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CHAPTER 5

PRESENTATION AND INTERPRETATION OF DATA

5.1   ORIENTATION

This chapter presents and interprets the collected research data. As a background to aid interpretation of responses, personal and school details with regard to respondents are given.   Responses concerning participation in the school management activities are presented and analysed.   This involves, in the final analysis, a comparison of the respondents' current and desired participation levels.

Furthermore, survey results on the decision-making processes and participation structures are presented to establish whether or not processes and structures utilised in the school provide adequate channels to enhance participation and also to give possible reasons concerning responses to actual and desired participation. At the tail-end of the chapter responses concerning the outcomes of participation are presented. A summary of the contents of the chapter is then given.

5.2   DATA ON PERSONAL AND SCHOOL DETAILS

Data concerning personal and school details are shown in Table 5.1.

The responses in this section may be analysed and interpreted as follows:

5.2.1 Gender (Question 1.1)

The majority of respondents are males (65,9%) while females account only for 34.1% of the total respondents. From this preponderence of males it may be inferred that motivation for participation will be high leading to higher figures in the category of desired participation (Section 2).

TABLE 5.1 DATA ON PERSONAL AND SCHOOL DETAILS

ITEM	f	%
1.1 GENDER		
Male	151	65.9
Female	78	34.1
TOTAL	229	100
1.2 AGE		
20-30	101	44.1
31-40	102	44.5
41-50	22	9.7
50+	4	1.7
TOTAL	229	100
1.3 EXPERIENCE		
Less than 2 years	40	17.5
2-5 years	65	28.4
4-8 years	48	20.9
9+	76	33.2
TOTAL	229	100
1.4 PROFESSIONAL QUALIFICATIONS		
Non-response	21	9.2
PTH/HPTC/PED	22	9.6
SEC/SED	34	14.8
STD	117	51.1
ULD/HED	35	15.3
TOTAL	229	100
1.5 ACADEMIC QUALIFICATIONS		
Non-response	10	4.4
Std 10	145	63.3
B.A/ B.COMM/ B.Sc degree	36	15.7
B.A/ B.COMM/ B.Sc Ed	24	10.5
B.A(Hons)/ B.Ed	14	6.1
TOTAL	229	100
1.6 CURRENT POSITION IN THE SCHOOL		
Non-response	1	0.4
Teacher	187	81.7
Head of Department	22	9.6
Deputy Principal	8	3.5
Principal	11	4.8
TOTAL	229	100

TABLE 5.1 (CONTINUED)

ITEM	f	%
1.7 AFFILIATION		
Non-response	1	0.4
Teachers' Association	6	2.7
Teachers' Union	137	59.8
None	85	37.1
TOTAL	229	100
1.8 SIZE OF THE SCHOOL		
Non-response	3	1.3
Less than 500	8	3.5
501-1000	125	54.6
1000+	93	40.6
TOTAL	229	100
1.9 SIZE OF DEPARTMENT/ COMMITTEES/ TEAMS		
Non-response	8	3.5
0-5	113	49.3
6-10	94	41.1
10+	14	6.1
TOTAL	229	100

5.2.2 Age and experience (Questions 1.2 and 1.3)

The age of respondents ranges from 20-40 years (88,6%) while their experience may be termed high because of the low figures (17,5%) of teachers with less than 2 years experience. Taking both age and experience into consideration, it may be expected that their interest in participation will be high.

5.2.3 Professional and academic qualifications (Questions 1.4 and 1.5)

In the main, the population sample possesses the most basic teaching qualifications with 51,1% having Secondary Teachers Diploma and 63,3% having a Std. 10 qualification. The low figure of teachers with degrees (26,6%) and only 6,1% with a second degree reveals a less sophisticated teaching corps who may experience difficulties in understanding a questionnaire on management.

An odd feature of the results is the occurrence of no-responses whereby 9,2% failed to indicate their professional qualifications (Question 1.4) and 4,4% their academic qualifications (Question 1.5). While it is possible that some teachers possess a combined professional and academic qualification, e.g., B.A. (Ed), and could only respond to question 1.5, there appears to be no reason why some teachers failed to indicate their academic qualifications (Question 1.5).

5.2.4 Current position in the school and professional affiliation (Questions 1.6 and 1.7)

Since current position results have already been dealt with (cf. par. 4.5) only professional affiliation will be considered in this paragraph. Seeing that the majority of teachers (59,8%) belong to a teachers' union, it may be expected that a high desire for participation will exist (cf. par. 2.4.6). However, it is rather odd that some teachers (37,1%) have no professional affiliation at all. There is also one teacher who decided to abstain from responding to this item. It appears the shift from associations to unionism has left some teachers disenchanted with teacher organisations. It may also be said that these teachers were unwilling to reveal their affiliation, as this would possibly bring them into disrepute with one or the other teacher organisation in spite of the anonymity guaranteed in the questionnaire

5.2.5 Size of school and of departments

Most of the respondents belong to schools which have less than 1 000 pupils (54,6%), although those with more than 1 000 pupils also feature strongly (40,6%). From these responses it may be said that a trend towards smaller schools of less than 1 000 pupils is emerging and, if continued, it will be a great stimulus for participation. Due to a decreased load of teaching, teachers are free to participate (cf. par. 2.4 3).

As a result of the non-response of 3,5% respondents concerning the size of departments in the school, it may be deduced that some teachers lack knowledge on this aspect. However, 49,3% and 41,1% respondents reported sizes of less than 5 and between 6-10 people respectively. It may be surmised, then, that the process of participation will be effective because smaller teams lead to effective participation whereby all participants get a chance to air their views (cf. par. 2.4.8).

5.3 ANALYSIS OF RESPONSES OBTAINED ON ACTUAL AND DESIRED TEACHER PARTICIPATION

5.3.1 Introduction

Responses of teachers and principals are reflected in this category. The respondents were asked to indicate their opinions on a four-point Likert type scale on both the actual and desired participation. The scale indicated the following extent of participation:

1 = never   2 = seldom   3 = usually   4 = always

Thus, a score of 1, for instance, indicated that the respondent never participates or does not desire any participation in the mentioned activity while a response of always indicated that the respondent always participates in the mentioned activity or desires to participate always. For discussion purposes, however, responses are dichotomised into low participation (never plus seldom) and high participation (usually plus always).

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In this way, data was gathered on two aspects, viz., actual and desired participation on each of the question items in this section (Section 2) (cf. Appendix I).

5.3.2 Responses obtained on actual participation in the planning task

Data obtained from principals and teachers are shown in Table 5.2 and from this table the following are observable on each question item:

Item 2.1 : Determining school goals and objectives

Teachers' responses are split into two almost equal halves, with 48,3% always or usually participating while 40,7% never or seldom participate. The principals are confident that adequate participation occurs because 73,7% maintain that teachers always or usually participate.

To reconcile the opinions of teachers concerning participation, principals should use visible methods of involvement such as Hoshin planning and management by objectives (cf. par. 3.3.1.3). This will assist in bringing-in the other half which perceives low participation.

Item 2.2 : Determining plans to meet school goals

Again 73,7% principals say that teachers always or usually participate and in this case more than half the teachers (56,5%) are agreed. However, this leaves out 31,1% teachers on the side of never or seldom participating and efforts should still be made to bring them into the fold through the determination of part plans by various departments to which the teachers belong (cf. par. 3.3.1.4).

TABLE 5.2 RESPONSES OF PRINCIPALS AND TEACHERS ON ACTUAL PARTICIPATION OF TEACHERS IN THE PLANNING TASK

Item	PLANNING ACTIVITY		EXTENT OF PARTICIPATION									
			Non-response		Never 1		Seldom 2		Usually 3		Always 4	
			f	%	f	%	f	%	f	%	f	%
2.1	Determining school goals and objectives	P	0	0	0	0	5	26.3	10	52.6	4	21.1
		T	23	11.0	29	13.9	56	26.8	52	24.9	49	23.4
2.2	Determining plans to meet school goals	P	0	0	0	0	5	26.3	9	47.4	5	26.3
		T	26	12.4	19	9.1	46	22.0	67	32.1	51	24.4
2.3	Drawing up a year plan of school activities	P	0	0	4	21.1	4	21.1	5	26.3	6	31.5
		T	26	12.4	64	30.6	46	22.0	47	22.6	26	12.4
2.4	Setting conduct rules for teachers	P	0	0	3	15.8	0	0	12	63.1	4	21.1
		T	24	11.5	75	35.8	44	21.1	41	19.6	25	12.0
2.5	Effecting changes in the school policy	P	0	0	1	5.3	8	42.1	6	31.5	4	21.1
		T	31	14.8	65	31.1	53	25.4	39	18.7	21	10.0
2.6	Setting standards for amount of written work and tests	P	0	0	4	21.1	3	15.8	7	36.8	5	26.3
		T	19	9.1	20	9.6	31	14.8	66	31.6	73	34.9
2.7	Drawing up the school budget	P	0	0	4	21.1	3	15.8	5	26.3	7	36.8
		T	24	11.5	122	58.4	24	11.5	19	9.1	20	9.5
2.8	Determining school needs and the needs of your department / committee / team	P	1	5.3	0	0	4	21.1	10	52.5	4	21.1
		T	23	11.0	32	15.3	58	27.7	43	20.6	53	25.4
2.9	Setting standards for teacher evaluation	P	0	0	7	36.8	4	21.1	5	26.3	3	15.8
		T	23	11.0	81	38.8	51	24.3	38	18.2	16	7.7

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Item 2.3 : Drawing up a year plan of school activities

According to principals (57,8%) teachers always or usually participate while 42,2%
principals say teachers never or seldom participate. Teachers (35,0%) say they
usually or always participate while more than half the teachers (52,6%) say they
never or seldom participate.

The above results are rather baffling since the drawing of the year plan usually
includes part plans from various committees within the school. A possible
explanation for the teachers' perceived low participation may be that the
completed year programme is never discussed in a staff meeting (cf. par. 3.3.1.4).

Item 2.4 : Setting conduct rules for teachers

Principals (84,2%) believe that teachers always or usually participate in setting
conduct rules meant for staff while the majority of teachers (56,9%) hold an
opposing view with only 31,6% teachers in agreement with the principals. The
view that teachers take part in setting conduct rules is rather surprising because
formerly this activity was done by the Education Department authorities under a
relevant Act in which Blacks did not take part. However, the new dispensation
came as a result of negotiations between education authorities and teacher bodies
(cf. par. 3.3.1.2). It may, therefore, be inferred that principals' perceptions might
have been influenced by this though at the stage of administering the
questionnaire (October, 1994), negotiations were still under way.

Item 2.5 : Effecting changes in the school policy

In this activity principals (52,6%) opine that teachers usually or always participate
though 47,4% oppose this view. Teachers (56,5%) maintain that they never or
seldom participate where only 28,7% of them believe they always or usually
participate.

Both teachers and principals must realise that policy making, though a function of
the Education Department should be modified to suit the unique circumstances of
the school in the form of a school policy (cf. par. 3.3.1.2). Thus, this empirical
finding indicates that teachers are not given adequate opportunities to take part in
this important activity.

Item 2.6 : Setting standards for amount of written work and tests

Principals (63,1%) and teachers (66,5%) who indicate that teachers usually or always participate are in the majority. This result is consistent with earlier research (cf. par. 2 3.5) that teachers perceive greater actual participation in activities that are directly related to their teaching work.

Item 2.7 : Drawing up the school budget

Although the majority of principals (63,1%) hold the view that teachers usually or always participate in drawing up the school budget, 69,9% teachers believe that they seldom or never participate in this activity. Of this number, 58,4% teachers say they never participate, thus it seems reasonable to conclude that the majority of teachers never participate in the activity. Financial matters are dealt with by the Management Council in which teachers are not represented (cf. par. 3.5.2.1). As such the teachers' response appears to confirm this arrangement.

Research shows that teachers feel high levels of deprivation in financial matters (cf. Schneider, 1994) and this confirms the finding in the present research. According to literature, (cf. par. 3.3.1.4) teachers' plans must be accompanied by budgetary requests and the findings above indicate that principals should ensure that this is carried out.

Item 2.8 : Determining schools needs and the needs of your department/committee/team

This item shows that 43,0% teachers never or seldom participate and 46,0% teachers usually or always participate. The majority of principals (73,6%), however, maintain that teachers are usually or always involved. Allocation of resources is always a contested matter and a source of conflict in the schools (cf. Mosoge, 1989:17).

Thus, where a high number of teachers (43,0%) does not participate, the conflict between principals and teachers may be exacerbated. Consequently, principals will be well advised to ensure that transparency prevails when making final allocations so that teachers should understand how their needs fit in with the rest of the school needs and the needs of other departments (cf. par. 3.3.1.4).

Item 2.9 : Setting standards for teacher evaluation

The majority of principals (57,9%) and teachers (63,1%) hold the opinion that teachers never or seldom participate in setting evaluation standards for teachers. This view finds support in the literature where it is indicated that evaluation has hitherto, being determined by the education authorities without the involvement of principals, let alone teachers (cf. par. 3.3.4). On-going negotiations between the education authorites and various teacher unions and associations might be able to address this problem.

