionnaire items.

3.4 The data collection instrument

In this study the questionnaire was utilised as a format of a positivistic paradigm. According to McMillan and Schumacher (2010:195) and Creswell (2012:382) a questionnaire is a written set of questions. A questionnaire was used in this survey design where respondents chose answers to questions and supplied basic personal or demographic information by completing and returning the document to the researcher.

Emerging from the information gathered through the review of literature on the implementation of participative management in schools, a questionnaire was constructed to collect data from primary schools on the effective implementation of participative management.

There are two types of questionnaires, namely the closed-ended form (structured) and the open-ended form (unstructured). In the closed-ended form, the respondents chose between predetermined responses, while in an open-ended form the respondents responded in an unrestricted manner McMillan and Schumacher (2001:260). The closed-ended form of questionnaire required brief responses, which is easy to fill in and it takes little time to complete while an open-ended form required free responses and greater effort because the participants need time to think and formulate in their own words (Maree, 2011:161).

The structured form of questionnaire was selected for this research study because the respondents could respond to the items with ease. The amount of administrative work that school managers actively engage in has tremendously increased, and the structured form was therefore appropriately chosen to alleviate taking too much of their time. This research technique could assist the researcher in covering a wide spectrum of respondents. It also serves as a reliable method of collecting data from respondents

(Mouton, 2002:67). This indicates that a questionnaire could elicit objective responses which are valid in order to achieve the aims under investigation in this study.

3.4.1 The design of the questionnaire

In designing the questionnaire, the following factors, as suggested by Delport (2002:175) were taken into account:

- the questionnaire items were determined on the basis of the variables identified through the literature review, and in accordance with the aims of the empirical study.
- the target population of principals involved in school management were identified to inform the length of the questionnaire and categorised questions per dimension.
- the questionnaire was decided upon, because it would be hand delivered to schools and self-administered, so that any queries could be explained. The questionnaire was accompanied by a covering letter which detailed the purpose of the study and indicated for whom the study was meant.
- the construction of the questionnaire used in this research study was guided by the following characteristics of a good questionnaire Best and Kahn (2003:307) and Leedy and Ormrod (2005:190-192). The characteristics are: brief sentences, clear language use, question to deal with only one idea, embarrassing questions to be avoided, all items and pages to be numbered and questions should follow a logical sequence.

3.4.2 The structure of the questionnaire

In this research study, the questionnaire required all principals in primary schools in Tshwane-West District to respond to 46 items. The questionnaire consisted of six sections, namely Sections A, B, C, D, E and F. Section C, D, E and F were constructed from aspects specific to the literature review.

Section A: Biographic information

Items in this section related to the biographic information of principals as respondents, which refers to categorical variables. These include both nominal and ordinal variables that related to which a group belongs and subjects belongs. The intention of this section was to determine the following:

- the gender of the respondents,
- age of the respondents,
- years of service in this position,
- highest education qualification of the respondents, and
- the type of school settlement

Section B: The Legislative Framework

The intention with the items in this section was to establish whether schools have the following legislative framework documents available at their respective schools. The legislative framework documents are:

- The South African Schools Act No.84 of 1996,
- The National education Policy Act No.27 of 1996,
- The Employment of educators Act No.76 of 1998,
- The Basic Conditions of Employment Act No.75 of 1997 and
- The Gauteng Department of Education School Governance Manual.

Section C: Implementation of Legal-Based participative management

The intention with the items in this section was to determine whether the implementation of participative management is in accordance with the legal framework in the literature review. In order to determine the extent of implementation, a four-point Lickert scale was used.

Section D: The implementation of participative management in the school environment

The intention with the items in this section was to determine whether the implementation of participative management in the school environment is done effectively as provided in the literature review. In order to determine the extent of effective implementation thereof, a four-point Lickert scale was used.

Section E: The implementation of participative management in school governance

The intention with the items in this section was to determine whether the implementation of participative management in school governance was effectively implemented and practised in accordance with the literature review. In order to determine the extent of effective implementation thereof, a four-point Lickert scale was used.

Section F: General remarks

The intention with the items in this section determined whether the implementation of participative management in the school was effective.

3.4.3 The administration of the questionnaire

A letter requesting permission to conduct research was handed to the Gauteng Department of Education. A copy of this letter was also submitted to the Director of Tshwane-West District before the researcher could visit all primary school principals within this area. Permission was granted for this research to be conducted.

The questionnaire was subjected to a pilot survey. Creswell (2002:367) indicates that after good questions have been developed using the principles of question construction, a researcher pilot tests the questions. This assists in determining whether the population in the study would be able to understand questionnaire items without assistance. A population refers to all the cases, individuals and organisations the researcher might wish to study (Gall, Gall & Borg, 2003:167).

A sample of primary school principals from the neighbouring Tshwane North District (n=5) was used for this purpose. They were requested to respond honestly and to note any questions that were either confusing or ambiguous and to make comments and suggestions so that the questionnaire could be corrected before distribution to the targeted population. Subsequent to the pilot test, the necessary corrections were effected and the questionnaire was finalised. A covering letter was attached with the aim of orienting the respondents to the questionnaire and assuring them of confidentiality and anonymity as well as outlining the purpose of the questionnaire (Leedy and Ormrod, 2005:203).

Questionnaires were personally distributed to the respondents at schools. It was stated that it could take them between 15 and 20 minutes to complete the questionnaire. The principals were requested to complete the questionnaire which would be collected by the researcher after a period of a week. This method of distribution and administration was intended to enhance questionnaire retrieval and ensure a high return rate.

- Reliability and validity

The researcher took care to use a reliable and valid research instrument. Reliability refers to the internal consistency of the question items within a specific category. According to Delport (2002:168); De Vos, Strydom, Fouché and Delport (2005:163) reliability is determined by the accuracy of an instrument and the extent to which an instrument yields the same or similar results under comparable conditions. Maree *et al.*, (2011:216) aver that reliability estimates of 0.80 (Cronbach alpha) are acceptable and this study achieved this required estimate. Since the current research met all these criteria it implies that the study can be replicated or produced by other researchers.

According to Coleman and Briggs (2002:61) and Maree *et al.*, (2011:217) validity refers to how accurately the question items of the questionnaire describe the construct such questions are intended to measure. This refers to the correctness of choosing those specific questions for that category, since question items should give an accurate reflection of the construct. The pilot study ensured that the test questions were valid question items for the effective implementation of participative management in schools in Tshwane-West District.

- Response rate

The questionnaires were distributed to the sample population of all primary school principals in Tshwane-West district of the Gauteng Department of Education in Gauteng Province. The table below indicates the distribution and response rate:

Table 3-1: Distribution and response rate

Population	Questionnaires distributed	Questionnaires retrieved	% response rate
Principals	98	83	85%

The above table indicates that 85% of the questionnaires distributed to school principals were successfully retrieved. This response rate was high, thus it is considered acceptable Delport (2002:172) and Creswell (2012:390). This response rate can be attributed to meticulous distribution and retrieval procedures thereof. Anderson (1990:167) postulates that a minimum response rate of 70% is required to draw valid and reliable conclusions.

3.5 Ethical considerations

The researcher ensured that the empirical research as depicted in the research proposal, authorised by the Highest Degrees Committee Faculty of North-West University (Mafikeng Campus), complied with the ethical considerations articulated by the following authors Coleman and Briggs (2002:79) and Leedy and Ormrod (2005:101).

The following issues are imperative for consideration:

- Informed consent: An introductory letter explained the purpose of the research.
- Anonymity: Complete anonymity was ensured as respondents were not required to mention their names or the names of their schools. This fact was also indicated in the attached letter.
- Confidentiality: Respondents were assured that their responses would be treated with utmost confidentiality. They were also given an assurance that the research was conducted for purposes of the studies of the researcher and that no information would be disclosed for any other purpose except for studies.

3.6 Summary

This chapter has outlined the empirical research in terms of the design and research method. The following chapter presents the data analysis and interpretation.

CHAPTER 4:

THE EMPIRICAL FINDINGS

4.1 Introduction

The previous chapter has outlined the empirical research in terms of the design and research method. This chapter deals with the empirical findings derived from data analysis and interpretation thereof in order to establish the following aims:

What participative management entails, how participative management is implemented in primary schools in Tshwane-West District and what strategies can be constructed towards more effective implementation of participative management in primary schools in Tshwane-West District.

Format and content of the questionnaire

The questionnaires were divided into the following sections:

SECTION A: Biographical particulars of principals

Table 4-1: Biographical Particulars of Principals

SECTION B: The Legislative Framework

Table 4-2: Legislative framework frequency

SECTION C: The implementation of legal based participative management

Table 4-3: Implementation of participative management

SECTION D: The implementation of participative management in the school environment

Table 4-4: Implementation of participative management

SECTION E: The implementation of participative management in school governance

Table 4-5: Implementation of Participative Management in School Governance

SECTION F: General remarks

4.2 Interpretation of descriptive statistics

4.2.1 SECTION A: Biographical particulars of principals

This purpose of this section was to establish the biographical particulars of principals in Tshwane-west District.

