

# **TEAM MANAGEMENT IN SECONDARY SCHOOLS**

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**Thesis submitted for the degree Philosophiae Doctor in Educational  
Management in the Department of Educational Sciences of the Vaal Triangle  
Campus of the Potchefstroom University for Christian Higher Education**

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**Vanderbijlpark**

**1996**

## ACKNOWLEDGEMENT

The writer wishes to express his gratitude and appreciation to those people who offered assistance or encouragement during the period of study, and in particular:

- Professor A.M.C. Theron, my promoter, for his invaluable criticism, expert advice, patience and direction.
- Mrs Thandi Chaane and Mr Enver Motala, Deputy Director Generals of Gauteng Department of Education (GDE) and GDE District Directors for granting me permission to carry out the research.
- School principals, departmental heads and teachers for responding to my questionnaires.
- Dr B. Fleisch, my District Director, for his support and motivation.
- Messrs Linda Mazibuko, David Mnguni and Price Kwakwa for delivering and collecting the questionnaires from the schools.
- Mr Van der Merwe, from the Alberton District, who introduced me to the word processor, which made my work easier and enjoyable.
- Mr Edwin Mhlanga, from the Benoni District, who helped me with the tables and frequent guidance on the different computer programmes.
- Mrs Aldine Oosthuyzen for her assistance with the statistical analysis and Mrs Wilmien Kuyler for the preparation and final printing of the thesis.
- The library personnel of the PU for CHE for their consistent help in locating materials for me.
- Mrs Elda De Waal for editing the manuscript.
- God the Almighty for granting me the energy, motivation and strength to complete this daunting task.

## DEDICATION

This study is dedicated, first of all to my late grandparents, whose interest and concern about my schooling is still vivid in my mind, thirty-six years after their death.

To my parents whose love and support I shall never forget and who never lived long enough to see me achieve this highest academic qualification.

To my cousin, Mpepe, who escorted me daily to my pre-primary school, 3 kms away from home.

To my children, Kwame and Kelo, who missed my fatherly attention, but never stopped showing their love, understanding and concern.

To all the Molokos dead or alive.

## PREFACE

This thesis was written at the time of great political changes in the RSA. Nelson Mandela had been released from Robben Island after 27 years; the Codesa negotiations for an interim constitution were going on and subsequently led to the 1994 first democratic elections which were won by the African National Congress.

All these changes had an impact on education in the country.

For the first time, teachers organised themselves into unions e.g. the South African Democratic Teachers' Union (SADTU). Through their strikes and mass demonstrations SADTU members disrupted the culture of learning and teaching in black schools. They also eroded the autocratic powers of school principals.

The fragmented former education departments were unified into a single national education department. The country was divided into nine provinces each with its own non-racial education department. The Gauteng province where this study was based was divided into 18 districts.

The finalization of the district boundaries caused a delay on the empirical study. Nevertheless, by the time the districts were properly functioning questionnaires had already been sent to those secondary schools predominantly attended by black learners i.e. ex-DET schools.

## SUMMARY

The changed political climate in South Africa has contributed to the erosion of the traditional autocratic powers of the principal and the increased demand by teachers to be involved in the making of decisions which affect them directly. This has necessitated a different approach to school management. Team management is one such an approach.

The research aims are to determine the nature of team management, the task and role of the principal in facilitating team management and the extent to which team management is implemented in secondary schools attended predominantly by black students in South Africa. The research methods used to achieve the aims are a literature study and an empirical survey.

The investigation of the nature of team management revealed that the team management approach is based on the theories of McGregor, Herzberg, Maslow, Likert and Argyris, and that the advantages of team management outweigh its disadvantages. The prerequisites for team management were found to be active leadership, effective communication, participative decision-making and sharing power and authority. The 9,9 (team management) leadership style was found to be the most appropriate for team management. Communication within the teams should accord with Likert's System 4 communication process.

With regard to the role and task of the principal in facilitating team management the study revealed that he should create opportunities for staff development and establish good human relations; ensure that the plans of the different teams complement one another in promoting school goals and distribute the work load evenly amongst teams. The principal should also promote the active and effective participation of team members in decision-making. He should treat this participation not as a favour, but as the teacher's democratic right. The principal should also level the decision-making field by ensuring that all participants have sufficient information on the topic under discussion. It was also found that the role of the principal in team building consisted of improving people related and task related skills.

