

Participative Management As A Strategy For Enhancing Job Satisfaction Of Teachers: The Case Of South African Teachers

Tsvara Peter, University of Venda, South Africa
Manzira Francis Mungofa, University of Venda, South Africa

The Asian Conference On Education 2014
Official Conference Proceedings

Abstract

Participative management and shared decision-making are increasingly finding their way into schools. This signifies a radical change for many teachers and school principals that could lead to either an increase or decrease in teacher morale and job satisfaction. This paper investigated the efficacy of participative management as a strategy in enhancing job satisfaction of teachers. The study was conducted on twenty-four secondary schools in Dzindi Circuit of Vhembe District in Limpopo Province. Adopting a qualitative research approach, the study used interviews as the research instruments to gather data from school principals and teachers at the twenty-four sampled schools. Purposive and snowball sampling methods were used to sample research participants from twelve schools that employed participative management and twelve schools that did not employ participative management. The results revealed that the increasing emergence of participative management strategies for school management reflect the widely shared belief that flatter management and decentralized structures have long lasting effects on the job satisfaction of teachers. The study also suggests that school principals should be offered management courses frequently so that by implementing participative management, quality teachers could be retained in our schools.

Key Words: Participative management, participative, management strategy, job satisfaction, school principals, teachers.

iafor

The International Academic Forum
www.iafor.org

Introduction

The birth of democracy in South Africa demanded an increased efficiency and productivity in all sectors of the country. Education sector although limited in its contribution to the national economy was also affected by the requirement of accountability (Nelson, 1983:230). This democracy led to the establishment of a new educational dispensation, which in turn resulted in change. Change is a process (Miskell & Miskell, 1994:121) and it usually leads to anxiety, uncertainty and feelings of insecurity among individuals. This is the situation that happened to teachers in South African schools who were affected by the introduction of Curriculum 2005, the rationalization and redeployment, loss of skills due to voluntary severance packages, uncertainty with regard to retrenchment of temporary teachers and budget constraints.

The above scenario on educational changes had an impact on the attitude, morale, performance and job satisfaction of teachers. This, it would seem that a degree of uncertainty and anxiety prevailed among teachers, which in turn influence their levels of job satisfaction. Champoux (2000:151) reveals that it is important that school principals should understand each and every need of their staff so that they are able to provide a means of satisfying them so as to increase their production and enthusiasm at work.

Organ and Bateman (1986:16) assert that school principals at all levels are responsible for the production of sustainable results, strengthening instructional capacity, expand access to teaching and learning resources and improve the quality of school environment. They are required to enhance organizational, instructional, resourcefulness of teachers in their schools. They should strive to reduce disastrous school environment conditions and work ethics that demoralized teachers to a point of feeling low job satisfaction and enthusiasm. While they face multiple challenges to produce results, they cannot adequately face these challenges and achieve results by themselves. They have to rely on the efforts of their staff and colleagues, day in and day out, thus, a high-quality teaching staff is the cornerstone of a successful educational system.

Most school principals who have achieved good and sustainable results recognize how much their achievements are due to group effort involving their staff members. These staff members, perhaps, generate new ideas or helped to improve a management system in the school or may have simply stayed committed to their work under difficult conditions. Whatever the situation might be, overall performance of a school is apt to be strong and can be sustained when both school principals and teachers are motivated, are committed to the mission of their organization and work energetically (The Manager, 2002). They should show up, take responsibility, cooperate with colleagues and make things happen in the school.

Teachers' motivation to perform well is influenced by many factors including the management strategies used in the school. For this paper, the researcher shall discuss participative management as a strategy by school principals to enhance the job satisfaction of teachers in their workplaces.

Research has shown that participative management strategies if utilized properly can significantly affect the teachers' desire to work and ultimately produce good results.

For this reason, it is critical that school principals learn ways to enhance the job satisfaction of teachers to optimal work output. Enhancing the job satisfaction of teachers is the responsibility of school management team (STM) at all levels who oversee teachers on a day-to-day basis (Leithwood, Jantzi & Steinbach, 1999:12; Ministerial Review, 2004:85).