Table 4-1: Biographical Particulars of Principals

BIOGRAPHICAL PARTICULARS OF PRINCIPALS	FREQUENCY	PERCENTAGE
1. GENDER		
Male	54	65.9
Female	28	34.1
TOTAL	83	100
2. AGE CATEGORY		
41-50 yrs	29	34.94
51-55 yrs	18	21.69
56-59 yrs	23	27.71
60 and above	13	15.66
TOTAL	83	100
3. YEARS OF EXPERIENCE		
0-5 yrs	13	15.66
6-10 yrs	29	34.94
11-15 yrs	18	21.69
16 and above	23	27.71
TOTAL	83	100
4.HIGHEST EDUCATION QUALIFICATION		
Bachelor's Degree	54	65
Others	29	35
TOTAL	83	100
5. TYPE OF SCHOOL SETTLEMENT		
Rural	20	24.10
Urban	63	75.90
TOTAL	83	100

The biographical particulars in this area of research, as indicated in the table, are subsequently discussed.

Biographical data

- Gender

As far as gender is concerned:

65.9% of the respondents were male principals and 34.1% are female principals.

- Age category

As far as age category is concerned:

This shows that more than 65% of the respondents are older than 50 years of age. This shows that the respondents are matured people.

- Years of experience

As far as years of experience is concerned:

This shows that almost 50% of the respondents have more than 10 years' experience in education.

- Highest education qualification

As far as education qualifications are concerned:

This shows that the respondents are well qualified since 65% have Bachelor's Degree or higher qualifications. One of the reasons for this might be that the district in which the study was conducted is 90 % situated in an urban (see Table 4-1) where they do have access to Universities such as University of Pretoria, University of South Africa and Technology Universities.

- Type of school settlement

As far as the type of school settlement is concerned: Almost 24.10% is a rural settlement and close to 76% is an urban settlement.

It emerges from this information that almost 75.90% of schools in this study are located within an urban settlement and the respondents are well matured and rather well experienced.

4.2.2 SECTION B: The Legislative Framework

This section focuses on the legislative documents available in schools.

The purpose of this section was to establish whether all legislative documents relevant to implementation of participative management were available to all primary schools in Tshwane-West District.

Table 4-2: Legislative framework frequency

LEGISLATIVE FRAMEWORK DOCUMENTS		FREQUENCY	PERCENTAGE
6.1	The South African Schools Act No. 84 of 1996	83	100
6.2	The National Education Policy Act No. 27 of 1996	83	100
6.3	The Employment of Educators Act No. 86 of 1988	83	100
6.4	The Basic Conditions of Employment Act No. 75 of 1997	83	100
6.5	The Gauteng Department of Education School Governance Manual	65	78.31
	Schools that did not receive policy documents	18	22
	TOTAL	397	95.6

Emerging from this information is that 78% of schools in this study were provided with the necessary legislative framework documents relevant to the implementation of participative management. This provision of the legislative framework documents could enhance the implementation of participative management effectively and efficiently.

On the other hand, it is also evident that 22% of schools did not receive the Gauteng Department of Education School Governance Manual. Consequently this shortage could impact negatively on the implementation of participative management in those schools that are affected.

4.2.3 SECTION C: Implementation of Participative Management

This section focuses on the implementation of participative management in schools within Tshwane West District.

The purpose of this section was to establish whether schools received training pertaining to legal documents.

Table 4-3: Implementation of participative management frequency

NR	CIRCUMSTANCES	N	MEAN	STRONGLY DISAGREE: %	DISAGREE: %	AGREE: %	STRONGLY AGREE: %
7.1	All legislative documents in Section B were thoroughly explained	83	3.03	10.84	30.12	32.53	26.50
7.2	Received support from District officials regarding implementation of legislative documents	83	2.82	10.84	30.12	32.53	26.50
7.3	Referred to legislative documents when managing school activities	83	3.40	10.84	30.12	32.53	26.50
7.4	Thoroughly explained legislative documents to members of the school management team	83	3.18	10.84	30.12	32.53	26.50
7.5	Provide guidance and support to school management team members in the implementation of legislative documents	83	3.23	10.84	30.12	32.53	26.50
7.6	Assist school management teams with the interpretation of legislative documents	83	3.25	10.84	30.12	32.53	26.50

The statistical outcomes of this section are focusing on the frequency of implementation of the legal based participative management in schools within Tshwane-West District.

- The outcome in respect of section C-7.1, that all legislative documents were thoroughly explained: It depicts that 59.03% fall within the agree/strongly agree category. This implies that adequate support was given to the principals and that implementation thereof could enhance effective and efficient participative management.

However, 41.0% indicated that they did not receive any explanation to that effect. This implies that the latter could have problems with regard to applying the legal directives pertaining to the implementation of participative management in schools.

- The outcome in respect of section C-7.2, that support was received from District Officials regarding the implementation of legislative documents: It depicts that 59.03% fall within the agree/strongly category. This implies that an adequate support was given to the principals on the implementation of legislative documents.

Yet on the other hand, 41,0% indicated that they did not receive any support from the District Officials. This implies that the latter could experience problems applying legal directives that entail the successful implementation of participative management in schools.

- The results in respect of section C-7.3, that referred to legislative documents when managing school activities: It also reflects that 59.03% fall within the agree/strongly agree category. This implies that most principals refer to the legislative documents when managing their school activities.

On the other hand, 41.0% indicated that they do not make any reference to the legislative documents when managing school activities. Finally, it implies that the latter group could experience problems to applying legal directives for the implementation of participative management in schools.

- The results in respect of section C-7.4, those legislative documents were thoroughly explained to members of the school management team: It depicts that 59.03% fall within the agree/strongly agree category. This implies that an adequate explanation of the legislative documents is given to the members of the school management team.

However, 41.01% indicated that they did not explain any legislative documents to the members of the school management team. This implies that the latter could experience problems to applying legal directives pertaining to the implementation of participative management in schools.

- The outcomes in respect of section C-7.5, that provides guidance and support to school management team in the implementation of legislative documents: It shows that 59.03% fall within the agree/strongly agree category. This implies that adequate guidance and support is given to the school management team concerning implementation of legislative documents.

Yet on the other hand, 41.01% indicated that they did not give any guidance and support to the school management team concerning the implementation of legislative documents. This implies that this group could experience problems to applying the legal directives pertaining to the implementation of participative management in schools.

- The results in respect of section C-7.6, that assist the school management team with the interpretation of legislative documents: It reflects that 59.03% fall within the agree/strongly agree category. This implies that adequate assistance is given to the school management team concerning the interpretation of legislative documents.

However, 41.01% indicated that they did not give any assistance to school management team concerning the interpretation of legislative documents. This implies that the latter group could experience problems to apply legal directives pertaining to the implementation of participative management in schools.

4.2.4 Synopsis

The objective of this section was to establish whether principals had received thorough training pertaining to the content of relevant legal documents (see Table 4-3). Training in this regard can obviously enhance effective implementation of participative management in schools. It has emerged that the majority of respondents (almost 60%: agree + strongly agree) received essential training regarding the content of relevant legal documents and is therefore likely able to successfully apply it within a participative management school environment. Likewise, almost 60% of the respondents received support from district officials, do refer to legislative documents when managing schools, are explaining, providing guidance and assisting school management teams with regard to the implementation and interpretation of these documents.

However, it is also worrying that in all these afore-mentioned cases, 40 % of the respondents (disagree + strongly disagree):

- were not trained regarding the content of the relevant legal documents;
- were not receiving continuous support in the implementation of such documents;
- do not always refer to these documents when managing school activities; and
- do not thoroughly explain these documents or provide guidance to school management teams and are not assisting them in the interpretation thereof.

4.2.5 SECTION D: Implementation of Participative Management in the School Environment

This section focuses on the implementation of participative management in the school environment in Tshwane West District.

The purpose of this section was to establish whether participative management is effectively implemented in the school environment.

Table 4-4: Implementation of participative management in the school environment

NR	CIRCUMSTANCES	N	TOTAL MEAN SCORE	NOT IMPORTANT: %	LESS IMPORTANT: %	IMPORTANT: %	VERY IMPORTANT %
8.1	Regard participative management as an initiative towards democratic transformation in managing schools.	74	3.76	10.81	31.08	32.43	25.68
8.2	Involve teachers in participative management to transform top-down approaches.	74	3.5	10.81	31.08	32.43	25.68
8.3	Regard school-based management as democratization of South African schools.	72	3.54	9.72	31.94	31.94	26.39
8.4	Encourage school management team members to consult regularly with teachers.	74	3.79	10.81	31.08	32.43	25.68
8.5	Decide unilaterally on professional development of teachers.	70	2.23	11.43	32.86	31.43	24.29
8.6	Encourage teachers in	74	3.65	10.81	31.08	32.43	25.68

NR	CIRCUMSTANCES	N	TOTAL MEAN SCORE	NOT IMPORTANT: %	LESS IMPORTANT: %	IMPORTANT: %	VERY IMPORTANT %
	decision-making processes to enhance better teaching and learning.						
8.7	View democracy as a cornerstone for all activities in education.	74	3.53	10.81	31.08	32.43	25.68
8.8	Involve the school management team in the professional management of the school.	74	3.73	10.81	31.08	32.43	25.68
8.9	Involve teachers in decision-making in matters pertaining to their personal growth and development.	74	3.53	10.81	31.08	32.43	25.68
8.10	Regard teacher alienation in decision-making as a factor that diminishes school effectiveness.	72	3.22	9.72	31.94	31.94	26.39
8.11	Ensure that decisions taken by teachers are implemented.	73	3.39	10.96	31.51	32.88	24.66
8.12	Always listen to teachers contributions in order to take informed decisions.	74	3.56	10.81	31.08	32.43	25.68
8.13	Ensure that teachers become involved in matters that concern them.	74	3.68	10.81	31.08	32.43	25.68

Quantitative Analysis

The respondents had to indicate the implementation of participative management in their school environment using a four-point Lickert scale (1.Not Important; 2.Less Important; 3.Importance; 4.Very Important). This includes the frequency for each item as reflected in Table 4-4.