5.3.3 Responses obtained on actual participation in the organising task

The data reflected in Table 5.3 shows the following with regard to the current participation of teachers in the organising task:

Item 2.10 : Allocating subjects to teachers

While 84,2% principals maintain that teachers usually or always participate in this activity, a large number of teachers (64,6%) feels that they never or seldom participate.

The reason for this great disparity in the opinions of principals and teachers may be that principals, knowing the specialising subjects of the teachers, allocate subjects without the involvement of the teachers, possibly consulting them on individual basis where necessary (cf. par. 3.3.2.2). To counteract the teachers' feelings of deprivation in this regard, principals may assign this duty to the subject committees under the relevant Head of Department. However, since this activity is a measure used to gauge the school's success, the principal should exercise a veto in order to allocate subjects with due consideration for the teacher's competence.

TABLE 5.3 RESPONSES OF PRINCIPALS AND TEACHERS ON ACTUAL PARTICIPATION IN THE ORGANIZING TASK

Item	MANAGEMENT ACTIVITY		EXTENT OF PARTICIPATION									
			Non-response		Never 1		Seldom 2		Usually 3		Always 4	
			f	%	f	%	f	%	f	%	f	%
2.10	Allocating subjects to teachers.	P	0	0	1	5.3	2	10.5	8	42.1	8	42.1
		T	24	11.5	102	48.8	33	15.8	29	13.9	21	10.0
2.11	Assigning teachers to committees/ teams/ task forces/ classes	P	0	0	1	5.3	3	15.8	8	42.1	7	36.8
		T	21	10.0	86	41.1	34	16.3	36	17.2	32	15.4
2.12	Admitting and assigning pupils to classes.	P	0	0	0	0	1	5.3	7	36.8	11	57.9
		T	18	8.6	24	11.5	26	12.4	62	29.7	79	37.8
2.13	Coordinating the work of teachers sharing same subject/ grade/ standard/ committee/ team	P	0	0	1	5.3	7	36.8	6	31.6	5	26.3
		T	20	9.6	33	15.8	48	23.0	58	27.7	50	23.9
2.14	Setting agenda items for meetings	P	0	0	4	21.1	5	26.3	3	15.8	7	36.8
		T	21	10.0	87	41.6	44	21.1	39	18.7	18	8.6

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Item 2.11 : Assigning teachers to committees/teams/task forces/classes

In this item 78,9% principals believe that teachers usually or always participate whereas over half of the teachers (57,8%) hold an opposing view. As in the previous items principals may be tempted to allocate duties without the involvement of teachers as the principal knows the abilities and fields of interest of the teachers. However, the literature recommends that principals should allocate duties either in an open staff meeting or most preferably on a one-to-one basis (cf. par. 3.3.2.2).

Item 2.12 : Admitting and assigning pupils to classes

Principals (94,7%) and teachers (57,9%) are at one that teachers usually or always participate in this activity. This almost unanimous view is supported in the literature where it was found that admission committees in which teachers serve are responsible for this duty (cf. par. 3.5.1.1).

Item 2.13 : Coordinating the work of teachers sharing the same subject/grade/standard/committee/team

Slightly over half of the principals (57,9%) and teachers (51,6%) agree that teachers usually or always participate in this activity. The dissenting view of 42,1% principals and 38,8% teachers can hardly be ignored because this activity is central to teaching. Thus, efforts should be made to ensure that all teachers are afforded an opportunity to participate. In sum, however, the finding that the majority of teachers do participate confirms the literature assertion that consultation activities between teachers offering the same subject occurs as matter of course (cf. par. 2.1.5).

Item 2.14 : Setting agenda items for meetings

The views of principals (52,6%) show that teachers usually or always participate in this activity, a view which is opposed by a massive 62,7% teachers who hold that teachers seldom or never participate. This shows that teachers feel that agenda items are often imposed on them by the principal and, in such cases, teachers cannot participate effectively in meetings. The literature singles out the traditional staff meeting as a poor forum for teacher participation (cf. par. 3.5.2.3)

hence the response that teachers do not or seldom participate means that principals should learn to relinquish their grip on the agenda of staff meetings and allow teachers to discuss matters of interest to them. It may also be possible that teachers are not afforded the opportunity to add items to the agenda during the meeting according to good conduct of meetings. Possibly teachers would also prefer to set the agenda from scratch without having to accept items set by the principal alone and then adding their own.

5.3.4 Responses to actual participation of teachers in the leading task

Responses of principals and teachers to question items in this category as reflected in Table 5.4 show the following patterns of participation:

Item 2.15 : Liaising with parents, civic and outside bodies

The opinions of principals (68,4%) indicate that teachers always or usually participate in this activity. On the other hand 58,4% teachers maintain that they seldom or never participate.

The reason for this disparity of opinions may possibly be that this function, which involves managing the interface between the community and the school is increasingly occupying the attention of the principals as a result of political rhetoric for parental and community involvement in the school (cf. par. 2.2.7.4). Thus, teachers may feel deprived of participation while the principals may perceive involvement of teachers through representation by the teachers' union. Literature shows that representation actually reduces participation of a great number of teachers (cf. par. 2.1.7; 2.2.7.3; 2.3.6.3).

Item 2.16 : Recruiting new teachers

Half of the principals (57,9%) hold the view that teachers never or seldom participate in this activity but 42,1% principals oppose this view. An emphatic 75,1% teachers support the view that teachers never or seldom participate in this activity.

TABLE 5.4 RESPONSES OF PRINCIPALS AND TEACHERS ON ACTUAL PARTICIPATION IN THE LEADING TASK

Item	MANAGEMENT ACTIVITY		Non-response		Never 1		Seldom 2		Usually 3		Always 4	
			f	%	f	%	f	%	f	%	f	%
5.15	Liaising with parents, civic and outside bodies	P	0	0	0	0	6	31.6	6	31.6	7	36.8
		T	23	11.0	54	25.9	68	32.5	36	17.2	28	13.4
5.16	Recruiting new teachers	P	0	0	3	15.8	8	42.1	5	26.3	3	15.8
		T	19	9.1	114	54.5	43	20.6	19	9.1	14	6.7
5.17	Inducting new teachers	P	0	0	3	15.8	3	15.8	9	47.3	4	21.1
		T	22	10.5	86	41.1	52	24.9	39	18.7	10	4.8
5.18	Orientating new pupils	P	0	0	6	31.6	5	26.3	6	31.6	2	10.5
		T	20	9.6	53	25.4	35	16.7	54	25.8	47	22.5
5.19	Determining in-service needs of teachers sharing your subject/ department/ team	P	0	0	5	26.3	2	10.6	7	36.8	5	26.3
		T	20	9.6	62	29.6	45	21.5	43	20.6	39	18.7
5.20	Guiding pupils concerning their academic performance	P	0	0	0	0	7	36.8	4	21.1	8	42.1
		T	17	8.1	12	5.7	28	13.4	67	32.1	85	40.7
5.21	Guiding teachers sharing your subject/ department/ team	P	0	0	0	0	7	36.8	5	26.4	7	36.8
		T	21	10.0	24	11.5	52	24.9	62	29.7	50	23.9
5.22	Disseminating information concerning the school to parents, civic and other bodies	P	0	0	1	5.3	8	42.1	5	26.3	5	26.3
		T	21	10.0	59	28.2	62	29.7	44	21.1	23	11.0
5.23	Motivating teachers and pupils to carry out school objectives and plans	P	0	0	1	5.3	2	10.5	7	36.8	9	47.4
		T	20	9.6	23	11.0	48	23.0	68	32.5	50	23.9

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Considering that recruitment and appointment of teachers is the function of the Governing Bodies in which teachers are not represented, it is rather odd that principals (42,1%) should perceive teacher participation in this activity (cf. par. 3.2 and 3.3.2.1). The reason for this opinion of principals which is not supported in the literature, might be that teachers often encourage candidates to apply when a vacancy occurs at school with the knowledge of the principal. On the basis of pure majority of principals and with the support of an overwhelming majority of teachers, it must be accepted that teachers do not participate.

Item 2.17 : Inducting new teachers

Principals (68,4%) support the view that teachers always or usually participate in inducting new teachers while 66% teachers maintain they never or seldom participate in this activity. In accounting for this great disparity of opinions between the principals and the teachers, it may be said that principals may be lulled into believing that teachers induct their peers who are sharing their subjects while on the other hand teachers may view such informal induction as no participation at all (cf. par. 3.3.3.1).

Item 2.18 : Orientating new pupils

Principals (57,9%) affirm that teachers never or seldom participate in inducting new pupils with 42,1% of the other principals supporting the view that teachers always or usually participate. Opinions of teachers on this matter are at breakeven point with 48,3% on the affirmative side and 42,1% on the negative side.

The results in this item are surprising because induction of pupils falls within the ambit of the teachers' work and thus it might have been expected that both principals and teachers would overwhelmingly support the view of maximum participation. This opinion, however, is purely subjective because the literature in this research does not specifically address it as it appears to be more a teaching rather than a management matter. Since previous research as already cited shows that teacher participation is greatest in matters relating to their teaching work, this opinion is justified.

Item 2.19 : Determining inservice needs of teachers sharing your subject/department/team

Clearly, principals (63,1%) support the opinion that teachers always or usually take part in this activity. Teachers tend to support the view that they never or seldom take part in this activity because 51,1% reflect this position as opposed to 39,3% teachers affirming participation. The view that teachers participate in this activity as expressed by the majority of principals and teachers is not supported by the literature in that inservice training is viewed negatively by teachers precisely because it is handed down to them without consideration of their specific needs (cf. par. 3.3.3.1).

Item 2.20 : Guiding pupils concerning their academic performance

An overwhelming majority of both principals (63,2%) and teachers (72,8%) support the view that teachers always or usually participate in this item. This finding can only be explained in terms of the fact that it relates to the teaching aspect in the work of teachers, hence the high perceived participation.

Item 2.21 : Guiding teachers sharing your subject/department/team

A great number of principals (63,2%) indicates that teachers always or usually take part in guiding their colleagues. The majority of teachers (53,6%) also share this view. The literature finding that teachers generally perceive low levels of participation in guiding their colleagues (cf. par. 3.3.3.1) finds little support (36,6% teachers) in this research.

Item 2.22 : Disseminating information concerning the school to parents, civic and outside bodies

Half of the principals (52,6%) maintain that teachers always or usually participate in this item. In contrast, most teachers (57,9%) refute this view. The contrast between the opinions of teachers and principals which is the hallmark of findings in this research, again finds support in the responses to this item. However, as already cited, the boundary between the school and the community is managed

mostly by the principal though teachers should be allowed to communicate more and more as a staff with parents (cf. par. 3.3.3.3).

Item 2.23 : Motivating teachers and pupils to carry out school objectives and plans

A considerable number of principals (84,2%) entertain the opinion that teachers always or usually participate in motivating colleagues and pupils. This view is shared by more than half the teachers (56,4%). The fact that teachers become involved as a result of low morale in the school stemming from continued disruption (cf. par. 3.3.3.2), may help to explain the finding that teachers participate to a large extent in motivating their colleagues and the pupils in the school.

5.3.5 Responses to actual participation in the controlling task (Table 5.5)

An examination of responses of principals and teachers with regard to teacher participation in the controlling task (Table 5.5) reveals the following:

Item 2.24 : Determining how well the school goals and objectives are being met

A large majority of principals (73,6%) confirm that teachers always or usually participate in evaluating the performance of the school. As it so often happens in this research, teachers are split into two almost equal half with 40,2% teachers saying that they always or usually participate while 48,3% hold an opposing view. Possibly, teachers are often engaged on a selective basis according to their area-specific committees as the literature suggests (cf. par. 3.3.4.5) and never realise that other teachers who are in a different committee also participate.

Item 2.25 : Evaluating your teaching performance with your principal/Head of Department/leader

A surprisingly large number of principals (73,7%) attest to the fact that teachers always or usually participate in evaluating their teaching performance together with their supervisors. About half the teachers (45,9%) support the view that they always or usually participate while the other half (45,5%) counters this view.

TABLE 5.5. RESPONSES OF PRINCIPALS AND TEACHERS ON ACTUAL PARTICIPATION IN THE CONTROLLING TASK

Item	MANAGEMENT ACTIVITY		EXTENT OF PARTICIPATION									
			Non-response		Never 1		Seldom 2		Usually 3		Always 4	
			f	%	f	%	f	%	f	%	f	%
2 24	Determining how well the school goals and objectives are being	P	0	0	2	10.5	3	15.9	7	36.8	7	36.8
	met	T	24	11,5	50	23.9	51	24.4	58	27 8	26	12.4
2 25	Evaluating your teaching performance with your principal/	P	0	0	3	15.8	2	10.5	9	47.4	5	26.3
	Head of Department leader.	T	18	8.6	38	18.2	57	27.3	60	28.7	36	17.2
2 26	Evaluating the teaching performance of your colleagues	P	0	0	4	21,1	6	31,5	5	26.3	4	21.1
		T	19	9,1	87	41.6	56	26.8	30	14.4	17	8 1
2.27	Evaluating the classroom practices of your colleagues	P	0	0	5	26.3	4	21.1	6	31,5	4	21.1
		T	19	9,1	87	41.6	57	27.3	33	15.8	13	6.2
2.28	Dealing with and resolving unrest situations.	P	0	0	2	10,5	1	5,3	9	47.4	7	36.8
		T	19	9,1	41	19.6	45	21,5	62	29.7	42	20.1
2.29	Ensuring that school rules are obeyed.	P	0	0	0	0	2	10,5	8	42,1	9	47.4
		T	19	9,1	17	8.1	31	14.8	58	27,8	84	40.2

P-Principals T=Teachers

Perceptions of participation in this activity is rather odd in view of the controversy surrounding teacher evaluations especially by principals and Heads of Department. In fact, class visits, which form the basis of this type of participation by a teacher (i.e. post-class visit discussion), are not carried out due to the so-called "defiance campaign" (cf. par. 3.3.4.1).

