

**AN INVESTIGATION INTO STAFF PARTICIPATION IN THE
MANAGEMENT OF THREE SECONDARY SCHOOLS IN THE
PHOENIX-VERULAM DISTRICT**

by

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Dissertation submitted in partial compliance

with the requirements for the

Master's Degree in Technology: Education (Management)

At the Durban Institute of Technology

DECLARATION OF ORIGINALITY

I declare that this dissertation is my own work and that all sources I have used or quoted have been acknowledged by means of complete references.

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FEBRUARY 2003

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DEDICATION

This dissertation is dedicated to my late grandfather, Mr Mariemuthu Chetty and my late parents, Mr and Mrs P.B.Chetty for their inspiration and motivation throughout the formative years of my schooling.

ACKNOWLEDGEMENTS

I wish to place on record my sincere thanks and appreciation to the following people who had a positive influence on my study:

- my supervisor, Mrs Julia Prosser for her excellent guidance and motivation throughout the course and for sharing her rich experiences with me;
- my wife, Princy Chetty for her continuous support and assistance throughout the three years of study;
- my children Merishni and Rushern for their understanding and support;
- my deputy principals, Mr N.C. Govender and Mr K.Singh, and my clerks, Kanthie Govender and Velu Govender for their continual support and assistance;
- my sister-in-law, Renu Mudaly, and my colleague, Mona Singh, for their motivating my reading for the Master's Degree in Technology (Education) and their assistance during the course;
- Mr Edmund S. Chetty (District Manager: Phoenix-Verulam) and my colleagues, Mr V. Moonsamy and Mr Ivan Naicker, for their encouragement and support throughout the course; and,
- the principals and teachers of the three secondary schools in the Phoenix-Verulam District for their co-operation.

ABSTRACT

Education has undergone many changes, over the past ten years. Prior to 1994, public schools in South Africa were predominantly bureaucratic organisations where the principals of schools implemented an autocratic style of management. Now education has moved away from such a system to a democratic system in which staff participation is encouraged.

After 1998, the Department of Education and Culture of KwaZulu-Natal made it compulsory for the principal to inform staff on all procedures to be implemented in the rationalisation and redeployment process. The Department also encouraged staff participation in deciding on matters relating to the school.

The researcher undertook a research study in three secondary schools in the Phoenix-Verulam District to assess the extent to which staff were involved in management decisions and whether this had been successful. It was discovered that problems were encountered when management and administrative responsibilities were shared with staff members. The researcher made recommendations to solve these problems and improve staff participation in the management of a school.

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CHAPTER ONE

1. OVERVIEW OF STAFF PARTICIPATION

1.1 INTRODUCTION

Education has undergone many changes over the past ten years. Prior to 1994, the education system was based on racial inequality and segregation. Public schools in South Africa were predominantly bureaucratic organisations in which principals applied an autocratic style of management by which they, alone, made decisions and asked staff to merely implement these decisions.

Recent South African reform initiatives, in line with public views, have emphasised democratic and decentralised management (Steyn & Squelch, 1997:1). Teachers want decisions to be made democratically. Previously, all stakeholders (teachers, parents and learners) had little opportunity to participate in decisions made in schools.

Participatory management at the school level, however, requires a shift from a rigid hierarchial management structure to one which is more open and flexible, which allows for substantial teacher contribution. It is essential for teachers to have the necessary knowledge, skills and status to significantly participate in decisions relating to important educational matters in all areas of education (ibid.).

Since 1996, the Republic of South Africa has had a democratic constitution. Changes in the new national education system were made to provide better quality education for all learners and to affirm in teachers and learners the democratic values of human dignity, equality and freedom. In doing so, the new national education system aimed to combat all forms of unfair discrimination and intolerance. The main change in education is the democratisation of education with greater representation of race, gender, colour, creed or handicap. In this way, the principle of equity is being addressed and this has necessitated the introduction of new education policies and new education laws. The South African Schools Act 84 of 1996 creates a whole new approach to leading, managing and governing schools and requires principals, members of school management teams and members of school governing bodies to change the way they think about their roles and responsibilities. This new approach to leadership should work towards creating more democratic ways of managing schools and so principals should provide opportunities for teachers to participate in the management of schools.

In the past, a principal was the person responsible for managing a school. The new system creates a different management structure. The work of the principal has been broadened and he/she no longer carries all the responsibility of managing a school. Principal and staff together manage a school and, together form a school management team.

During 1998 the Department of Education and Culture, for the first time, made it compulsory for staff to participate in the management decisions of a school when rationalisation or redeployment (a process whereby teaching posts are added or

eliminated according to the learner roll of the school) was discussed. By staff participating in the management of a school, the Department of Education and Culture hoped to encourage the management and staff to take better quality decisions.

1.2 DECISION - MAKING STYLES IN MANAGING A SCHOOL

Decision-making involves a series of steps, which are necessary in order to arrive at a decision (Oldroyd et al., 1996:18). It is a thought process, which is carried out consciously (or sometimes unconsciously) to direct the achievement of goals.

Decision-making may be regarded as a process of consciously choosing the most suitable way of acting to solve or handle a particular problem or situation once the various alternatives and possibilities have been considered (van der Westhuizen, 1994:152).

1.2.1 CONSENSUS

Decision by consensus is defined as a course of action which is acceptable to all staff members (Seyfarth, 1999: 142). Consensus involves agreement through long discussions and negotiation.

1.2.2 COLLABORATION

Collaborative decision-making is applied to arrive at a decision in a process of mutual sharing and open contribution from all concerned (Oldroyd et al., 1996:18).

1.2.3 CONSULTATION

Consultative decision-making is a process whereby leaders consult followers before taking key decisions, which they will have to implement (ibid.).

1.2.4 AUTHORITATIVE STYLE OF LEADERSHIP AND DECISION-MAKING

The principal listens to opinions and arguments from members of staff and makes the final decision using his/her experience and expertise. The principal also takes responsibility for the decision taken. The opinions of all members of staff are heard before the decision is considered (Smith, 1995:10).

1.2.5 AUTHORITARIAN STYLE OF LEADERSHIP AND DECISION-MAKING

Here the principal takes all decisions and only certain tasks are allocated to staff. The principal takes full responsibility for all decisions made and ensures that set goals are attained. There is a one way communication between the principal and his staff (van der Westhuizen, 1994:190).

1.2.6 DEMOCRACY

Democratisation is defined as the process of transforming authoritarian and elitist structures and procedures of governance, whether they be of despotic or oligarchical nature, into structures and procedures which provide for participation in the decision-making processes, either directly or through elected representatives, of everybody affected by the decisions and actions of public control (National Commission on Higher Education, 1996: 270).

Democratic decisions are made by consultation between management and staff (van der Westhuizen, 1994:190). In a democratic decision-making process voting or ballots may be used to find out exactly what the majority decision is (Smith,1995:10).

Democratic decisions may be obtained through representative democracy or participatory democracy.

“Representative democracy” refers to the idea that all relevant constituencies should be represented in the decision-making process. Representatives are elected to represent the views of their constituencies. Each constituency has the opportunity to elect people who are mandated to represent their interests. Within a democratic system, representatives are held accountable to those who elect them. Some form of reporting to the constituency concerned therefore has to occur (Davidoff and Lazarus, 1997:98).

“Participatory democracy” is a system of democracy that emphasises the importance of the participation of all constituents in the decision-making process. All members are included and have access to the information and decisions generated in the organisation (through various forms of communication). They have been given opportunities to contribute to the development of the school (ibid.).

1.3 STAFF PARTICIPATION

Staff participation is defined as the mental and emotional involvement of a person in a group situation which encourages the individual to contribute to group goals and to share responsibility for them. Participation in this sense is the “mental and emotional involvement” of the participant. The participant is motivated and releases his or her own energy, creativity and initiative. Full participation may be obtained through collaborative decision-making, consultative decision-making or by consensus.

Full participation may take the following forms:

- the principal and staff participate in discussions relating to the management of a school and they arrive jointly at a decision. Here, consensus and collaboration are normally used;
- the principal and staff participate in discussions relating to the management of a school and the principal makes the final decision. Here consultation with staff is used;
- the principal gives staff an opportunity to take decisions on certain management issues and staff have the final say, for example, in determining the date for the cultural evening. Here collaboration and consensus are used.

Until 1996 principals of schools employed an autocratic style of management whereby they, with little or no contribution from members of staff, took all decisions. Since 1996 decision-making responsibility is shared with staff and they are encouraged to participate in the management of secondary schools. Indeed, the researcher found that staff in secondary schools wanted to be involved in all decisions relating to the management of schools, but that they paid special attention to decisions which most affected them.

Participation in the decision-making process involves both individuals and groups, entailing intellectual and emotional involvement as well as physical involvement (Luthans, 1992:503). The degree of participation in secondary schools may range from no participation (with the principal making all decisions) to full participation, whereby

staff participate in decisions which affect them. The degree of participation in the school is determined by the confidence a principal has in his or her staff, the opportunities and encouragement given to staff to participate in management decisions, the level of experience of teachers and the nature of the task attempted.

The positive attitudes of both the principal and staff are important for top quality decisions to be made. All members of staff accept decisions made in a healthy atmosphere and the success of such a decision is then assured. However, not all decisions are made in a collegial climate. Staff may become vindictive towards the principal and form cliques to make the management of a school difficult. This may possibly be because of the domineering attitude of the principal. Staff generally will give colleagues support during the participatory decision-making process. In doing so, they avoid the risk of being ostracised by their fellows. Staff members frequently become hostile toward their colleagues if they are not supported in decision-making. When conflict occurs, team spirit is weakened and this will have repercussions for participatory decision-making.

During the participatory decision-making process, a principal consults staff on educational matters affecting the management of a school. In a consultative approach to decision-making, democratic techniques are used. There is total participation by all members of staff. Learner contributions are also considered. In the three secondary schools researched voting was used only to ascertain teacher preferences.