According to Maree *et al.*, (2011:167) the Lickert scale used is asking the respondents whether they feel the statement is Not important or Very important.

- Item 8.1 reflects that 58.11% of respondents fall within the Important/Very important category with regard to participative management as an initiative towards democratic transformation in managing schools. It implies that participative management would be effectively implemented. Findings in this instance are congruent with those of Mncube (2009:98) through the study conducted in KwaZulu-Natal.

However, close to 42% do not regard participative management as an initiative towards democratic transformation in the management of schools. In this instance, the implementation of participative management as democratic transformation might not be effective.

- Item 8.2 reflects that 58.11% of respondents fall within the Important/Very important category that involves teachers in participative management to transform top-down approaches. It therefore, implies that participative management could be effectively implemented in those schools. Findings in this instance concur with those of Van der Mescht and Tyala (2008:229) through the study conducted in Grahamstown. An indication is that teachers are involved in meetings where they lead as chairpersons and are responsible for decision-making and implementation thereof. It is worth noting that the study of Mokoena (2012: 50) in the Free State also affirms the involvement of teachers in this regard.

Yet on the other hand, 42% of the respondents do not involve teachers in participative management as an effort to transform top-down approaches in schools. As a result this factor might impede effective implementation of participative management in these schools.

- Item 8.3 reflects that 58.33% of respondents fall within the Important/Very Important categories that regard school-based management as democratization of South

African schools. This implies that implementation of participative management as democratisation of South African schools would be effective and efficient. The above findings concur with those of Botha (2012:138) through the study conducted in selected primary schools in one of the Districts in Gauteng Province.

However, an issue of great concern lies with the 42% that do not regard school-based management as democratization of South African schools. This implies that the implementation of participative management through school-based approach in those schools will not be feasible.

- Item 8.4 reflects that 58.33% of respondents in this study fall within the Important/Very Important category that encourage the school management team members to consult regularly with teachers. The implication in this instance is that participative management in these schools could be effectively and efficiently implemented. Findings in this instance concur with those of Van der Mescht and Tyala (2008:229) through their study conducted in Grahamstown.

Yet on the other hand, close to 42% of the respondents do not encourage the school management team to consult regularly with teachers. This factor implies that effective implementation of participative management in these schools will be impeded.

- Item 8.5 reflects that 55.72% of respondents in this study feel that it is Important/Very Important that they decide unilaterally on professional development of teachers. This issue implies that it would impede effective implementation of participative management in those schools. Findings in this instance concur with those of Swanepoel (2009:468) through the study which compared South Africa and other countries. The mean score in this regard was 3.33, which is slightly higher than the one in this study.

However, 44% do not decide unilaterally on professional development of teachers. This factor implies that the implementation of participative management in these schools could be adversely affected.

- Item 8.6 reflects that 58.11% of respondents in this study fall within the Important/Very Important category where they encourage teachers in decision-

making processes to enhance better teaching and learning. This implies that the implementation of participative management in these schools could be effective and efficient. The findings in this instance are congruent with those of Mokoena (2012:49) through the study conducted in the Free State. The mean score in this regard was 4.44, which tends to be slightly higher than the one in this study.

However, almost 42% of the respondents do not encourage teachers to take part in decision-making processes which enhance better teaching and learning environments. This implies that participative management in these schools could be impeded since teachers are not encouraged to take decisions that enhance effective teaching and learning.

- Item 8.7 reflects that 58.11% of respondents in this study feel it is Important/Very Important to view democracy as a cornerstone for all activities in education. This factor implies that implementation of participative management in these schools could be effective. Findings in this instance concur with those of Mncube (2009:98) through the study conducted in KwaZulu-Natal.

Yet on the other hand, close to 42% of the respondents do not view democracy as a corner stone for all activities in education. This is an issue of great concern as this situation could inhibit effective implementation of participative management in these schools.

- Item 8.8 reflects that 58.11% of respondents in this study feel that it is Important/Very Important that they involve the school management team in the professional management of the school. This factor implies that implementation of participative management in these schools could be effective and efficient. Findings in this instance concur with those of Swanepoel (2009:468) through the study which compared South Africa and other countries. The mean score in this regard was 3.33, which is slightly higher than the one in this study.

However, about 42% do not involve the school management team in the professional management of the school. This implies that participative management in these schools

could be impeded since the school management team is not involved in the professional management of the school.

- Item 8.9 reflects that 58.11% of respondents in this study feel it is Important/Very Important that they involve teachers in decision-making in matters pertaining to their personal growth and development. This implies that the implementation of participative management in these schools could be effective and efficient. Findings in this instance concur with those of Swanepoel (2009:469) through the study which compared South Africa and other countries. The mean score in this regard was 3.61 which is almost equivalent to the one in this study.

Yet on the other hand, close to 42% of the respondents do not involve teachers in decision-making in matters pertaining to their personal growth and development. This implies that effective participative management in these schools could be impeded since teachers are not involved in decision-making in matters pertaining to their personal growth and development.

- Item 8.10 reflects that 58.33% of respondents in this study feel it is Important/Very Important to regard teacher alienation in decision-making as a factor that diminishes school effectiveness. This implies that the implementation of participative management in these schools could be effective and efficient. Findings in this instance concur with those of Mokoena (2012:49) through the study conducted in the Free State. The mean score in this regard was 4.43, which is comparatively higher than the one in this study.

On the other hand, almost 42% of the respondents do not regard teacher alienation in decision-making as a factor that diminishes school effectiveness. This is an issue of great concern since this situation could impede effective implementation of participative management in these schools.

- Item 8.11 reflects that 57.54% of respondents in this study feel that it is Important/Very Important to ensure that decisions taken by teachers are implemented. It therefore, implies that participative management could be effectively implemented in those schools. Findings in this instance concur with those of Botha (2012: 142) through the study which was conducted in selected primary schools in one District in Gauteng Province.

However, an issue of great concern lies with the 42% that do not ensure that decisions taken by teachers are implemented. This implies that effective implementation of participative management in those schools will not be feasible.

- Item 8.12 reflects that 58.11% of respondents in this study fall within the Important/Very Important category where they always listen to teachers' contributions in order to take informed decisions. It implies that participative management would be effectively implemented in those schools. The findings in this instance concur with those of Van der Mescht and Tyala (2008:229) through the study conducted in Grahamstown.
- Yet on the other hand, 42% of the respondents do not listen to teachers' contributions in order to take informed decisions. This factor implies that effective implementation of participative management in these schools will be impeded.
- Item 8.13 reflects that 58.11% of respondents in this study fall within the Important/Very Important category where they ensure that teachers become involved in matters that concern them. It therefore, implies that participative management could be effectively implemented in those schools. The findings in this instance concur with those of Van der Mescht and Tyala (2008:229) through the study conducted in Grahamstown.

However, close to 42% do not ensure that teachers become involved in matters that concern them. This implies that the implementation of participative management might not be effective.

4.2.6 Synopsis

The objective of this section was to establish whether participative management is effectively implemented in the school environment (see Table 4-4). It is observable that implementation can contribute towards effective participative management in the school environment. It has emerged that the majority of respondents (close to 60%: Important + Very Important) are likely able to implement participative management effectively in the school environment. Similarly, close to 60% regard participative management as an initiative towards democratic transformation of top-down approaches through school-based management, encourage listening to teachers through consultation, involve teachers in decision-making regarding their personal growth and development, ensure

that decisions taken are implemented, also regard teacher alienation in decision-making as a factor that diminishes school effectiveness and lastly involve the school management team in the professional management of the school.

However, it is also notable from the aforementioned cases that the following issues are of great concern, slightly more than 40% (Not Important + Less Important) of the respondents:

- do not regard teacher alienation in decision-making as a factor that diminishes school effectiveness and do not regard participative management as an initiative towards democratic transformation of top-down approaches through school-based management,
- do not encourage listening to teachers through consultation,
- do not involve teachers in decision-making regarding their personal growth and development,
- do not ensure that decisions taken are implemented,
- do not regard teacher alienation in decision-making as a factor that diminishes school effectiveness,
- do not involve the school management team in the professional management of the school.