It is entirely possible then that principals tended to give a socially acceptable response because negative responses would mean they do not perform their duty of evaluating teaching performance.

Item 2.26 : Evaluating the teaching performance of your colleagues

About half of the principals (52,6%) maintain that teachers seldom or never participate in this activity. A sizeable number of teachers (68,4%) confirm the view that they never or seldom participate in this activity. In the light that the literature points to the policy of non interference which is upheld by the teachers (cf. par. 3.3.4.3) and due to the so called "defiance campaign" whereby principals are debarred from evaluating teachers (cf. par. 3.3.4.1), it seems reasonable to accept that the findings of the literature and empirical study on this item are congruent.

Item 2.27 : Evaluating the classroom practices of your colleagues

Similarly to the foregoing item, 68,9% teachers hold that they never or seldom participate in this activity. In view of arguments expressed in the foregoing paragraphs (Items 2.25 and 2.26), it is astonishing that 52,7% principals should maintain that teachers always or usually participate. However, it may happen that informal visits do take place in some schools and this might not rate as participation as far as teachers are concerned.

Taking the teachers' views into consideration, however, it appears that teachers never or seldom visit the classes of their colleagues even if for the sake of developing each other. This contrasts with the literature study recommendation that teachers who offer a similar subject may observe each other's teaching practices (cf. par. 2.1.5 and 3.3.4.3).

Item 2.28 : Dealing with and resolving unrest situations

Principals are in no doubt that teachers always or usually participate in this activity there being 84,2% principals holding this view. However, teachers appear to be in doubt as only 49,8% say they always or usually participate while 41,1% teachers say they never or seldom participate.

Possibly, in the light of recent teacher strikes, teachers are in doubt what the item refers to, i.e. teacher or pupils' strikes. To the extent that most principals think that teachers participate while less than half the teachers agree with this view, a polarisation of perceptions exists between the principals and the teachers on this item. The literature (cf. Van der Westhuizen et. al., 1991:33) suggests that crisis situations such as unrest unites school personnel into common activity but this is not wholly supported in this research.

Item 2.29 : Ensuring that school rules are obeyed

Unanimity exists between principals (89,5%) and teachers (68%) that teachers always or usually participate in this activity. This finding confirms the literature findings (cf. par. 3.3.4.4; 2.1.3) where it is postulated that teachers perceive greater actual paticipation in activities which relate to their authority position over pupils.

5.3.6 Responses obtained on desired teacher participation in the planning task (Table 5.6)

Table 5.6 summarises the data obtained from desired participation in the planning task. Its main features are as follows:

Item 2.1 : Determining school goals and objectives

All principals maintain that they wish that teachers should always or usually participate in determining school goals and objectives. There is also a high desire to participate on the part of the teachers since 85,6% teachers indicate that they wish to participate always or usually. This high desire to participate will greatly assist efforts to implement participative management in schools.

TABLE 5.6 RESPONSES OF PRINCIPALS AND TEACHERS ON DESIRED PARTICIPATION IN THE PLANNING TASK

Item	MANAGEMENT ACTIVITY		EXTENT OF PARTICIPATION									
			Non-response		Never 1		Seldom 2		Usually 3		Always 4	
			f	%	f	%	f	%	f	%	f	%
2.1	Determining school goals and objectives	P	0	0	0	0	0	0	2	10.5	17	89.5
		T	9	4.4	3	1.4	18	8.6	54	25.8	125	59.8
2.2	Determining plans to meet school goals	P	0	0	0	0	0	0	4	21.1	15	78.9
		T	12	5.7	2	1.0	18	8.6	43	20.6	134	64.1
2.3	Drawing up a year plan of school activities	P	0	0	0	0	0	0	1	5.3	18	94.7
		T	11	5.3	7	3.3	22	10.5	66	31.6	103	49.3
2.4	Setting conduct rules for teachers	P	0	0	1	5.3	1	5.3	2	10.5	15	78.9
		T	11	5.3	18	8.6	24	11.5	65	31.1	91	43.5
2.5	Effecting changes in the school policy	P	0	0	0	0	4	21.1	6	31.6	9	47.3
		T	20	9.6	8	3.8	28	13.4	76	36.4	77	36.8
2.6	Setting standards for amount of written work and tests	P	0	0	2	10.5	0	0	4	21.1	13	68.4
		T	15	7.3	3	1.4	8	3.8	54	25.8	129	61.7
2.7	Drawing up the school budget	P	1	5.3	1	5.3	1	5.3	5	26.3	11	57.8
		T	14	6.6	38	18.2	20	9.6	39	18.7	98	46.9
2.8	Determining school needs and the needs of your department committee team	P	0	0	0	0	1	5.3	1	5.3	17	89.4
		T	11	5.3	9	4.3	23	11.0	51	24.4	115	55.0
2.9	Setting standards for teacher evaluation	P	0	0	2	10.5	1	5.3	6	31.6	10	52.6
		T	12	5.7	30	14.4	34	16.3	47	22.5	86	41.1

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Item 2.2 : Determining plans to meet school goals

In this item also, all principals wish that teachers should always or usually be involved. Altogether, 84,7% teachers wish to participate always or usually in determining plans to meet school goals. Since actual participation of teachers in this item was shown to be high (cf. par. 5.3.2), efforts should be directed at maintaining the present levels of participation.

Item 2.3 : Drawing up a year plan of school activities

While principals (100%) wish that teachers should always or usually take part, 80,9% teachers express this desire. Considering that teachers' actual participation is low in this activity (cf. par. 5.3.2), it seems possible that efforts to implement participation are assured of success.

Item 2.4 : Setting conduct rules for teachers

Principals (89,4%) express the wish that teachers should always or usually participate while an equally high number of teachers (74,6%) also indicate that they desire to participate always or usually. As pointed out in the foregoing discussion of actual participation this function falls in the area of education authorities. Since there is high desire among teachers to participate, teachers will be able to air their views in the on-going negotiations about a code of conduct for teachers.

Item 2.5 : Effecting changes in the school policy

For this items 78,9% of principals wish that teachers should participate with an equally high number of teachers (73,2%) indicating that they wish to participate in this activity. In comparison with the low actual involvement of teachers found earlier, principals should use this interest to achieve participation in adapting the school policy to changing circumstances. This will also ensure that teachers adhere to the letter of the school policy.

Item 2.6 : Setting standards for amount of written work and tests

Principals (89,5%) wish that teachers should always or usually participate in this activity and teachers (87,5%) overwhelmingly support this wish. However, since teachers already particpate in this activity to a great extent, the principal should only ensure that participation does not deteriorate.

Item 2.7 : Drawing up the school budget

More than 80% of the principals (84,1%) wish that teachers should always or usually participate in drawing up the school budget. A significant 65,8% teachers affirm that they wish to participate. Seeing that actual participation in this activity has been found to be low by both principals and teachers, the heightened interest of teachers to participate should be used fruitfully in order to mediate conflicts which usually arise around financial matters in the school (cf. par. 3.3.1.4)

Items 2.8 : Determining school needs and the needs of your department/committee/team

Excepting for one principal only, all principals (94,7%) wish that teachers should always or usually be involved in determining school needs. With 79,4% teachers desiring to be involved, it seems the task of implementing participation will be relatively easy. It must also be remembered that actual participation shows a high involvement of teachers in this activity.

Item 2.9 : Setting standards for teacher evaluation

With the majority of teachers (63,6%) desiring to participate on a usual or always basis and a massive 84,2% principals desiring same, collaborative setting of teacher evaluation standards may encourage cooperation when the time of evaluation comes. Literature (cf. par. 3.3.4.1) shows that self evaluation becomes objective when teachers are familiar with and understand the meaning of concepts to be measured.

5.3.7 Responses to desired participation in the organising task (Table 5.7)

According to Table 5.7 the following features of desired participation of teachers in the organising task are found:

Item 2.10 : Allocating subjects to teachers

Principals (57,9%) desire that teachers should always or usually be involved in allotting subjects. Similarly, a comparatively lower figure of teachers (55,1%) indicates a desire to participate on a regular basis in this activity. This finding indicates that teachers tend to view this activity as one which falls within the ambit of the principal due to his authority over teachers. However, on an individual basis teachers may still be consulted in allotting subjects.

Item 2.11 : Assigning teachers to committees/teams/task forces/classes

Contrasting with the responses to the above item, principals (78,9%) would like to see teachers always or usually participating in this activity. Teachers (64,6%) echo these sentiments of the principals. This implied acceptance of principals that teachers should participate and the teachers' desire to participate means that assigning of teachers will be more congruent with their abilities. In such a situation, teachers are more likely to perform duties in the fields of their expertise and interest.

Item 2.12 : Admitting and assigning pupils to classes

It is to be expected that since teachers perceive greater actual involvement in activities that relate directly to teaching, that 94,7% principals wish teachers to participate and a massive 81,1% teachers also desire to particpate to a great extent in admitting and assigning pupils to classes. This activity also falls within the teachers' authority sphere.

TABLE 5.7 RESPONSES OF PRINCIPALS AND TEACHERS ON DESIRED PARTICIPATION IN THE ORGANIZING TASK

Item	MANAGEMENT ACTIVITY		EXTENT OF PARTICIPATION									
			Non-response		Never 1		Seldom 2		Usually 3		Always 4	
			f	%	f	%	f	%	f	%	f	%
2.10	Allocating subjects to teachers	P	0	0	1	5.3	3	15.8	4	21.1	11	57.9
		T	20	9.6	38	18.1	36	17.2	44	21.1	71	34.0
2.11	Assigning teachers to committees/ teams/ task forces/ classes.	P	0	0	1	5.3	3	15.8	2	10.5	13	68.4
		T	17	8.1	33	15.8	24	11.5	59	28.2	76	36.4
2.12	Admitting and assigning pupils to classes.	P	0	0	0	0	1	5.3	1	5.3	17	89.4
		T	16	7.7	3	1.4	19	9.1	50	23.9	121	57.9
2.13	Coordinating the work of teachers sharing same subject/ grade/ standard/ committee/ team.	P	0	0	0	0	2	10.5	3	15.8	14	73.7
		T	11	5.3	14	6.7	23	11.0	46	22.0	115	55.0
2.14	Setting agenda items for meetings.	P	0	0	0	0	3	15.8	3	15.8	13	68.4
		T	15	7.2	23	11.0	41	19.6	53	25.4	77	36.8

P=Principals T=Teachers

Item 2.13 : Coordinating the work of teachers sharing the same subject/grade/standard/committee/team

Responses of 89,5% principals indicate that teachers should always or usually be involved in this activity. There is also an overwhelming desire on the part of teachers (77%) to participate and this promises to achieve horizontal integration of teachers and so promote cooperation and collegiality (cf. par. 3.3.2.3).

Item 2.14 : Setting agenda items for meetings

The willingness of 84,2% principals to involve teachers in this activity is matched by 62,2% teachers who desire to be involved. Since actual participation on this item indicated that teachers perceive low involvement, it is incumbent on principals to build on this desire of teachers to participate by adopting correct meeting procedures or even allowing teachers to set agenda items solely on their own (cf. par. 3.5.2.3). Thus, the principal should also attempt to involve teachers especially according to local concerns and priorities which may arise in the school to sustain interest on the part of the teachers (par. 2.4.7).

5.3.8 Responses to desired participation in the leading task (Table 5.8)

Table 5.8 summarises responses of the principals and teachers to desired participation in the leading task. The following desired participation patterns of teachers are found:

Item 2.15 : Liaising with parents, civic and outside bodies.

All principals wish that teachers should always or usually be involved in this activity. A total of 70,4% teachers confirm this wish of the principals. Taking into account that a low involvement level of actual participation was found, the finding implies that teachers are willing to be involved and thus, the principal must take care that this expectation is satisfied.