From the findings of the literature study a structured questionnaire was developed. The target population for the empirical survey consisted of principals, departmental heads and teachers in schools attended predominantly by black students in the Gauteng province. This part of the study revealed that the majority of principals perceived their leadership

style differently from their heads of departments and teachers. The target population in general perceived the communication process with regard to team management in the schools as favourable. However, almost half the number of teachers felt deprived of participation in decision-making on issues which fall under their zone of concern.

A few of the most important recommendations of the study are that principals should share leadership and authority with the various team leaders and teachers in the school. They should also rely on expert power rather than on legitimate power. In addition, the professional autonomy of teachers and the managerial authority of principals should be harmonised, while bureaucratic management by principals should be minimised.

Overall, it can be concluded that there are traces of team management practices in the schools attended predominantly by black students in South Africa. This means that the usage of the team management approach is limited and should therefore be promoted.

## OPSOMMING

Die veranderde politieke klimaat in Suid-Afrika het bygedra tot sowel die erodering van die skoolhoof se tradisionele outokratiese magte as die toenemende eise van onderwysers om betrokke te wees by besluite wat hulle direk raak. Voorgenoemde noodsaak 'n nuwe benadering tot skoolbestuur. Spanbestuur is een so 'n benadering.

Die navorsingsdoelstellings van die studie is om die wesensaard van spanbestuur, die taak en rol van die skoolhoof in die fasilitering van spanbestuur en die mate waarin spanbestuur in skole wat meestal deur swart leerlinge in Suid-Afrika bygewoon word, te bepaal. Die navorsingsmetodes om die doelstellings te bereik, is 'n literatuurstudie en 'n empiriese ondersoek.

Die ondersoek na die wesensaard van spanbestuur het aan die lig gebring dat die spanbestuursbenadering gebaseer is op die teorieë van McGregor, Herzberg, Maslow en Argyris, en dat die voordele van spanbestuur die nadele daarvan oorskadu. Die voorvereistes vir spanbestuur is onder andere aktiewe leierskap, doeltreffende kommunikasie, deelnemende besluitneming en mags- en gesagsdeling. Die 9,9 (spanbestuur) leierskapstyl is waarskynlik die beste geskik vir spanbestuur. Kommunikasie binne spanne behoort in ooreenstemming te wees met Likert se Stelsel 4 kommunikasieproses.

Ten opsigte van die taak en rol van die skoolhoof in die fasilitering van spanbestuur het die studie aan die lig gebring dat hy geleentheid moet skep vir personeelontwikkeling en gesonde interpersoonlike verhoudings moet stig; seker maak dat die planne van die verskillende spanne komplementêr meehelp tot die bereiking van die skool se doelstellings; en die werklas eweredig tussen spanne moet versprei. Die skoolhoof moet ook die aktiewe en effektiewe deelname van spanlede in besluitneming aanmoedig. Sodenige deelname moet nie as 'n guns aan spanlede beskou word nie, maar as onderwysers se demokratiese reg. Die skoolhoof moet ook die speelveld vir besluitneming gelyk maak deur te verseker dat alle deelnemers oor voldoende inligting aangaande die betrokke saak beskik. Daar is ook bevind dat die rol van die skoolhoof in spanbou die verbetering van mensverwante en taakverwante vaardighede insluit.

Uit die bevindings van die literatuurstudie is 'n gestruktureerde vraelys ontwikkel. Die teikenpopulasie het bestaan uit hoofde, departementshoofde en onderwysers verbonde aan skole in die Gauteng provinsie wat hoofsaaklik deur swart leerlinge bygewoon word.

Hierdie gedeelte van die ondersoek het aan die lig gebring dat die meerderheid skoolhoofde 'n ander persepsie van hul leierskapstyl het as hul departementshoofde en onderwysers. Die teikenpopulasie was oor die algemeen positief aangaande die doeltreffendheid van die kommunikasieproses rakende spanbestuur in skole. Bykans die helfte van die onderwysers was egter van mening dat hulle nie genoegsaam deel het aan besluite wat hulle direk raak nie.