4.2.7 SECTION E: Implementation of Participative Management in School Governance

This section focuses on the implementation of participative management in school governance in Tshwane West District.

The purpose of this section was to establish whether participative management is effectively implemented in school governance.

Table 4-5: Implementation of Participative Management in School Governance

NR	CIRCUMSTANCES	N	TOTALMEAN SCORE	Never: %	Seldom: %	Sometimes: %	Always: %
9.1	Involve parents in the construction of the school's vision and mission statements	82	3.60	9.76	30.48	32.93	26.82
9.2	Encourage parents to take part in policy formulation for the school	82	3.61	9.76	30.48	32.93	26.82
9.3	Regard parents as part of decision-making structure in the school	82	3.73	9.76	30.48	32.93	26.82
9.4	Ensure that parents' decisions are implemented by the school management team and teachers in the school	82	3.70	9.76	30.48	32.93	26.82
9.5	Consult with parents regarding school matters	82	3.80	9.76	30.48	32.93	26.82
9.6	Regard parents' contributions in meetings as worthwhile	82	3.74	9.76	30.48	32.93	26.82
9.7	Influence parents in making a particular decision	82	3.01	9.76	30.48	32.93	26.82
9.8	Encourage parents to elect members of the school governing body in accordance with Section 23 of the South African School's Act No. 84 of 1996	80	3.70	9.76	30.48	32.93	26.82
9.9	Inform the school governing body members about their respective roles and functions in school governance	82	3.73	9.76	30.48	32.93	26.82
9.10	Ensure that parents fulfil their mandated functions in the school	81	3.70	9.87	30.86	33.33	25.93
9.11	Induct new parents who start serving on the school governing body	82	3.70	9.76	30.48	32.93	26.82
9.12	Remunerate parents for services they render to the school	82	1.82	9.76	30.48	32.93	26.82
9.13	Regard school governing body members as key role players in managing change in the school	82	3.72	9.76	30.48	32.93	26.82

The focus on this section was on the implementation of participative management in school governance. The statistics from the quantitative research are depicted in Table 4-5.

The respondents had to indicate the implementation of participative management in their school governance using a four-point Lickert scale (1.Never; 2.Seldom; 3. Sometimes; 4.Always). This includes the frequency for each item as reflected in Table 4-5.

- Item 9.1 reflects that 59.75% of respondents in this study fall within the Sometimes/Always category that involve parents in the construction of the school's vision and mission statement. It therefore, implies that participative management could be effectively implemented in those schools. Findings in this instance are congruent with those of Mncube (2009:98) through the study conducted in KwaZulu-Natal and that of Swanepoel (2009:468) which the South African context is compared with those of other countries.

Yet on the other hand, almost 40% of the respondents never involve parents in the construction of the school's vision and mission statements. This issue could impede effective participative management in those schools.

- Item 9.2 reflects that 59.75% of respondents in this study fall within the Sometimes/Always category that encourage parents to take part in policy formulation for the school. This implies that effective participative management could be implemented in these schools. Findings in this instance are congruent with those of Mncube (2009:98) through the study conducted in KwaZulu-Natal and the study conducted by Swanepoel (2009:268) in a comparison which involved South Africa and other countries.

However, close to 40% of the respondents never encourage parents to take part in policy formulation for the school. This factor implies that effective participative management in those schools could be impeded.

- Item 9.3 reflects that 59.75% of respondents in this study fall within the Sometimes/Always category that regards parents as part of decision-making structure in the school. It therefore implies that effective participative management could be implemented in these schools. Findings in this instance are congruent with

those of Mncube (2009:98) through the study conducted in KwaZulu-Natal including the study conducted by Swanepoel (2009:268) in a comparison which involved South Africa and other countries.

Yet on the other hand, almost 40% of the respondents never regard parents as part of decision-making structure in the school. It implies that this issue might impede the effective implementation of participative management in those schools.

- Item 9.4 reflects that 59.75% of respondents in this study fall within the Sometimes/Always category that ensures that parent's decisions are implemented by the school management team and teachers in the school. This implies that effective participative management would be implemented in these schools. Findings in this instance are congruent with those of Mncube (2009:98) through the study conducted in KwaZulu-Natal and the study conducted by Swanepoel (2009:268) in a comparison which involved South Africa and other countries.

However, an issue of great concern is that almost 40% of the respondents never ensure that parents' decisions are implemented by the school management team and teachers in the school. This implies that effective participative management might be inhibited in those schools.

- Item 9.5 reflects that 59.75% of respondents in this study fall within the Sometimes/Always category that consult with parents regarding school matters. This implies that effective participative management could be implemented in these schools. Findings in this instance are congruent with those of Mncube (2009:98) through the study conducted in KwaZulu-Natal (2009:98) and the study conducted by Swanepoel (2009:268) in a comparison which involved South Africa and other countries.

However, almost 40% of the respondents never consult with parents regarding school matters. This factor implies that effective participative management could be impeded.

- Item 9.6 reflects that 59.75% of respondents, with a mean score of 3.74 in this study, fall within the Sometimes/Always category that ensures that parents' decisions are implemented by the school management team and teachers in the school. This implies that effective participative management would be implemented in these schools. Findings in this instance are congruent with those of Mncube (2009:98)

through the study conducted in KwaZulu-Natal and the study conducted by Swanepoel (2009:268) in a comparison which involved South Africa and other countries.

Yet on the other hand, almost 40% of the respondents never ensure that parents' decisions are implemented by the school management team and teachers in the school. It therefore, implies that effective implementation of participative management in those schools could be impeded.

- Item 9.7 reflects that 59.75% of respondents in this study fall within the Sometimes/Always category, that influence parents in making a particular decision. This implies that effective participative management would be implemented in these schools. Findings in this instance are congruent with those of Mncube (2009:98) through the study conducted in KwaZulu-Natal and the study conducted by Swanepoel (2009:268) in a comparison which involved South Africa and other countries.

However, an issue of great concern is that almost 40% of the respondents never influence parents in making a particular decision. This implies that effective participative management might be inhibited in those schools.

- Item 9.8 reflects that 59.75% of respondents in this study fall within the Sometimes/Always category, that encourage parents to elect members of the school governing body in accordance with Section 23 of the South African School's Act No.84 of 1996. This implies that participative management would be effectively implemented in these schools. Findings in this instance are congruent with those of Mncube (2009:98) through the study conducted in KwaZulu-Natal and the study conducted by Swanepoel (2009:268) in a comparison which involved South Africa and other countries.

Yet on the other hand, almost 40% of the respondents never encourage parents to elect members of the school governing body in accordance with Section 23 of the South African Schools Act No.84 of 1996. It therefore, implies that effective participative management could not be implemented in those schools.

- Item 9.9 reflects that 59.75% of respondents in this study fall within the Sometimes/Always category, that inform the school governing body members about their respective roles and functions in school governance. This implies that participative management would be effectively implemented in these schools. Findings in this instance are congruent with those of Mncube (2009:98) through the study conducted in KwaZulu-Natal (2009:98) and the study conducted by Swanepoe (2009:268) in a comparison which involved South Africa and other countries.

However, an issue of great concern is that almost 40% of the respondents never inform the school governing body members about their respective roles and functions in school governance. This therefore, implies that effective participative management might be inhibited in those schools.

- Item 9.10 reflects that 59.26% of respondents in this study fall within the Sometimes/Always category, that ensures that parents fulfil their mandated functions in the school. This implies that effective participative management would be implemented in these schools. Findings in this instance are congruent with those of Mncube (2009:98) through the study conducted in KwaZulu-Natal (2009:98) and the study conducted by Swanepoel (2009:268) in a comparison which involved South Africa and other countries.

However, a worrying factor is that close to 40% of the respondents never ensure that parents fulfil their mandated functions in the school. It therefore, implies that effective participative management could be inhibited in those schools.

- Item 9.11 reflects that 59.75% of respondents in this study fall within the Sometimes/Always category that induct new parents that start serving on the school governing body. This therefore, implies that effective participative management would be enhanced in these schools. Findings in this instance are congruent with those of Mncube (2009:98) through the study conducted in KwaZulu-Natal (2009:98) and the study conducted by Swanepoel (2009:268) in a comparison which involved South Africa and other countries.

Yet on the other hand, a worrying factor is that close to 40% of the respondents never induct new parents that start serving on the school governing body. It therefore, implies that effective participative management could be inhibited in those schools.

- Item 9.12 reflects that 59.75% of respondents in this study fall within the Sometimes/Always category that remunerates parents for services they rendered to the school. This implies that effective participative management would be implemented in these schools. Findings in this instance are congruent with those of Mncube (2009:98) through the study conducted in KwaZulu-Natal (2009:98) and the study conducted by Swanepoel (2009:268) in a comparison which involved South Africa and other countries.

Yet on the other hand, an issue of great concern is that close to 40% of the respondents never remunerate parents for services they rendered to the school. It therefore, implies that effective participative management could be inhibited in those schools.