TABLE 5.8 RESPONSES OF PRINCIPALS AND TEACHERS ON DESIRED PARTICIPATION IN THE LEADING TASK

Item	MANAGEMENT ACTIVITY		EXTENT OF PARTICIPATION									
			Non-response		Never 1		Seldom 2		Usually 3		Always 4	
			f	%	f	%	f	%	f	%	f	%
2 15	Liaising with parents, civic and outside bodies.	P	0	0	0	0	0	0	4	21.1	15	78.9
		T	14	6.7	17	8.1	31	14.8	67	32.1	80	38.3
2 16	Recruiting new teachers.	P	0	0	4	21.1	4	21.1	3	15.7	8	42.1
		T	12	5.7	40	19.2	43	20.6	54	25.8	60	28.7
2 17	Inducting new teachers	P	0	0	1	5.3	0	0	6	31.5	12	63.2
		T	19	9.1	35	16.8	37	17.7	64	30.6	54	25.8
2 18	Orientating new pupils.	P	0	0	1	5.3	0	0	5	26.3	13	68.4
		T	18	8.6	3	1.4	17	8.2	50	23.9	121	57.9
2 19	Determining in-service needs of teachers sharing your subject/ department/ team	P	0	0	0	0	0	0	3	15.8	16	84.2
		T	12	5.7	16	7.7	25	12.0	51	24.4	105	50.2
2 20	Guiding pupils concerning their academic performance.	P	0	0	0	0	1	5.3	1	5.3	17	89.4
		T	15	7.2	0	0	8	3.8	43	20.6	143	68.4
2 21	Guiding teachers sharing your subject/ department/ team	P	0	0	0	0	1	5.3	2	10.5	16	84.2
		T	13	6.2	8	3.8	24	11.6	50	23.9	114	54.5
2 22	Disseminating information concerning the school to parents, civic and other bodies	P	0	0	0	0	0	0	6	31.6	13	68.4
		T	12	5.7	13	6.3	33	15.8	69	33.0	82	39.2
2 23	Motivating teachers and pupils to carry out school objectives and plans	P	0	0	0	0	0	0	0	0	19	100
		T	14	6.7	6	2.9	18	8.6	57	27.3	114	54.5

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Item 2.16 : Recruiting new teachers

A relatively low number of principals (57,8%) express the desire that teachers should participate. Only 54,5% teachers desire to be involved. In comparison with the levels of desire recorded previously in this section (i.e. above 60%), these figures are relatively low. This implies that teachers are only marginally interested in recruiting new teachers and involvement here can be limited to Departmental Heads.

Item 2.17 : Inducting new teachers

While an extremely high number of principals (94,7%) wish to see teachers being always or ususally involved in this activity, a comparatively low number of teachers (56,4%) wish to be always or usually involved. With this relatively low number of teachers desiring participation, the involvement of lead teachers and Heads of Department appears to be in order to satisfy the participation requirements in this activity.

Item 2.18 : Orientating new pupils

Almost all principals (94,7%) would like teachers to be involved always or usually in orientating new pupils. An equally high number of teachers (81,8%) wish to be involved always or usually.

Findings in the actual participation aspect indicated that opinions of teachers were equally divided into "yes" and "no". The great number of teachers who wish to be involved calls for greater efforts to increase participation in order to address the disparity between actual and desired participation among teachers by instituting formal induction structures in which teachers are involved (cf. par. 3.5.2.4).

Item 2.19 : Determining inservice needs of teachers sharing your subject/department/team

Of the 100% principals favouring the stance that teachers should always or usually be involved in this activity, 84,2% favour that teachers should always be involved. With the support of 74,6% teachers who wish always or usually to be involved, it

means that the traditional inservice training methods which were essentially top
down should be drastically revised (cf. par. 3.3.3.1).

Item 2.20 : Guiding pupils concerning their academic performance

Almost all principals (94,7%) wish that teachers should always be involved in this
activity. The 89% teachers wishing to participate provides proof enough of the
high interest teachers show in participating in this activity. This high desire is
consistent with the view that teachers are interested in participating in matters
relating to teaching and consistent also with their relative authority position in the
school (cf. par. 2.3.1; 3.3.3.1).

Item 2.21 : Guiding teachers sharing your subject/department/team

A total of 94,7% principals wish that teachers should always or usually participate in
this activity. Teachers' desire to participate is also high taking into account that
78,4% teachers express the wish that they should always or usually be involved. In
view of the finding that actual participation in this activity is high, efforts
undertaken in this respect should concentrate on sustaining the existing
participation levels.

Item 2.22 : Disseminating information concerning the school to parents, civic and outside bodies

Without exception, principals wish that teachers should always or usually be
involved in this activity. A great number of teachers (72,2%) wish to be involved.
Although this finding indicates a high desire to participate, it is tempered by the
fact that 33% of these teachers wish to be usually involved and not always. That
being the case, selective participation should be instituted lest some teachers are
involved in an activity which only lies partially in their field of interest.

Item 2.23 : Motivating teachers and pupils to carry out school objectives and plans

All principals agree that teachers should always be involved in this activity. Of the 81,8% teachers who indicate a desire to participate, over half (54,5%) wish always to be involved. This high desire of teachers to be involved indicates clearly that teachers may even be involved in high profile types of participation such as delivering motivational talks to their colleagues instead of only assisting in preparation activities preceeding the motivational sessions (cf. par. 3.3.3.2).

5.3.9 Responses to desired participation in the controlling task (Table 5.9)

According to Table 5 9 the following patterns of desired teacher participation are discernible:

Item 2.24 : Determining how well the school goals and objectives are being met

All principals wish that teachers should be involved in this activity and 78,9% of these principals wish that teachers should always be involved. Of the 79% of teachers who wish to be involved, 52,2% wish always to be involved. This is a good sign for efforts to increase participation in evaluating the performance of the school.

Item 2.25 : Evaluating your teaching performance with your principal/Head of Department/leader

With the exception of one, all principals wish that teachers should be involved, with 73,6% of these principals expressing the wish that teachers should always be involved.

TABLE 5.9 RESPONSES OF PRINCIPALS AND TEACHERS ON DESIRED PARTICIPATION IN THE CONTROLLING TASK

Item	MANAGEMENT ACTIVITY		EXTENT OF PARTICIPATION									
			Non-response		Never 1		Seldom 2		Usually 3		Always 4	
			f	%	f	%	f	%	f	%	f	%
2.24	Determining how well the school goals and objectives are being	P	0	0	0	0	0	0	4	21.1	15	78.9
	met	T	13	6.2	10	4.8	21	10.0	56	26.8	109	52.2
2.25	Evaluating your teaching performance with your principal/	P	0	0	0	0	1	5.3	4	21.1	14	73.6
	Head of Department/ leader	T	15	7.2	10	4.8	24	11.4	51	24.4	109	52.2
2.26	Evaluating the teaching performance of your colleagues	P	0	0	0	0	3	15.8	5	26.3	11	57.9
		T	14	6.7	34	16.3	37	17.7	59	28.2	65	31.1
2.27	Evaluating the classroom practices of your colleagues.	P	0	0	0	0	2	10.5	3	15.8	14	73.7
		T	16	7.7	39	18.6	33	15.8	55	26.3	66	31.6
2.28	Dealing with and resolving unrest situations.	P	0	0	2	10.5	0	0	0	0	17	89.5
		T	13	6.2	20	9.5	30	14.4	56	26.8	90	43.1
2.29	Ensuring that school rules are obeyed	P	0	0	0	0	0	0	1	5.3	18	94.7
		T	13	6.2	4	1.9	7	3.4	36	17.2	149	71.3

P=Principals T=Teachers

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In spite of the inherent threat contained in individual evaluations, 76,6% of the teachers wish that they should always or usually be involved. The willingness of teachers to be evaluated by their superiors is astonishing in the light of the prevalent view that superiors harrass them (cf.par. 3.3.4.1).

Item 2.26 : Evaluating the teaching performance of your colleagues

A large number of principals (84,2%) wish that teachers should always or usually be involved in evaluating their colleagues. To this a comparatively low 59,3% teachers desire to be evaluated by colleagues. This means a third (34%) of the teachers are reluctant to be evaluated by their peers. The results from the teachers indicate that such evaluation should be exercised with caution. The findings partially confirm the literature finding that participation in controlling does not come as easily as it does in other management tasks (cf. par. 3.3.4.6).

Item 2.27 : Evaluating the classroom practices of your colleagues

While all principals (89,5%), with the exception of two, would like to see teachers usually or always being involved in this activity, a relatively low number of teachers, however, (57,9%) wish to be involved in this manner. Moreover, more than a third (34,5%) of the teachers would rather be seldom or never involved in this activity. The finding on this item serves to emphasise the general literature finding already alluded to (cf. also, Item 2.26 above).

Item 2.28 : Dealing with and resolving unrest situations

With the exception of two principals, who wish that teachers should never be involved, all principals (89,5%) wish that teachers should always or usually be involved in this activity. This opinion that teachers should always or ususally be involved is shared by 69,9% of the teachers. Since actual participation was found to be low in this activity, the results are significant for participation efforts in terms of the willingness of the teachers to be involved.

Item 2.29 : Ensuring that school rules are obeyed

With the exception of only one principal, all principals wish that teachers should always be involved in keeping discipline in the school. Besides the teachers who failed to respond to this question item, only 11 (5,3%) teachers as against 88,5% teachers wish to be involved and 71,3% of these teachers wish always to be involved. The finding here supports the literature assertion that teachers are willing to be involved in activities which fall within their sphere of relative authority level in the school (cf. par. 3.3.4.4).

5.3.10 The problem of item non-response

Hoinville and Jowell (1994:135) differentiates between two non-response types; total failure to respond and item non-response. The problem of nil-response to individual question items (cf. par. 4) is observable in Tables 5.2-5.9. Significantly, it occurs exclusively among teachers as only one principal returned a nil-response to questions 2.8 (actual participation) and 2.8 (desired participation). On the average 22 (10,5%) teachers returned a nil-response on actual participation question items and 14 (6,9%) teachers on desired participation.

The item non-response of teachers may be ascribed to the fact that they are not acquainted with management activities because inservice management training courses are held for principals only (cf. Makhokolo, 1989). Thus, some teachers could not understand what the question items entail and did not know how to respond (cf. par. 5.2.3). This appears to confirm Raikane's (1992:10) assertion that teacher training institutions do not offer management courses. If teacher training institutions do offer these courses as Lategan (1992:6) contends, then teachers never have an opportunity to apply this knowledge in practice.

The nil-responses contain important implications in the present research. Firstly, the nil-responses imply that rhetoric about teacher participation should take into account the teacher's lack knowledge about activities involved in managing a school. Secondly, this lack of knowledge may be responsible for misconceptions associated with participation (cf. Mosoge, 1993).

5.4 DATA CONCERNING PARTICIPATION PROCESSES AND STRUCTURES (SECTION 3)

In this section the responses to the utilisation of participation processes and structure are presented, analysed and interpreted.

The opinions of principals and teachers were similar in this section, most peaking at the idea that processes take place to some extent and to a great extent as the following discussion shows.

5.4.1 Data obtained on the decision making processes (Table 5.10)

The following findings are derived from Table 5.10:

5.4.1.1 School vision (Question 3.1)

Responses to this question item indicate that teachers have developed a shared school vision to some and great extent, there being 84,3% principals and 70,9% teachers espousing this view.

A shared school vision is a pre-requisite for decision making processes (cf. par. 3.3.1.1). Seeing that both teachers and principals share a common vision about what the school should achieve, possibilities for teacher participation are greatly enhanced. This sharing ensures that teachers are committed to articulating and realising the school vicion in their work.

5.4.1.2 Methods of decision making (Questions 3.2, 3.3 and 3.4)

Responses by 78,9% principals and 77,5% teachers show that the process of arriving at decisions through majoritarian rule (Question 3.2) occurs to some and to great extent in the schools.

That attempts to achieve total agreement (Question 3.3) occurs to some and to a great extent, finds support among 76,0% teachers with 68,4% principals also expressing the same opinion.

TABLE 5.10. DATA ON PARTICIPATION PROCESSES.

Item	ACTIVITY		Non-response 0		No extent 1		Little extent 2		Some extent 3		Great extent 4	
			f	%	f	%	f	%	f	%	f	%
3.1	Teachers have developed a shared vision for the school	P	0	0	2	10.5	1	5.3	12	63.1	4	21.1
		T	3	1.4	15	7.2	43	20.5	104	49.8	44	21.1
3.2	Teachers working together arrive at decisions on the basis of majority rule.	P	0	0	0	0	4	21.1	6	31.5	9	47.4
		T	1	0.5	14	6.7	32	15.3	74	35.4	88	42.1
3.3	Decisions are only made when almost everyone is in agreement	P	0	0	1	5.3	5	26.3	7	36.8	6	31.6
		T	2	1.0	24	11.5	24	11.5	64	30.5	95	45.5
3.4	Decisions are only made when almost everyone can accept the proposal to some extent.	P	0	0	0	0	3	15.8	13	68.4	3	15.8
		T	4	1.9	22	10.5	27	12.9	100	47.9	56	26.8
3.5	Decisions made in meetings are followed up and implemented	P	0	0	0	0	5	26.3	10	52.6	4	21.1
		T	1	0.5	21	10.0	54	25.9	84	40.2	49	23.4
3.6	Teachers are accountable for decisions they helped to make	P	0	0	1	5.3	4	21.1	6	31.5	8	42.1
		T	1	0.5	16	7.7	49	23.4	79	37.8	64	30.6
3.7	Teachers accept decisions when these are made or supported by the principal	P	0	0	2	10.5	6	31.6	10	52.6	1	5.3
		T	1	0.5	23	11.0	48	23.0	84	40.2	53	25.3
3.8	Teachers participate in decision making only when invited or instructed by the principal	P	0	0	3	15.7	6	31.6	6	31.6	4	21.1
		T	4	1.9	39	18.7	51	24.4	65	31.1	50	23.9

P Principals T-Teachers

TABLE 5.10 DATA ON PARTICIPATION PROCESSES (CONTINUED)

Item	ACTIVITY		EXTENT									
			Non-response 0		No extent 1		Little extent 2		Some extent 3		Great extent 4	
			f	%	f	%	f	%	f	%	f	%
3.9	Sufficient information is supplied for teachers to arrive at quality decisions	P	0	0	0	0	0	0	9	47.4	10	52.6
		T	1	0.5	23	11.0	40	19.1	83	39.7	62	29.7
3.10	Teachers freely exchange suggestions, opinions and ideas at meetings.	P	0	0	0	0	2	10.5	7	36.9	10	52.6
		T	1	0.5	20	9.6	20	9.6	52	24.8	116	55.5

P=Principals T=Teachers

The responses also show that consensual decision making (Question 3.4) occurs to some and to a great extent in schools there being 84,2% principals and 74,7% teachers affirming this contention.

