

Participatory decision-making and power at three secondary schools in the Umlazi District: A case study

By

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UNIVERSITY OF KWAZULU-NATAL

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Durban, South Africa

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DECLARATION OF THE ORIGINALITY

I, Mduduzi Innocent Ndwandwe, declare that:

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Student: M.I. NDWANDWE

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SUPERVISORS' STATEMENT

As the candidate's supervisors, we hereby agree/do not agree to the submission of this thesis.

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Co-Supervisor: Dr S.E. Mthiyane

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ABSTRACT

The focus of the study was to explore the perspectives and practices of school principals and teachers on participatory decision-making and power in three secondary schools in Umlazi District, KwaZulu-Natal Province in South Africa. The purpose of the study was not to make generalisation, but rather to obtain a rich description of the perspectives and practices of school principals, heads of departments and teachers on participatory decision-making and power in secondary schools. The rationale for conducting this study was rooted in my personal experiences and observations as a school principal with fourteen years' experience in a secondary school. The study was located in the interpretivist paradigm was deemed appropriate because the study sought to understand the phenomenon of participatory decision-making and power from the perspectives of the participants. The qualitative study was within the framework of leadership and management, underpinned by Bourdieu's narrative of power and Grant' (2006) model of teacher leadership. The sampled population in the three selected schools were three school principals, three heads of departments and six teachers were my participants. The school principal, heads of departments and teachers all represent a broad socio-economic spectrum of the public school system. The case study schools for this study were carefully chosen using the purposive sampling. I opted to use three secondary schools so as to offer insight and exploration of their perspectives and practices on participatory decision-making and power. Samples of schools chosen were all secondary schools. This study was conducted in three secondary schools located within Umlazi District in KwaZulu-Natal Province. Data generation involved a two-level research process, namely, semi-structured open-ended individual interviews which were the primary data generation method and documents review which was the secondary data generation method. What has come out strongly in this study is the creation of a learning environment that promotes shared information at school that promotes excellence in teaching and learning at school level, participatory decision-making increases staff commitment to the school's programmes. Redistribution of power is important and it has to be emphasized and must be seen to be done in the schools. I must indicate that power and management relate directly to fundamental principles of educational management. I therefore, recommends the school principal need to use their power invested to them by virtue of their management position to create learning environments that promote shared information within the school. The discussion of the findings have shown that by sharing power the school management teams becomes even more powerful in terms of school effectiveness.

ETHICAL CLEARANCE LETTER



30 October 2014

Mr Mduduzi Innocent Ndwandwe 2022523790
School of Education
Edgewood Campus

Dear Mr Ndwandwe

Protocol reference number: HSS/1435/0140

Project title: Participatory decision-making and power at three secondary schools in the Umlazi District: A case study

Full Approval – Expedited Application

In response to your application received 22 October 2014, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Dr Shenuka Singh (Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

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Humanities & Social Sciences Research Ethics Committee

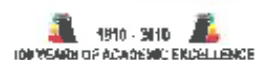
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DEDICATION

This dissertation is dedicated to my late father Yoko William Ndwandwe, and my late mother Nomusa Ndwandwe who made me what I am today. My late wife, Cynthia Nelisiwe Ndwandwe who was passionate about education and encouraged me to forge ahead and excel in education. My deepest gratitude to my wonderful children, Sibusiso, Nhlanhla, Sthembiso, Nonduduzo, Zwide, Amahle, Siphesihle, Ayabonga, Siyamthanda, Anele, Thandolwethu, Aphelele, Mkhathshwa, Mvelo and Nomzamo for their understanding, support and encouragement which enabled me to complete this study. My sisters Busisiwe, Phumelele and the late Sibongile.

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ABBREVIATIONS USED IN THE STUDY

ANC	African National Congress
DA	Democratic Alliance
DoE	Department of Education
EFF	Economic Freedom Fighters
FET	Further Education Training
GET	General Education Training
IFP	Inkatha Freedom Party
HoD	Head of Department
KZN	KwaZulu-Natal
NSC	National Senior Certificate
SASA	South Africa School Act
SGB	School Governing Body
SMT	School Management Team

RCL	Representative Council for Learners
RSA	Republic of South Africa

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CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

The South African education system has undergone and still is undergoing major reforms and transformation. This argument is substantiated by Mathebula (2008) who contends that South Africa has experienced changes since the first democratic election on 27 April 1994. These changes resulted to the introduction of a series of policy documents such as the National Education Policy Act No. 27 of 1996, the Norms and Standards (2000) hereafter, the Schools Act, No. 84 of 1996 of particular interest is, Section 16 a of the Schools Act (1996) which specifically addresses the role, functions and responsibilities of principals of public schools. The law requires changes from authoritarian approach to school leadership and management to more participation by various stakeholders including teachers in decision-making processes in schools.