- Item 9.13 reflects that 59.75% of respondents in this study fall within the Sometimes/Always category, that regard school governing body as key role players in managing change in the school. This implies that effective participative management would be implemented in these schools. Findings in this instance are congruent with those of Mncube (2009:98) through the study conducted in KwaZulu-Natal (2009:98) and the study conducted by Swanepoel (2009:268) in a comparison which involved South Africa and other countries.

However, a worrying factor is that close to 40% of the respondents never regard school the governing body as key role players in managing change in the school. It therefore implies that effective participative management could be inhibited in those schools.

4.2.8 Synopsis

The objective of this section was to establish whether participative management is effectively implemented in school governance (see Table 4-5). It is notable that implementation could contribute effective participative management regarding school governance. It has emerged that the majority of respondents (close to 60%: Sometimes + Always) are likely to effectively implement participative management regarding school governance. Likewise, close to 60% of the respondents have always involved parents in the construction of vision and mission statements, consulted parents on policy

formulation, implemented their decisions, regarded their contributions as worthwhile, informed them about their mandated functions, inducted new governing body members and elected school governing body members in accordance with Section 23 of the South African school's Act No.84 of 1996.

Yet on the other hand, it is also remarkable from the afore-mentioned cases that the following issues are of great concern, close to 40% (Never + Seldom) of the respondents:

- never involved parents in the construction of vision and mission statements;
- never consulted parents on policy formulation;
- never implemented their decisions;
- never regarded their contributions as worthwhile;
- never informed them about their mandated functions; and
- never inducted new governing body members and elect school governing body members in accordance with Section 23 of the South African school's Act No.84 of 1996.

4.3 Interpretation of effect sizes: Rural and Urban schools

Creswell (2009:167), Creswell, (2012:189) as well as, McMillan and Schumacher (2010:315) explain that effect sizes are utilised to identify the strength of the conclusions regarding group differences or relationships among variables in quantitative studies. For purposes of this study, there will be two effect sizes, namely:

- rural and urban settlements and
- gender

The Cohen's effect size was utilised to compare the implementation of participative management in primary schools in Tshwane-West District in Gauteng Province (Cohen, 1988:78).

According to Maree (2011:211) the *d* values reported in the next tables constitute the following meaning:

- > 0,2 Small significantly practical difference,
- > 0,5 Medium significantly practical difference and
- > 0,8 Large significantly practical difference.

4.3.1 Legal based participative management in urban and rural schools

The purpose of section C was to compare the implementation of participative management between rural and urban schools. (see Table 4-6).

Table 4-6: Implementation of participative management in urban and rural schools

Rural				Urban				
Question No.	N	Mean	Std. dev.	Question No.	N	Mean	Std.dev.	d.value
7.1	14	2.929	0.730	C1	69	3.087	0.800	0.19808
7.2	14	2.786	0.579	C2	69	2.942	0.802	0.19484
7.3	14	3.357	0.633	C3	69	3.391	0.548	0.05394
7.4	14	3.143	0.535	C4	69	3.159	0.678	0.02443
7.5	14	3.286	0.469	C5	69	3.232	0.519	0.10379
7.6	14	3.214	0.579	C6	69	3.275	0.539	0.10550
Total	14	3.119	0.478		69	3.181	0.506	012268

There is no significant variation pertaining to the implementation of legal based participative management between rural and urban schools. Consequently, no further discussions are needed in this instance (see Table 4-6).

4.3.2 Implementation within the school environment of urban and rural schools

The purpose of section D was to compare the implementation of participative management in the school environment pertaining to Rural and Urban school environments. (see Table 4-7).

Table 4-7: Implementation within the school environment.

Rural				Urban				
Question No.	N	Mean	Std. dev.	Question No.	N	Mean	Std.dev.	d.value
8.1	13	3.846	0.376	D1	61	3.705	0.460	0.30712
8.2	13	3.692	0.480	D2	61	3.459	0.594	0.39296
8.3	13	3.692	0.480	D3	59	3.525	0.504	0.33136
8.4	13	4.000	0.000	D4	61	3.738	0.444	0.59138
8.5	13	1.846	1.144	D5	57	2.368	1.112	0.44671
8.6	13	3.538	0.519	D6	61	3.639	0.484	0.19443
8.7	13	3.692	0.480	D7	61	3.492	0.566	0.35402
8.8	13	3.923	0.277	D8	61	3.639	0.484	0.58601
8.9	13	3.615	0.506	D9	61	3.492	0.536	0.23051
8.10	13	3.154	0.689	D10	59	3.169	0.723	0.02164
8.11	13	3.154	0.555	D11	60	3.417	0.561	0.46830
8.12	13	3.692	0.480	D12	61	3.541	0.535	0.28306
8.13	13	3.923	0.277	D13	61	3.607	0.493	0.64259
Average	13	3.521	0.181	Average	61	3.454	0.294	0.22799

There is almost a medium practically significant difference between rural and urban schools regarding the unilateral decisions on professional development of teachers by the school management team (see question 8.5). Similarly, there appears to be almost a medium practically significant difference between rural and urban schools regarding the implementation of decisions taken by teachers (see question 8.11). This could imply that the school management teams in urban schools are much supportive towards teachers and are more involved in school matters than is the case with those in the rural schools.

It is clearly observable that there is a medium practically significant difference between rural and urban schools regarding consultation and the involvement in school matters of teachers by the school management teams (see question 8.4). Likewise, there appears almost a medium practically significant difference between rural and urban schools pertaining to the involvement of teachers in matters that concern them by the school management teams (see question 8.13). This tends to imply that the implementation of participative management is to a greater extent enhanced by the school management teams in urban schools than teams in rural schools.

On average, there is a small practically significant difference ($d. = 0.23$) in this section which tends to imply that the implementation of participative management in urban schools environment is slightly greater than the implementation thereof in the rural schools.

4.3.3 Implementation in school governance in Urban and Rural schools

The purpose of section E was to compare the implementation of participative management in the school governance between Rural and Urban schools. (see Table 4-8).

Table 4-8: Implementation in school governance in rural and urban schools

Rural				Urban				
Question No.	N	Mean	Std. dev.	Question No.	N	Mean	Std.dev.	d.value
9.1	14	3.500	0.855	E1	69	3.609	0.732	0.12715
9.2	14	3.500	0.855	E2	69	3.638	0.664	0.16106
9.3	14	3.929	0.267	E3	69	3.667	0.634	0.41310
9.4	14	3.929	0.267	E4	69	3.623	0.597	0.51188
9.5	14	3.714	0.469	E5	69	3.739	0.504	0.04925
9.6	14	3.714	0.469	E6	69	3.725	0.482	0.02150
9.7	14	3.143	0.949	E7	69	2.928	0.810	0.22683
9.8	14	3.643	0.633	E8	67	3.701	0.578	0.09258
9.9	14	3.929	0.267	E9	69	3.696	0.494	0.47129
9.10	13	4.000	4.000	E10	69	3.623	0.545	0.69131
9.11	14	3.786	0.426	E11	69	3.652	0.510	0.26210
9.12	14	1.786	0.893	E12	69	1.783	1.013	0.00307
9.13	14	3.929	0.267	E13	69	3.667	0.560	0.46759
Average	14	3.571	0.269	Average	69	3.465	0.348	0.30550

There is almost a medium practically significant difference between rural and urban schools regarding parents as part of the decision-making structure and informing the school governing bodies about their roles and functions in school governance in the school by the principal (see question 9.9). Likewise, almost a medium practically significant difference exists between rural and urban schools concerning the implementation of decisions taken by parents (see question 9.4). This could imply that parents and the school governing bodies are somewhat more involved in urban schools to enhance participative management than is the case in rural schools.

In general, the average shows a small practically significant difference ($d = 0.30$) in this section which tends to imply that the implementation of participative management in school governance in urban schools is slightly higher than the implementation thereof in rural schools.

4.3.4 Synopsis

It is clear that, in general, urban schools, when compared with rural schools, appears to have fared somewhat better with a small practically significant difference ($d = 0.30$) regarding the implementation of decisions taken by teachers as well as considering parents as part of the decision-making structure. It is also observed that, to a large degree, the school governing bodies are informed about their roles and functions, which tends to enhance aspects pertaining to effective participative management in schools.

4.4 Interpretation of effect sizes: Gender

In this section the effect size focusing on the utilization of gender, namely, male and female, will be used regarding the implementation of participative management in primary schools in Tshwane-West District in Gauteng Province.

4.4.1 Implementation of participative management pertaining to gender

The purpose of section C was to compare the implementation of legal based participative management pertaining to gender (see Table 4-9).