Research Objectives and Key Questions

The major objective of this study was to identify and explore how participative management can be used as a strategy in enhancing job satisfaction of teachers in schools. In order to address the initiative to utilize participative management as a strategy in improving the job satisfaction of teachers, the study sought to answer the following practical and theoretical questions:

- (i) Are South African school principals employing participative management strategies?
- (ii) How do teachers in South African schools perceive the participative management strategies used by their school principals?
- (iii) What is the effect of participative management strategies employed by school principals affect teachers' job satisfaction??

Theoretical Framework

Three different theories underpin this study: literature on management strategies; social constructivist theories and literature on job satisfaction. Management theories and job satisfaction theories are complimentary theories that may be used to shed light on how school principals can understand participative management as a strategy in enhancing job satisfaction levels of teachers. Maslow's needs theory (Maslow, 1943, 1954, 1989), which states that human needs are influential in motivation and job satisfaction was used as a guide. Prinsloo (2003:149), noted that the need to earn and to be self-supporting underpins the drive to study and to qualify for a profession. School principals should ensure that teachers receive their salaries on time. If needs such as these (psychological), are satisfied, teachers can participate willingly in management decisions and contribute effectively to school goals. Also Herzberg's two-factor theory (Herzberg, 1966; Herzberg, Mausner & Snyderman, 1959) was of significance since it stated that the aspects of work that people do result in greater job satisfaction thus people are motivated by factors which are inherent in the work itself. From these theories and others, several key principles emerge that underpin the need for participative management in enhancing job satisfaction among teachers in schools.

These include the following:

- Participative management as it will be exposed attempts to improve and make schools function better through the nurturing of a professional culture which offers choice, authority and responsibility through more decision-making powers and a more participative structure at school level (Bezzina, 1997:194);
- Participation is not only about taking part in decision-making processes but it is also about being valued (Lilyquist, 1998:80), teachers feel rewarded when they are part of the decision-making process;
- Deeply woven in the fabric of participation is the assumption that it leads to greater efficiency, effectiveness and job satisfaction (Leithwood, 1996 in Beckmann & Blom, 2000:2).

Many school principals are reluctant to involve teachers in decision-making because they fear that they may lose control but participation does not imply reckless involvement as everyone does not have to be involved in everything (McLagan & Nel, 1995:111). Research by Bell (1999:59) argues that school principals can neither manage schools alone nor take the responsibility of motivating teachers to achieve objectives and complete tasks without support from their colleagues, thus they must actively involve them.

Literature Study

The participative mode of management

The participative management is a style of organizing management, which recognizes the rights of employees individually or collectively to be involved with the management in areas of the organization's decision-making (Bendix, 1996:553). In other words, it is a management where everyone becomes a responsible partner in the effort to make an institution successful and it requires everyone to broaden his/her competencies. It attempts to flatten the hierarchy that exists in school leadership and to allow a horizontal interaction to take place to give teachers real decision-making power with respect to the management of the school (Beckmann & Blom, 2000:4; Isabirye, 2002:69).

Research studies have shown that participative management has the following advantages:

- It increases the rate of employees' professional development (Kumar & Scuderi, 2000:62);
- It enhances job satisfaction (Aryee & Chen, 2006; Kim, 2002);
- It enhances personal motivation of employees (Van Wyk, 1995:3);
- It leads to high performance work practices (McLagan & Nel, 1995:28); and
- It increases employee commitment and sense of belonging (Gaziel, 1998:28).

Given the aforementioned advantages, participative management in schools can take the following forms:

- Inviting staff to share in the decision-making process of the school by participating in activities such as setting goals, determining work schedules, and making suggestions;
- Increasing the responsibility of staff (job enrichment);
- Forming self-managed teams;
- Creating quality circles or quality-of-work-life committees; and soliciting survey feedback.

In schools, Welrich, Cannice and Koontz, (2008) contend that principals who use participative management as a strategy to enhance job satisfaction among his/her teachers consults with them on proposed actions, decisions and encourages participation from them. This type of principal ranges from the person who does not take action without subordinates' concurrence to the one who makes decisions but consults with subordinates before doing so. Khaparde, Srivastava, and Meganathan, (2004) research indicated that successful schools that adopted participative management in running day-to-day activities of their schools gave people autonomy but also made them accountable for successful completion of tasks, followed

democratic methods of taking decisions, gave priority to the welfare of students, maintained supportive relationship with teachers, attempted to establish linkages with parents, set up higher and higher goals for themselves and the school, adopted innovative pedagogical methods and evaluation devices, and recognized good work of the teachers.