This thesis that is reported in this document explored how the phenomenon of participatory and issues of power in decision-making in schools unfolded as it was an expectation in terms of education policy. Participatory decision-making is about listening, accessing perspectives, understanding experience, consulting and involving participants in decision-making, or working together to make something happen. Emphasising the notion of stakeholder participation, Wadesango (2010) postulates that participatory decision-making encourages the involvement of people in decisions regarding their own development and motivation. As alluded to in the opening statement, the new education system as enshrined in the Schools Act, promotes the principles of participatory decision-making, democratisation, whereby education is used as an instrument to transform and improve organisational performance (Mncube, 2005; French & Bailey, 2007; Joubert, 2009; Mabovula, 2009). The success of transformation is not only related to the proliferation of policy documents but to also the role and involvement of all relevant stakeholders in decision-making processes in a school in a particular manner (Van Wyk, 2004). The preceding argument is also echoed by Harris and Muijs (2005) who posit that in any education system the school principal is a central figure in bringing participatory decision-making in schools. The school principals together with teachers have to bring about fundamental changes at school.

French and Bailey (2007) as well as Somech (2010) posit that problems in schools need a collective solution. Therefore, it makes sense that collective decisions are made with relevant stakeholder participation in that process. Working together in schools can create the social capacity which is necessary for excellent schools. In this introductory chapter, I outline the background to the study, the statement of the problem, the research rationale, the significance of the study, the research aims and critical questions, clarification of key terms, demarcation of the study and limitations to the study. The chapter concludes by outlining the structure of the thesis.

1.2. Background to the study

Van Wyk (2004) and Grant (2006) postulate that leadership in education system in South Africa public school's was characterised by authoritarian tendencies. Similarly, South African schools were also structured in a hierarchical fashion with the school principal at the top, and decisions were taken in a top-down approach (Squelch, 2000; Bhengu, 2002). The organisational structures in schools were highly centralised with the school principal at the top and the educators at the bottom. School principals had to implement government policies without questioning them (Squelch, 2000; Bhengu, 2002). In addition, decision-making was solely the domain of those in the higher levels of the education system and also in the school bureaucracy (Squelch, 2000; Bhengu, 2002). The education system was restricted and had a political influence (African National Congress Education Department, 1994). The leadership style of school principal was dominated by constant control over stakeholders and other school activities. Stakeholders were effectively prevented from participating in school governance and thus accomplishing meaningful roles as leaders at school level (Van Wyk, 2004). In addition, educators, parents, and learners contributed very little (if any) to policy and decision-making processes. South African schools have traditionally been authoritarian institutions stressing obedience, conformity and passivity (Harber, 2004).

With the advent of a democratic dispensation in South Africa, the Department of Education (DoE) has emphasised the importance of participatory decision-making in line with policy expectations. The Schools Act (1996), especially Section 16 a, emphasises change from authoritarian approach

and promotes the involvement of educators, learners, parents, and non-teaching staff in decision-making processes at school level. In addition, the Schools Act emphasises that leadership and management is the responsibility of a collective within the school and has consequently paved the way for participatory decision-making. To this end, the Schools Act recognises the rights of educators, learners, non-teaching staff, and parents to participate in the governance of the school. Whilst it is acknowledged that this study was not necessarily about school governance, there is no doubt that participatory decision-making and democratic school governance are inextricably intertwined. The Schools Act has laid the foundation for community-based and school-based partnerships and meaningful participation of stakeholders in decision-making processes. Pillay (2008) posits that South African schools currently requires leaders who are flexible and adaptable to deal with the ever changing South African educational system. In this regards, school principals are the key participants in building democracy in schools (Dimmock, 1995; Mncube, 2005; Joubert, 2009). In addition, Joubert (2009) postulates that effective participation requires debate, argument, compromise, decision-making and accountability. School progress and effectiveness are closely associated with democratic and participatory leadership styles (Harris & Chapman, 2002). Therefore, participatory decision-making has the potential for promoting school improvement and effectiveness. Besides promoting the formation of various legislative instruments such as Policy on the Minimum Requirements for Teacher Education Qualifications in South Africa, the Schools Act increased the quality of the decision-making processes. It has brought about more minds to bear on the issues of participatory decision-making. The policy demonstrates that school principals and teachers should involve themselves in democratic structures (Department of Education, 2011).

Davidoff and Lazarus (2002) emphasise the notion of democratic schools in South Africa through policies such as the Schools Act. These scholars have raised concerns about the view that there were few schools that promoted participatory decision-making despite its efficacies. To support the idea, Van Vollenhoven, Beckman and Blignaut (2006) posit that participatory decision-making is being suppressed in some of the schools in South Africa. Some of the schools were not promoting freedom of expression as a core right in a democratic country. Molefe (2010); Somech (2010); Aksoy and Ural (2008) argue that the desire for understanding participatory decision-making as a

priority for all stakeholders is not considered by some school principals. If such a trend persists, that could spell disaster for participatory decision-making prospects.