Table 4-9: Implementation of participative management pertaining to gender

Male				Female				
Question No.	N	Mean	Std. dev.	Question No.	N	Mean	Std.dev.	d.value
7.1	54	2.963	0.823	C1	28	3.250	0.701	0.34864
7.2	54	2.833	0.771	C2	28	3.071	0.766	0.30884
7.3	54	3.333	0.583	C3	28	3.500	0.509	0.28599
7.4	54	3.148	0.711	C4	28	3.179	0.548	0.04377
7.5	54	3.241	0.547	C5	28	3.250	0.441	0.01692
7.6	54	3.296	0.537	C6	28	3.214	0.568	0.14436
Average	54	3.136	0.515	Average	28	3.244	0.477	0.21016

There is a small practically significant difference between the opinions of males and females regarding the thorough explanation of legal documents. To the opinion of males and females (see question 7.1) similarly, there is once more a small practically significant difference between males and females concerning the support received from district officials (see question 7.2). This implies that the implementation of participative management as perceived by male respondents as better enhanced due to more support they received from district officials on the legislative documents than is the case with their female counterparts.

In general, to the opinion of males and females, there is a small practically significant variation ($d. = 0.21$) in this section pertaining to the implementation of legal based participative management

4.4.2 Implementation in the school environment pertaining to gender

The purpose of section D was to compare the implementation of participative management in the school environment as perceived by males and females (see Table 4-10).

Table 4-10: Implementation in school environment pertaining to gender

Males				Females				
Question No.	N	Mean	Std. dev.	Question No.	N	Mean	Std. dev.	d. value
8.1	46	3.696	0.465	D1	27	3.778	0.424	0.17653
8.2	46	3.413	0.617	D2	27	3.667	0.480	0.41080
8.3	46	3.522	0.505	D3	25	3.640	0.490	0.23416
8.4	46	3.739	0.444	D4	27	3.852	0.362	0.25390
8.5	43	1.977	0.988	D5	26	2.808	1.167	0.71213
8.6	46	3.565	0.501	D6	27	3.704	0.465	0.27631
8.7	46	3.565	0.544	D7	27	3.444	0.577	0.20918
8.8	46	3.674	0.474	D8	27	3.704	0.465	0.06285
8.9	46	3.500	0.548	D9	27	3.519	0.509	0.03381
8.10	46	3.089	0.793	D10	26	3.269	0.533	0.22752
8.11	46	3.222	0.560	D11	27	3.630	0.492	0.72806
8.12	46	3.522	0.505	D12	27	3.667	0.555	0.26127
8.13	46	3.587	0.498	D13	27	3.778	0.424	0.38331
Average	46	3.401	0.291	Average	27	3.576	0.224	0.60439

There appears to be almost a medium practically significant difference between the opinions of males and females regarding teachers' involvement to transform top-down approaches (see question 8.2). This implies that the implementation of participative management as perceived by males is more enhanced than in comparison to the perceptions of females. Likewise, there is a medium but tending towards a large practically significant difference between the opinions of males and females regarding the unilateral decision on professional development of teachers and ensuring that decisions taken by teachers are implemented (see questions 8.5 and 8.11).

On average, there is slightly higher than a medium practically significant difference ($d. = 0.60$) in this section, which implies, to the opinions of males, that the implementation of participative management is greater compared to how females find it.

4.4.3 Implementation in school governance pertaining to gender

The purpose of section E was to compare the opinions of males and females pertaining to the implementation of participative management in the school governance (see Table 4-11).

Table 4-11: Implementation of participative management in school governance

Male				Female				
Question No.	N	Mean	Std. dev.	Question No.	N	Mean	Std. dev	d.value
9.1	54	3.556	0.744	E1	28	3.643	0.780	0.11192
9.2	54	3.611	0.685	E2	28	3.607	0.737	0.00538
9.3	54	3.667	0.644	E3	28	3.786	0.499	0.18478
9.4	54	3.630	0.623	E4	28	3.750	0.441	0.19311
9.5	54	3.648	0.555	E5	28	3.893	0.315	0.44106
9.6	54	3.685	0.507	E6	28	3.786	0.418	0.19810
9.7	54	2.852	0.763	E7	28	3.143	0.932	0.31240
9.8	54	3.667	0.644	E8	28	3.731	0.452	0.09950
9.9	54	3.741	0.483	E9	28	3.714	0.460	0.05476
9.10	54	3.630	0.560	E10	27	3.778	0.424	0.26478
9.11	54	3.630	0.525	E11	28	3.750	0.441	0.22940
9.12	54	1.741	1.013	E12	28	1.893	0.956	0.15019
9.13	54	3.667	0.583	E13	28	3.786	0.418	0.20428
Average	54	3.440	0.363	Average	28	3.556	0.272	0.31827

There appears to be almost a medium practically significant difference between the opinions of males and females as regards consultation with parents on school matters and influencing them in making a particular decision (see questions 9.5 and 9.7). Consequently, this could tend to imply that the implementation of participative management in the school governance, in males' opinions is slightly greater compared to what the females perceive it to be.

In general, the average shows a small practically significant difference ($d. = 0.31$) in this section which tends to imply that the implementation of participative management in school governance, by males' opinions, is slightly higher than rated by females.

4.4.4 Synopsis

It is observable that, following the opinions of male respondents, they received a thorough explanation of legal documents and substantial support from district officials compared to what their female counterparts had experienced. Likewise, it has also emerged that the male respondents' perceptions about teachers' involvement to transform top-down approaches as an important aspect compared to the not so important views held by their female counterparts. Important to note is that the male respondents also regard consultation with parents on school matters and influencing them in making a particular decision as very important on a large scale than is the case with the female respondents.

This tends to imply that the implementation of participative management following the opinions of male respondents in primary schools is much better implemented compared to the views of their female counterparts.

4.5 Summary

Chapter 4 reported on the outcome of the empirical findings. The last chapter, Chapter 5, will summarise and discuss the findings and include recommendations that emerged from the findings.

CHAPTER 5:

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 Introduction

In this final chapter, an outline of the findings from the literature study (Chapters 2 and 3) and the empirical study (Chapter 4) will be presented and succeeded by recommendations in order to establish the following aims:

What participative management entails, how participative management is implemented in primary schools in Tshwane-West District and what strategies can be constructed towards more effective implementation of participative management in primary schools in Tshwane-West District. Suggestions for further research are also included.

5.2 Reflection of the contents

The abstract in this study indicates that real educational transformation require of schools to shift away from traditional, bureaucratic management practices in order to cope with the demands of a democratic, client-driven market economy. Undoubtedly, non-participation and non-involvement of teachers and parents in decision-making processes are an issue of great concern, because it discourages their initiative and genuine commitment to their work. Consequently, schools become dysfunctional due to lack of role players involvement and consultation.

Chapter 1 commenced with the research problem pertaining to participative management in primary schools in Tshwane-West District. The research problem served as the basis for the construction of the research objectives. This chapter also included the research design.

Chapter 2 focused on the literature review pertaining to participative management including the legislative framework for the implementation thereof. The legislative framework entails the following: The Constitution of the Republic of South Africa, 108 of 1996; the National Education Policy Act No.27 of 1996; the South African Schools Act No.84 of 1996; the Employment of Educators Act No.76 of 1998; the Basic Conditions

of Employment Act No. 75 of 1997 as well as the Gauteng Department of Education School Governance Manual.

Chapter 3 addressed the research design which outlined how data was collected and the methods that were used for data analysis.

In Chapter 4 the findings from the empirical study were portrayed based on the data collected from the completed questionnaires. The chapter included tables showing frequencies and percentages. Different statistical techniques were utilised to show frequencies, mean scores, and effect sizes.

In Chapter 5, a summary is given of the preceding chapters. Findings of the research aims are presented and recommendations including recommendations for further research studies.

5.2.1 Research findings

The aims or objectives of this research were to investigate and to establish:

- (i) what participative management entails (by conducting a literature study).
- (ii) how participative management is implemented in primary schools in Tshwane-West District (by means of literature study in general and by means of a questionnaire to be completed by the respondents from the study population);
- (iii) what strategies can be constructed towards more effective implementation of participative management in primary schools in Tshwane-West District (by means of a literature study).

5.2.2 What participative management entails.

Chapter 2 of this mini-dissertation dealt with the first aim (see par.1.4).

- (i) The Legislative framework within the South African context

A plethora of legislative framework such as the following were developed by education policy makers and used for the successful implementation of participative management in South African schools.

These are:

- The Constitution of the Republic of South Africa, 108 of 1996 (see par.2.1);
- The National Education Policy Act No.27 of 1996 (see par.2.1);
- The South African Schools Act No.84 of 1996 (see par.2.1);
- The Employment of Educators Act No.76 of 1998 (see par.2.1);
- The Basic Conditions of Employment Act No. 75 of 1997 (see par.2.1); and
- The Gauteng Department of Education School Governance Manual (see par.2.1).

(ii) What participative management entails

The concept “participative management” was defined as the collaboration of all stakeholders in a managerial environment of equitable power sharing with optimal collegial support and transparent decision-making processes that endeavours to promote organisational effectiveness in schools in Chapter 2 of this study. The aim of exploring participative management is to provide an outline of the purposes and the crucial sense of direction that underpin school management. It is also focus on the educational leadership and management to be concerned with attaining the purposes and aims of education (see par. 2.2).