Working in a participative management work environment tends to foster more interaction among teachers, team members and requires individuals who have robust social skills (Lawler, 1992). Some researchers such as Argyle and Lu (1990); Hills and Argyle (2001) contend that social interaction can be a major source of pleasure and happiness for highly extroverted individuals who in turn generate positive moods and ultimately overall job satisfaction (Tkach & Lyubomirsky, 2006). Nadeem (2012:3) also had the opinion that involvement in decision-making improves the understanding of the issues involved by those who must carry out the decisions. And that could be based on the following assumptions:

- People are more committed to actions where they have been involved in the relevant decision-making;
- People are less competitive and more collaborative when they are working on joint goals;
- When people make decisions together, the social commitment to one another is greater and thus increases their commitment to the decision; and
- Several people deciding together make better decisions than one person alone.

Research Design

A qualitative research design was chosen to permit the researcher to understand the participants' views on participative management and job satisfaction. In particular, a case study approach was implemented to understand the personal meaning that participants give to participative management and job satisfaction. As such, a case study becomes an inquiry in which the main focus is on one phenomenon regardless of the number of sites involved in the investigation (Welman & Kruger, 2001:182-183). Such an approach strives to understand participants' awareness, perceptions and interpretations of their lived experiences (Steyn, 2011:12). This study also takes into account an interpretivist research paradigm because it focuses on experience and interpretation (Henning, 2004:45).

Purposive and snowball sampling (Welman & Kruger, 2001:63) was done by obtaining the list of school principals and schools in Dzindi Circuit from the Vhembe District and Dzindi Circuit Manager. A total of 72 participants were finally chosen: 24 school principals (16 males and 8 females); 48 teachers (20 males and 28 females).

Study Instruments and Data Collection

Aligned to the study data collection, the researcher used a combination of individual and focus group interviews. These interview guides were constructed with the aid of the research questions to capture responses of participants. Some of the question items were also developed following a literature review on participative management and job satisfaction. The interview guides were designed in such a way that: one is for the school principals, that is, individual interview and the other one for teachers, that is,

focus group interview. These interview guides were pilot tested with two school principals and eight teachers. According to Gray (2004:205) interview questions must be accurate, simple and unambiguous because it is a 'one-shot' attempt to gather data. After pilot testing, the wording in the interview guides were reviewed and modified to reduce ambiguity and ensure clarity, comprehensiveness and simplicity of terms and items guided by the responses of these ten participants.

The interviews were carried out after school teaching hours at the study sites. It was ensured that all participants were informed about the purpose of the study, their participation was voluntary and were free to withdraw from the interview any time without being asked to give reasons, and that no name should be mentioned or any form of identification and that anonymity will be upheld all the time.

After pilot testing, the real qualitative data was generated through the aforementioned individual and focus group interviews. An individual interview is a one-on-one encounter with the participant and this was designed for school principals because they might have unique problems and experiences with participative management strategy which they might not share should other principals be present as well as they have different and varied school climates and environment they create. So school principals were individually interviewed and the data was tape recorded with interview notes as a backup.

Data was also generated from focus group interviews. A focus group is a technique that brings together a small homogeneous group of participants for a discussion under the moderation of the researcher to ensure adequate focus on the research topic (Speziale & Streubert, 2003:29). In terms of selection of participants for the focus group interviews, the groups at each school site comprised of post level one teachers and teachers serving on the school management team (SMT). This ensures that the views, opinions and experiences of a cross-section of teachers were elicited.

Data presentation and analysis

This case study was conducted to explore how participative management can be used as a strategy for enhancing job satisfaction of teachers in schools. The study generated qualitative data in the form of verbatim narratives from school principals and teachers. In analyzing such data, the researcher sought to make sense out of the accumulated information, which was in line with what Vithal and Jansen (2003) asserted that qualitative data analysis is the search for general statements about relationships between the data. Data analysis, therefore, included exploring the meanings that were depicted by and inferred from the quoted statements. The statements made by the principals and teachers were juxtaposed to identify their relationships and explain how participative management strategy can be utilized to enhance job satisfaction. The researcher, therefore, made use of thematic data analysis (Ryan, Coughlan & Cronin, 2007:742) for inductive interpretation of the expressed views of principals and teachers. As Harper and Mncube (2010) maintain, data analysis is a process of bringing order, structure and meaning to a mass of collected data. Therefore, interview transcripts were prepared and the data were categorized into themes, and categories.