Apple and Bean (2007) promote the idea of widespread participation in decision-making processes at school. In the same vein, Myers (2008) and Somech (2010) posit that schools operate in an environment characterised by a constant call for involvement of all stakeholders in participatory decision-making. This has resulted in ownership of the decisions and has facilitated successful implementation of agreed-upon decisions. Therefore, participatory decision-making empowers the individuals who are involve in the meaningful participation. In addition to the aforementioned arguments, Westheimer (2008) purports that democratic participation involves practical experience of democracy in schools. Given this pronouncement, it becomes incumbent upon school principals, heads of departments and teachers to embrace and practise participatory decision-making in schools. Participatory decision-making allows stakeholders to express their opinions (Frank & Huddleston, 2009). This present study endeavored to examine the perspectives of school principals, heads of departments and teachers on participatory decision-making and power processes in secondary schools. The challenge for school principals was to ensure the practices of participatory decision-making and power in their schools. Based upon this background, the study focuses on the perspectives and practices of school principals and teachers on participatory decision-making and power in secondary schools.

1.3 Statement of the problem

Bailey and French (2007) posit that many academic studies have investigated the notion of participatory decision-making and power in schools. The issue of authoritarian education is evident in some schools internationally. These scholars mentioned that some schools in Scotland and other countries across Europe were still decidedly authoritarian. Rote-learning, teacher-centred discipline and fear were regarded as indicators of authoritarian education. There was little or no participation of stakeholders in decision-making processes. The problem of authoritarian education was also portrayed in African countries as well (Karlsson & Mbokazi, 2005). The authoritarian nature of schooling is evident in South African schools which is attributed to the

system of apartheid (Renuka, 2012). Some of the schools are still operating on top-down and hierarchical approach management. In some of the cases school principals are following instructions from Department of Education. In support of the ideas expressed above, Naicker (2006) argues that the South African apartheid education doctrine emphasised control and authoritarian approach to leadership, management and governance.

Grant (2006) maintains that despite the introduction of the new pieces of legislation such as the Schools Act, those in authority in schools have not adequately promoted inclusive democratic decision-making. In practice, this policy is not effectively being implemented (Grant, 2006). Despite explicit provisions in the Schools Act on who should participate in schools, and how that should happen, at a practical level, participation is regulated and institutionalised through the actions of school principals (Duku, 2006). In addition, Duku (2006) posits that school principals are the ones who decides who participates, how they participate and what decisions are open for participation in their schools. Mattson and Harley (2002) and Jansen (2006) affirm the gap between educational policy and implementation in the South African context. In addition, Sayed (2004) posits that despite well intentioned national policies, the goals of democracy, equity and redress have remained largely unattended to. South African schools require leadership of school management team that initiate the journey towards participatory decision-making. The central challenge in a democratic system such as South Africa is to ensure greater involvement of relevant stakeholders in participatory decision-making in schools (Squelch, 2000; Moloi, 2002, Thurlow, 2002; Frank & Huddleston, 2009). This is a powerful means to improve schools and an essential ingredient if schools strive for excellence (Squelch, 2000; Molefe, 2010; Frank & Huddleston, 2009). The present study therefore, endeavored to explore the perspectives and practices of school principals, heads of departments and teachers on participatory decision-making and power in secondary schools in the Umlazi District in KwaZulu-Natal.

1.4 Rationale and motivation for the study

The purpose of the study is to explore the perspectives and practices of school principals, heads of departments and teachers on participatory decision-making and power in secondary schools. I am motivated to pursue this study because of a personal and professional interest in education. The motivation for this study is rooted in my personal experiences and observations as an educator for ten years and as a school principal with eleven years' experience in a secondary school. As an educator and school principal, I have observed that in some secondary schools, school principals sometimes display a hierarchical and authoritarian leadership and management style in which they used a top-down approach in their schools. In addition, I have also observed with my critical friends (friends in education sector) that in some secondary schools, the principle of participatory decision-making is not practised by school principals. Hence, the school programmes, school systems and school policies are unilaterally decided upon by the school principals without participation by relevant stakeholders. I am of the opinion that these programmes, systems and policies seldom work because of resistance by stakeholders (teachers, learners, non-teaching staff and parents) in the implementation of the programmes, systems, and policies. As a result, these issues impact negatively on the capacity necessary for excellent schools. All these experiences prompted me to explore how school principals and teachers view and implement participatory decision-making in secondary schools.