The principals in the three secondary schools also used an authoritative style of management on certain management issues. They consulted staff for their opinions on

certain matters but the principals maintained the right to make final decisions. This was as a result of the principals being ultimately responsible for the results of all decisions and made accountable for satisfactory results. The principal, in implementing a participatory management style, must always act responsibly and not neglect his duties by letting staff members take over (Field, 1991:14).

According to Field, participatory management does not imply that everyone shares equally in all management processes but that people contribute according to their abilities (ibid.). By staff participating in management decisions, the best utilisation of human resources is achieved and the principal demonstrates trust in the ability of his staff (van der Westhuizen, 1996:203).

Holt and Murphy in Steyn (1998:131), in comparing the present with the past, confirm that teacher participation in decision-making in schools tends to be mere "tokenism".

Principals give staff an opportunity for decision-making but change many of their contributions during the implementation stage. This makes staff unhappy and they reject explanations for the principals' actions. For the effective transformation of education in South Africa the principal and teachers should be involved in decision-making in the management of schools (Steyn, 1998:131). According to Kirby and Colbert in Steyn (1998:131), those who implement solutions should be part of the decision-making process and there should be distribution of power between principals and teachers.

Staff participation in the management of a school may be implemented in many ways: in subject committee meetings with the respective subject heads or with the principal at

staff meetings (van der Westhuizen, 1996: 203). At secondary schools the principal usually chairs staff meetings while subject heads chair subject committee meetings.

According to Steyn and Squelch, for participatory management to be successful in secondary schools the principal and teachers should be trained in a participatory style of management (1997:1). The principal should be aware of his own ability, experience and prejudices, which should enable him/her to assess the nature of a specific situation. He should be able to evaluate staff, identify their skills and, in doing so, create a management team with diverse skills and capabilities (van der Westhuizen, 1996:203).

In order to achieve a successful participatory management culture, the following atmosphere should be cultivated at staff level:

- teachers should feel free to participate in the management of the school;
- the principal should inform staff of the background to the decision to be taken and give staff all available information to enable them to take a decision and, in doing so, encourage teachers to participate in the management of the school;
- teachers should be involved in decisions which are closely related to their own work environments;
- teachers, with knowledge of the matter under discussion or those who are directly involved in the situation, should participate in the management of the school in order to avoid teachers becoming frustrated by the management of the school.

(van der Westhuizen, 1996:204).

Staff participation in the management of secondary schools should be an integral part of the relationship between principal and staff. Effective leadership and management skills encourage participation in the management process and create a better working life for everybody in the school (van der Westhuizen, 1996: 240).

1.4 THE THREE SECONDARY SCHOOLS IN THE PHOENIX-VERULAM DISTRICT

The three secondary schools (School A, School B and School C) where structured interviews were conducted, were racially segregated schools under the former House of Delegates' administration. Today these three public schools are racially mixed, although learners are predominantly Indian, with Indian learners averaging 73,22% in the three secondary schools, while African learners average 26,04% and White and Coloured learners average ,74%.

The following tables give the learner and staff (both academic and non-academic) racial composition in the three secondary schools in the Phoenix-Verulam District:

TABLE ONE: LEARNER COMPOSITION

RACE / SCHOOL	Indians	Africans	Whites	Coloureds	TOTAL
SCHOOL A	782	373	1	8	1164
SCHOOL B	654	123	00	00	777
SCHOOL C	729	274	00	13	1016
TOTAL	2165	770	1	21	2957

TABLE TWO : STAFF COMPOSITION (ACADEMIC AND NON-ACADEMIC)

RACE/ SCHOOL	Indian Teachers	Indian Clerks	African Clerks	Indian Cleaners	African Cleaners	TOTAL
SCHOOL A	41	2	00	00	4	47
SCHOOL B	24	1	1	00	4	30
SCHOOL C	32	2	00	3	00	37
TOTAL	97	5	1	3	8	114

According to Table One (concerning learner numbers) we observe that there were 2165 Indian learners, 770 African learners, 1 White learner and 21 Coloured learners in the three schools where structured interviews were conducted.

With reference to Table Two (relating to staff numbers) we observe that the teachers in the three secondary schools were all Indian teachers. School A had 41 Indian teachers, 2 Indian clerks and 4 African cleaners. School B had 24 Indian teachers, 1 Indian clerk and 1 African clerk. School C had 32 Indian teachers, 2 Indian clerks and 3 Indian caretakers. The principals of School B and School C said that all members of staff were involved in decision-making. School A involved only teachers and members of the clerical staff in decision-making.

Teachers in the three schools in the Phoenix-Verulam district did not cater for cultural diversity. African teachers had not been appointed at the three secondary schools in which interviews were conducted. Indian teachers took decisions for all learners. Since the three schools in the Phoenix-Verulam District had 770 African learners (373 in School A, 123 in School B and 274 in School C), the researcher recommends that the governing bodies of the three secondary schools employ African teachers who will understand the culture of African learners and will be able to take effective decisions in their interests.

In the past the three secondary schools in the Phoenix-Verulam District were exposed to an autocratic style of management, whereby principals maintained that they had knowledge of all aspects of the management of their schools and they, alone, took management decisions without any consultation with either management members or

staff. In all three secondary schools in the Phoenix-Verulam District there was a movement towards a participatory style of management whereby management (deputy principals and heads of departments) and staff were active in contributing to decisions. The principals of the three secondary schools used a system of representative democracy and a system of participatory democracy to arrive at decisions.

1.5 MOTIVATION AND AIMS

Prior to 1996, the researcher taught in House of Delegates schools for 21 years; nine years were spent in management. He observed that principals employed an autocratic management style, using a "top - down" approach, whereby they made decisions with little or no participation from staff. Staff merely implemented decisions. Staff were unhappy with the situation but did not question it for fear of being victimised. In 1994, the Report of the Task Team on Education of the Department of Education published a document, known as "Changing Management to Manage Change in Education", which reached schools in 1998, and advocated that school management should include teachers in the decision-making process (1996:30).

The period since 1994 has seen staff become increasingly rebellious, refusing to accept every decision made by the principal. Staff want to be part of all decision-making and they have the full backing of teacher unions. Principals have to deal very cautiously with teachers as they can make their positions very difficult. After the introduction of the Employment of the Educators' Act 76 of 1998, in which education

laws relating to teacher misconduct are outlined, the situation has improved and teachers show more respect for the principal.

Since 1998, there has been increasing emphasis on democracy and participation and the Department has made it compulsory for all principals to convene staff meetings to inform staff of the procedures to be followed in creating teaching posts or eliminating teaching posts. This process (as explained above) is called “ the rationalisation and redeployment process”. Staff are required to be a part of this management process, taking decisions with the principal in determining which teachers are to be declared in “excess”. The Department of Education has decided that when deploying staff in their schools, the principal must do this in consultation with his / her staff.

The researcher was keen to assess the extent to which staff presently participated in management decisions as he believed that staff could make meaningful contributions to the management of a school.

In undertaking this research, the researcher wished to achieve the following:

- investigate the extent to which staff participation in the management of three secondary schools in the Phoenix- Verulam District had been achieved since 1998;
- assess the success or failure of staff participation in the management of three secondary schools in the Phoenix-Verulam District since 1998;

- examine the strengths and weaknesses of staff participation in the management of secondary schools in order to make recommendations to improve this participation.

1.6 RESEARCH METHODOLOGY

A careful study of literature was undertaken with a view to deriving a conceptual framework and a theoretical background within which staff participation in management decisions was investigated. Qualitative methods were used in this research.

Qualitative research involves a study of documented records, case studies, personal experiences, interviews and observation. The instruments used in this investigation were observation, a review of related literature and structured interviews.

This study was based on a review of the existing literature regarding participatory management in schools. Literature can be divided into primary and secondary sources. The primary sources of literature used in this research included government publications such as issues of the Government Gazette, circulars, documents, education laws, The Management Task Team Report, The Policy Framework for Education Management Development and other relevant documents issued by the national Department of Education and the KwaZulu-Natal Department of Education and Culture. Secondary sources of literature included books, journals and unpublished dissertations. Information from primary sources and secondary sources were gathered, collated and interpreted.

According to Denzil and Lincoln in Rangraje (2000:34), a structured interview “refers to a situation in which an interviewer asks each respondent a series of pre-established questions with a limited set of response categories. There is generally little room for variation in the response except where an infrequent open-ended question may be used”.

Structured interviews were conducted with principals and staff of three secondary schools during May 2002. The interviewer used a written interview schedule to ensure that he asked the same questions to all interviewees.

The structured interviews with principals comprised questions to assess their views on staff participation in the management of a school (See Annexure A). The structured interviews with staff comprised questions to find out their views on staff participation in the management of schools (See Annexure B).

1.7 CONCLUSION

Staff should have an opportunity to participate in decision-making and to have their views heard. During the participatory process, respect for each other, openness and acknowledgment of the contributions made by all members are essential. In a participatory management style, meetings should be structured in such a way that maximum participation is facilitated. There should be transparency in making decisions and accountability for decisions made. The recognition that every teacher can make a valuable contribution should be fostered. This is an important part of the participatory decision-making process (Davidoff and Lazarus, 1997:165).

1.8 SUMMARY

Prior to 1994, principals of schools adopted an autocratic style of management. The principal made all decisions without consulting the teachers. Staff implemented the decisions made by the principal in spite of their being unhappy with the decisions made.

Since 1994, the Department of Education and Culture has encouraged principals (in keeping with the Constitution of the country) to adopt a democratic management style with maximum teacher participation. The Department of Education and Culture emphasised that teachers be involved in decision-making in matters which affect them. Staff participation in the management of secondary schools has, however, both advantages and disadvantages.

In Chapter Two, the researcher will investigate the advantages and disadvantages of staff participation in the management of secondary schools.

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CHAPTER TWO

2. ANALYSIS OF STAFF PARTICIPATION

2.1 INTRODUCTION

In the previous Chapter, staff participation in the management of secondary schools was discussed and the composition of staff in the three secondary schools was outlined.