Enkele van die belangrikste aanbevelings wat uit die navorsing voortvloei, is dat skoolhoofde leierskap, mag en gesag met die onderskeie spanleiers en onderwysers in skole moet deel. Skoolhoofde behoort hulself ook eerder op kundigheidsmag as wettige mag te verlaat. Voorts behoort die professionele outonomie van onderwysers en die bestuursgesag van skoolhoofde geharmonieer en burokratiese bestuur deur skoolhoofde tot die minimum beperk te word.

Oorkoepelend kan die gevolgtrekking gemaak word dat spore van spanbestuurspraktyke in skole wat hoofsaaklik deur swart leerlinge in Suid-Afrika bygewoon word, aangetref word. Die gebruik van die spanbestuursbenadering is dus beperk en behoort aangemoedig te word.

## LIST OF ACRONYMS

DET	Department of Education and Training
HOD	Head of Department
PTSA	Parent Teacher Student Association
RSA	Republic of South Africa
SADTU	South African Democratic Teachers' Union

## TABLE OF CONTENTS

Title page	
Acknowledgement .....	i
Dedication .....	ii
Preface .....	iii
Summary .....	iv
Opsomming .....	vi
List of acronyms .....	viii
<b>1 ORIENTATION.....</b>	<b>1</b>
1.1 BACKGROUND.....	1
1.2 STATEMENT OF THE PROBLEM.....	1
1.3 AIMS OF THE RESEARCH.....	4
1.4 RESEARCH METHODOLOGY.....	4
1.4.1 Literature study.....	4
1.4.2 Empirical research.....	4
1.4.2.1 Aim .....	4
1.4.2.2 Instrument .....	4
1.4.2.3 Population.....	5
1.4.2.4 Sample .....	5
1.5 DIVISION ACCORDING TO CHAPTERS.....	5
1.6 RELATED RESEARCH .....	5
1.7 SUMMARY .....	6
<b>2 THE NATURE OF TEAM MANAGEMENT.....</b>	<b>7</b>
2.1 INTRODUCTION .....	7
2.2 DEFINING TEAM MANAGEMENT .....	7
2.3 TEAM MANAGEMENT AND PARTICIPATIVE MANAGEMENT.....	8
2.4 THEORETICAL FOUNDATIONS OF TEAM MANAGEMENT.....	8

2.4.1 Maslow .....	8
2.4.2 Herzberg.....	9
2.4.3 McGregor .....	9
2.4.4 Argyris .....	10
2.4.5 Likert.....	11
2.5 ADVANTAGES OF TEAM MANAGEMENT .....	11
2.6 DISADVANTAGES OF TEAM MANAGEMENT .....	13
2.7 PREREQUISITES OF TEAM MANAGEMENT .....	14
2.7.1 Active leadership .....	14
2.7.1.1 Introduction.....	14
2.7.1.2 Definition of leadership .....	15
2.7.1.3 Leadership, power and authority.....	15
2.7.1.4 Bases of power.....	15
2.7.1.5 The Managerial Grid.....	17
2.7.1.6 Leadership styles.....	21
2.7.2 Communication.....	24
2.7.2.1 Definition of communication.....	24
2.7.2.2 Communication within teams .....	25
2.7.2.3 Forms of communication .....	25
2.7.2.4 Communication networks.....	26
2.7.2.5 Problems with communication .....	28
2.7.2.6 Effective communication .....	29
2.7.2.7 Communication within System 4 organisations .....	30
2.7.2.8 Barriers distorting communication.....	30
2.7.3 Participative decision-making .....	32
2.7.3.1 Definition.....	32
2.7.3.2 The nature of participation .....	33

2.7.3.3 Participation barriers .....	37
2.7.4 Sharing authority .....	38
<b>2.8 FACTORS INFLUENCING TEAM MANAGEMENT .....</b>	<b>40</b>
2.8.1 Commitment .....	40
2.8.2 TRAINING .....	41
2.8.3 COHESION .....	43
<b>2.9 COMPOSITION AND STRUCTURE OF TEAM MANAGEMENT .....</b>	<b>44</b>
2.9.1 Introduction .....	44
2.9.2 Composition and structure .....	44
2.9.2.1 The principal's management team .....	44
2.9.2.2 The departmental head's management team .....	45
2.9.3 Team roles .....	45
<b>2.10 STAGES OF TEAM DEVELOPMENT .....</b>	<b>48</b>
2.11 SUMMARY .....	49
<b>3 THE ROLE OF THE PRINCIPAL IN TEAM MANAGEMENT IN SCHOOLS .....</b>	<b>50</b>
3.1 INTRODUCTION .....	50
3.2 MANAGEMENT FUNCTIONS .....	50
3.2.1 Planning .....	51
3.2.2 Organising .....	52
3.2.3 Leadership .....	54
3.2.3.1 Performance .....	54
3.2.3.2 Vision .....	55
3.2.3.3 Task and people consideration .....	56
3.2.4 Control .....	58
3.3 CREATING ORGANISATIONAL CLIMATE .....	59
3.3.1 Orientation .....	59
3.3.2 Leadership style and climate .....	60