Another motivating factor which prompted this study relates to literature, journal articles, university dissertations and textbooks. I have read with interest to explore on participatory decision-making and power in secondary schools. De Dreu and West (2001) posit that participation is important for the school's staff members to come up with innovative ideas. Ideas. In any country that has undergone change politically, there is a need for addressing its educational developments more especially its decision-making processes (Chen & Tjosvold, 2006; Clase, Kok & Van der Merve (2007). In addition, Clase, Kok and Van der Merve (2007) emphasise the importance of mutual trust and collaboration that exists between all relevant stakeholders, namely, school principals, educators, learners, non-teaching staff, and parents.

Transformation and reform of the education landscape in South Africa includes the Department of Education, school governing bodies, school principals, educators, learners, non-teaching staff and the community in which the school is situated. Therefore, schools can no longer be led by a lone figure at the apex of the hierarchy and there is a need for participatory decision-making in the change process (Grant, 2006). The increasing emergence of participation in decision-making in schools reflects the widely shared belief that compliments management and decentralised authority structures which carries the potential for promoting school effectiveness. Harris and Muijs (2005) maintain that in any education system school principals play a critical role in bringing about participatory decision-making in schools. School principals and teachers have to function as leaders and decision makers and bring about fundamental changes in their schools. The problems facing schools are too great for any one person to solve alone and involving teachers in decision-making process offers a variety of potential benefits, which can generate the social capacity necessary for excellent schools (Somech, 2010). Given the above rationale, this study seeks to research the perspectives and practices of school principals, heads of departments and teachers on participatory decision-making and power in secondary schools. I therefore embarked on this study for both professional and personal reasons.

Significance of the study

The impetus of this study rests on the premises that democratic schools accentuate the idea of widespread participation of participatory decision-making which includes all stakeholders (Bean & Apple, 2007). In order to create a democratic society, there is a need for democratic schools to operate in a healthy environment characterised by the involvement of relevant stakeholders. Myers (2008) postulates that participatory decision-making encourages ownership of the decisions and facilitate the implementation of decisions. This implies that participatory decision-making empowers the individuals and offers a variety of potential benefits such as expressing their opinions. The study is of significance internationally and nationally as participative decision-making requires a shift from a rigid and hierarchical management structures to more flexible and open structures that allow for meaningful inputs from educators.

Various studies have been conducted with regard to perspectives of school principals, heads of departments and teachers on participatory decision-making and power (Ben & Apple, 2007; Myers, 2008; Joubert, 2009). This study seeks to support the school principals to establish the importance of involving other stakeholders in decision-making processes. It also seeks to give opportunities for consultation and participation by school principals in order to have a good impact on educator's engagement in schools. In addition, the study seeks to offer a new knowledge on practices of participatory decision-making by school principals and teachers by coming up with some strategies or model that empower them. Thus, this new knowledge seeks to make a modest contribution in generating the social capacity necessary for excellence in schools. The study seeks to value the importance of participatory decision-making and power in schools. Bailey and French (2007) maintain that participatory decision-making seeks to increase the value of the decision process and brings more minds on school matters. Therefore, the study seeks to highlight the powers vested on school principals, heads of departments and teachers on participatory decision-making in schools.

Moreover, the study attempts to add to the growing body of knowledge on participatory decision-making and power in secondary schools. By contributing towards deepening the debate on participatory decision-making in secondary schools. With this knowledge, school principals and teachers can look at alternative ways of improving participatory decision-making and power in schools. South Africa is a transitional stage attempting to progress from authoritarianism to democratic stage (Soudien, Carrim & Sayed, 2004). However, it must be emphasised that South Africans are still grappling with a young democracy and the legacy of apartheid, before 1994, the education system was dominated by authoritarian leadership in schools (Grant, 2006). It must be brought to the fore that South Africans are 21 years into democracy and the time is ripe for the focus on participatory decision-making and power in secondary schools. I hope that this study becomes a platform for other studies that examine the perspectives and practises of school principals, heads of departments and teachers on participatory decision-making and power in secondary schools. Thus, the study is of significance internationally and nationally as the study seeks to give policymakers, school principals, heads of departments and teachers what to conduct their own analysis of participatory decision-making and power in secondary schools. It is against this background that the study is conducted.

Research objectives and critical questions

In exploring the perspectives and practices of school principals, heads of departments and teachers on participatory decision-making and power in secondary schools, the study has the following research objectives and critical questions.

1.6.1 Research objectives

The study aimed to:

1. To explore school principals, heads of departments and teachers perspectives on participatory decision-making and power in the selected secondary schools.
2. To examine how school principals, heads of departments and teachers enact their power in participatory decision-making in the selected secondary schools.
3. To explore the perspectives of school principals, heads of departments and teachers on how participatory decision-making and power in the selected secondary school enables or hinders them to function effectively and how it could be improved.