For Owens, participation is the emotional and mental involvement of a person in a group situation that encourages a person to contribute to group goals and to share responsibility for them (1998:221). In doing so, the member of the group gains ownership of the decision taken. Principals, in encouraging staff to participate in the management of the school, seek to arrive at quality decisions in the best interests of the school. Participation is assessed in terms of the creativity of these decisions and the acceptance amongst those who must implement them. The “quality of a decision” refers to the extent to which the decision is ultimately successful in meeting the goals and objectives of the decision-maker (Arnold and Feldman, 1986:406).

According to Dimmock and O'Donoghue, decision-making responsibility should be shifted closer to those who are in charge of implementing decisions. The reasons for the shift may be multifarious. Some of these are:

- managerial reasons: a better quality decision can be made by practitioners being aware of clients' needs. “Better quality” incorporates a greater responsiveness, commitment to and accountability for decisions;

- economic reasons: people are inclined to be more thrifty when they are given responsibility for handling their own budgets and demand for resources are more readily aligned with decisions;
 - political reasons: widening participation in decision-making includes formerly excluded or non- participating groups, thereby changing the power balance and influencing relations
- (1997: 6).

From the researcher's experience, it was clear that staff participation in the management of secondary schools assisted the principal in solving management problems. In 1998, two weeks before the June examination, a teacher who was declared in excess, was seconded to a school where his services were required. The principal was faced with the difficult task of re-allocating the teacher's marking load. The policy of the school was to allocate marking in terms of a teacher's current teaching load. Any deviation from this principle would lead to conflict and this had to be avoided especially in the unhealthy, bitter climate of rationalisation and redeployment.

Staff were called to participate in the re-allocation of marking and experienced little difficulty in doing so. Because staff were involved in deciding on the re-distribution of marking, they accepted the decision without complaint.

Nevertheless, there are both advantages as well as disadvantages in staff participating in the management of a school. The researcher will discuss the advantages and

disadvantages based on a review of current literature and his experience in the schools.

2.2 ADVANTAGES OF STAFF PARTICIPATION

2.2.1 ADVANTAGES FOR THE SCHOOL

The participation of staff is crucial when a principal does not possess sufficient information to solve a problem (Arnold and Feldman, 1986:410). The principal of a school may be an expert in many professional aspects of administration, but he may lack expertise in taking decisions related to the specific academic subjects, which form part of the curriculum of the school. In these circumstances, the principal should co-opt members of staff to help him / her solve the problem and reach a first rate decision.

In managing secondary schools, principals may also be placed in situations where they may be unable to take a decision because the nature and the dimension of the problem are unclear (ibid.). For example, the policy document for principals, referred to as "Education Law and Policy Handbook", failed to define "Grade Nine 2002 outcomes based examination policy". Furthermore, at the beginning of 2002, the national Department of Education failed to give provincial examination departments proper directions with respect to the 2002 Grade Nine examinations.

The subject advisor for each learning area told teachers in the three secondary schools, in which research was conducted, of the possibility of there being an external examination for Grade Nine, as Grade Nine learners were in the final year of the General Education and Training phase. When no confirmed directive was available from the provincial education department, teachers became worried. In School A

staff, together with the principal, decided that they would prepare Grade Nine learners for the provincial examination in spite of not obtaining any directive. In doing so, they would use the 2001 provincial pilot examination papers. The principal, in the meantime, was requested to obtain confirmation on whether Grade Nine examination for 2002 was to be an external or internal examination.

Staff form an important component in the decision-making process. Participation is more appropriate when the acceptance of the decision by staff is critical to effective implementation (Arnold and Feldman, 1986: 410). Participation is necessary when a course of action is likely to fail because it is resisted or opposed by those who have to implement it. It is therefore important for all members of staff to share a principal's goal and objectives in the effective management of a secondary school. By staff participating in management decisions, they will ultimately accept the decision.

Research has shown that decisions, backed by group agreement, are more effective than a decision made by a leader. Staff should be involved in decision-making in a democratic environment so that activities, that are carried out, can be more effective (Watson, 1986:102). When a group makes a decision, more people accept it and feel responsible for the decision. Participation, in turn, improves productivity in the school (Arnold and Feldman, 1986:410-411). Management and staff of secondary schools should participate in formulating the testing and examinations policy of the school. Following consensus on examination and testing, staff will do their best to ensure that the evaluation of learners is done according to the policy formulated.

In School C, the principal, members of the management staff, as well as teachers, separated learners according to subject courses. The number of learners in each teaching unit was decided after consultation between members of the management team and the teachers. The number of learners to be taught in a woodwork or metalwork workshop was also decided through staff participation. In doing so, the safety precautions for learners were considered.

According to Everard and Morris, the key to effective management is the ability to get results from other people, through other people (1985:36). Staff may provide a greater number of approaches to solving the day-to-day problems of the school (Arnold and Feldman, 1986:406). By the principal achieving good relationships with members of staff and by motivating staff, he will find that staff will readily contribute to the decision-making process and overcome their fear of it. Through participation in decision-making, their need for achievement, recognition, responsibility, job interest, personal growth and advancement potential will be satisfied and reinforced.

When staff participate in formulating the mission statement of the school and the code of conduct for learners, they experience leadership training. They feel a part of the institution and so will make every endeavour to ensure that the mission statement is emphasised and the code of conduct is maintained. Hence discipline improves. Good discipline is necessary to create a healthy environment for effective learning and teaching to be achieved.

In all three of the secondary schools in the Phoenix-Verulam District, the final teacher allocations were confirmed after contributions from staff were considered at a staff

meeting. Teachers participated in the planning of the school's timetables and the allocation of the school's resources. Staff also assisted in planning the subject combinations required for the construction of an effective timetable, which was acceptable by all members of staff. The request for a teacher's "free time" to be placed at a particular period of the day was also negotiated during teacher participation. This was advantageous because decisions were reached through consensus giving every teacher the opportunity to contribute to decisions affecting his/her work.

At the beginning of 1991, teacher unions placed a moratorium on superintendents of education and subject advisors supervising the work of teachers. Teachers went a step further and, contrary to directives from the teacher unions, prevented any members of management teams from visiting their classes to listen to their lessons. However, after much discussion, staff allowed the principal and his management team to supervise their work, provided that a developmental approach was used rather than the judgemental approach, which was used in the past. This created a more congenial atmosphere between the management and staff of the three secondary schools. The possibility of conflict was thus reduced.

A teacher developmental appraisal policy requires the principal and his management team to participate with staff in decisions regarding aspects of development which require attention. This put teachers at ease. Furthermore, following the developmental appraisal system, teachers are pleased to call on their teacher union representative and peers to appraise them. The participatory approach to teacher appraisal has

contributed to the reduction of stress among teachers and the acceptance of this new form of evaluation.

According to Bush, the effectiveness of a school depends on the attitudes of principals who have to cede power in order to liberate the creative talents of their colleagues (O'Neill et al., 1994:38). In the "new" South Africa, it is imperative for every principal to treat each member of his staff as a source of creative contribution towards optimum efficiency, effectiveness and relevance for educational management (O'Neill et al., 1994:19). Keith and Girling found that "participatory management is highly consistent with the current quest for substantial qualitative improvements in educational outcomes" (1991: 17). Through this teamwork approach, the development of staff unity may also be achieved.

The administration of finance at schools is now in the hands of governing bodies. To enable a school's governing body to arrive at an accurate budget, each subject departmental head should plan the expenditure for the year. Each member of staff should be given the opportunity to make his / her contribution to a proposed subject departmental budget. Heads of department present their proposed subject budgets at a staff meeting so that they can be included in the proposed budget of the school. The principal presents the proposed school budget to the school's governing body for approval. By staff participating in the preparation of a budget for the school, they become aware of what can be spent in the coming financial year. This is advantageous because teachers will not then request items which were not provided in the budget.

According to Sutherland and Cooper (2000:185), lack of participation in decision-making is a primary cause of role conflict and role ambiguity. They argue, using information based on research, that increased participation in decision-making has a beneficial effect on employees as it reduces role conflict and it also improves role clarity so the individual has less emotional strain at work and more satisfaction with his/her job. Jackson in Sutherland and Cooper (2000:185) also confirms that role conflict and role ambiguity are reduced through staff participation in staff meetings. Using results of studies conducted by Jackson it has been observed that the degree of success achieved is dependent on the number of staff meetings held.

When educational policy is formulated with staff, conflict will be considerably reduced. Govender, in his research, finds that teachers view the involvement of key stakeholders in the formulation of educational policy and its implementation as vital (1996:107). A participatory management style, which allows for communal decision-making, minimises conflict. This approach permits the interests of all parties (involved in decision-making), to be carefully considered before decisions are made. All parties can state their particular points of view, regardless of their status and, through communication, dispel any doubt or misunderstanding which may arouse conflict (Biputh, 2000:107).

2.2.2 ADVANTAGES FOR STAFF

A staff meeting provides a golden opportunity for members of staff and members of the management team to get to know one another better, to help one another and to find out about developments in the school. Through discussions in a staff meeting,

teachers in different subject departments in a school find out how each department functions.

For Hechter there is a distinct advantage in participative decision-making: it is satisfying the need for teachers to have a say in matters which affect them (van der Westhuizen, 1994:155). Participatory management also gives staff an opportunity to communicate with management so that problems requiring attention are dealt with timeously. When staff are satisfied with the management of a school, better quality decisions are made. An increased role in decision-making will improve the job satisfaction of staff. When teachers have more confidence in themselves then their performance improves (Steyn, 1998:133) and this results in the general improvement in the school. Hoy and Tartar in Steyn (1998:134) also confirm that teachers participating in decision-making results in enhanced decision-making and co-operation.