Research Findings and Discussion

Data from principals' and teachers' interview responses revealed that there is a dominant preference by principals either to use or not to use participative management strategies in their schools. Teachers' responses concurred that principals still have preferences on when to use and when not to use participative management strategies. In the following section, the researcher presents and interprets the captured data on principals and teachers which were categorized into the following identified themes:

- (i) Use of participative management strategies by school principals
- (ii) Teachers' perceptions of participative management strategies used by school principals
- (iii) Benefits of participative management strategies to both principals and teachers
- (iv) Participative management strategies and job satisfaction

Participative Management is an open form of management where employees are actively involved in organization's decision making process (Wagner, 1999:42). Data from this study revealed that participative management strategies are applied by the school principals who understand the importance to human intellect and seek a strong relationship with their teachers. They understand that the teachers are the facilitators who deal directly with the learners and satisfy their needs. On the other hand, some principals were reluctant to involve teachers in decision-making because they fear that they may lose control, yet studies have shown that participation does not imply reckless involvement as everyone does not have to be involved in everything (McLagan & Nel, 1995:111).

Use of participative management strategies by school principals

Principals who participated in this study revealed that they use preferences when it comes to participative management as a strategy. This opinion came to light when they were responding to a question that required them to express how South Africa school principals employ participative management strategies.

When responding to this question, one of the principals said that: ⁶

Sometimes I come up with my decision that I will have made on my own, and I my teachers have to implement it because it is a directive from the higher office and higher authority. Sometimes I meet with the SMT and take decisions and such decisions have to be implemented by the teachers in the lower ranks, no questions asked, they don't have to ask anything. It is policy; it's a directive (P1).

This response showed that the principal here has no regards for making his/her teachers participate in decision-making. In some instances, he/she seems aware of the need to involve other stakeholders in decision-making hence sometimes involves the SMT.

In the same vein another principals had the following assertion: *I decide alone, sometimes when I feel like I do consult teachers (P5).*

Both these principals revealed that they know the participative management but they do as they feel like doing even contrary to principles of school based management

enacted by South African Schools Act (Act 84 of 1996). This SASA, No 84 of 1996 and the National Policy Act, No 27 of 1996 require all teachers [educators] to participate actively in the governance and management of their schools with the view of providing better teaching environments. It appears like school principals are not increasingly allowing their teachers to actively take part in decision-making.

Contrary to the above responses, other principals who use participative management strategies concurred on consistence on the use of participative management strategies.

One of the principals had this to say:

'If there is a problem which warrants my [principal] attention, I do not simply solve the problem alone. If it is a minor problem, I call the site steward and some members of the SMT where the problem is solved. I do not simply take a decision alone. If it is a decision that needs the SGB, the SGB is the one the body that takes the decision. For example, we usually have a crisis of the school tour fees, we know that we need money in the school but because the parents do not afford to pay the amount, which is needed it is the SGB that has to decide together with parents on this issue. That is why I say I do not take my decision to be the final one I involve other decision-makers (P4).

The above principal is aware of the enacted policy by South African education system, which mandated active participation of all teachers [educators] in the management and governance of schools. It can be understood to say that teachers under such a principal are seen as self-directed professionals who can develop a strong sense of responsibility and commitment and can be involved in the management processes of schools.

The responses of these school principals [P1 and P5] manifests that some principals do not prefer to use participative management strategies and the results reflect that in such schools there is less or no involvement of teachers in the school management or decision-making processes. The response of P4 which might represent those principals who use participative management strategies seem to feel that participative management strategies do not only create conducive teaching environment for the principals to get the job done but also facilitates the teachers to work for the betterment of the school. The study here manifests the principals who use participative strategies allow their teachers to share responsibilities and contribute their input in decision-making processes of the school, which eventually benefit them. Teachers from the school where the principals do not use participative management strategies had also the following to say with regard to the above question:

'He does consult teachers with regard to making decisions as long as the decisions are not related to the financial matters of the school (CLT, 4; FG1).

The results here reflect that there is selective implementation of participative strategies depending on the mood of the principal. At one stage, if things favor him/her there is participation by teachers.