1.6.2 Critical questions

Based on the aforementioned research aims, this study focused on the following critical questions:

1. What are school principals, heads of departments and teachers perspectives on participatory decision-making and power in the selected secondary schools?
2. How do school principals, heads of departments and teachers enact their power in participatory decision-making in the selected secondary schools?
3. What are the perspectives of school principals, heads of departments and teachers on how participatory decision-making and power in the selected secondary schools enables or hinders them to function effectively?

1.5 Definition of key concepts

To facilitate better understanding of issues undergirding the study, it is imperative that such key terms should be clarified. There are two main terms that underpin the study, and these are participatory decision-making and power, and they are briefly discussed below.

1.7.1 Participatory decision-making

There is broad agreement among scholars about what constitutes participatory decision-making. For instance, Somech (2010) posits that participatory decision-making implies involvement of staff and input from staff in all sectors of the school in decision-making processes. Whilst the notion of participation in decision that are made within organisations, Green (2004) puts more emphasis on the value that is put on the inputs and contributions of other stakeholders who participate in that process. It ensures the successful implementation of programmes and policies intended for the benefit of staff members. This implies that participatory decision-making is the process whereby the leader involves his or her colleagues in decision-making. Therefore, issues of power become prominent as the person who occupies a position of leadership plays a crucial role in deciding who participates and who does not. This issue is outlined in the next section where issues of power are discussed. Drawing from the preceding discussion, participatory decision-making in this study refers to enhancing opportunities for school principals and teachers to participate in schools decisions and use their professional expertise.

1.7.2 Power

Bourdieu (1991) defines power as a relationship between social (the field and the relations between fields) and individual, mental and embodied (habitus, capital) structures and power mechanisms such as mechanisms of reproduction. Power is seen to function through a multiplicity of relations such as those found in the education system. For instance, in the education system, powers are vested in school principals as heads of schools. As highlighted in the previous section, school principals have power given to them by virtue of their positions. In that way, they are positioned to decide about who participates and who does not participate in decisions and which decisions do

other stakeholders participate. Grant (2010) postulates that power is central to leadership and becomes visible in the way people are placed in schools. The positioning of any individual at school tells us much about the power he or she has and authority. Therefore, power is a fundamental dimension of all human relationships.

1.6 Demarcation of the study

Swarborn (2010) argues that when conducting a research, an early and careful demarcation of the domain under study is essential. The study was conducted in three secondary schools that were located in a township in the Umlazi District in KwaZulu-Natal Province, South Africa. I selected three public secondary schools that were situated in low socio-economic conditions and were characterised by poverty and high levels of unemployment (Census, 2009). Most learners in three schools come from the informal settlement around the township. Their parents were largely poor and those that were employed received low wages as they were employed in the informal sector of the economy. Consequently, the majority of parents could not afford paying school fees although they were low compared to other schools that were fee paying. All three secondary schools were readily accessible as they were known to me and thus provided me easy access to their principals and teachers.

1.9.1 Limitations of the study

The limitations of a study allow those reading the reports to appreciate and understand the context in which research claims are made (Vithal & Jansen, 2006). Although it is possible to conduct a study on all school principals, heads of departments and teachers in the Umlazi District in KwaZulu-Natal Province, South Africa, but this is not the aim of my study. This highlights the need for a target population, which refers to the specific pool of cases that I want to study. For this study, the participants are school principals', heads of departments and teachers. The study looks at their perspectives on participatory decision-making and power in their schools. The study focuses on three secondary schools in Umlazi District in KwaZulu- Natal. This limits the scope for making general principles and conclusions.

This is a case study and its lack representation of the wider population. The study is limited to three secondary schools in the Umlazi District. This implies that the findings of this study cannot be generalised as representative of all secondary schools in Umlazi District or even the country. The aim of this study is not to indicate general trends but rather to obtain a rich description of the perspectives of school principals, heads of departments and teachers on participatory decision-making in secondary schools. Nevertheless, the study has strength in its rigour and depth, the findings are relevant to school principals, heads of departments and teachers in similar social contexts.

I acknowledge that a limitation to my study is that the sample focuses only on twelve participants. The twelve participants cannot necessarily reflect the values, assumptions and beliefs concerning the perspectives on participatory decision-making in secondary schools. The study focuses on only three secondary schools in KwaZulu-Natal and cannot therefore provide a valid basis for making general principles and conclusions. However, my goal, like Cohen, *et al.* (2007) is to locate a small number of individuals who are making a commitment to work with me and to gain in-depth insight into the perspectives and practices of participatory decision-making and power in schools. Given the limitation of resources such as finance and time, there is a degree of purposive sampling in choosing people from a geographically local and easily accessible region. I choose participants with in-depth knowledge on participatory decision-making and power in secondary schools.