The above responses indicate that various methods of decision making are utilised in schools with the emphasis falling heavily on consensual decision making. While total agreement is difficult to achieve, considering that the school is composed of individuals with different backgrounds and that majority decision making has the tendency to polarise the minorities, it is encouraging to note that schools adopt consensual decision making more often than other methods because this will aid participation to a great extent (cf. 2.2.5.3; 2.2.6; 3.3.1.5).

5.4.1.3 Implementation of decisions (Question 3.5)

Over 70% of the principals (73,7%) and 63,6% teachers hold the view that decisions are implemented. Though a dissenting opinion is voiced by 35,9% teachers and 26,3% principals, it appears that most decisions are implemented in the school.

Implementation of decisions is a sign of the degree of influence which teachers exercise on the decision making process (cf. par. 2.1.6). Since most decisions are implemented in the school, it may be concluded that teachers feel less powerlessness and this helps in sustaining high levels of participation.

5.4.1.4 Accountability for decisions (Question 3.6)

The overall view from bot   uchers and principals is that teachers are accountable for the decisions they helped to make. This is shown by 73,6% principals supported by 68,4% teachers who maintain that this occurs to some and to a great extent.

The response indicating that teachers are accountable for the decisions they helped to make allays fears that group decisions, especially consensual ones, increase possibilities of no one taking responsibility for the decisions (cf. par. 2.5.1).

5.4.1.5 Influence of the principal in the decision making process (Questions 3.7 and 3.8)

The tendency to accept decisions which are made or supported by the principal (Question 3.7) occurs to some and to a great extent, according to 57,9% principals and 65,6% teachers. Principals who hold the view that this occurs to a little or no extent number 42,1% supported by 34% teachers. It may be concluded then, that acceptance of decisions made or supported by the principal occurs to a great or to some extent.

The above finding indicates that the authority of the principal to take some decisions alone is accepted by the teachers. In view of arguments in some parts of the education system questionning the legitimacy of principals (cf. par. 2.3.1), it may have been expected that more negative responses would have been the order of the day.

On the question of whether teachers participate only when invited by the principal (Question 3.8) there is almost equal percentages of principals (52,7%) and teachers (55%) supporting the view that this occurs to some and to a great extent.

On the negative side, 47,3% principals and 43,1% teachers are found. As such, the negation figures cannot be totally ignored.

The above finding may be interpreted as indicating an equal degree of principal's and teacher's initiative in the participation process. This, in turn, means that both principals and teachers equally share in initiating the participation activity. This is congruent with the view that influence in the school also bubbles up from the bottom (cf. par. 2.1.6).

5.4.1.6 Supply and exchange of information (Questions 3.9 and 3.10)

Of the 100% principals who responded favourably that adequate information is supplied to the teachers (Question 3.9), 47,4% maintain that this occurs to some extent while 52,6% say this occurs to a great extent. Altogether 69,4% teachers agree with this view.

Almost 90% of principals (89,5%) supported by teachers (80,3%) also maintain that free exchange of opinions, ideas and suggestions (Question 3.10) occur to some and to a great extent in the schools.

Due to their relatively low position in the education system's hierarchy, teachers often lack adequate information to make quality decisions (cf. par. 2.5.1). Since the above findings indicate that teachers receive adequate information, it may be expected that high quality decisions are made in the schools. Moreover, where free exchange of ideas, suggestions and opinions exist, the quality of decision making ensures success which, in turn, sustains participation at high levels.

5.4.2 Data concerning participation structures (Table 5.11)

This section aimed at finding out whether participative structures in the school are used effectively. According to Table 5.11 the following results were obtained in this respect.

5.4.2.1 Collaboration in teams/committees (Question 3.11)

From the principal's responses it is gathered that teamwork receives high priority in the schools with principals (73,7) finding collaboration to occur to some and to a great extent. Similarly, 71,3% teachers confirm this view.

Teamwork is the basis of participation (cf. par. 3.5.1.3). Thus, where collaboration is high, effective participation also exists.

5.4.2.2 Regularity of meetings (Question 3.12)

On dichomatising responses into regular or irregular, principals (68,4%) fall within the regular column while teachers are split into equal numbers (48,8% and 49,8%) for each column. As a result of the split "vote" it is difficult to arrive at a substantive conclusion regarding the regularity of meetings.

TABLE 5.11 DATA ON PARTICIPATION STRUCTURES

Item	ACTIVITY		Non-response 0		No extent 1		Little extent 2		Some extent 3		Great extent 4	
			f	%	f	%	f	%	f	%	f	%
3.11	Teachers work collaboratively in teams/ committees.	P	0	0	0	0	5	26.3	9	47.4	5	26.3
		T	1	0.5	18	8.6	41	19.6	84	40.2	65	31.1
3.12	Meetings are held regularly by teams/ committees.	P	1	5.3	0	0	5	26.3	8	42.1	5	26.3
		T	3	1.4	29	13.9	73	34.9	60	28.7	44	21.1
3.13	Sufficient teams/ committees are established t allow teachers to participate effectively	P	0	0	1	5.3	2	10.5	11	57.9	5	26.3
		T	1	0.5	25	12.0	55	26.3	63	30.1	65	31.1
3.14	Problems are resolved by teachers working in quality circles	P	0	0	1	5.3	3	15.8	12	63.1	3	15.8
		T	3	1.4	30	14.4	55	26.3	76	36.4	45	21.5
3.15	Team/ committee leaders chair some of the meetings.	P	0	0	0	0	2	10.5	9	47.4	8	42.1
		T	2	1.0	36	17.2	44	21.0	74	35.4	53	25.4
3.16	Teachers perceive agenda items supplied by the principal as unimportant and irrelevant	P	0	0	6	31.6	8	42.1	3	15.8	2	10.5
		T	2	1.0	101	48.3	39	18.7	46	22.0	21	10.0
3.17	Agenda items are made available to teachers a few days before the meeting	P	0	0	2	10.5	3	15.9	7	36.8	7	36.8
		T	2	1.0	64	30.6	53	25.4	36	17.2	54	25.8
3.18	Teachers provide agenda items of their own	P	0	0	4	21.1	7	36.8	6	31.6	2	10.5
		T	3	1.4	82	39.2	52	24.9	53	25.4	19	9.1

P: Principals T: Teachers

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TABLE 5.11 DATA ON PARTICIPATION STRUCTURES (CONTINUED)

Item	ACTIVITY		EXTENT								
			Non-response 0		No extent 1		Little extent 2		Some extent 3		Great extent 4	
			f	%	f	%	f	%	f	%	f	%
3.19	Teachers prepare themselves thoroughly for the meetings	P	0	0	2	10.5	5	26.3	7	36.9	5	26.3
		T	1	0.5	71	34.0	65	31.1	44	21.0	28	13.4
3.20	Meetings are characterized by conflicts and bickerings and no substantive decisions are made	P	0	0	9	47.3	4	21.1	3	15.8	3	15.8
		T	2	1.0	75	35.9	55	26.3	57	27.2	20	9.6

P=Principals T=Teachers

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Any degree of irregularity of meetings implies that, in some schools at least, opportunities for participation are not adequate.

5.4.2.3 Adequacy of the number of teams (Question 3.13)

The adequacy of the number of teams/committees in the school is not disputed. Altogether 84,2% principals and 61,2% teachers agree that the number of teams/committees in the school approaches adequacy. This implies that adequate structures for participation are created though, in view of the preceeding finding (Question 3 12), adequate use of these structures appears to be wanting.

Previous research indicates that teachers have a tendency of not using avenues for participation where these are created and this may have discouraged some principals from holding more meetings (cf. Riley, 1984).

5.4.2.4 Problem solving through quality circles (Question 3.14)

The utilisation of quality circles in order to resolve problems in the school occurs to some and to a great extent in the schools. This contention finds support from the responses of 78,9% principals and 57,9% teachers. Although a relatively high number of teachers (40,7%) disagree with this view, the majority of teachers support the idea that quality circles are in use at schools.

The use of quality circles is a novel idea especially in predominantly Black schools in which most teachers still need inservice training to enable them to participate effectively (cf. par. 3.5.1.2). That teachers attest to the use of quality circles, though only to some extent, points to the possibility of enhancing participation through these circles.

5.4.2.5 Rotation of leadership (Question 3.15)

Responses to this question item tend towards the opinion that the chairing of some meetings by team leaders is used to some and to a great extent. This is proved by no less than 89,5% principals and 60,8% teachers who hold this opinion.

The above finding shows that teachers are afforded ample opportunity to exercise leadership and this achieves higher levels of participation and also ensures the continuance thereof in times of crises (cf. par. 3.3.3.1).

5.4.2.6 Agenda of the meeting (Questions 3.16, 3.17 and 3.18)

Principals22 (73,7%) and teachers (67,0%) agree that agenda items supplied by the principals are not perceived as unimportant and irrelevant by the teachers (Question 3.16). This shows that principals have their fingers on the pulse of their schools and are able to identify accurately what the teachers need to discuss.

Unfortunately, there seems to be no agreement between principals and teachers on whether agenda items are made available a few days before the meeting (Question 3.17). While 73,6% principals affirm the statement, 56% teachers disagree. The teachers' views make it imperative that principals should ensure that agenda items are made available prior to the meeting by letting teachers sign the agenda list. In this way, principals satisfy themselves that this matter is put beyond doubt.

On the question of teachers providing their own agenda items (Question 3.18), both principals (57,9%) and teachers (64,1%) agree that this does not occur. Teachers would be more receptive to participation and contribute more if given an opportunity either to provide agenda items of their own or add to those listed by the principals during the course of the meeting. This would encourage more participation from teachers.

5.4.2.7 Preparation for meeting (Question 3.19)

In view of the above findings on the agenda, it is rather odd that 63,2% principals should posit that teachers prepare themselves thoroughly for the meetings (Question 3.19). If agenda items are not provided prior to the meeting, as most principals agreed above (Question 3.17), it is inconceivable how teachers can be thoroughly prepared for meetings. A more consistent view is provided by teachers where no less than 65,1% teachers espouse the view that they do not prepare thoroughly for meetings.

Literature study points to the fact that most teachers find meetings unfruitful as participation forums, as a result of being dominated by principals (cf. par. 3.5.2.3).

5.4.2.8 Task orientatedness of meetings (Question 3.10)

Principals (68,4%) and teachers (62,2%) disagree with the statement that meetings are characterised by conflicts and bickerings with no substantive results being achieved (Question 3.10). The literature points to the fact that participants may spend more time on deliberations than on the actual task (cf. par. 2.5.2). The above findings, however, negate this view in that principals and teachers find meetings stimulating and task orientated. This is also congruent with an earlier finding that high levels of collaboration are found in teams/committees (cf. par. 5.4.2.1)

5.5   DATA OBTAINED ON THE OUTCOMES OF PARTICIPATION (SECTION 4) (TABLE 5.12)

The literature points to several important outcomes which result from adopting participation in school management, the greatest of which is school effectiveness (cf. par. 2.5.2). The aim of this section was, therefore, to find out whether principals and teachers find participation to be an effective way of attaining a well functioning school.

This investigation resulted in the following:

5.5.1 Quality of decisions (Question 4.1)

Over 80% principals and teachers support the view that participation leads to an improvement in the quality of decisions. This result, while confirming literature findings (cf. par. 2.5.1), also confirms findings elsewhere in the empirical study, viz., that sufficient information enables teachers to arrive at quality decisions (cf. par. 5.4.1.6).