Another teacher acknowledged the following statement:

'Sometimes he decides autocratically, and the teachers grumble to show that they are not happy with such decisions. He once decided to introduce [mentions the subject] without informing teachers and teachers were very angry. I also remember another time when he came early to school and most teachers were late, he came to me and took the gate keys and locked the gate and they were

stranded outside ... The teachers were again furious with that decision (CLT, 6: FG1).

The responses such the one above, reveals that some school principals do not prefer to use participative strategies and the effect is that there will be less participation of the teachers in the school management or decision-making processes. As a result, the principals in such schools are prone to authoritative style which leads us to conclude that there is either a communication gap between the school principal and the teachers or some authoritarian conduct which does not allow them to permit teachers to participate in the school affairs and decision-making processes. The above responses revealed that school principals are aware of their expected demonstration of participative management strategies in their schools but they only use preferences.

Teachers' perceptions of participative management strategies used by school principals

The teachers who participated in this study expressed their views on how they perceived the participative management strategies used by their principals. Some of their views are stated below:

- (i) Those whose principal did not use participative management strategies had the following recorded:

Principal decides alone without consulting teachers. He is the only decision-maker in the school (CLT, 3: FG1).

This implies that the school principal decides alone in all areas that needs decision-making processes. Teachers take initiative and make decisions only in their subject department that help their HoD and not the school principal to develop pedagogically.

This was confirmed when one of the respondents said in the interview: *'Teachers are only involved in their subject committees and not actively involved in decision-making and are excluded on matters involving finances of the school (CLT, 2: FG1).*

Through these responses, teachers in this study demonstrated the perception that the principals in their schools do not value teacher participation in decision-making processes of the school. These teachers felt that school principals should realize that their status as principals is dependent on the support of their teachers.

- (i) Those whose principals do use participative management strategies had the following recorded:

The principal allows teachers to have their voice in decision-making processes of the school. Our principal is sometimes okay sometimes he manages the school badly. He speaks a lot about democracy and change sometimes he applies it sometimes he goes alone without consulting anybody. The way our school is managed is different from other schools. We had an incident where we agreed to start school at half past seven but to the teachers' surprise the principal changed the time to seven o'clock without consulting anybody. When asked about this unbecoming move he told us it was too hot for the school to start at half past seven and that was not discussed with us. He always talks about change all the time but he doesn't get affected by the change. Sometimes when we complain about this tendency he manages the school well for two weeks or so and later

reverts to his old ways. Sometimes he tells us 'don't forget I am an old man' (CLT, 1:FG2).

Responses from participants showed that teachers are highly involved in decision-making processes in the school. The interviews revealed that some principals use participative management strategies with some restraint at times.

The point of preferences was also argued by another interviewee when he said:

The principal combines both autocratic and democratic leadership and management styles. He is very democratic and straightforward but sometimes as a leader sometimes you have to be autocratic if things do not go well. Sometimes you have to be rigid; he has good relationship with his teachers (CLT, 6:FG2).

Teachers are sometimes consulted, take initiatives and make decisions in school management or decision-making processes. This was confirmed when one of the interviewees said in the interview:

'I think he has a style of ... an 'all inclusive ...' very participatory...in which all teachers are given opportunity to take part in decision-making. There is a site steward from the union and then there is everybody, not everybody belongs to the union. I see from time to time the management of the school talks to the union people on issues that relate to the day-to-day administration of the school and sometimes we all gather and take a decision with consensus where everybody is allowed to take part and influence the decision that is being taken. So in answering the question, I may say the leadership style is such that everybody is given an opportunity to take part, influence the decision-making, air their views, ... at the end of the day I see people owning up the decisions that have been taken ... it is very easy to implement such things because everybody owns it (CLT, 4:FG2).

The teachers' responses indicate that there is use of participative management strategies in these schools. Teachers are involved in various management activities of the school. From these statements, the researcher can conclude that the perceptions of teachers on the participative management strategies used by principals depend on the school principal's style of management. Therefore, the researchers interpreted the described perceptions to mean that where principals used participative management strategies, the moral and confidence among teachers seem to be high which would lead to work satisfaction.