1.10 Structure of the thesis

This study is structured into nine chapters which are as follows:

Chapter One

This chapter serves as an introduction and lays the foundation of this study. The chapter provides the background to the study, the statement of the problem, the purpose and rationale, the significance, research aims and critical questions guiding the study. In this chapter I also define key concepts, demarcation and limitations of the study. This is an introductory chapter which provides the overview of the study, including the background to the study, the statement of the

problem, the research rationale, the significance of the study, the research aims and critical questions, clarification of key terms, demarcation of the study, limitations of the study as well as structure of the thesis.

Chapter Two

This chapter provide a literature review that informs the study, focusing on key themes of participatory decision-making and power in secondary schools. I reflect on many of the voices that speak on issues relevant to participatory decision-making and power in secondary schools. The literature review determines the nature and extent of participatory decision-making and power in secondary schools internationally, national and local in South Africa. Firstly, I critically discuss participatory decision-making followed by power and leadership issues in secondary schools. Secondly, I discuss the role of the school principals in participatory decision-making in schools. To conclude the chapter, I discuss the role of teachers in participatory decision-making in schools.

Chapter Three

Chapter Three presents and discusses the theoretical frameworks that underpin this study. There are two theories that underpin the study and these are Bourdieu's narratives of power and Grant's (2006) Model of teacher leadership theory. The chapter concludes by discussing the importance of teacher leadership.

Chapter Four

This chapter presents and discusses the research design and methodology that was used in conducting the study. The discussion includes interpretivist paradigm which underpinned the study and case study approach was used. As part of methodological discussions, issues of methods of data generation, data analysis and ensuring trustworthiness of findings as well as ethical considerations are presented.

Chapter Five, Chapter Six and Chapter Seven

These three chapters provide a detailed discussion of the findings from the school principals, the heads of departments and the teachers respectively. In short, Chapter Five discusses the analysis of data that was generated from school principals, Chapter Six does the same thing, but from the HODs perspectives and Chapter Seven presents findings from the teachers' perspectives.

Chapter Eight

This chapter attempts to bring together the discussion from the three chapters. It attempts to draw some pattern from the perspectives of the three categories of participants that were discussed in detail in the three preceding chapters.

Chapter Nine

This chapter presents the conclusions drawn from the findings presented in the previous four chapters, namely, Chapter Five to Chapter Eight. Based on the conclusions reached, recommendations, synthesis, conclusions and recommendations and implications for future research are made.

1.11 Conclusion

In this chapter I have provided an overview of the entire study on participatory decision-making and power at three secondary schools. I have provided the background information to this study, which has been set within a thorough discussion of the rationale, the statement of the problem, significance of the study, research aims and critical questions and clarification of key terms. I have also provided the demarcation and limitations of the study. Finally, the chapter concludes with the structure of the thesis. The next chapter deals with literature reviewing on participatory decision-making and issues of power.

CHAPTER TWO

REVIEWING LITERATURE ON PARTICIPATORY DECISION-MAKING AND ISSUES OF POWER

2.1 Introduction

The previous chapter presented an introduction to the study. This chapter provides a detailed discussion about various views from different scholars internationally and nationally regarding issues of power and participatory decision-making in schools. As part of reviewing literature, I outline major trends and critical issues relating to participatory decision-making and power in schools. The aim of examining the literature is to acquire insight into what research has been produced regarding this topic. Firstly, I critically discuss participatory decision-making, this is followed by a discussion of issues of power and leadership in secondary schools. Secondly, I discuss the role of the school principals in participatory decision-making in schools. To conclude the chapter, I discuss the role of teachers in participatory decision-making in schools.

2.2 Participatory decision-making in secondary schools

San Antonio (2008) posits the most characteristic of successful schools is the presence of strong leadership that involves teachers in participatory decision-making. Collaborative leadership stresses the need for school principals to employ participatory approaches. The dominant view regarding the need for participatory approaches is that it helps create conditions that promote improved learner academic achievement. For instance, Prew (2007) contends that school principals plays a key role towards the improvement of education system in South Africa. However, the South African Schools Act, No 84 of 1996 (Republic of South Africa, 1996b) posits that participation in decision-making making is the responsibility of all stakeholders. Therefore, one of the characteristics of successful schools is that they involve all relevant stakeholders in participatory decision-making processes.

Maforah and Schulze (2012) contend that the role of school principals is crucial as they are responsible for the good performances in their schools. They encourage professionalism in their schools by among other things, emphasising participatory approaches. International scholars such as Bogler and Somech (2005); Mehta, Gardia and Rathore (2010) argue that the role of school principals is critical in the manner in which they implement participatory decision-making in their schools. They add that transformational leaders are most effective in adopting and sustaining participatory decision-making in schools. One of the most important conditions that shape principals' and teachers' views about procedural fairness is participatory decision-making. These efforts reinforce the idea that participatory decision-making has been identified as an important contributor to successful educational management in schools (Mehta, Gardia & Rathore, 2010). Mehta, Gardia and Rathore (2010) further argue that the review of the literature on participatory decision-making shows that it is a much discussed and practised concept in Western countries such as England, Wales, and Scotland.