By staff participating in the management of the school the level of understanding of management issues increases (Arnold and Feldman, 1986:409). When staff are involved, from the beginning, in discussion on management matters and reach a conclusion together, they have a clearer understanding of what is required of them. When staff accept decisions made at a staff meeting, they are committed to implementing these decisions effectively, as they are part of a decision-making process. The responsibility for a decision is shared by all making the decision (van der Westhuizen, 1994:156). Dimmock and O'Donoghue also confirm that increased staff participation will inspire enthusiasm, interest, commitment and efficiency and also enhance professionalism (1997:20).

According to Arnold and Feldman, research in staff participation shows that a group has a five-to-six times greater chance in solving management problems than an individual taking a decision alone (1986:406). Research also indicates that staff participation in the management of a school has a greater possibility of being accurate. For Joseph and Douglas, co-ordination of activities may be attained through joint interaction between management members and members of staff in staff meetings and subject committee meetings. Individual specialists in a subject and members of disciplinary committees can approach a decision from different viewpoints (1977:229). Staff are also often consulted in the appointment of learners for leadership positions (such as the appointment of prefects) and staff make recommendations since they know the learners best. The participation of staff is helpful in arriving at a decision acceptable to all the participants.

In the absence of formal training in the management of a school, Joseph and Douglas maintain that staff may be indirectly trained through staff participation in staff meetings, and subject and disciplinary committees meetings (1977:229). Subject committee meetings form part of a school-based in-service training course and, through staff attending and participating in subject committee activities, they have an opportunity to be developed (Marsh, 1997:146). Marsh also agrees that teacher participation at this level contributes to the potential reduction of conflict (1997:146). Teachers who are familiar with the functioning of a subject department, are able to relate easily to subject-related issues and are confident in participating with the

management team of the school in formulating decisions relating to their own subject department.

Staff participating with members of the management team to determine staff teaching loads gives teachers an opportunity to make known their subject and grade preferences for the current academic year. Participation in decision-making is likely to result in an increased level of enthusiasm among teachers (Marsh, 1997:146). Teachers, as a result of contributing to decisions relating to the management of a school, perceive that they are considered valuable enough to be consulted (Francis and Milbourn, 1980:281).

An additional area where staff participation is useful is staffing, which includes appointments, deployment of staff, working hours, assignment of student teachers, promotion of teachers and timetabling (Paisey, 1981:99). Members of staff are particularly keen to be involved in the allocation of student teachers because there are only a limited number of student teachers to be distributed among several members of staff. It is important that staff discuss timetable requirements and plan an effective teaching timetable. Suggestions made in developing a timetable should be debated and adjustments made through consensus.

2.3 DISADVANTAGES OF STAFF PARTICIPATION

2.3.1 DISADVANTAGES FOR THE SCHOOL

The schools in the Phoenix-Verulam District had an Indian teaching staff. There were no African teachers employed in the three secondary schools where the research was conducted, despite the fact that after 1996 a large number of African learners had been admitted. African learners did not have any teachers who understood their culture and appreciated the difficulties they experienced.

For a participatory management decision to be taken in a school, members of the management team and staff members have to be present. The process of participatory management may, in many instances, be time-consuming. Staff were sometimes required to remain after school to discuss matters and did not feel happy doing so. Staff were, however, not called upon to participate in emergency decisions as these decisions required immediate attention. Emergency decisions were made by the principal using his / her skills and experience.

According to Smylie, (Sackney and Dibiski, 1994:106), some teachers will participate in the management of a school because there is a healthy relationship between the principal and staff. A principal who is open, collaborative and supportive is able to encourage staff participation. Some principals, however, display a closed, exclusive and a controlling relationship and this, in turn, results in staff becoming less supportive (ibid.). The researcher found that staff became suspicious when they felt that the principal had a hidden agenda and so contributed little to the management of the school. When school policies relating to learner evaluations, teacher deployment,

timetables and the allocation of resources were formulated, teachers collaborated with the management team. However, teachers who had some management training in specific areas, tended to dominate the decision-making process.

Sutherland and Cooper (2000:186) claim that increased participation by staff may pose a threat to some principals as their competence and role function as managers are threatened. This may result in increased stress for principals and other members of the management team.

2.3.2 DISADVANTAGES FOR STAFF

The principal is able to use his power to influence a decision (Everard and Morris, 1985: 9) and he/ she can make things unpleasant for staff who do not support him/ her at meetings. The principal is also able to use his / her power to sway decisions of staff by making them look incompetent in decision-making (Joseph and Douglas, 1977:229).

Holt and Murphy in Steyn (1998:131) find that many principals have a negative view of staff participation in management decisions. They maintain that involving staff in the management of the school is a waste of time. They believe that power should remain with the principal. According to Sackney and Dibiski (1994:106), some principals and members of management teams will adopt a participatory management style, but without giving staff the necessary authority to make decisions. They have a tendency to cling to an authoritarian style of management.

The researcher found that some staff members preferred to remain silent on controversial issues in order to avoid conflict. Teachers were afraid to take decisions which were in conflict with the thinking of their colleagues. They did not want to express themselves openly for fear of criticism from their colleagues. In these circumstances the decisions were made in a climate of fear and intimidation.

Banai and Katsuonotos (1993:9) confirm that research on managers reveals that although some favour a participatory style of management, they lack confidence in their teachers. They believe that their teachers are incapable of leadership, responsibility and self-direction. The contributions of staff will not be effective in the decision-making process if principals do not express confidence in their staff.

The Employment of the Educators' Act 76 of 1998 prescribes the workload of teachers as follows:

- teachers must teach between 85% to 90% of teaching time;
- they should be on duty for at least 7 hours a day, including those days when learners are not at school;
- teachers must be able to account for a minimum of 1800 working hours per annum.

They are also expected to be involved in extra-curricular activities. The workload, especially in a secondary school, is very heavy. This is why staff sometimes prefer the principal to listen to their views and not make a decision without their direct participation (Seyfarth, 1999:156).

According to Wynn and Guditus, teachers reveal a "strong preference for involvement in those decisions that directly relate to their work in the classroom" (1984:40). They are interested only in providing viewpoints on matters affecting them. Teacher's interest in staff participation tends to wane over time (Seyfarth, 1999:156).

Staff during a participatory decision-making process feel frustrated when their contributions are not included in the decision. They withdraw completely from the decision-making process (Seyfarth, 1999:156).

2.4 CONCLUSION

From the analysis of staff participation in the management of a secondary school, the researcher concluded that there were more advantages than disadvantages to staff participation in the management of a secondary school.

For Owens (1998:271), when staff participate in the management of secondary schools, they claim ownership for the decisions taken. The involvement of staff in the management of a school enhances the growth and development of the participants (1998:271) and encourages teachers to accept responsibility and, in doing so, better decisions are achieved. However, Holt and Murphy in Steyn (1998:131) find that some principals have a negative attitude to staff participation saying that staff participation is a waste of time.

2.5 SUMMARY

The researcher found that teachers preferred to take decisions on matters which affected them. They were motivated to take management decisions in a school where the principal had confidence in them and acknowledged their contributions. However, many preferred to remain silent when controversial matters were discussed as they wished to avoid conflict.

In Chapter Three, the researcher will examine staff participation in the three secondary schools in the Phoenix-Verulam District and will assess the success of this participation in management decisions.

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CHAPTER THREE

3. ANALYSIS OF STAFF PARTICIPATION IN DECISION-MAKING IN THE MANAGEMENT OF THREE SECONDARY SCHOOLS IN THE PHOENIX-VERULAM DISTRICT

3.1 INTRODUCTION

In the previous Chapter, the advantages and disadvantages of staff participation in the management of secondary schools were discussed.

The researcher undertook structured interviews in three secondary schools in the Phoenix-Verulam District where three principals and three teachers in each of the three secondary schools were interviewed. The responses to the questions in the structured interviews have been analysed. Recommendations to improve participatory management will be discussed in Chapter Four. From the responses by the teachers interviewed, it was confirmed that they wanted to participate in the management of a school but complained that there was a lack of formal training.

It had been found from the literature review on staff participation in the management of a secondary school and from the responses of teachers and principals of the three secondary schools researched, that staff participation created better quality decisions. However, this required good communication and healthy debating of issues by all members of staff. This did not exist in the three schools in the Phoenix-Verulam District despite the approval by teachers and principals of joint decision-making in the management of secondary schools. This is supported by the research conducted

by the national Department of Education which also reveals that dialogue, one of the values most desired, is absent in many South African schools (Department of Education, 2001: 23).

The slow implementation of staff participation in school management is not only characteristic of the three schools in the Phoenix-Verulam District but applies to most South African schools. Professor Kader Asmal, in asking for the nurturing of a culture of communication and participation in South African schools, says “ Values cannot simply be asserted; they must be put on the table, be debated, be negotiated, be synthesised, be modified, be earned. And this process, this dialogue, is in and of itself a value – a South African value – to be cherished” (Department of Education, 2001:23).

In this research structured face-to- face interviews were conducted in the three secondary schools in the Phoenix-Verulam District known as School A, School B and School C. These schools were previously managed by the former House of Delegates, Department of Education and Culture. X is the principal of School A, Y is the principal of School B and Z is the principal of School C. The principals of the three secondary schools welcomed structured interviews organised by the researcher at their schools.

The following were the responses of the principals of the three secondary schools in the Phoenix-Verulam District:

- Principal X of School A also readily consented to the researcher’s request to conduct structured interviews at his school. He encouraged his teachers to

participate in the structured interviews, indicating to them that this research would be of benefit to education.

- Principal Y of School B, in responding to the researcher's request to conduct structured interviews at his school, indicated to the researcher that he would talk to his staff in order to find out how they felt. The principal eventually allowed the researcher to conduct research in his school.
- Principal Z of School C was very co-operative and his approach to the researcher's request was very cordial. There seemed to exist a healthy relationship between the principal and his staff. He offered to undertake relief teaching in teachers' classes in order to free them for the structured interviews.
- The principals of Schools A and C confirmed that the teachers were initially disturbed when, at staff meetings, their contributions were discussed, but not included in the final decision. They eventually accepted that a democratic decision taken at a staff meeting need not include minority views. The principal of School B said that his teachers did not have any problems concerning the decision-making process because they had a staff representative at management meetings.