Participative management entails the following attributes:

- It ensures stakeholders’ participation in the management of the school. Stakeholders include teachers, parents and learners (see par. 2.2);
- It ensures stakeholders’ participation in decision-making on school matters (see par. 2.2);
- Participation as individuals or group (see par.2.2);
- Participative management aims to encourage stakeholders to discover new opportunities and challenges (see par. 2.2);
- It ensures that stakeholders learn through sharing knowledge and skills (see par.2.2);

- It enhances information exchange and the development of competencies (see par. 2.2); and
- Participative management ensures that institutional or organisational goals and objectives are attained (see par. 2.2).

(iii) Elements of participative management

Emerging from the theoretical framework which is particularly depicted in section 23 of the South African Schools Act (SA, 1996(a)) participative management is characterised by democratically elected members who serve in compliance with principles of democracy in relation to concepts, processes and within bodies such as the following (see par.2.2.1):

Democratic governance; School-Based Management; School Management Team; School Governing Bodies; Involvement of legitimate stakeholders; Decision-making and Delegation; and distribution of power and empowerment.

The model of participative management is underpinned by the following three notions (see par. 2.2):

- Participation will increase school effectiveness;
- participation is justified by democratic principles; and
- in the context of site-based management, leadership is potentially available to any stakeholder.

The theory underlying the participative management model is underpinned by a paradigm shift towards decentralization and devolution of decision-making to all relevant stakeholders. This is characterised by the following important aspects (see par.2.2):

- It makes schools management and governance more democratic;
- it promotes participation and partnership; and
- it ensures that schools become autonomous and accountable.

Pertaining to the mechanisms used in the participative management model, decision-making is underpinned and constructed for purposes of successful implementation

thereof. The participative management model is underpinned by decision-making mechanisms constructed for purposes of successful implementation. The mechanisms include the following (see par. 2.2):

- decisions are taken by means of consensus or through a majority vote;
- decisions are taken after input from a member of the group that has specialised knowledge;
- decisions are taken after group discussions becomes authoritative; and
- decisions are taken through the involvement of all stakeholders.

As far as the guiding principles for a participative model is concerned, a new system of education and training has been created in South Africa which is underpinned by fundamental principles of democracy. These fundamental principles are as follows (see par. 2.4):

- Unity; Non-discrimination; and Equity.

Concerning the strategies for implementation of participative management, theorists and proponents of this model have identified strategies linked to effective implementation of stakeholder participation and school improvement, namely (see par. 2.7):

- The distribution of power among the stakeholders through shared decision-making processes;
- the professional development of stakeholders as an on-going effort;
- the effective dissemination of information between stakeholders;
- individual and group rewards for stakeholders with a view to goal attainment; and
- capable leaders that regulate stakeholder participation and within the framework of clearly articulated goals for participation in school-based management decision-making.

Key techniques which tend to enhance effective implementation of participative management in schools discussed in Chapter 2. (see par.2.7) are:

- Team building;
- The fostering of collaborative culture;
- Openness; and
- Effective communication.

5.2.3 How participative management is implemented in primary schools within Tshwane West District.

This was the second aim of this mini-dissertation (see par.1.4). These findings were portrayed in Chapter 4.

Findings from this study indicated that 60% of the respondents effectively implemented participative management in primary schools in Tshwane-West District (see Table 4-4).

However, it has also emerged that close to 40 % of the respondents' encountered problems regarding effective implementation of participative management in primary schools within Tshwane-West District (see Table 4-4).

- 22% of the primary schools did not receive the Gauteng Department of Education School Governance Manuals (see Table 4-2);
- 41% of the primary schools did not receive support and guidance on content training regarding legal developments. In addition, the interpretation and implementation thereof reflected the same outcome (see Table 4-3);
- 42% of the primary schools did not regard teacher alienation in decision-making as a factor that diminishes school effectiveness (see Table 4-4);
- 42% of the school management teams in primary schools do not consult regularly with teachers (see Table 4-4);

- 42% of the primary schools do not involve teachers in decision-making regarding their personal growth and development (see Table 4-4);
- 42% of the primary schools do not ensure that decisions taken by teachers are implemented (see Table 4-4);
- 42% of the school management teams in primary schools are not involved in the professional management of the school (see Table 4-4);
- 40% of the primary schools do not involve parents in the construction of the vision and mission statements (see Table 4-5);
- 40% of primary schools do not consult parents on policy formulation (see Table 4-6);
- 40% of the primary schools do not implement decisions taken by parents (see Table 4-6);
- 40% of the primary schools do not regard parent contributions as worthwhile (see Table 4-6);
- 40% of parents in primary schools are not informed about their mandated functions (see Table 4-5);
- 40% of primary schools do not induct new governing body members (see Table 4-5); and
- 40% of school governing body members in primary schools are not elected in accordance with Section 23 of the South African Schools Act No.84 of 1996 (see Table 4-5).

In addition to the tendencies portrayed by the descriptive statistics, the effect sizes on (i) the type of schools and (ii) gender provided the following additional information:

(i) Effect size: Type of school

It has emerged that:

- the implementation of participative management in urban schools environment seems to be slightly greater and appeared to be more effective than in the rural schools (see Table 4-10) ; and
- the implementation of participative management in school governance pertaining to urban schools appears to be greater and more effective than in rural schools (see Table 4-11).

In general, the average shows a small practically significant difference ($d = 0.23$) in this section, which could imply that in the opinion of respondents the implementation of participative management in urban schools is slightly higher and more effective than in rural schools.

(ii) Effect size: Gender

It is notable that:

- when the opinions of the genders are compared it appears that the males are of the opinion that participative management is more often implemented by school management teams than their female counterparts (see Table 4-10);
- the perceptions by male respondents tend to suggest that they received a more substantial explanation of legal documents and more substantial support from district officials compared to what the female counterparts had received (see Table 4-10); and
- comparing the opinions of male teachers to those of female teachers, it appeared that the males were slightly more convinced about a higher frequency of parental participation in decision-making processes than the females (see Table 4-11).

In general, there is a small practically significant difference ($d. = 0.31$) in this section, which could imply that the implementation of participative management is slightly more enhanced in schools according to the opinions of male respondents, compared to the opinions or female counterparts (see Table 4-11).

5.2.4 Recommendations on strategies

Recommendations on strategies in relation to the findings will be constructed towards effective implementation of participative management in primary schools in Tshwane-West District. This section deals with the third aim of this mini-dissertation (see par.1.4). This section is based on the recommendations which were emerging from the findings portrayed in Chapter 4. It has clearly emerged that 60% of the respondents effectively implemented participative management as a prominent feature within the primary schools in Tshwane-West District.

However, it is also observable that close to 40% of the respondents encounter problems regarding the effective implementation of participative management and therefore, the school principals need:

- to provide substantial support and guidance on content training regarding legal documents, interpretation and implementation thereof (see Table 4-2);
- to regard teacher alienation in decision-making as a factor that diminishes school effectiveness (see Table 4-4);
- to view participative management as an initiative towards democratic transformation of top-down approaches through school-based management (see Table 4-4);
- to encourage the school management teams to consult regularly with teachers (see Table 4-4);
- to involve teachers in decision-making regarding their personal growth and development (see Table 4-4);

- to ensure that decisions taken by teachers are implemented (see Table 4-4);
- to involve school management teams in the professional management of the school (see Table 4-4);
- to involve parents in the construction of the vision and mission statements (see Table 4-11);
- to consult parents on policy formulation (see Table 4-5);
- to ensure that parents' decisions are implemented by the school management teams (see Table 4-5);
- to regard parents' contributions in meetings as worthwhile (see Table 4-5);
- to inform parents about their mandated functions (see Table 4-5);
- to also induct new governing body members and elect school governing body members in accordance with Section 23 of the South African Schools Act No.84 of 1996 (see Table 4-5);

and the officials of the Gauteng Education department need:

- to provide the 22% of schools that still have not received the Gauteng Department of Education School Governance Manuals (see Table 4-2).

5.3 Recommendations for further research

In terms of the opinions of the respondents it appears that more emphasis is placed on participative management in urban schools than the situation is in rural schools (see par. 4.5). Hence it appears that more attention should be given to rural schools to improve ways and means of enhancing effective participative management in these respective schools.

It has also emerged that participative management in schools remains for many a problematic notion with challenges that impede the effective implementation thereof. Hence there is a need for extensive research to determine the best strategies for overcoming the kind of shortcomings that this study has exposed.

- Future research should investigate the implementation of participative management in both primary and secondary schools within Tshwane-West District.
- There is an urgent need for an investigation into the training needs, support and motivational factors pertinent to participative management in schools within Tshwane-West District.
- A large study is needed to investigate the factors which could impede effective implementation of participative management in urban and rural schools.

5.4 Summary

In this research study, it has clearly emerged that 60% of the respondents effectively implemented participative management as a prominent feature within the primary schools in Tshwane-West District. However, 40% of the schools, participative management remain a problematic notion with challenges that impede the effective implementation thereof. School managers need understanding to implement effective participative management in schools. It may be concluded that the aims of this research are attained.