2.2.1 The importance of participatory decision-making

The importance of participatory decision-making has been highlighted by many scholars of educational leadership and management. Among them is Chirichello (2010) who postulates that the main role of a school principal is to lead in the improvement of the school environment and promote participatory decision-making. School principals are expected to make informed decisions. Yukl (2013) contends that making decisions is one of the most important functions performed by school principals. Many of the activities of school principals involve making and implementing decisions. In the South African context, school structures need to change to allow greater participation in decision-making. This requires that school principals should involve all their departments in school decision-making process and encourage genuine exchange among stakeholders. Involving other stakeholders in making decisions that is approved and implemented encourage genuine exchange among stakeholders in the school. The school principals has to empower their staff members and commitment to decisions implementation. Based on my observation as a teacher and also as a school principal, principals are seldom observed to make major decisions single handedly. With this in mind, school principals must encourage

professionalism in their schools by motivating their teachers to work in collaboration with one another in decision-making processes.

Yukl (2013) maintains that the importance of participatory decision-making in a school requires the support and authorisation of many different people and at different levels of management. Different people that are involved in making decisions often disagree about the true nature of a problem. Taking the preceding argument further, Mumford, Friedrich, Caughron and Byrne (2007) postulate that school principal must have mechanisms for explaining the cause of a problem and reach an agreement about a good solution. Following the same line of thought Yukl (2013) posits that aspects of participatory decision-making includes consultation, joint decision-making, power-sharing and empowerment. Yukl (2013) emphasises the importance of consultation. The school principal should ask other people for their opinions and ideas and then makes decisions alone after seriously considering their suggestions and concerns. What is noticeable here, under joint decision, the school principal meets with others to discuss the decision problem together and the school principal has no more influence over the final decision than any other participant. Basically the aforementioned assertion implies that a sound human relations approach is an essential feature for the school principals to have their decisions being accepted. What is also noticeable is that school principals are aware of the strengths and weaknesses of their staff and should provide them with ongoing opportunities to develop their skills to effectively engage in participatory decision-making. If interpersonal relationships are positive and harmonious, every school member want to give his/her best contribution towards effective and sound decision-making.

2.2.2 Democratic leadership and commitment in schools

Bogler and Somech (2005) posits that in some schools, principals who involve staff members to participate in decision-making processes increase their levels of commitment to school matters. Taking the argument further, Mokoena (2012) postulates that strengthening communication within the relevant stakeholders such as the teachers, develops positive effects on their commitment. Teachers become committed to their teaching profession when they participate in participatory decision-making processes. My personal observation as a school principal, suggests that when school principals work with teachers who exhibit willingness to go an extra mile, they tend to

contribute to the school's effectiveness and efficiency. It resulted job satisfaction, the extension of stronger support to realise the school goals, better decision-making, greater efficiency, as well as the establishment of strong networks among members.

The school principal needs to be flexible in their approach to staff members and the manner in which he /she manages the participatory decision-making processes. The preceding argument is in line with the views of Manion (2005) who purports that school principals who understand the various forms of participatory decision-making and its stages of commitment formation, tend to choose to support the process of participatory decision-making. Adegbesan (2013) argues that any success of the school that has to do with the achievement of their stated goals, depends on the ability and leadership and management style and staff members being committed to school's goals, aspirations, values and their belief system.

2.2.3 Democratic leadership and empowerment

Yukl (2013) posits that democratic leadership and empowerment involves the perception by members of school community that they are given the chance to determine their work roles, accomplish meaningful work, and influence important events. San Antonio (2008) and Yukl (2013) assert that democratic leadership and empowerment result from the strategies of the school principal that inspire the sharing of information among staff members who participate in decision-making. Extending the argument, Yukl (2013), drawing from the findings of a study conducted in Philippine's public schools, argues that participatory decision-making depends on the leadership of a school principal who is empowered. The school principal focuses on granting staff members the sense of freedom to influence plans for innovation and to explore alternative as the solution to attain empowerment. In addition, offering incentives to staff members is another way to promote empowerment.

Mokoena (2012) posits that teachers tend to have a sense of ownership of change initiatives and eventually offer stronger support to realise the school's goals. Yukl (2013) adds that school principals are making every effort to get views of staff members, they use decisions procedures and encourage teamwork among staff members. Participatory decision-making procedures such as

consultation or joint decisions can be used by school principals to reflect positive outcomes such as staff commitment and school development. However, at this level, I am alerting the reader to the notion that empowerment of staff members does not and should not imply disempowering school principals. Instead, it implies that there should be encouragement for joint decision-making processes. The empowered staff members are more likely to maximise their potential rather than undermine the principal.