Benefits of participative management strategies to both principals and teachers

Generally, this was the most attended section with all participants agreeing on the benefits of participative management strategies to both principals and teachers. All twelve school principals alleged that participative management strategies have enormous benefit to school principals and teachers. One of the principals stated that participative management develops teachers' management skills which they can use when they themselves become leaders. The participant had the following to say:

'I can say that this management style is quite benefiting especially to teachers, because teachers get knowledge of how to deal with school management. They get knowledge and they can use their knowledge even tomorrow when they find themselves principals. It also shows that teachers are valued in the school..... it

gives and encourages teachers to work hard and also to participate freely in the activities of the school. It also contributes to high teacher moral and increased job satisfaction (P4).

Another principal acknowledged participative management as promoting and encouraging a sense of belonging and commitment among teachers:

'Well, participation has more advantages like in our school. It enables teachers to work as a team. People are working together just because of this democratic participation prevails in the school. It encourages and fosters positive relationships among the teachers in the school. I can say this leadership brings commitment and togetherness. When teachers are working together in a mutual understanding they tend to be committed and make quality decisions with a consensus' (P1).

Participants at teachers' level contend that participative management promotes a sense of ownership and confidence among teachers. A sense of ownership and confidence in decision-making processes were identified as the results of participative management at school. This management strategy also discourages the creation of potentially disruptive informal groups in the school. According to one teacher respondent, the following was revealed:

'Now once the teachers are taking part in the actions or decision-making processes of the school it makes them happy. And they feel ownership of that decision they take. So participative management promotes collective effort among teachers in the school.... Participative management discourages informal groupings in the school. These are groups that emerge in a school and tend to destroy good relationships among teachers. It enables principals to delegate tasks to their subordinates because when people are working in a collaborative environment they are able to share responsibilities (CLT, 3: FG2).

Although some theoretical and empirical researches (Somech, 2006; Blasé & Blasé, 1994) support the overall benefit of a participative management work environment, the results of this study demonstrated the intervening effects of principal's personality and preferences. Sergiovanni (2007:77) contend with the opinion that when teachers feel comfortable with the system of management in place, they show commitment to their work, ownership and a sense of pride in their workplace. As one respondent puts it, in an atmosphere conducive to individual effort, teachers are not forced to work but do so in order to help the school perform (c.f. CLT, 4; FG1).

Participative management strategies and job satisfaction

Some participative management studies have usually concentrated on the relationship of participation to job satisfaction, which is defined as positive teacher attitudes and beliefs regarding several aspects of the job or the profession (Somech, 2010:183; Organ, 1990:140). Evidence from this study suggests that participative management strategies increases teachers' job satisfaction (cf. P5; P6). This was illustrated by one of the teachers when she said:

'I believe job satisfaction is greatly enhanced if teachers believe that they are listened to and that their contributions have been incorporated into the decision or plan of the school decision-making processes (CLT, 6; FG2).

Similarly, one principal had the following to say:

'...through participation, teachers gain new confidence in their teamwork efforts and insights to resolve school problems (P3).

From the above responses of the study participants, it can be concluded that a number of school principals practice participative management strategy because they feel it does not only create conducive school environment for the school principals to get the job done but it also facilitates the teachers to work for the betterment of the school. Other school principals, due to certain personal and administrative constraints, do not practice participative management strategy in their school environments. However, organizational behavior studies show that participation and creativity are crucial to unleash people's talents and generate a compelling sense of purpose. Research indicates that teacher value is increased when the teacher participation is improved because strategies that increase participation will reduce stress, create energy, and motivate people to contribute to the success of the school (Bush, 1999:240; Kumar & Scuderi, 2000:61; Wall & Rinehart, 1999:50; Hallinger, Murphy & Hausman, 1993:36).

Conclusions

The findings in this study show that the increasing emergence of participative management strategies in schools reflects the widely shared belief that flatter management and decentralized authority structures have long lasting effect on the job satisfaction of teachers. By taking a leaf from the school principals who used participative management as a strategy to enhance job satisfaction of teachers where this case study was conducted, it is therefore, the researchers' contention that if the present generation of principals all over could learn to utilize participative management strategies, teachers could become more satisfied with their work and work environments. The principals should be aware that participative management has a positive influence on performance, satisfaction and strain for teachers in general.