3.3.3 Organisational climate and relationships.....	60
3.3.4 Organisational climate and conflict .....	61
3.3.5 Organisational climate and sound working relationships.....	63
3.3.5.1 Promoting co-operation, care and concern .....	63
3.3.5.2 Improving teacher morale .....	64
3.3.6 Satisfying teacher needs .....	67
3.3.6.1 Physiological needs .....	68
3.3.6.2 Safety needs.....	68
3.3.6.3 Social needs .....	68
3.3.6.4 Esteem needs.....	69
3.3.6.5 Self-actualising needs.....	69
3.4 COMMUNICATION .....	70
3.4.1 Facilitating communication.....	70
3.4.2 Improving listening skills .....	71
3.4.3 Removing other obstacles .....	73
3.4.4 Feedback.....	74
3.4.5 Promoting openness and honesty .....	75
3.4.6 Providing support and trust.....	76
3.5 PARTICIPATION OF THE TEAM IN DECISION-MAKING.....	78
3.6 THE PRINCIPAL'S TEAM BUILDING ROLE .....	84
3.6.1 Improving consideration skills .....	84
3.6.1.1 Recognise accomplishments .....	84
3.6.1.2 Provide for early and frequent success.....	84
3.6.1.3 Individualise supervision .....	85
3.6.1.4 Establish a climate of open communication .....	85
3.6.2 Improving structure skills .....	85
3.6.2.1 Clearly define goals .....	85

3.6.2.2 Encourage individual goal setting .....	85
3.6.2.3 Provide relevant feedback often .....	86
3.6.2.4 Criticise poor performance.....	86
3.7 SUMMARY .....	86
<b>4 RESEARCH DESIGN.....</b>	<b>88</b>
4.1 INTRODUCTION.....	88
4.2 THE QUESTIONNAIRE AS A RESEARCH TOOL.....	88
4.2.1 Objective .....	88
4.2.2 Advantages of questionnaires.....	88
4.2.3 Disadvantages of questionnaires.....	89
4.3 QUESTIONNAIRE DESIGN .....	90
4.3.1 Construction of the questionnaire items.....	91
4.3.2 Format and content of the questionnaire .....	92
4.3.3 Pilot study.....	93
4.3.4 Final questionnaire .....	94
4.3.5 Covering letter .....	94
4.4 ADMINISTRATIVE PROCEDURES.....	95
4.5 FOLLOW-UP .....	96
4.6 POPULATION AND SAMPLE.....	96
4.7 RESPONSE RATE .....	98
4.8 STATISTICAL TECHNIQUES.....	100
4.8.1 Descriptive data.....	100
4.8.2 Quantitative data .....	100
4.9 SUMMARY .....	100
<b>5 STATISTICAL ANALYSIS AND DATA INTERPRETATION.....</b>	<b>101</b>
5.1 INTRODUCTION.....	101
5.2 BIOGRAPHICAL DATA OF THE RESPONDENTS .....	101

5.2.1 Sex of the respondents.....	102
5.2.2 Age of respondents .....	103
5.2.3 Experience in the post .....	104
5.2.4 Qualifications of respondents.....	105
5.2.5 Student numbers .....	107
5.2.6 Number of teachers .....	108
5.2.7 Departments.....	110
5.2.8 Conclusion.....	111
5.3 DESCRIPTIVE DATA .....	111
5.3.1 Leadership.....	111
5.3.1.1 Introduction.....	111
5.3.1.2 Decisions (V08) .....	112
5.3.1.3 Convictions (V09) .....	112
5.3.1.4 Conflict (V10).....	113
5.3.1.5 Emotions (temper) (V11) .....	113
5.3.1.6 Humour (V12).....	114
5.3.1.7 Effort (V13).....	114
5.3.1.8 Leadership styles total perceptions.....	115
5.3.1.9 Conclusion.....	115
5.3.2 Communication.....	115
5.3.2.1 Introduction.....	115
5.3.2.2 Item 14: Upward communication .....	116
5.3.2.3 Item 15: Forces distorting information.....	117
5.3.2.4 Item 16: Forces leading to accurate information .....	117
5.3.2.5 Item 17: Keeping staff informed .....	118
5.3.2.6 Item 18: Sharing information with the staff.....	119
5.3.2.7 Item 19: Communication aimed at achieving school objectives .....	120