TABLE 5.12. DATA ON THE OUTCOMES OF PARTICIPATION

Item	ACTIVITY		EXTENT									
			Non-response 0		Strongly disagree 1		Disagree 2		Agree 3		Strongly agree 4	
			f	%	f	%	f	%	f	%	f	%
4 1	Leads to improvement in the quality of decisions	P	0	0	2	10.5	0	0	2	10.5	15	79.0
		T	4	1,9	8	3,8	12	5,7	85	40 8	100	47 8
4 2	Improves the pass rate of pupils.	P	0	0	1	5,3	1	5,3	6	31.6	11	57.8
		T	1	0,5	5	2,4	21	10,1	72	34,4	110	52.6
4 3	Leads to better communication between principals, teachers and parents	P	0	0	1	5,3	1	5,3	7	36,8	10	52.6
		T	1	0,5	5	2,4	11	5,2	60	28,7	132	63.2
4 4	Increases loyalty of teachers to the principal.	P	0	0	0	0	2	10,5	6	31.6	11	57.9
		T	1	0,5	12	5,7	16	7,7	77	36,8	103	49.3
4.5	Leads to activities whereby teachers sabotage school goals.	P	0	0	10	52,7	0	0	7	36,8	2	10 5
		T	2	1,0	100	47.8	56	26,8	35	16,7	16	7,7
4.6	Increases the professional growth of teachers.	P	0	0	1	5,3	1	5,3	4	21.1	13	68.3
		T	4	1,9	9	4,3	9	4,3	74	35,4	113	54.1
4 7	Improves the morale of teachers.	P	0	0	1	5,3	1	5,3	4	21.1	13	68.3
		T	1	0,5	8	3,8	13	6,3	73	34.9	114	54.5
4 8	Leads to lack of effective leadership	P	0	0	11	57,9	5	26,3	2	10.5	1	5,3
		T	1	0,5	119	56,9	37	17,7	30	14,4	22	10 5

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5.5.2 Pass rate of pupils (Question 4.2)

Principals (89,4%) and teachers (87,0%) hold the opinion that participation improves the pass rate of pupils. This indicates that school personnel put their faith in participation as one of the management methods through which student achievement may be improved (cf. par. 2.5.2). It may be said that participation will be sustained because teachers see a link between it and their operational work. The above, however, does not prove a definite relationship between participation and student outcomes.

5.5.3 Communication channels (Question 4.3)

According to the literature study, participation opens communication channels between school personnel (cf. par. 2.5.6). This view finds support in this research because 89,4% principals and a massive 91,9% teachers support this view.

5.5.4 Loyalty to the principal (Question 4.4)

The literature finding that teachers who participate exhibit greater loyalty to the principal (cf. par. 2.5.5) is upheld since 89,5% principals and 86,1% teachers strongly agree with it.

5.5.5 Subversive activities as a result of participation (Question 4.5)

Principals (52,7%) with 74,6% teachers in tandem dispute the view that participation leads to activities whereby teachers may undermine the goals of the school, as suggested by the literature study (cf. par. 2.5.8). However, 47,3% principals who agree with the statement should not be ignored as this suggests that some principals may feel uncomfortable with participation.

5.5.6 Professional growth of teachers (Question 4.6)

An overwhelming majority of principals (89,4%) and a large majority of teachers (89,5%) hold the view that participation leads to professional growth of teachers. This is in agreement with the literature findings where a positive relationship was found between participation and professional growth (cf. par. 2.5.4).

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5.5.7 Morale of teachers (Question 4.7)

In confirmation of the literature findings (cf. par. 2.5.3; 3.3.3.2), 89,4% principals
and teachers find participation to be an effective way of improving teacher morale
especially in times of crisis.

5.5.8 Effective leadership (Question 4.8)

As in the case of accountability, participation is often deemed to weaken
leadership and there is a strong perception that principals who adopt participative
strategies are actually weak leaders (cf. par. 2.5.9). Results in this research prove
the opposite with 84,2% principals and 74,6% teachers holding the opinion that
participation encourages the emergence of strong leadership.

5.6   TEACHERS' AND PRINCIPALS' MEAN SCORES IN RANK ORDER ON ACTUAL AND DESIRED TEACHER PARTICIPATION

This section deals with mean scores ranking of teachers and principals. The same
Likert-type scale (cf. par. 5.3.1) with a maximum of 4 was also used in this section.
Thus, a mean score of 4 indicates the highest ranking and a means score of 1 shows
the lowest ranking. This means that teachers would accord the highest ranking to
an activity in which they participate or desire to participate most and accord the
lowest ranking to one in which they participate or desire to participate least.

With regard to actual participation mean scores of greater than 2,5 for the highest
rankings and mean scores smaller than 1,5 for the lowest rankings are listed and
discussed. Due to the generally high means scores on desired participation, the
mean scores of greater than 3,5 for the highest rankings and smaller than 2,5 for
the lowest have been used. In both actual and desired participation the mean
scores ranking of principals are given on the same items as those of the teachers
for purposes of comparison.

5.6.1 Mean score rankings on actual participation (Table 5.13)

The major tendencies recorded in the above rank ordering (Table 5.13) may be stated as follows:

* In most of the activities 1-10, i.e., activities in which teachers participate most, principals' and teachers' hold differing perceptions. This confirms the literature finding that teachers and principals hold differing views with regard to the extent of actual participation of teachers (cf. par 2.3.5).

* Within the activities in which teachers participate most, agreement between principals' and teachers' ranking is found in several items, viz.,

    ♦ **Item 2.29:** Ensuring that school rules are obeyed.

      Rank. Teachers' = 2; Principals" = 2

    ♦ **Item 2.12:** Admitting and assigning pupils to classes.

      Rank: Teachers' = 3; Principals' = 1

    ♦ **Item 2.21:** Buiding teachers sharing your subject/department/team

      Rank: Teachers' = 7; Principals' = 9

    ♦ **Item 2.8:** Determining school needs and the needs of your department/committee/team

      Rank: Teachers' = 10, Principals' = 9

This finding is as surprising as it is pleasant: surprising in that it is not confirmed in the literature study, and pleasant in that points of agreement between principals and teachers are indicative of shared values and norms which is prerequisite for the success of participation (cf. par. 2.3.3).

TABLE 5.13 DIFFERENCES BETWEEN TEACHERS AND PRINCIPALS MEAN SCORES IN RANK ORDER ON ACTUAL TEACHER PARTICIPATION

Item	MANAGEMENT ACTIVITY	TEACHERS		PRINCIPALS	
		$\overline{X}1$	Rank	$\overline{X}2$	Rank
2.20	Guiding pupils concerning their academic performance	3.171	1	3.052	7
2.29	Ensuring that school rules are obeyed	3.100	2	3.368	2
2.12	Admitting and assigning pupils to classes	3.026	3	3.526	1
2.6	Setting standards for amount of written work and tests	3.010	4	2.684	20
2.7	Determining plans to meet school goals	2.819	5	3.000	9
2.23	Motivating teachers and pupils to carry out school objectives and plans	2.767	6	3.263	3
2.21	Guiding teachers sharing your subject/department/ team	2.734	7	3.000	9
2.13	Coordinating the work of teachers sharing same subject/ grade/ standard/ committee/ team	2.661	8	2.789	16
2.1	Determining school goals and objectives	2.650	9	2.947	13
2.8	Determining school needs and the needs of your department / committee / team	2.629	10	3.000	9
2.28	Dealing with and resolving unrest situations	2.552	11	3.105	5
2.18	Orientating new pupils	2.502	12	3.210	28
2.25	Evaluating your teaching performance with your principal/ Head of Department/ leader	2.492	13	2.842	15
2.24	Determining how well the school goals and objectives are being met	2.324	14	3.000	9
2.19	Determining in-service needs of teachers sharing your subject/ department/ team	2.312	15	2.631	24
2.15	Liaising with parents, civic and outside bodies	2.204	16	3.052	7
2.3	Drawing up a year plan of school activities	2.191	17	2.684	20
2.22	Disseminating information concerning the school to parents, civic and other bodies	2.164	18	2.736	18
2.5	Effecting changes in the school policy	2.089	19	2.684	20
2.4	Setting conduct rules for teachers	2.086	20	2.849	14

TABLE 5 13. (CONTINUED)

Item	MANAGEMENT ACTIVITY	TEACHERS		PRINCIPALS	
		$\overline{X1}$	Rank	$\overline{X2}$	Rank
2 11	Assigning teachers to committees/ teams/ task forces/ classes	2.074	21	3.105	5
2 9	Setting standards for teacher evaluation	1.940	22	2.210	28
2 14	Setting agenda items for meetings.	1.936	23	2.684	20
2 26	Evaluating the teaching performance of your colleagues.	1.878	24	2.473	25
2.17	Inducting new teachers	1.855	25	2.736	18
2.27	Evaluating the classroom practices of your colleagues.	1.852	26	2.473	25
2 10	Allocating subjects to teachers.	1.832	27	3.210	4
2 7	Drawing up the school budget	1.659	28	2.789	16
2 16	Recruiting new teachers	1.647	29	2.421	27

- Teachers participate most in activities where they exercise their authority over pupils and in those activities directly related to teaching. Thus, the following items are ranked respectively from 1 to 4 in that order:

    - **Item 2.20:** Guiding pupils concerning their academic performance.

    - **Item 2.29:** Ensuring that school rules are obeyed.

    - **Item 2.12:** Admitting and assigning pupils to classes.

    - **Item 2.6:** Setting standards for amount of written work and tests.

Theory (cf. par. 2.3.1) and empirical study (cf. par. 2.3.5: Item 2.29) asserts that teachers perceive greater actual participation in activities that are central to teaching. Findings in the present research confirm this assertion. This implies that teachers understand participation in terms of narrow instructional policies instead of school-wide decision making (cf. Conley, 1991).

- In line with the above assertions, principals view participation from their operative positions as school managers. Thus, the ranking of activities in which principals perceive greater actual teacher participation are based on organisational detail, i.e., school-wide policies. In this way, the following items are ranked 1-4 (5) in that order by principals:

    - **Item 2.7:** Admitting and assigning pupils to classes.

    - **Item 2.29:** Ensuring that school rules are obeyed.

    - **Item 2.23:** Motivating teachers and pupils to carry out school objectives and plans.

    - **Item 2.28:** Dealing with and resolving unrest situations.

- Management activities in which teachers participate **least** are ranked as follows:

♦   **Item 2.7**: Drawing up the school budget:

Teachers' mean score   = 1,659;   rank = 28

Principals' mean score   = 2,789;   rank = 16

♦   **Item 2.16**: Recruiting new teachers:

Teachers' mean score   = 1,647;   rank = 29

Principals' mean score   = 2,421;   rank = 27

The following brief observations about the findings on activities in which teachers participate least may be made:

*   The two items are traditionally performed by principals and higher authorities in the school. Specifically, the two items have been falling within the purview of the principal and the Management Council (cf. par. 3.3.1.4; 3.3.2.1).

*   To confirm findings stated in the foregoing discussion, it will also be noted that the last ten activities deal with what the literature calls "managerial domain" in which teachers perceive less actual participation (cf. Rice & Schneider, 1994).

5.6.2 Teachers' and principals' mean scores in rank order on desired participation (Table 5.14)

Table 5.14 shows the following with regard to teachers' desired participation:

TABLE 5 14   DIFFERENCES BETWEEN TEACHERS' AND PRINCIPALS' MEAN SCORES IN RANK ORDER ON DESIRED TEACHER PARTICIPATOIN

Item	MANAGEMENT ACTIVITY	TEACHERS		PRINCIPALS	
		$\overline{X1}$	Rank	$\overline{X2}$	Rank
2 20	Guiding pupils concerning their academic performance	3,695	1	3,842	5
2 29	Ensuring that school rules are obeyed	3,683	2	3,947	2
2 6	Setting standards for amount of written work and tests	3,592	3	3,473	21
2 2	Determining plans to meet school goals	3,568	4	3,789	9
2 18	Orientating new pupils	3,513	5	3,378	25
2 1	Determining school goals and objectives	3,505	6	3,894	4
2 12	Admitting and assigning pupils to classes	3,497	7	3,842	5
2 23	Motivating teachers and pupils to carry out school objectives and plans	3,430	8	4 000	1
2 21	Guiding teachers sharing your subject/ department/ team	3,377	9	3,789	9
2 8	Determining school needs and the needs of your department / committee / team	3,373	10	3,842	5
2 24	Determining how well the school goals and objectives are being met	3,346	11	3,789	9
2 3	Drawing up a year plan of school activities	3,338	12	3,947	2
2 25	Evaluating your teaching performance with your principal/ Head of Department/ leader	3,335	13	3,684	13
2 13	Coordinating the work of teachers sharing same subject/ grade/ standard/ committee/ team	3,323	14	3,631	16
2 19	Determining in-service needs of teachers sharing your subject/ department/ team	3,243	15	3,842	5
2 5	Effecting changes in the school policy	3,174	16	3,263	27
2 4	Setting conduct rules for teachers	3,156	17	3,631	16
2 22	Disseminating information concerning the school to parents, civic and other bodies	3,116	18	3,684	13
2 28	Dealing with and resolving unrest situations	3,102	19	3,684	13
2 15	Liaising with parents, civic and outside bodies	3,076	20	3 789	9

TABLE 5.14 (CONTINUED)

Item	MANAGEMENT ACTIVITY	TEACHERS		PRINCIPALS	
		$\bar{X}1$	Rank	$\bar{X}2$	Rank
2.7	Drawing up the school budget	3.010	21	3.444	22
2.9	Setting standards for teacher evaluation	2.959	22	3.263	27
2.14	Setting agenda items for meetings	2.948	23	3.526	19
2.11	Assigning teachers to committees/teams/task forces/classes	2.927	24	3.421	23
2.26	Evaluating the teaching performance of your colleagues	2.794	25	3.421	23
2.10	Allocating subjects to teachers	2.783	26	3.315	26
2.27	Evaluating the classroom practices of your colleagues	2.766	27	3.631	16
2.17	Inducting new teachers	2.721	28	3.526	19
2.16	Recruiting new teachers	2.680	29	2.789	29

* There are no items which have mean scores of more than 2,5 which implies that teachers express a high desire to be involved in all the listed management activities.