It was, however, possible to outline certain guidelines that can be used in implementing participative management as a strategy in enhancing the job satisfaction of teachers. Such guidelines include the following:

- School principals must be trained in order to gain a firm grounding in the participative management, this will encourage them to have a positive attitude towards change and embrace it so that they can encourage teachers to become active participants in school decision-making processes;
- Teacher participation is one way in which the school can grow and learn, in-service workshops on teacher participation in school decision-making processes must be conducted by the Department of Education or organization that has interest in education in order to equip teachers and principals on this post-modern trend of management;
- Schools must set up participatory structures which will help all stakeholders in the schools to work towards achieving their schools' goals, e.g. staff development teams, sub-committees for dealing with diversity and so on in the schools (Department of Education, 2000:27);
- Management strategies of school principals and the SMTs must be in such a way that they allow for real participation of teachers in decision-making processes and not mere tokenism.

Final Remarks

Participation is often referred to as a high risk undertaking for the school principal involved (Lindelow, 1989:153), probably because of the misconceptions associated with it. There is, however, reason to believe that the participation risk is worth taking. Conley (1991:282) asserts that when teachers do not participate, they tend to report more dissatisfaction, more stress and less loyalty to principals. The benefits of participation clearly outweigh any disadvantages (Harber, 1993:299).

References

- Aryee, S. & Chen, Z. (2006). Leader-member exchange in a Chinese context: Antecedents, the mediating role of psychological empowerment and outcomes. *Journal of business Research*, 59:793-801.
- Argyle, M. & Lu, L. (1990). Happiness and social skills. *Personality and individual differences*, 11:1 255-1 261.
- Beckmann, J. L., & Blom, M. A. (2000). Thoughts on Accountability and Democratic school management. *South African Journal of Education*, 17(4):196-202.
- Bendix, S. (1996). *Industrial Relations in South Africa* (3rd Ed). Kewynyn .Juta and Co. Ltd
- Bell, L. (1999). Leadership management and the challenge of change in Teacher Professionalism and the challenge of change ,edited by Graham, J. University of East London. Studies in education number 1. Stafford Shire, Trenthan books
- Bezzina, C. (1997). Restructuring schools in Malta. *International journal of Education Management*, 11(5):194-202.
- Blase, J. & Blase, J. (1994). Facilitative school leadership and teacher empowerment: Teachers' perspective. *Social Psychology of Education*, 1:117-145.
- Bush, T. (1999). Crisis or crossroads? The discipline of Education Management in the late 1990s. *Educational Management and Administration*, 27:239 – 252.
- Champoux, J. E. (2000). *Organizational Behavior: Essential tennets for a new millennium*. Leeds. International Thompson Publishing.
- Conley, D. T. (1991). Restructuring schools: Educators' adapt to a changing world. Trends and issues. Eugene, O. R.: ERIC clearinghouse on Educational Management. College of Education. University of Washington.
- Department of Education (1996). National Policy Act, No. 27 of 1996. Pretoria. Government Printers.
- Gray, R. (2004). *How people work and how you can help them to give their base*. Taipei. Practice hall.
- Gaziel, H. (1998). School-based management as a factor in schools effectiveness. *International Review of Education*, 44 (4): 319-333.
- Hallinger, P., Murphy, J. & Hausman, C. (1993). Conceptualizing school restructuring: Principals and teachers' perceptions in school-based management and school effectiveness, edited by C. Dimmock. London. Routledge.
- Harber, C. (1993). Democratic Management and school effectiveness in Africa: Learning from Tanzania. *Compare*, 23, 3.
- Herning E. (2004). *Finding your way in Qualitative research*. Pretoria, Van Schaik.
- Hills, P. & Argyle, M. (2001). Emotional stability as a major dimension of happiness. *Personality and difference*, 31:1 357-1 364.