5.3.2.8 Item 20: Listening capacity .....	120
5.3.2.9 Item 21: Feedback .....	121
5.3.2.10 Synthesis .....	122
5.3.3 Participative decision-making .....	122
5.3.3.1 Introduction .....	122
5.3.3.2 Item 22. Selecting text-books .....	122
5.3.3.3 Item 23: Deciding on subject to teach .....	123
5.3.3.4 Item 24: Formulating departmental aims and objectives .....	124
5.3.3.5 Item 25: Drafting school policy .....	125
5.3.3.6 Item 26: Planning the school's year programme .....	126
5.3.3.7 Item 27: Representation in the PTSA .....	126
5.3.3.8 Item 28: Deciding who should be send to an in-service course .....	127
5.3.3.9 Item 29: Drawing the school's time-table .....	128
5.3.3.10 Item 30: Participating in problem solving within departments .....	128
5.3.3.11 Synthesis .....	129
5.4 INFERENTIAL STATISTICS .....	131
5.4.1 Analysis of variance (F-test) .....	131
5.4.2 The t-test .....	131
5.4.3 The p-value .....	131
5.4.4 The d-value (effect size) .....	131
5.5 DIFFERENCES IN RESPONSES AMONGST THE THREE RANKS .....	133
5.5.1 Leadership .....	133
5.5.1.1 Analysis of variance .....	133
5.5.1.2 The t-test .....	133
5.5.1.3 The d-value .....	134
5.5.2 Communication .....	135
5.5.2.1 Analysis of variance .....	135

5.5.2.2 The t-test .....	136
5.5.2.3 The d-value.....	137
5.5.3 Participative decision-making .....	139
5.5.3.1 Analysis of variance.....	139
5.5.3.2 The t-test .....	140
5.5.3.3 The d-value (size effect) .....	141
5.6 SUMMARY .....	143
<b>6 SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS .....</b>	<b>145</b>
6.1 INTRODUCTION .....	145
6.2 SUMMARY .....	145
6.3 RESEARCH FINDINGS.....	146
6.3.1 Findings with regard to Aim 1 .....	146
6.3.2 Findings on Aim 2.....	148
6.3.3 Empirical research findings.....	149
6.3.3.1 Biographical data.....	149
6.3.3.2 Leadership.....	150
6.3.3.3 Communication.....	150
6.3.3.4 Participation in decision-making.....	151
6.4 CONCLUSIONS .....	152
6.5 RECOMMENDATIONS .....	152
6.6 FINAL REMARKS.....	157
<b>BIBLIOGRAPHY .....</b>	<b>158</b>
<b>APPENDIXES</b>	
Appendix A : Questionnaire for principals	
Appendix B : Questionnaire for teachers and HODs	
Appendix C : Letter requesting statistical information	
Appendix D : Statistical information	

Appendix E : Letter directed to the Superintendent-General requesting permission to conduct research

Appendix F : Letter of consent from the Gauteng Department of Education

Appendix G : Letter directed to District Directors requesting permission to conduct research

Appendix H : District Director's response

Appendix I : Covering letter to respondents

## **LIST OF FIGURES**

FIGURE 2.1: Impact of power bases at various levels of maturity .....	17
FIGURE 2.2: Power bases necessary to influence people's behaviour at various levels of maturity .....	17
FIGURE 2.3: The Managerial Grid .....	18
FIGURE 2.4 : Common Communication Networks .....	27