* Teachers perceived desire for participation does not differ much from their actual participation. Thus, with the exception of the following item, which proves the rule, the teachers' rankings of desired participation is the same as for actual participation:

    ♦ **Item 2.18:** Orientating new pupils, ranked 12 in actual participation but 5 in desired participation.

* There is no agreement between the principals' rankings of actual participation and their rankings of desired participation. The exception to this contention, which proves the rule, is item 2.29 : Ensuring that school rules are obeyed which is ranked 2 in both actual and desired participation.

* The principals' rankings of desired participation still reflect their positional perspective, thus, for example, item 2.23 : motivating teacher and pupils to carry out school objectives and plans, is ranked first.

5.7 RESULTS OBTAINED FROM THE APPLICATION OF A PAIRED t-TEST TO FIND THE DIFFERENCE BETWEEN ACTUAL AND DESIRED PARTICIPATION OF TEACHERS AND PRINCIPALS RESPECTIVELY

This section deals with the differences between actual and desired teacher participation in the opinions of teachers and principals respectively.

The results of the paired t-test show a number of important differences in the opinions of the respondents. The following are shown in the ensuing discussion:

* State or condition of the respondent with regard to participation.

    In this case, the mean of desired participation is subtracted from the mean of actual participation on each item for each population sample. The

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resultant score may show any of the following states of participation (cf Ferrara, 1993; Rice & Schneider, 1994):

♦   **a state of saturation**, i.e., desired participation is less than the actual participation. This gives a plus score;

♦   **a state of equilibrium**, i.e., the desired and actual participation scores are equal. This gives a 0 score;

♦   **a state of deprivation**, i.e., the desired participation score is greater than the actual participation score. This gives a minus score.

•   The paired t-test was also used to find out whether the differences thus found are **statistically significant** at the 0,05 level of confidence. This is indicated by the **p-value**.

•   Furthermore, the paired t-test was used to find the magnitude of difference between what the respondents reported as their actual participation and what they wished their participation to be in each activity. The practical significance was determined by the **d-value (effect size)**. The following criteria were used in this regard (Cohen, 1988:25-27):

♦   0,15   =   small effect
♦   0,35   =   medium effect
♦   0,6   =   great effect

5.7.1 Differences between actual and desired participation according to the teachers' responses (Table 5.15)

Table 5.15 shows the following results:

TABLE 5 15. DIFFERENCE BETWEEN ACTUAL AND DESIRED TEACHER PARTICIPATION ACCORDING TO TEACHERS' RESPONSES

Item	Management Activity	$\overline{X}$	SD	T	p	d	*
2 1	Determining school goals and objectives	-0.893	1.030	-11.606	0.0001 *	0.866	***
2 2	Determining plans to meet school goals	-0.793	1.071	-9.765	0.0001 *	0.740	***
2 3	Drawing up a year plan of school activities	-1.168	1.147	-13.589	0.0001 *	1.018	***
2 4	Setting conduct rules for teachers	-1.062	1.148	-12.299	0.0001 *	0.925	***
2 5	Effecting changes in the school policy	-1.113	1.121	-13.832	0.0001 *	0.992	***
2 6	Setting standards for amount of written work and tests	-0.607	1.036	-7.782	0.0001 *	0.585	**
2 7	Drawing up the school budget	-1.411	1.356	-13.760	0.0001 *	1.040	***
2.8	Determining school needs and the needs of your department / committee / team	-0.774	1.165	-8.837	0.0001 *	0.664	***
2 9	Setting standards for teacher evaluation	-1.073	1.331	-10.703	0.0001 *	0.806	***
2 10	Allocating subjects to teachers.	-0.976	1.162	-10.981	0.0001 *	0.839	***
2 11	Assigning teachers to committees/ teams/ task forces/ classes.	-0.895	1.176	-10.015	0.0001 *	0.761	***
2 12	Admitting and assigning pupils to classes	-0.511	0.874	-7.753	0.0001 *	0.584	**
2 13	Coordinating the work of teachers sharing same subject/ grade/ standard/ committee/ team.	-0.681	1.072	-8.500	0.0001 *	0.635	***
2 14	Setting agenda items for meetings	-1.028	1.081	-12.609	0.0001 *	0.950	***
2 15	Liaising with parents, civic and outside bodies	-0.909	1.107	-10.892	0.0001 *	0.821	***
2 16	Recruiting new teachers	-1.027	1.103	-12.459	0.0001 *	0.931	***
2 17	Inducting new teachers	-0.853	1.125	-9.920	0.0001 *	0.758	***
2 18	Orientating new pupils	-1.057	1.176	-11.857	0.0001 *	0.898	***

* Effect size   0 15 = small effect * $\overline{X}$ = Mean score.   SD = Standard deviation
           0.35 = medium effect **   p = p-value.   d = d-value
           0.6 = great effect ***   * Statistically significant at <0.05   T = T-value

TABLE 5.15. (CONTINUED)

Item	Management Activity	X̄	SD	T	p	d	*
2.19	Determining in-service needs of teachers sharing your subject/ department/ team	-0.983	1.091	-12.015	0.0001*	0.901	***
2.20	Guiding pupils concerning their academic performance	-0.550	0.823	-8.919	0.0001*	0.668	***
2.21	Guiding teachers sharing your subject/ department/ team	-0.646	0.976	-8.829	0.0001*	0.661	***
2.22	Disseminating information concerning the school to parents, civic and other bodies	-0.971	1.030	-12.547	0.0001*	0.942	***
2.23	Motivating teachers and pupils to carry out school objectives and plans	-0.689	0.947	-9.681	0.0001*	0.727	***
2.24	Determining how well the school goals and objectives are being met	-1.039	0.958	-14.393	0.0001*	1.084	***
2.25	Evaluating your teaching performance with your principal/ Head of Department/ leader	-0.893	1.044	-11.413	0.0001*	0.855	***
2.26	Evaluating the teaching performance of your colleagues	-0.938	1.047	-11.946	0.0001*	0.895	***
2.27	Evaluating the classroom practices of your colleagues	-0.926	1.047	-11.434	0.0001*	0.862	***
2.28	Dealing with and resolving unrest situations	-0.589	1.044	-7.535	0.0001*	0.564	**
2.29	Ensuring that school rules are obeyed	-0.595	1.016	-7.816	0.0003*	0.585	**

X̄ = Mean score, SD = Standard deviation
p = p-value, d = d-value
T = T-value

* Statistically significant at <0.05
* Effect size, 0.15 = small effect *
    0.35 = medium effect **
    0.6 = great effect ***

Concerning the state of participation of the teachers, the mean scores are all minus scores indicating a state of participation deprivation. This means that the teachers wish to participate more than they presently participate in all mentioned management activities.

This finding confirms previous research (cf. Benson & Malone, 1987; Perry et al., 1994) that the pure states of equilibrium and saturation do not exist in practice and that teachers report deprivation across all management activities. In a longitudinal study (1984-1994) Rice and Schneider (1994) found that teachers still report high levels of deprivation though a narrowing in the difference between actual and desired participation was discernible.

The p-values indicate that all the listed activities are statistically significant and, with the exception of the four which show a medium effect, show a great effect. As mentioned earlier, (cf. par. 4.6), items which show a medium or a great effect must be taken into account for practical purposes. This implies that implementation of teacher participation in school management should not be haphazard but should be directed at increasing teacher participation in those activities in which teachers express the greatest desire to participate.

It appears to be even more instructive with regard to implementation of participation, to single out and discuss activities in which the teachers show the greatest deprivation, i.e., items with mean scores of -1,0 or above. It is to be noted that the five topmost items out of the nine, which fall in this category are planning activities, thus:

- **Item 2.7:** Drawing up the school budget.

    $\overline{X} = 1,411$, SD = 1,356; T = -13,760; p = 0,0001; d = 1,040

- **Item 2.3:** Drawing up a year plan of school activities.

    $\overline{X} = -1,168$; SD = 1,147; T = -13,589; p = 0,0001; d = 1,018

- **Item 2.5:** Effecting changes in the school policy.

    $\overline{X} = -1,113$; SD = 1,121; T = -13,832; p = 0,0001; d = 0,992

*   **Item 2.9**: Setting standards for teacher evaluation.

    $\overline{X}$ = -1,073; SD = 1,1331; T = -10,703; p = 0,0001; d = 0,806

*   **Item 2.4**: Setting conduct rules for teachers.

    $\overline{X}$ = -1,-62; SD = 1,148; T = -12,299; p = 0,0001; d = 0,925.

Several reasons may be cited to account for the above finding concerning the high desire to participate generally in management and especially in the planning activities, viz.,

*   The population under consideration has for years been subjected to authoritarian modes of management whereby management activities were the preserve of the principal and higher education authorities (cf. par. 2.2.2; 2.2.5.5).

*   The preponderance of male respondents (65,9%), who are theoretically more militant than females, and thus desire more participation, accounts for the generally high desire to participate (cf. par. 2.4.2.1).

*   Theory points to the fact that teachers who belong to a teachers' union would desire more participation than those who belong to a teachers' association (cf. par. 2.4.6). In this research 59,8% of respondents belong to a teachers' union hence the high desire to participate in activities related to the teachers' conditions of service, for example,

    ♦   school policy (cf. par. 3.3.1.3).

    ♦   teacher evaluations (cf. par. 3.3.4.1).

    ♦   conduct rules for teachers (cf. par. 3.3.1.3).

Not surprisingly, drawing up the school budget (Item 2.7), and possibly the whole aspect of financial management in the school, tops the list in terms of deprivation, and is second in terms of practical significance if all activities with a mean score -1,0

and above are considered (cf. also par. 5.3.2: Item 2.7). In the predominantly Black schools, the issue of school fees has been a matter of great contestation and conflict (cf. par. 3.3.1.4).

Surprisingly, however, drawing up a year plan of school activities (Item 2.3) ranks second on the deprivation list and third in practical significance. As indicated previously (par. 5.3.2: Item 2.3), a year plan is drawn from part plans of teachers. This finding possibly indicates that this is not done.

Items which show the least deprivation (mean score of less than -0,600) are as follows:

* **Item 2.29:** Ensuring that school rules are obeyed.

  $\overline{X} = -0,595$; SD = 1,016; T = -7,816; p = 0,0001; d = 0,585

* **Item 2.28:** Dealing with and resolving unrest situations.

  $\overline{X} = -0,589$; SD = 1,044; T = -7,535; p = 0,0001; d = 0,564

* **Item 2.20:** Guiding pupils concerning their academic performance.

  $\overline{X} = -0,550$; SD = 0,823; T = -8,919; p = 0,0001; d = 0,668

* **Item 2.12:** Admitting and assigning pupils to classes.

  $\overline{X} = -0,511$; SD = 0,874; T = -7,753; p = 0,0001; d = 0,584

With the exception of one, which shows a great effect, all items in this category show a medium effect. As mentioned earlier on (cf. par. 5.6.1) teachers participate mostly in activities where they exercise authority over pupils and all the items listed above fall within the category.

5.7.2 Differences between actual and desired participation according to principals (Table 5.16)

According to Table 5.16 the principals view the actual and desired participation of teachers as follows:

* Similarly to teachers, principals perceive participation deprivation across-the-board because all the mean scores are minus scores.

* Unlike teachers, not all of the items are statistically significant. Specifically, four items are not statistically significant.

* The d-values of the principals are slightly different from those of the teachers in that not all items are practically significant. All items which are statistically significant show a great effect with the exception of the one listed below which shows a medium effect.

* Item 2.28 : Dealing with and resolving unrest situations: $\overline{X} = -0,578$; SD $= 1,169$; p $= 0,04$; d $= 0,494$

Interestingly this item was also a medium effect item in the teachers' response.

Among principals, items which show the greatest deprivation (i.e. mean score of -1,0 or more) are different from those of teachers with the exception of Items 2.3 and 2.9. This implies that if principals were to implement participation on their own perceptions, teachers would find such participation meaningless with the exception of the two items mentioned above.

There are more items which show least deprivation among principals than among teachers and with the exception of one item (Item 2.20), these items include those listed among the teachers. This implies that principals tend to underestimate teacher deprivation in participation and would, therefore, fail to increase teacher participation to the extent required by teachers.