- Isabirye, A. K. (2002). Employee participation in Post-Apartheid South Africa as a tool for Global competitiveness. Masters of Arts dissertation. Johannesburg Rand Afrikaans University.
- Kumar, D. D. and Scuderi, P. (2000). Opportunities for teachers as policy-makers. *Kappa Delta-Pi Records*, 36(2):61 – 64.
- Khaparde, M. S., Srivastava, K. A. & Meganathan, R. (2004). Successful school management in India: Case studies of Navadaya Vidyalayas. *Education Research for Policy and Practice*, 3(3):1.
- Kim, S. (2002). Participative management and job satisfaction: Lessons for management leadership. *Public Administration Review*, 62:231-41.
- Leithwood, K., Jantzi, D. & Steinbach, R. (1999). Changing leadership for changing times. Buckingham. Open University Press.
- Lawler, E. E. (1992). The ultimate advantage: Creating the high involvement organization. San Francisco, CA. Jossey Bass.
- Leithwood, K. (1996). Transformational school leadership. Dordrecht. Kluwer Academic Publishers.
- Lilyquist, J. G. (1998). Are schools really like this? Factors affecting teachers' attitude toward schools improvement. New York. Plenum Press.
- Lindelow, J. & Heyndericks, J. (1989). School-based management. In S. C. Smith and P. K. Piele (Eds). School leadership handbook for excellence. Eugene. University of Oregon.
- McLagan, P. & Nel, C. (1995). The age of participations: New governance for the workplace and the world. Randburg. Knowledge lessons.
- Ministerial Review. (2004). Review of School Governance in South African public schools. Pretoria. Department of Education.
- Mitchel, S. (1998). Reforming educators: Teachers, Experts and Advocates. London. Praeger.
- Miskell, J. R. & Miskell, V. (1994). Motivation at work. Boston. Graphics Inc.
- Mncube, V. S. & Harper, C. (2010). Chronicling educator practices and experiences in the context of democratizing schooling and quality education in South Africa. *International Journal of Education and Development*, 30(6):614-624.
- Nelson, D. L. (1983). Understanding Organizational Behavior: A multimedia approach. Cincinnati, Ohio. South Western.
- Nadeem, M. (2012). Participative Management Style: A tool to enhance quality education. *Journal of Humanities and Social Sciences*, 4(2):08-14.
- Organ, D. W. (1990). The motivational basis of organizational citizenship behavior. In B. M. Staw and L. L. Cummings (eds). *Research in Organizational Behavior*, 12:43-72.
- Organ, D. W. & Bateman, T. S. (1986). Stress management. New York. J. B. Lippincott. Co.
- Prinsloo, E. (2003). School Management Skills. Study Unit 3, KZN. University of KwaZulu-Natal.
- Ryan, F., Coughlan, M. & Cronin, P. (2007). Step-by-step guide to critiquing research: Part 2: Qualitative research. *British Journal of Nursing*, 16(12):11-22.
- Sergiovanni, T. (2007). *Rethinking leadership: Leadership by empowerment* (2nd ed.). London. Sage.
- Somech, A. (2010). Participative decision-making in schools: A mediating-moderating analytical framework for understanding school and teacher outcomes. *Educational Administration Quarterly*, 46:174-210.

- Somech, A. (2006). Women as participative leaders: Understanding participative leadership from a cross-cultural perspective. In I. Oplatka and R. Hertz-Lazarowitz (eds). *Women Principals in a Multicultural Society*: pp. 155-174.
- South African Schools Act (Act 84 of 1996). (1999). *Education Law and Policy Handbook*. Kenwyn. Juta and Co. Ltd.
- Speziale, H. & Streubert, J. (2003). Designing Data generation and management strategies. In Streubert, J., Speziale, H. J. and Carpenter, D. R. *Qualitative research in Nursing: Advancing the humanistic imperative*. Philadelphia. Lippincott.
- Steyn, G. M. (2011). Determining guidelines for professional development: A qualitative study. *Journal of Educational Studies*, 10(1):1-30.
- Tkach, C. & Lyubomirsky, S. (2006). How do people pursue happiness? Relating personality, happiness, increasing strategies and wellbeing. *Journal of Happiness Studies*, 7:183-225.
- The Manager. (2002). Management Sciences for Health: Creating a climate that motivates staff and improves performance. Boston, 11(3): 1-22.
- Van Wyk, C. (1995). BED Module Educational Management: Study Unit 5, Participatory Management in Education, Tutorial letter 106/1995, ON451-f Pretoria, Unisa
- Vithal, R. & Jansen, J. (2003). *Designing your first research proposal: A manual for researchers in Education and Social Sciences*. Landsdowne. Juta and Co, Ltd.
- Wagner, D. (1999). 'Make disciples of All Nations' in teacher leadership: Long in coming, coming on strong. *Momentum*, 30(4):42-46.
- Welman, J. C. & Kruger, S. J. (2001). *Research methodology for the Business and Administration Sciences*. Cape Town. Oxford University Press.
- Welrich, H., Cannice, V. M. & Koontz, H. (2008). *Management: A Global Entrepreneurial Perspective* (12th Ed). New Delhi. McGraw-Hill.