3.2 ANALYSIS OF QUESTIONS FROM ANNEXURE A: RESPONSES OF PRINCIPALS

(Annexure A refers to questions relating to principals and Annexure B refers to questions relating to teachers).

The following emerged from the analysis of the structured interviews conducted with the three principals and the nine teachers in the Phoenix-Verulam District:

3.2.1 MANAGEMENT STYLES

From the responses of the three principals it was clear that schools' management styles had changed considerably since 1996. Until then, principals had adopted an autocratic approach to management. All decisions were 'top - down', that is, the principal made the decisions which were then handed down to staff for implementation.

However, principals of the three secondary schools researched, varied their management styles to suit the needs of their schools. Principals used different management styles to arrive at decisions, namely, decision-making through consensus, democratic decision-making, authoritarian as well as authoritative decision-making styles. In the authoritarian style, the principal makes a decision on his own and the staff implements the decision, while in the authoritative style the principal uses his knowledge and experience to take the final decision. Staff participation in decision-making was also used at the three schools.

The three principals used decision-making by consensus for decisions relating to teacher workloads and the deployment of staff. The principals arrived at dates for internal examination dates, dates on which the various sporting activities were scheduled, and dates on which cultural events were to be scheduled through staff participation.

The principal of School A used a "top-down" approach to disseminate information relating to education laws and education policies, while the principal of School C used an authoritative management style in dealing with matters relating to teacher misconduct, learner misconduct and all matters of a confidential nature. Both also determined which teachers were to be freed from managing classes, using an authoritative management style. All other matters relating to the management of a school were arrived at through democratic principles.

Democratic decisions at all three secondary schools were made in two stages: at management level and at staff level. Two schools, School A and School C, used a system of participatory democracy at both management level and staff level, while School B used a system of representative democracy at management level. A system of representative democracy was used in all three schools to arrive at decisions made in sub-committees, which were in charge of making decisions for managing the school.

In School B, teachers had elected a teacher to represent their interests when management decisions were taken. The principal, members of the management team

and the staff representative all participated in taking decisions for the school.

However, the staff representative would recuse himself whenever a member of staff or management was discussed. After a full discussion on matters relating to the school at management meetings, decisions were then put to the entire staff for approval and ratification.

In School A and School C, the principal and members of the management team first discussed issues relating to the management of a school and then presented their proposals at a staff meeting. Staff examined the proposals, debated the issues and suggested changes before decisions were approved and ratified.

Schools A, B and C also had sub-committees to investigate various issues relating to the management of the schools. These sub-committees comprised teacher representatives and management representatives. Sub-committees in Schools A, B and C used a system of representative democracy to arrive at decisions. These decisions had to be approved and ratified by both management and staff.

3.2.2 VIEWS ON STAFF INVOLVEMENT

The principals of three secondary schools believed that staff should participate in the management of a school. They confirmed that staff participation in the management of a school could result in better quality decisions being taken. They maintained that the involvement of staff in management decisions resulted in staff becoming more co-operative and ensured the successful implementation of decisions.

3.2.3 REASONS FOR STAFF TRAINING

All three principals confirmed that formal management training was essential for effective staff participation in management decisions. This training equipped staff to make better decisions and enabled them to debate issues confidently. Moreover, they became critical of their own contributions to the decision-making process. Without management training, staff tended to be inadequate, making little or no contribution.

The principal of School B said that although teachers required training in the management of a school, they could also learn through experience. The principal of School A argued that teachers should be given the opportunity to participate in decisions relating to the management of a school in order for them to appreciate how a school is managed.

3.2.4 TYPES OF TRAINING

The three principals said that staff development workshops concerned with the most recent educational laws were essential. They also suggested that aspects relating to the management of a school, for example, training in the administration of internal and external examinations, participation in course selection, involvement in the preparation of a school's timetables, participation in staff promotion processes, the handling of learner discipline in the school and training in conflict resolution should be the topics dealt with in workshops. In addition, the three principals said that staff should have a knowledge of office routine and meeting procedures and be trained to participate in meetings.

The principal of School C recommended that eligible teachers be rotated to act temporarily in vacant management posts. This could be valuable experiential learning. He also recommended that teachers, with management qualifications, or experienced educationalists in a school, conduct management workshops to develop the staff. The principals of Schools A and B recommended that teachers be encouraged to study management courses. All staff should be trained to participate in developmental appraisal and staff development procedures.

3.2.5 EXTENT OF STAFF TRAINING

As already pointed out by the researcher, between 1994 and 1998, teacher unions prevented subject advisors from visiting classrooms and providing any form of staff development. Teachers also prevented principals from visiting their classes and offering advice. Teacher unions later pointed out that this applied only to subject advisors. In spite of this, the three principals were reluctant to visit classrooms with the intention of training staff or to conduct staff development sessions. This resulted ultimately in teachers being left unprepared to make good management decisions.

After 2000, the KwaZulu-Natal Department of Education and Culture introduced a system of staff developmental appraisal by which the principal, a staff representative, a colleague and teacher union representative were required to assess and develop all teachers in a school. Although principals and staff have accepted this in principle, the implementation of the process is very slow.

All three principals when interviewed, confirmed that the training of staff for input into the rationalisation and the redeployment process (a process which involves the creation or elimination of teaching posts, based on learner numbers in a school) was carried out at their schools. Staff also received training in determining the curricular needs of the school, the steps to be taken to determine the number of teachers required for each subject in the school and the determination of critical subjects in the school (a critical subject in a school being one with only a single teacher available to teach it). The principal also trained staff to examine the circumstances in which two or more teachers teaching related subjects were in excess and to make a decision as to which one would be retained. In doing so, staff were required to use the nominal date of appointment (the date on which the teacher started teaching without a break in service) in order to establish which teachers were to remain in the school.

The principal of School C confirmed that he gave eligible members of staff management experience by giving them an opportunity to act temporarily in vacant posts. This was valuable experiential training. While in an acting capacity, staff also had the opportunity to attend workshops and seminars in the development of management skills.

The principal of School B said that his teachers were exposed to literature on school administration and school management. His teachers also attended workshops conducted by the KwaZulu-Natal Department of Education. One teacher in his school had completed a course in education management.

The principal of School A confirmed that he developed his teachers through workshops arranged by the KwaZulu-Natal Department of Education and Culture.

3.2. 6 SUCCESSFUL STAFF PARTICIPATION

The three principals said that their schools were working harmoniously as staff took “ownership” of the decisions made. The principal of School A indicated that staff was consulted on all issues and their contributions were always considered. As they were a party to the decisions they made, every effort was made to ensure that these were implemented successfully. The principal of School C had created several sub-committees, involving both management and staff. They could thus participate in the management of the school, debating issues and arriving at final decisions.

Since the nomination of a staff representative in 1999, the principal of School B said that teachers reacted positively towards participatory decision-making as a member of staff was always present at management committee meetings. Duplication of work was eliminated and the opinions of the principal, members of the management team, learners, as well as staff, could be heard.

The principals of all three secondary schools confirmed that teachers displayed a positive attitude to decision-making and they were eager to participate in the management of a school.

3.2.7 THE NEGATIVE INFLUENCES OF STAFF PARTICIPATION

Participatory decision-making had a negative effect in School A as many teachers took decisions to suit their own needs. For example, when teachers were asked to choose between a day function and a night function for the Speech and Awards Ceremony, they chose a day function because they wanted to avoid being out at night. This had a negative effect on the school as many working parents were denied the opportunity of attending this function.

Teacher representation was not possible at all times at a management meeting. When, for example, as pointed out above, a member of staff was discussed at a management meeting, the teacher representative would be asked to recuse himself. It was also discovered that teachers in the three secondary schools were reluctant to participate in decision-making which would create conflict among the staff. Most preferred to remain silent and some were even cautious about participating in decisions which involved giving permission for the principal and members of the management team to visit teachers' classes to supervise their work.

The principal of School A confirmed that staff complained that they had very little time to participate in management decisions as their workloads had recently increased. Additional workloads and large classes, which reduced their marking time during working hours, as well as preparation for outcomes based education lessons, took up much of the teachers' time. This was the reason why teachers often preferred to accept decisions made by the principal.

3.3 OBSERVATIONS ON ANNEXURE A.

As a result of his interviews with Principals X,Y and Z the researcher acquired the following information:

- although the principals of the three secondary schools cordially welcomed the researcher, the principal of School B had been reluctant to grant permission to the researcher before consulting with his staff. This indicated that a high level of consultation existed in School B;
- the principals of the three secondary schools were gradually moving towards a participatory style of management. In taking decisions, they used, to a large extent, both representative and participatory democracy;
- in Schools A and C decision-making was largely in the hands of the management team. Staff approved and ratified all decisions. In School B, a staff representative was present at management meetings and was part of the decision-making team;
- the three secondary schools all had sub-committees (including both members of the management team and staff representatives) which investigated matters relating to the school and made recommendations to the principal and staff at staff meetings;
- the principals confirmed that members of staff were willing to participate in decision-making but that teachers in Schools A and C were particularly interested in matters relating to their own work. Teachers generally exercised

caution when participating in matters which seemed to have the potential for creating conflict among staff members. When this happened, teachers preferred to remain silent rather than get involved in decisions, which might give rise to staff conflict;

- the principals of the three secondary schools agreed that it was necessary for staff to be trained to participate in the management of a school. As indicated previously, between 1996 and 1998, subject advisors were not allowed to improve teachers' skills, and principals did not feel comfortable training staff because in doing so, they feared angering them. However, after the teacher unions gave clear directions concerning the supervision and training of staff, principals offered informal or incidental training to teachers. Formal training was given only for the rationalisation and redeployment process. Informal training presented an opportunity to develop the managerial skills of teachers;
- by allowing staff to participate in the management of a school, a harmonious relationship existed between the principal and staff although staff sometimes took advantage of the situation and made decisions which suited only their needs;
- the principals of Schools A and C confirmed that staff were initially disturbed when their contributions were not included in the final decision but eventually understood and accepted democratically formulated decisions.