TABLE 5.16. DIFFERENCE BETWEEN ACTUAL AND DESIRED TEACHER PARTICIPATION ACCORDING TO PRINCIPALS' RESPONSES

Item	Management Activity	$\overline{X}$	SD	T	p	d	*
2.1	Determining school goals and objectives	-0.947	0.705	-5.857	0.0001	1.343	***
2.2	Determining plans to meet school goals	-0.789	0.854	-4.024	0.0008	0.923	***
2.3	Drawing up a year plan of school activities	-1.263	1.094	-4.609	0.0002	1.057	***
2.4	Setting conduct rules for teachers	-0.736	1.097	-2.926	0.0090	0.670	***
2.5	Effecting changes in the school policy	-0.578	1.304	-1.934	0.0698		
2.6	Setting standards for amount of written work and tests	-0.789	1.182	-2.910	0.0093	0.667	***
2.7	Drawing up the school budget	-0.555	0.921	-2.557	0.0204	0.602	***
2.8	Determining school needs and the needs of your department / committee / team	-0.833	0.785	-4.498	0.0003	1.061	***
2.9	Setting standards for teacher evaluation	-1.052	1.268	-3.618	0.0020	0.829	***
2.10	Allocating subjects to teachers.	-0.105	0.994	-0.461	0.6499		
2.11	Assigning teachers to committees/ teams/ task forces/ classes.	-0.315	1.002	-1.372	0.1868		
2.12	Admitting and assigning pupils to classes.	-0.315	0.477	-2.882	0.0099	0.660	***
2.13	Coordinating the work of teachers sharing same subject/ grade/ standard/ committee/ team	-0.842	0.834	-4.400	0.0003	1.009	***
2.14	Setting agenda items for meetings.	-0.842	1.258	-2.915	0.0092	0.669	***
2.15	Liaising with parents, civic and outside bodies.	-0.736	0.805	-3.986	0.0009	0.914	***
2.16	Recruiting new teachers.	-0.368	1.342	-1.196	0.2470		
2.17	Inducting new teachers	-0.789	1.474	-2.333	0.0314	0.535	**
2.18	Orientating new pupils	-1.368	1.211	-4.923	0.0001	1.129	***

* Statistically significant at <0.05
* Effect size 0.15 = small effect *
      0.35 = medium effect **
      0.6 = great effect ***

X = Mean score, SD = Standard deviation
p = p-value, d = d-value
T = T-value

TABLE 5 16 (CONTINUED)

Item	Management Activity	$\overline{X}$	SD	T	p	d	*
2 19	Determining in-service needs of teachers sharing your subject/ department/ team.	-1,210	1,182	-4,463	0,0003	1,023	* * *
2 20	Guiding pupils concerning their academic performance.	-0,789	0,976	-3,524	0,0024	0,808	* * *
2 21	Guiding teachers sharing your subject/ department/ team.	-0,789	1,031	-3,335	0,0037	0,765	* * *
2 22	Disseminating information concerning the school to parents, civic and other bodies	-0,947	0,970	-4,255	0,0005	0,976	* * *
2 23	Motivating teachers and pupils to carry out school objectives and plans	-0,736	0,871	-3,683	0,0017	0,845	* * *
2 24	Determining how well the school goals and objectives are being met.	-0,789	1,031	-3,335	0,0037	0,765	* * *
2.25	Evaluating your teaching performance with your principal/ Head of Department/ leader	-0,842	1,118	-3,281	0,0041	0,753	* * *
2 26	Evaluating the teaching performance of your colleagues.	-0,947	1,393	-2,963	0,0083	0,679	* * *
2 27	Evaluating the classroom practices of your colleagues.	-1,157	1,384	-3,644	0,0019	0,385	* *
2 28	Dealing with and resolving unrest situations	-0,578	1,169	-2,157	0,0447	0,494	* *
2.29	Ensuring that school rules are obeyed.	-0,578	0,692	-3,644	0,0019	0,835	* * *

• Statistically significant at <0,05 $\overline{X}$ = Mean score, SD = Standard deviation

* Effect size: 0,15 = small effect *   p = p-value, d = d-value

    0,35 = medium effect **   T = T-value

    0,6 = great effect ***

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The above finding also indicates the general trend among principals to overrate actual and desired participation of teachers. It may be possible that principals gave socially-acceptable responses because, in view of the present democratic wave, responses showing less participation would put principals in a bad light, i.e., that they are undemocratic (cf. also par. 2.2.7).

5.8   DIFFERENCES BETWEEN THE RESPONSES OF PRINCIPALS AND TEACHERS CONCERNING THE PROCESSES AND STRUCTURES OF PARTICIPATION (TABLE 5.17)

In this section (Section 3 : see Appendix I) a t-test was used to measure the differences between two independent samples, viz., principals and teachers. The t-test was used to measure the differences in the opinions of principals and teachers. A significance level of 0,05 was used to find out whether the differences were statistically significant. Then, a d-value (effect size) was computed to find out whether the statistically significant differences were also practically significant. In this way the magnitude of difference between the opinions of principals and teachers was determined. The following criteria of the d-value (effect size) were used (Cohen, 1988:62):

    0,2 = small effect
    0,5 = medium effect
    0,8 = great effect

In Table 5.17 the statistically and practically significant items were found to be of medium effect with one item having a small effect. These are listed below and discussed.

TABLE 5.17. DIFFERENCES BETWEEN THE RESPONSES OF PRINCIPALS AND TEACHERS ON PARTICIPATION PROCESSES AND STRUCTURES

Item	Processes and Structures	Xp	Xt	SDp	SDt	T	p	d	*
3.1	Teachers have developed a shared vision for the school	2.947	2.859	0.848	0.834	0.434	0.608		
3.2	Teachers working together arrive at decisions on the basis of majority rule	3.263	3.134	0.805	0.912	0.658	0.517		
3.3	Decisions are only made when almost everyone is in agreement	2.947	3.111	0.911	1.015	-0.742	0.465		
3.4	Decisions are only made when almost everyone can accept the proposal to some extent	3.000	2.926	0.577	0.912	0.497	0.622		
3.5	Decisions made in meetings are followed up and implemented	2.947	2.774	0.705	0.923	0.996	0.329		
3.6	Teachers are accountable for decisions they helped to make.	3.105	2.918	0.936	0.921	0.834	0.413		
3.7	Teachers accept decisions when these are made or supported by the principal	2.526	2.802	0.772	0.945	-1.464	0.156		
3.8	Teachers participate in decision making only when invited or instructed by the principal	2.578	2.614	1.017	1.053	-0.145	0.885		
3.9	Sufficient information is supplied for teachers to arrive at quality decisions	3.526	2.884	0.512	0.961	4.744	0.0001	0.668	**
3.10	Teachers freely exchange suggestions, opinions and ideas at meetings	3.421	3.269	0.692	0.985	0.877	0.388		
3.11	Teachers work collaboratively in teams/ committees	3.000	2.942	0.745	0.925	0.315	0.754		
3.12	Meetings are held regularly by teams/ committees.	3.000	2.577	0.766	0.978	2.185	0.039	0.432	*
3.13	Sufficient teams/ committees are established to allow teachers to participate effectively.	3.052	2.807	0.779	1.012	1.274	0.214		
3.14	Problems are resolved by teachers working in quality circles	2.894	2.660	0.737	0.978	1.285	0.210		

* Statistically significant at <0.05
*Effect size   0.2=small effect
     0.5=medium effect
     0.8=great effect

Xp=Principals' mean scores, Xt=Teachers' mean scores
Sdp= Principals' standard deviation, Sdt=Teachers' standard deviation
T=t-value, p=p-value, d=d-value

TABLE 5.17 (CONTINUED)

Item	Processes and Structures	X̄p	X̄t	SDp	SDt	T	p	d	*
3.15	Team/committee leaders chair some of the meetings	3.315	2.695	0.671	1.037	3.647	0.001 *	0.597	**
3.16	Teachers perceive agenda items supplied by the principal as unimportant and irrelevant	2.052	1.937	0.970	1.057	0.492	0.627		
3.17	Agenda items are made available to teachers a few days before	3.000	2.386	1.000	1.176	2.519	0.019 *	0.522	**
3.18	Teachers provide agenda items of their own	2.315	2.043	0.945	1.013	1.192	0.245		
3.19	Teachers prepare themselves thoroughly for the meetings	2.789	2.139	0.976	1.037	2.763	0.011 *	0.626	**
3.20	Meetings are characterized by conflicts and bickerings and no substantive decisions are made	2.000	2.106	1.054	1.008	1.008	0.702		

* Statistically significant at <0.05

*Effect size 0.2=small effect
0.5=medium effect
0.8=great effect

X̄p=Principals' mean scores. X̄t=Teachers' mean scores.
Sdp= Principals' standard deviation. Sdt=Teachers' standard deviation
T=t-value, p=p-value. d=d-value

- Item 3.9 : Sufficient information is supplied for teachers to arrive at quality decisions
  $\overline{X}p = 3,526$; $\overline{X}t = 2,884$; SDp $= 0,512$; SDt $= 0,961$;
  $p = 0,0001$; $d = 0,668$

- Item 3.12 : Meetings are held regularly by teams/committees:
  $\overline{X}p = 3,000$; $\overline{X}t = 2,577$; SDp $= 0,766$; SDt $= 0,978$;
  $p = 0,039$; $d = 0,432$

- Item 3.15 : Teams/committee leaders chair some of the meetings:
  $\overline{X}p = 3,315$; $\overline{X}t = 2,695$; SDp $= 0,671$; SDt $= 1,037$;
  $p = 0,001$; $d = 0,597$

- Item 3.17 : Agenda items are made available to teachers a few days before the meeting:
  $\overline{X}p = 3,000$; $\overline{X}t = 2,386$; SDp $= 1,000$; SDt $= 1,176$;
  $p = 0,019$; $d = 0,522$

- Item 3.19 : Teachers prepare themselves thoroughly for meetings:
  $\overline{X}p = 2,789$; $\overline{X}t = 2,139$; SDp $= 0,976$; SDt $= 1,037$;
  $p = 0,011$; $d = 0,626$

The above activities are related to the utilisation of structures of participation in the school, particularly, to the way in which meetings are managed. There is a statistically practically significance in the perceptions of principals and teachers with the principals' mean scores being higher than those of teachers.

The higher mean scores of principals indicate their perception that the conduct of meetings satisfy the requirements of effective meetings especially in terms of increasing teacher participation. The lower mean scores of teachers, on the other hand, imply that teachers perceive no meaningful participation in the conduct of meetings. As the literature shows (cf. par. 3.5.2.3) staff meetings are perceived negatively by teachers.

The above findings indicate that principals need to model participation structures which will encourage participation, promote feelings of togetherness, foster

cooperation and act as a binding force of the whole staff and move away from the traditional staff meetings (cf. par. 3.5.2.1).

5.9 DIFFERENCES BETWEEN PRINCIPALS' AND TEACHERS' OPINIONS WITH REGARD TO OUTCOMES OF PARTICIPATION (TABLE 5.18)

Using the same statistical technique as in the previous section (cf. par. 5 8), this section determined the differences between the opinions of the principals and teachers concerning the outcomes of participation.

According to Table 5.18 none of the items were statistically significant.

Consequently, it may be concluded that principals and teachers do not differ significantly in their opinions with regard to the outcomes of teacher participation. This being the case, it may be concluded that there exists a common ground between the principals and teachers concerning the value of participation for the smooth functioning of the school. With this common vision as a starting point, efforts to implement participation may be carried out with a measure of success.

5.10 CHAPTER SUMMARY

This chapter presented the research data which aimed at explaining the nature, forms and extent of teacher participation from an empirical viewpoint The chapter opened with a presentation and analysis of personal and school details of the respondents. The results of research were presented and analysed.

This included an analysis of principals' and teachers' responses in order to find out differences in their perceptions with regard to actual and desired participation, processes and structures of participation and the outcomes of participation. This was done by the application various statistical techniques including frequencies, measures of central tendency (means), a paired t-test and an ordinary t-test.

TABLE 5 18   DIFFERENCES BETWEEN THE RESPONSES OF PRINCIPALS AND TEACHERS ON THE OUTCOMES OF PARTICIPATION

Item	Participation Outcome	$\overline{X}p$	$\overline{X}t$	SDp	SDt	t	p
4 1	Leads to improvement in the quality of decisions.	3.578	3.351	0.961	0.762	1.003	0.327
4 2	Improves the pass rate of pupils	3.421	3.379	0.837	0.764	0.206	0.838
4 3	Leads to better communication between principals, teachers and parents	3.368	3.533	0.830	0.708	-0.839	0.410
4 4	Increases loyalty of teachers to the principal	3.473	3.302	0.696	0.845	1.003	0.326
4.5	Leads to activities whereby teachers sabotage school goals.	1.578	1.840	0.692	0.969	-1.516	0.142
4 6	Increases the professional growth of teachers.	3.526	3.419	0.841	0.773	0.533	0.599
4 7	Improves the morale of teachers	3.526	3.408	0.841	0.774	0.587	0.563
4 8	Leads to lack of effective leadership	1.631	1.783	0.895	1.047	-0.698	0.492

Through the findings in this section an attempt will be made to draw guidelines for the implementation of participative management in schools - the subject of the next chapter.