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APPENDIX A:



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
MAFIKENG CAMPUS

Faculty of Education

School of Postgraduate Studies

11 May 2012

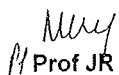
TO WHOM IT MAY CONCERN

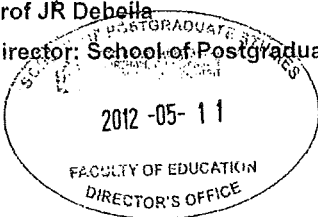
RE: MR MATABOGE, SKC – STUDENT NO: 21880212

I wish to confirm that Mr Mataboge, SKC (21880212) is currently a registered Masters (Med) student in Educational Management at North West University; Mafikeng Campus.

He is currently conducting research for his Masters Degree. I request that he be given the necessary assistance to collect data.

Thank you in anticipation of your cooperation and assistance.


Prof JR Debeila
Director: School of Postgraduate Studies



2012-05-11
FACULTY OF EDUCATION
DIRECTOR'S OFFICE

APPENDIX B:

11479 PHASE SIX (6)
MORULA-VIEW
MABOPANE
11 MAY 2012

THE DISTRICT DIRECTOR
TSHWANE-WEST DISTRICT
PRIVATE BAG X 28
ROSSLYN
0200

Sir/Madam

RE: REQUEST FOR CONDUCTING RESEARCH IN PRIMARY SCHOOLS IN YOUR DISTRICT

I am currently registered with the North-West University (Mafikeng) campus for MEd Education Management. The title of my dissertation is: **THE IMPLEMENTATION OF PARTICIPATIVE MANAGEMENT IN PRIMARY SCHOOLS IN TSHWANE-WEST DISTRICT.**

This letter serves to request you to grant me permission to conduct a research in all primary schools in Tshwane-West District. All principals in primary schools are identified as respondents in this study. The questionnaire will take approximately 15-25 minutes of their time to complete.

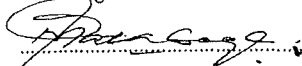
The principle of anonymity will apply to all the respondents.

Hopefully the findings of this study will assist to improve quality of education, effective management and governance of schools.

Thanking you in advance.

Yours faithfully

Mataboge S.K.C



OFFICE TEL : 012 725 1457

CELL: 083 433 7618

E-mail: Collen.Mataboge@gauteng.gov.za

: matabogeskc@gmail.com

APPENDIX C:

Respondent Consent Form

I do understand the content of this research on participative management

I declare that I participate under my free will with the understanding that I may withdraw from the process if I wish to do.

I acknowledge the fact that my feedback and participation will be dealt with in anonymity and confidentiality

Optional: Signature:

APPENDIX D:



GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

Enq: RL Tlhoale
Tel: 012 725 1357
Ref no: 15/2/1/1/2

TSHWANE WEST DISTRICT

TO: THE PRINCIPALS OF PRIMARY SCHOOLS

CC: M RADINGWANA
ACTING CES: IDS

FROM: MR MEKWA
DISTRICT DIRECTOR

DATE: 22 MAY 2012

SUBJECT: PERMISSION TO CONDUCT RESEARCH

Please note that Mataboge SKC has been granted permission by Head Office to conduct research at ninety-eight primary schools of which your school is one of them. The exercise is scheduled to start from on 28 May 2012. School principals and SGB members are kindly requested to welcome the researcher.

Topic of research: "The implementation of participative management in Primary Schools in Tshwane West District."

Please ensure that the teaching and learning process is not negatively affected.


MR MEKWA (MS)
DISTRICT DIRECTOR
TSHWANE WEST

Making education a societal priority

Office of the Director – Tshwane West District
(Mabopane, Winterveldt, Ga-Rankuwa, Soshanguve, Kameeldrift, Rosslyn, Akasia, Pretoria North, Mountain View, Roseville, Capital Park, Hercules, Pretoria Gardens, Pretoria West, Lotus Gardens) Private Bag X38, ROSSLYN, 0200 Tel: (012) 725 1300 Fax: (012) 725 1346 Web: www.education.gpg.gov.za

APPENDIX E:

QUESTIONNAIRE

THE IMPLEMENTATION OF PARTICIPATIVE MANAGEMENT IN PRIMARY SCHOOLS IN TSHWANE-WEST DISTRICT

QUESTIONNAIRE NUMBER

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SECTION A: Biographical Data

Please complete the following by marking with an "X" in the appropriate block

1. Gender

1.1	Male	
1.2	Female	

2. Age category

2.1	Below 35 yrs	
2.2	36-40yrs	
2.3	41-50yrs	
2.4	51-55 yrs	
2.5	56-59yrs	
2.6	60 and above	

3. How long have you been in your position?

3.1	0-5 yrs	
3.2	6-10 yrs	
3.3	11-15 yrs	
3.4	16 and above	

4. Highest education qualification

4.1	Diploma	
4.2	Bachelor's Degree	
4.3	Hons / BEd degree	
4.4	Master's degree	
4.5	Doctorate	

5. Type of school settlement

5.1	Rural	
5.2	Urban	

SECTION B: Legislative Framework

Put a cross (X) on the block that is relevant to your situation.

6. Which of the following legislative documents is available at your school?

6.1 The South African Schools Act No. 84 of 1996	Yes		No	
6.2 The National Education Policy Act No. 27 of 1996	Yes		No	
6.3 The Employment of Educators Act No. 76 of 1998	Yes		No	
6.4 The Basic Conditions of Employment Act No. 75 of 1997	Yes		No	
6.5 The Gauteng Department of Education School Governance Manual	Yes		No	

SECTION C: Implementation of Legal Based Participative Management

Put a cross (X) on the block that is more appropriate to your circumstances

7. Use the following scale to respond to the statements below as to how they relate to you.

4: Strongly agree

3: Agree

2: Disagree

1: Strongly disagree

		Strongly disagree	Disagree	Agree	Strongly Agree
7.1	All legislative documents stated in Section B were thoroughly explained to me.				
7.2	I received continuous support from District officials regarding implementation of these legislative documents.				
7.3	I always refer to these legislative documents when managing school activities.				
7.4	I thoroughly explained these legislative documents to members of the school management team.				
7.5	I provided guidance and support to school management team members in the implementation of these legislative documents.				
7.6	I assist the school management team members with the interpretation of these legislative documents.				

SECTION D: The Implementation of Participative Management in The School Environment

Put a cross (X) on the appropriate block.

8. Use the following scale to respond to the statements that relates to your views.

4: Very important

3: Important

2: Less important

1: Not important

		Not important	Less Important	important	Very important
8.1	I regard participative management as an initiative towards democratic transformation in managing schools.				
8.2	I involve teachers in participative management to transform top-down approaches.				
8.3	I regard school-based management as democratization of South African education system.				
8.4	I encourage school management team members to regularly consult with teachers.				
8.5	I decide unilaterally on professional development of teachers.				
8.6	I encourage teachers in decision-making processes to enhance better quality teaching and learning.				
8.7	I view democracy as a cornerstone for all activities in education.				
8.8	I involve the school management team in the professional management of the school.				
8.9	I involve teachers in decision-making in matters pertaining to their personal growth and development.				
8.10	I regard teacher alienation in decision-making as a factor that diminishes school effectiveness.				
8.11	I ensure that decisions taken by teachers are implemented.				
8.12	I always listen to teachers contributions in order to take informed decisions.				
8.13	I ensure that teachers become involved in matters that concern them.				

Comments:

.....

SECTION E: The Implementation of Participative Management in School Governance

Put an (X) on the appropriate block

9. Use the scale below to respond to the statements that relates to your situation.

4: Always

3: Sometimes

2: Seldom

1: Never

		Never	Seldom	Sometimes	Always
9.1	How often do you involve parents in the construction of the school's vision and mission statements?				
9.2	How often do you encourage parents to take part in policy formulation for the school?				
9.3	How often do you regard parents as part of decision-making structure in the school?				
9.4	How often do you ensure that parents' decisions are implemented by the school management team and teachers in the school?				
9.5	How often do you consult with parents regarding school matters?				
9.6	How often do you regard parents' contributions in meetings as worthwhile?				
9.7	How often do you influence parents in making a particular decision?				
9.8	How often do you encourage parents to elect members of the school governing body in accordance with Section 23 of the South African School's Act No. 84 of 1996?				
9.9	How often do you inform the school governing body members about their respective roles and functions in school governance?				
9.10	How often do you ensure that parents fulfill their mandated functions in school matters?				
9.11	How often do you induct new parents who start serving on the school governing body?				
9.12	How often do you remunerate parents for services they render to the school?				
9.13	How often do you regard school governing body members as key role players in managing change in the school?				

Comments:.....

.....

SECTION F: GENERAL REMARKS

10. Reaching a decision is of great importance for schools to be effective. Suggest ways in which you would ensure that this process is achieved

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11. The democratic governance of schools means that the decision-making authority of schools in the public sector would be shared among parents, teachers and the community in ways that support the core values of democracy. Has this assisted you in changing your management and leadership styles?

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12. "Participative management also known as "school-based management" is no longer an option in South African schools". Mention challenges that you have experienced in the implementation of participative management in your school.

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13. "School-based management ensures schools to be more effective". Which approaches do you consider helpful in this regard?

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