3.4 RESEARCHER'S COMMENTS

The following are the researcher's comments as a result of the responses of the three principals:

- the principal of school B should have used an authoritative approach in managing his school. He should have identified the areas which require consultation and used these criteria to take decisions rather than taking every problem to staff to decide on a solution;
- since 1998 the new education system emphasised teacher participation and democracy. Principals were slowly moving to a participatory style of management. They needed to speed up their management styles so that greater staff participation could be achieved;
- there should have been greater involvement of staff in the decision-making process. It is a fact that decisions were taken by the members of the management team and a staff representative on the management team. Staff were also involved in approving and ratifying all decisions. Greater involvement of staff in the decision-making process could be used to achieve better decisions rather than staff approving and ratifying decisions made through representative democracy;
- the researcher was pleased that both members of staff as well as members of the management team formed a sub-committee;
- staff should have been more committed to the decision-making process. They should have participated in all areas of decision-making rather than only decisions

affecting themselves. Principals should have been able to exercise their authority in undertaking teacher supervision. Fear of angering teachers and not feeling comfortable in undertaking teacher supervision were a sign of weakness on the part of the principal;

- principals should have been firm in preventing teachers from taking advantage. Teachers should be discouraged from taking decisions which suit their needs;
- staff becoming emotional when their contributions were not used in the final decision was a sign of immaturity.

3.5 ANALYSIS OF QUESTIONS FROM ANNEXURE B:

RESPONSES OF TEACHERS

3.5.1 STAFF VIEWS

The nine teachers in the secondary schools in the Phoenix -Verulam District, who were questioned as to whether they objected to participating in the management of schools, all approved of staff participation.

From the responses of the staff members of the three secondary schools, it was clear that staff wanted to participate in management decisions of the school because they belonged to the institutions and felt they should take decisions on matters that affected them. They added that all teachers should be involved in the decision-making process as they were required to implement the decisions taken.

3.5.2 STAFF TRAINING

The teachers confirmed that they did not have any formal training in participating in the management of a school. The three principals made no effort to train staff in the management of a school (except for rationalisation and redeployment). "Incidental development" of teachers was undertaken, by which was meant only that an explanation of concepts and procedures required for the implementation of management activities was given to staff members.

Other aspects of management training and development of teachers are reflected in Table Three.

TABLE THREE

Schools/ Teachers	A	B	C	D	E	F
1	Yes	Yes	Yes		Yes	Yes
2	Yes		Yes			
3	Yes					Yes
4	Yes				Yes	
5	Yes			Yes		
6	Yes					Yes
7	Yes					
8	Yes				Yes	
9	Yes	Yes				Yes
TOTAL	9	2	2	1	3	4

TABLE THREE REPRESENTS THE MANAGEMENT TRAINING RECEIVED BY THE NINE TEACHERS

KEY TO TABLE THREE: A = Incidental training; B = Acting Experience; C= Union Experience;
D = Management diplomas; E = workshops ; F =Leadership positions held at school.

From Table Three, we see that only one teacher received incidental general training.

The other eight teachers received training in the following areas:

- studying for a management diploma;
- acting experiences in management posts in schools;
- management training as a result of holding leadership positions at the school;
- teacher union experience;
- attending a workshop.

From Table Three, the following were also extracted:

Two teachers received experience while serving in a temporary capacity in vacant promotion posts. These two teachers were also trained by teacher unions to participate in the management of schools, for example, they received training in the selection of candidates for promotion posts. Three teachers were also given the opportunity to attend management workshops. Four teachers were given extra leadership responsibilities by being in charge of prefects and being in charge of course selections in the school. Only one teacher studied for a management diploma in education at Technikon Natal. All teachers received incidental training in taking day-to-day decisions and also served on committees.

3.5.3 TRAINING RECOMMENDED

The nine teachers in the three secondary schools in the Phoenix-Verulam District said that it was absolutely essential for staff to be trained in management decisions. Seven

of the teachers, who were interviewed, said that it was essential for the principal to train teachers in the management of a school, while two said that incidental training was sufficient.

Four teachers expressed disappointment with their principals because they did not give teachers an opportunity to attend management workshops to which both members of the school management team, as well as teachers, were invited. They said that the shortage of manpower for relief teaching was not an acceptable excuse.

The teachers recommended that the following types of management training be undertaken by principals:

- professional development to strengthen staff relations;
- professional development of teachers in the administration and management of a school;
- training of teachers for future promotion posts by allowing eligible teachers the experience of acting in vacant promotion posts;
- leadership training by giving teachers an opportunity to take part in executive duties, for example, the preparation of the school's timetable;
- training in conflict management/negotiation and allowing teachers to gain experience in this by handling learner conflict.

3.5.4 STAFF MORALE

The teachers of the three secondary schools confirmed that a participatory style of management strengthened staff morale. It also helped to make for the smooth functioning of a school. The teachers of School C agreed that when staff participated in the management of a school, this resulted in improved co-operation with the members of the management team and ensured that teachers made every effort to implement the decisions taken successfully.

One teacher from School B commented, "Since 1998, teachers were given a fair chance to air their views. The principal is no longer seen as a figure of authority but an equal partner in the participatory decision-making process ." Moreover, staff participation in the management of a school resulted in teachers taking realistic decisions and also finding teaching less stressful. However, four members of staff complained that their principals were sometimes reluctant to entrust responsibility to teachers because they feared that they would not be able to discharge their duties satisfactorily.

During the rationalisation and redeployment process, teacher morale declined as a result of the conflict created. Contributing to teacher demoralisation were ambiguities in the rationalisation and redeployment documents and the failure of principals and members of the teacher unions to clarify these ambiguities. This frustrated teachers affected by arbitrary interpretations. Many teachers refused to accept these interpretations. They maintained that interpretation of the rules and procedures used to rationalise teachers were always to their disadvantage and insisted

that rules concerning rationalisation and redeployment, be made available to all principals.

Furthermore, two teachers in two different schools confirmed that their principals and the teacher union representatives had failed to follow the required procedures and this had resulted in conflict. Disputes had been lodged with the KwaZulu Natal Department of Education and Culture to resolve the matter. The resulting tension and conflict between staff members and the principals created bitterness and contributed to deteriorating staff morale.

3.6 OBSERVATIONS ON ANNEXURE B.

The following were the responses of the nine teachers:

- staff wanted to participate in the management of a school because they belonged to a school. They particularly wanted to take decisions on matters that affected them;
- no formal training (except for rationalisation and redeployment) was given to teachers. Training took the form of an incidental nature, whereby principals briefly explained concepts and procedures relating to the management of schools;
- management training, where it existed, was gained through the initiative of teachers;
- it was necessary for principals to train teachers in the management of schools;
- since the introduction of a participatory style of management principals enjoyed improved staff co-operation as well as a higher level of teacher morale. Principals had

to be cautious of those teachers who supported decisions only when in their own interests;

- the ambiguities that were present in the rationalisation and redeployment document had presented serious problems as principals failed to obtain clarity from departmental officials. This created conflict;
- the superintendents of education and the district manager of the Phoenix-Verulam District resolved rationalisation and redeployment conflicts by clearing up problems of interpretation and guiding principals in correct procedures.

3.7 RESEARCHER'S COMMENTS

The following are the researcher's comments as a result of the responses of the nine teachers:

- teachers had adopted a very selfish approach to participation in the management of a school. They should have been more committed to matters relating to the school and they should have contributed to the holistic development of the school and education;
- the inability of principals to continue to formally train teachers was disappointing;
- teachers' initiatives to undertake courses in the management of the school were pleasing;
- principals should have adopted a firm approach in discouraging teachers taking decisions which were only in their own interest;

- principals should have asked for guidance from departmental officials in order to eliminate ambiguities. The objective of staff participation in the rationalisation and redeployment process was to eliminate conflict and by principals continuing with the process, without seeking the assistance of the departmental officials, they ignored the objectives of the department and created conflict.

3.8 RESEARCHER'S FINAL COMMENTS

All three principals and nine teachers approved of staff participation in the management of secondary schools. Teachers were willing to participate in the management of a school but preferred to participate in matters which affected them. This was due, they maintained, to their heavy workload.

Principals had not given teachers formal training to participate in the management of a school (except during the rationalisation and redeployment process). Some teachers added to their own management experience through their own initiative. For example, two teachers actively participated in management development programmes that were provided by teacher unions and one teacher studied for an education management diploma, which made him better equipped to participate in the management of a school.

Principals failed to give all staff an opportunity to attend management workshops. When invitations were given only to members of the management team, this created discontent.

Principals practised representative and participatory democracy in the three secondary schools. Representative democracy restricted the number of teachers who actually participated in the management of the three secondary schools in the Phoenix-Verulam District and staff were expected to rely on the teacher representative to take effective decisions on their behalf. The substance of the decision-making process in the three secondary schools was mainly confined to approving and ratifying decisions taken by sub-committees or following a system of representative democracy at management committee meetings.

After principals had adopted a participatory style of management, greater staff co-operation was observed in all three secondary schools. Staff morale was also strengthened.

Some principals did not have full confidence in their staff. They feared that they would not complete their tasks satisfactorily.

Principals were required to conduct the rationalisation and redeployment process through a meeting involving staff development. In spite of this, two principals chose to use an autocratic style of management when it suited them. In doing so, they failed to follow the procedure prescribed by the department and this resulted in disputes. Further, when ambiguities arose, the principals went ahead with the process using arbitrary interpretations and this resulted in teachers refusing to accept decisions. Some decisions taken during the rationalisation and redeployment process were to the disadvantage of staff, especially when arbitrary interpretations were used. This had created conflict. Principals and members of the teacher unions failed to resolve their

conflict. It was necessary to call in the superintendents of education and the chief superintendent of education for the Phoenix-Verulam District to settle the matter.