## **LIST OF TABLES**

TABLE 4.1: TARGET POPULATION .....	96
TABLE 4.2: SAMPLING .....	96
TABLE 4.3: STRATIFIED SAMPLING FOR NORTH REGION .....	97
TABLE 4.4: STRATIFIED SAMPLING FOR CENTRAL REGION .....	97
TABLE 4.5: STRATIFIED SAMPLING FOR SOUTH REGION .....	97
TABLE 4.6: RESPONSE RATE PER SAMPLE .....	98
TABLE 4.7 RESPONSE RATE PER SAMPLE PER REGION .....	98
TABLE 5.1 RANK BY SEX (V01) .....	102
TABLE 5.2: RANK BY AGES (V02) .....	103
TABLE 5.3: RANK BY EXPERIENCE (V03) .....	104
TABLE 5.4: RANK BY HIGHEST ACADEMIC QUALIFICATION (V04) .....	105
TABLE 5.5: RANK BY STUDENT NUMBERS (V05) .....	107
TABLE 5.6: RANK BY NUMBER OF TEACHERS (V06) .....	108
TABLE 5.7: RANK BY DEPARTMENT (V07) .....	110

TABLE 5.8 : ELEMENT DECISIONS .....	112
TABLE 5.9 : ELEMENT CONVICTIONS.....	112
TABLE 5.10: ELEMENT CONFLICT.....	113
TABLE 5.11: ELEMENT EMOTIONS .....	113
TABLE 5.12 : ELEMENT HUMOUR .....	114
TABLE 5.13 : ELEMENT EFFORT .....	114
TABLE 5.14 : LEADERSHIP STYLES TOTAL PERCEPTIONS.....	115
TABLE 5.15 : UPWARD COMMUNICATION (V14) .....	116
TABLE 5.16: FORCES DISTORTING INFORMATION (V15) .....	117
TABLE 5.17: FORCES LEADING TO ACCURATE INFORMATION (V16) .....	117
TABLE 5.18: KEEPING STAFF INFORMED (V17) .....	118
TABLE 5.19: SHARING INFORMATION WITH THE STAFF (V18) .....	119
TABLE 5.20: INTERACTION AND COMMUNICATION (V19) .....	120
TABLE 5.21: LISTENING CAPACITY (V20) .....	120
TABLE 5.22: FEEDBACK (V21) .....	121
TABLE 5.23: SELECTING TEXT-BOOKS (V22) .....	122
TABLE 5.24: DECIDING ON SUBJECTS TO TEACH (V23) .....	123
TABLE 5.25: FORMULATING DEPARTMENTAL AIMS AND OBJECTIVES (V24) .....	124
TABLE 5.26: DRAFTING SCHOOL POLICY (V25) .....	125
TABLE 5.27: PLANNING YEAR PROGRAMME (V26) .....	126
TABLE 5.28: REPRESENTATION IN THE PTSA (V27) .....	126
TABLE 5.29: IN-SERVICE TRAINING COURSE (V28) .....	127
TABLE 5.30: SCHOOL TIME-TABLE (V29) .....	128

TABLE 5.31: PROBLEM SOLVING WITHIN THE DEPARTMENTS (V30) .....	128
TABLE 5.32(a) : RATINGS ACCORDING TO EXTENT OF VERY EFFECTIVE COMMUNICATION .....	129
TABLE 5.32(b) : RATINGS ACCORDING TO EXTENT OF INEFFECTIVE COMMUNICATION .....	129
TABLE 5.33(a) : RATINGS ACCORDING TO GREATEST PARTICIPATION .....	130
TABLE 5.33(b) : RATINGS ACCORDING TO EXTENT OF NO PARTICIPATION	130
TABLE 5.34: ANALYSIS OF VARIANCE FOR LEADERSHIP .....	133
TABLE 5.35: THE T-TEST FOR LEADERSHIP STYLE.....	133
TABLE 5.36: PRACTICAL DIFFERENCES IN RESPONSES ON LEADERSHIP STYLE.....	134
TABLE 5.37: ANALYSIS OF VARIANCE FOR COMMUNICATION.....	135
TABLE 5.38: THE T-TEST FOR COMMUNICATION.....	136
TABLE 5.39: PRACTICAL DIFFERENCES IN RESPONSES FOR COMMUNICATION .....	137
TABLE 5.40: ANALYSIS OF VARIANCE FOR PARTICIPATIVE DECISION- MAKING .....	139
TABLE 5.41: THE T-TEST FOR PARTICIPATIVE DECISION-MAKING .....	140
TABLE 5.42: PRACTICAL DIFFERENCES IN RESPONSES FOR PARTICIPATIVE DECISION-MAKING .....	141