Some teachers took every precaution to avoid conflict while their colleagues preferred to remain silent when controversial matters were discussed.

In spite of clarity concerning teachers' supervision and staff development, principals generally failed to train and develop teachers especially when it came to initiating staff into the management of a school.

When teachers made decisions to suit their own needs, principals sometimes failed to use their authority to make certain that the interests of the school and learners were served.

Democratic decisions, taken in the interests of learners, should be paramount at all times. If teachers were initially resentful that their suggestions were not acted upon, this could be put down to their own immaturity.

3.9 CONCLUSION

The style of management of the schools in the Phoenix-Verulam District had moved from an autocratic style of management to a participatory style of management. The responses of the nine teachers interviewed had revealed that teachers wanted to participate in the management of a school. The three principals and nine teachers confirmed that better decisions were taken when staff participated in the management of a school, but that staff should be trained to participate in management decisions.

Staff confirmed that they preferred the participatory style of management and they were pleased whenever their contributions were considered for implementation.

3.10 SUMMARY

Structured interviews were conducted in three schools in the Phoenix-Verulam District. Three principals and three teachers in each of the three schools were interviewed. From the responses of the three principals and nine teachers interviewed, it was concluded that there was a move from an autocratic style of management to a participatory style of management. The three principals applied mainly representative democracy as well as participatory democracy in the management of their schools. In order for representative democracy to be successfully implemented, staff should be engaged in a great deal of discussion on management issues so that they may acquire confidence and be able to give their representative a mandate to take decisions on their behalf .

The nine teachers interviewed agreed that they were willing to participate in the management of a secondary school but preferred informal discussions rather than formal training when it came to participation in the management of a school. All agreed that formal training of staff was essential for better decisions to be made. There was evidence that staff participation in the management of a school improved teacher morale.

In Chapter Four, the researcher will offer recommendations to improve staff participation in the management of a school.

3.11 REFERENCE

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CHAPTER FOUR

4. RECOMMENDATIONS

4.1 INTRODUCTION

In the previous Chapter, the researcher discussed his research findings concerning staff participation in the management of secondary schools in the Phoenix-Verulam District. He found that principals were moving from an autocratic style of management to a participatory style of management but that staff required training to participate in management decisions.

In the document, "Changing Management to Manage Change in Education" (Department of Education, 1996: 17) it is reported that the change in South Africa's new education and training system will only be possible if there is harmony between a vision for transformation and day-to-day realities in the system. According to the Report of the Task Team on Education Management Development, the situation at present is that, while a vision for a transformed education system has been set out in the policy frameworks and in new legislation, the system is still shaped by the ethos, system and procedures inherited from the apartheid past (Department of Education, 1996:17). This has resulted in principals being unprepared for their new role as "chief executives" as they are not able to adjust to the new changes in education. They continue to manage their schools using the unacceptably autocratic methods and practices of the past. In a large number of schools, communication between learners, teachers and the various subject committees does not exist and the various

competencies required for professional growth, learner and teacher incentives and learner and teacher assessment do not exist (Department of Education, 1996:18-19).

For transformation in education to be successfully implemented, principals should make changes to their management styles as soon as possible. Changes in management styles are essential before a truly democratic culture can be created in the schools. Failure to encourage staff participation in the management of a school has resulted in failure of democracy in schools.

4.2. PRINCIPLES

As already pointed out by the researcher, the three schools in the Phoenix-Verulam District in the main used a system of representative democracy. School B used a system of representative democracy at both management and sub-committee levels, while Schools A and C used a system of representative democracy at sub-committee level. In this style of decision-making, staff representatives and members of the management team were represented on committees which were responsible for taking decisions.

The researcher recommends that staff be given an opportunity to make meaningful contributions to management issues. In doing so, they would have to give firm mandates to their representatives.

At the moment participatory democracy in the three secondary schools in the Phoenix-Verulam District has been reduced to staff members approving and ratifying decisions already taken by management and staff representatives. Increased staff

participation should be encouraged by the three principals. For this to be achieved, detailed planning is required from both principals and their staff. A principal must give adequate notice for a meeting as well as a detailed agenda to members of the management team and members of staff. A principal should ensure that all information relating to a management issue is made available to staff before the meeting. By keeping staff informed of all details relating to a management issue or a problem to be discussed, they will be able to inform their representative of their wishes and ensure that these are heard at meetings.

4.3 RECOMMENDATIONS

4.3.1 STAFF TRAINING

Research, according to Steyn and Squelch, confirms that teachers should be trained to participate in decision-making (1997:1). It is necessary for staff to acquire the knowledge and skills essential for management, including those pertaining to conflict, communication and problem-solving.

The principal should exercise the authority vested in him to control decisions taken at staff meetings by not allowing teachers to take decisions to suit their own needs. In doing so, he/she should ensure that democratic decisions must, at all times, be in the best interests of the learners and the school. The researcher recommends the following staff training programmes:

4.3.1.1 COMMUNICATION SKILLS

For any successful and effective participatory management activity, the principal and staff must adopt an open and transparent approach. Staff should be free to express their views. The principal, in encouraging teachers to debate and communicate freely, will create a healthy environment, including the development of staff confidence. This in turn will increase mutual respect between the principal and staff. Accordingly, teachers are unlikely to become frustrated during the participatory decision-making process.

4.3.1.2 CONFLICT MANAGEMENT SKILLS

During the rationalisation and redeployment process, it was observed that conflict had to be resolved by superintendents of education and the Chief Superintendent of Education from the Phoenix-Verulam District. It is recommended that senior teacher union members (with conflict resolution experience and knowledge of education and labour laws) give their union representatives training in the handling of conflict. Furthermore, officials from the KwaZulu- Natal Department of Education and Culture should give principals training in conflict resolution so that they, in turn, can train staff in conflict resolution. A complete understanding of the methods of conflict resolution and a high level of skill in conducting negotiations are essential.

This will help the principal, staff and teacher union representatives to settle differences amicably and prevent bitterness. Furthermore, intervention by the officials of the KwaZulu-Natal Department of Education and Culture may

thus be avoided. When principals turn frequently to officials of the KwaZulu-Natal Department of Education and Culture, this reflects weakness in their management of a school.

4.3.1.3 STAFF IN PROBLEM-SOLVING SKILLS

While being given the opportunity of participating in decision-making in the management of a school, staff may also offer contributions which are not always in the best interests of the school. Principals should use this opportunity to train and develop staff in the making of effective decisions. This may be done in workshops. The principal should guide his/her staff to finding the best solution to the problem. He/she should state the problem and identify the different alternatives to solving the problem and, together with the members of his/her staff and the management team, should evaluate the various alternatives, which would enable them to choose the best alternative.

4.3.1.4 MULTICULTURAL SKILLS

The three secondary schools in the Phoenix-Verulam District are all co-educational institutions and multicultural, as 792 of the 2957 learners enrolled in the three secondary schools are from the African, Coloured or White communities. Eight cleaners are African and one administrative staff member is an African. The rest of the staff members are Indians.

Since the schools have a culturally diverse learner population, principals and governing bodies should be mindful of their interests. The Constitution requires individuals to respect the rights of all learners. Teachers should be

trained to meet the needs of all learners and in doing so work with cultures other than their own. This will help them to understand the learners better and in doing so, take decisions which are to their advantage.

Inter-cultural racial and gender conflict will be avoided if an atmosphere of respect for cultures, race and gender is created. Indeed, programmes to deal with sexism and racism should be part of staff development programmes and teachers should be taught the strategies and techniques to deal with sensitive matters involving race and gender. This may be done by incorporating into lessons names of prominent persons found in all cultural groups and encouraging information about all cultures in South Africa. Teachers should re-examine their attitudes towards learners of the different race groups and change their beliefs and attitudes so that all are treated equally. All learners should be made to feel important by including them in all activities of the schools.

Teachers should be made aware of the fact that their expectations influence performances: teachers with lower expectations unconsciously limit the achievements of learners in a “self-fulfilling prophecy” syndrome.

4. 3.1.5 COUNSELLING OF STAFF

Democratic decisions that are made in the best interests of learners and the school, should be accepted by all teachers. Teachers who are upset by decisions, should be counselled by the principal on the principles of democracy. Democratic decisions are arrived by consultation between

management and staff and the majority decision must always be accepted by all participants. Teachers should also be made to appreciate how representative democracy and participatory democracy are used.

The principal should impress upon them that emotional reactions may adversely affect the decision-making process. A balanced decision would not be reached if the participant or the decision-maker is emotional.

4.3.1.6 PRINCIPALS SHOULD ENCOURAGE STAFF

Principals should encourage staff to take “ownership” of decisions relating to all aspects of a school. They should be motivated to understand that all decisions in a school affect them, both directly and indirectly. They should be encouraged to concentrate on matters which contribute to the overall development of their schools.

4.3.1.7 MANAGERIAL SKILLS

Principals should train teachers to acquire managerial skills, using the following methods:

- literature relating to the management of a school should be made readily available to all members of staff and they should be encouraged to read books on management. It is also recommended that group discussions be encouraged so that understanding of the principles involved in the management of a school is achieved.
- Principals should explain to teachers how aspects of management,

such as timetabling, course selection, teacher rationalisation and redeployment, are conducted. They should give the teachers experience in dealing with these aspects. Principals should discuss relevant issues pertaining to the management of their schools with their teachers: for example, changes in the laws relating to learner misconduct, aspects of the South African Schools Act 84 of 1996, regulations pertaining to corporal punishment and the laws to deal with educator misconduct. Sexual harassment of learners by educators is a serious problem in schools and principals should alert teachers to the severe penalties teachers face for this form of misconduct;

- principals should encourage as many teachers as possible to study for degrees and diplomas in education management so that they are well prepared to participate in the management of their school. To this end, the KwaZulu-Natal Department of Education should reintroduce salary increments for teachers engaged in further studies in management;
- the opportunity to display skills in leadership should be given to as many teachers in the schools as possible. Rotation of temporary acting posts among eligible teachers is a good idea. Teachers should be paired with members of the management team so that they may be trained in the management of a school. Duties such as the preparation of a school timetable, investigating and recommending

the different courses to be offered to learners or new courses to be introduced at the school , training in the selection of prefects, training in duties such as managing external and internal examinations, managing external olympiads, managing the sporting programmes and upgrading learner performances at the school should be part of a “learning on the job” for all aspirant school managers on the staff;

- the researcher also recommends a continual staff development programme be implemented in schools. Teachers with management experience or management qualifications should be given an opportunity to conduct staff development workshops or staff training programmes. They should discuss aspects such as the different methods to be employed in :

- fund raising;
- appointment of prefects;
- collection of school funds;
- motivation of learners to achieve academic excellence.

The presenters should enlighten teachers of their experiences and the innovations used by them to solve management problems. A comparison of the various methods used by the different principals and teachers in the management of a school may be used to formulate a management strategy for

a school. Teachers from neighbouring schools / districts or personnel with management experience should be invited to conduct staff development workshops relating to the management of a school;

- schools should also employ management consultants to develop staff in the management of a school. Because schools are experiencing financial problems, the researcher suggests that clusters of secondary schools could combine to employ experienced management consultants. A sponsor may also be approached to subsidise the cost of this management training activity;
- teachers should also be encouraged to involve themselves in teacher union activities which relate to the management of a school. Teacher unions should develop selected teachers to participate in management and train them as representatives on promotion committees.

4.3.2 THE ROLE OF THE KWAZULU-NATAL DEPARTMENT OF EDUCATION AND CULTURE

It is the responsibility of the KwaZulu-Natal Department of Education and Culture to give clarity to ambiguities which may arise in documents such as the rationalisation and redeployment documents and in any other document sent by the KwaZulu-Natal Department of Education and Culture. It is recommended that the KwaZulu-Natal Department of Education and Culture first send out a specimen draft document to all stakeholders to examine and provide constructive criticism. Based on this contribution

a final clearly-worded document should be sent to schools. However, if there are further ambiguities in the document, amendments should be timeously sent to schools advising all parties of the changes.

4.3.3 THE INVOLVEMENT OF THE GOVERNING BODY AND COMMUNITY

Principals of schools should use their initiative to appeal to members of the governing body and the community to undertake relief teaching in order to accommodate staff shortages because of teachers attending workshops relating to the management of a school. Retired teachers and prominent members of the community (including housewives) may be approached by the principal, as well as the school's governing body, to relieve teachers attending staff development workshops.

4.4 CONCLUSION

Staff participation in the management of the school creates an opportunity for staff and management to interact with each other freely.

By staff participating in the management of the school, they are able to contribute to the decision-making process and this places them in a better position to successfully implement the decisions.

This does not assume, however, that teachers should be invited or requested to participate in ALL decisions. This is especially true of routine decisions. If teachers are not interested in the decisions made, they should not be requested to participate in making these decisions. They may consider it an imposition or a waste of time. On the other hand, if the decision to be made is controversial, the teachers may perceive

the principal as "passing the buck" (Morphet et al., 1982: 129-130). This is especially true in the rationalisation and redeployment process where the principal has had to declare a teacher in excess because the number of teaching posts in the school were reduced.

4.5 SUMMARY

The researcher recommended that staff be given greater opportunities to participate in decision-making because they would take "ownership" of the decisions made. Better decisions may be arrived at through staff participation and staff would ensure that the decisions made were implemented successfully.

The researcher recommended that training of staff in conflict resolution, communication skills, and problem- solving would also enhance staff participation in the management of a school. Principals should make literature relating to the management of a school available to all teachers so that they could update their knowledge of school management. The researcher also suggested that formal training and development of teachers in the management of a school should be given to teachers. Staff discussion on topics relating to the management of a school should be encouraged.

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- Govender, L. 1996. **When the “chalks are down” : a historical, political and social interpretation of teacher militancy in South Africa.** Pretoria: HSRC Publishers.
- Rangraje, I. 2000. **The Role of Governors and Teachers’ Unions in the Promotion of Senior Management in Public Schools in the City of Durban District.** Unpublished M. Tech. Dissertation.Durban:Technikon Natal.

ANNEXURE A

ANNEXURE A: STRUCTURED INTERVIEWS WITH PRINCIPALS

1. Which of the following management style or styles do you use in the management of your school: an autocratic management style; democratic management style; an authoritarian management style; management by consensus or a participatory style of management?
2. Do you believe that staff should participate in management decision-making ?
If yes, Question Three will be asked.
3. Should staff be trained to participate in management decisions?
If yes, give reasons (Question Four will then be asked).
If the answer is no, ask for reasons (Questions Four, Five, Six, Seven will not be asked).
4. What kind of training would you consider necessary?
5. Have you undertaken training of your staff?
6. Do you believe that staff having a say in the management of your school has been successful?
If the answer is no, Question Seven will be asked.
7. How has staff participating in the management decisions negatively affected the school ?
8. How do staff members react when their contributions at meetings are not included in management decisions?

ANNEXURE B

ANNEXURE B: STRUCTURED INTERVIEWS WITH STAFF MEMBERS

1. Do you believe that staff should participate in management decisions ? If yes, give reasons. If no, give reasons.
If no, Questions Two to Five will not be asked.
2. Have you been trained to participate in decision-making concerning the management of your school ?
3. Do you think that training staff is essential? If yes, what kind of training would you recommend?
4. Does staff participation in management decisions strengthen teacher morale at your school?

ANNEXURE C

BELVERTON SECONDARY SCHOOL

53 AZAD AVENUE
BELVEDERE
TONGAAT
TEL.(032) 9450027



P.O.BOX 503
TONGAAT
4400
FAX (032) 9450027

1 March 2002

FOR ATTENTION: DR D.W. EDLEY

The Regional Chief Director
North Durban Region
Province Kwa-Zulu Natal
Department of Education and Culture
Private Bag X54323
Durban
4000

Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

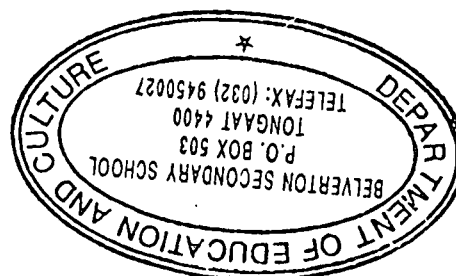
I am presently registered for the M. Tech Degree : Education Coursework and Mini-Dissertation. My topic for my mini-dissertation is **AN INVESTIGATION INTO STAFF PARTICIPATION IN THE MANAGEMENT OF THREE SECONDARY SCHOOLS IN THE PHOENIX-VERULAM DISTRICT.**

I therefore like to appeal to you for your permission to interview Principals and Educators to obtain the information required which will only be used for research purposes. No names of persons or institutes will be used.

Your willingness to co-operate will be most helpful.

Yours faithfully

U.P. CHETTY



ANNEXURE D



PROVINCE OF KWAZULU-NATAL
ISIFUNDAZWE SAKWAZULU-NATAL
PROVINSIE KWAZULU-NATAL



DEPARTMENT OF EDUCATION AND CULTURE
UMNYANGO WEMHUNDO NAMASIKO
DEPARTEMENT VAN ONDERWYS EN KULTUUR

NORTH DURBAN REGION ISIFUNDAZWE SEWAKATNO NETHAKU NOORD DURBAN STREEK

Address: Truro House	Private Bag: Private Bag X54323	Telephone: (031) 360-6265
Ikheli: 17 Victoria Embankment	Isikhwama Sencosi: Durban	Ucingo: (Exams Help Desk)
Adres: Esplanade	Private Bag: 4000	Telefoon: (031) 332-1126
		Fax: (031) 332-1126
Enquiries: Dr D W M Edley	Reference: 2/12/2/3	Date: 05 March 2002
Imibuzo: 360-6247	Inkonkato: Vanwysing	Uzuku: Datum:
Navraag:		

Mr U P Chetty
Belverton Secondary School

Fax: 032-945-0027

Dear Mr Chetty,

PERMISSION TO CONDUCT RESEARCH : NORTH DURBAN REGION

1. Your letter dated 1 March 2002 refers.
2. You are hereby granted permission to conduct research in Schools in the North Durban Region, as set out in your letter of application. The permission is subject to the following conditions:
 - a. No school/person may be forced to participate in the study;
 - b. Access to the schools you wish to utilise is to be negotiated with the principals concerned by yourself;
 - c. The normal teaching and learning programme of the schools is not to be disrupted;
 - d. The confidentiality of the participants is respected; and
 - e. A copy of your research findings must be lodged with the Regional Chief Director, upon completion of your studies.
 - f. As a serving educator in the employ of the KZNDEC, you accept that such research cannot be undertaken during school time.
3. This letter may be used to gain access to the schools concerned.
4. May I take this opportunity to wish you every success in your research.

Yours faithfully,

Dr D W M Edley
Regional Co-ordinator: Research
For REGIONAL CHIEF DIRECTOR

ANNEXURE E

Cluster Box 2222
Circle Gardens
Wyebank
3610

6 May 2002

The Principal
_____ Secondary School

Topic of Research

An investigation into staff participation in the management of three secondary schools in the Phoenix-Verulam District.

Dear Principal

I am presently registered for the M.Tech: Education coursework and mini dissertation. This study will involve structured interviews relating to the above topic with three teachers and yourself. I would therefore like to appeal to you for your assistance in permitting me to obtain this information which will only be used for research purposes. No Names of persons or institutions will be used.

Your willingness to cooperate will be most helpful.

Yours faithfully

U.P.CHETTY

CONTACT DETAILS:

U.P.CHETTY
PRINCIPAL
BELVERTON SECONDARY SCHOOL
TONGAAT
TELEPHONE: (032)9450027 / 0845560767