2.2.4 Involvement of teachers

Uba-Mbibi (2011) posits that the involvement of teachers in decision-making is important in that it is the life wire of teaching and learning in schools. However, David and Maiyo (2010) contend that when the school principals chooses to make all decisions by themselves and excludes their subordinates completely from the process of decision-making, crisis might result, thus disrupting the smooth running of the school. They add that in most cases, where there is a crisis in any particular institution, school principals have been blamed for failure to encourage all members of the institution to fully participate in the policy formulation and goal setting of the school. Participating teachers can improve their own practices and contribute to the larger educational system in which they operate if collaborative reflective practices are explored. Taking the argument further, Elliot (2009) and Somekh (2006) reveal that teachers' voices can be heard if they become part of decision-making processes. In addition, improved decisions are said to result from the knowledge that the teachers possess. Bogler and Somech (2005) concur with the preceding argument by stating that when teachers are given a chance to participate in the process of decision-making, it enhances their sense of empowerment. In addition, it enhances a sense of fairness and trust in the school both because teachers are empowered. Teachers are in a position to get first-hand information. However, Moloi (2002) contends that the shaping of decisions that take place in the schools, depends on the participatory decision-making and power of the staff members. Teachers have their own expectations in terms of the behavior of school principals in their schools. Expectation is high when it comes to their involvement in decision-making.

2.2.5 Organising for success

Schildkamp and Kuiper (2010) purport that decision-making structures and procedures refer to the way the school organises itself in terms of its decision-making processes. Schildkamp and Kuiper (2010) add that appropriateness of participation is the key to good decision-making processes in schools. This implies that a good school principal and manager utilises the full range of possible approaches, the choice of approach being dependent on the needs of that particular situation and appropriateness of participation is the key to good decision-making processes in schools. Extending this notion further, regardless of the team responsible for decision-making, school principals need to cultivate a climate of trust, a common vision, and a continuous improvement in their schools. They school principals should run away with an orientation of blaming teachers. Cultivating a climate of trust, encouraged teachers' to commit themselves because the school leadership understood the principle of power sharing.

2.2.6 Benefits of participatory decision-making and power

De Matthews (2014) posits that school principals gain from engaging themselves with teachers and other relevant stakeholders when it comes to participatory decision-making process. The practical example is that, schools that involve teachers and other relevant stakeholders increase the quality of the decision and the degree to which the decisions are accepted by staff members. It results in the overall staff satisfaction. Yukl (2013) maintains that quality decisions depend on the school's involvement of teachers and staff in participatory decision-making processes. The school principals who think strategically and are aware of their own weaknesses can capitalise on the expertise of their staff members. The school principal without special education expertise, can call upon a group of special educators through consultation or a joint decision-making to arrive at an informed decision. Decisions need to be guided by greater expertise and experience than the school principal could acting alone. This enhances the knowledge and development of school principals who are engaged in the process and to arrive at a more informed decision.

The school principals and teachers who are involved in participatory decision-making processes have the chance to learn from the expertise of individuals with relevant experiences. For example,

when teachers and other staff members have influence over decision, they are more likely to accept decisions and work diligently to implement those decisions. Extending this idea, participatory decision-making provides teachers with opportunities to better understand decisions, how they are affected, and a forum to share fears, worries and concerns (De Matthews, 2014). Teachers and staff appreciate it when they are given chances to express their opinions and ideas. They regard themselves as valued members within the school community. Teachers should be given a sense of control over their own working lives (De Matthews, 2014). Viewed from this perspective, it can be argued that school management teams need to avoid power inequalities among staff members.

2.2.7 Challenges to participatory decision-making

When it is clear that there are many positive factors relating to participatory decision-making, there are some challenges as well. De Bernardi (2008) maintains that the growing acceptance of participatory models in schools resulted to decisions often characterised by conflicts and tensions. In schools, participatory approaches have been increasingly advocated as effective decision-making processes that address complex matters and sustainable development issues. In my observation, participatory decision-making does not invariably show much effectiveness in reducing conflict and tension among staff members. That could be attributed to the fact that sometimes participation is limited to those members with louder voices. Such members tend to play a crucial role in advancing democratic participation in schools. With this in mind, they have become louder and there has been an increase in criticism of participatory decision-making. Zeleng (2009) for instance, purports that participation does not reduce disagreements and complex school matters. Disagreements are always visible in the schools. Members have to exercise some options and express their opinions. It is difficult to reduce conflict as most of the decisions are often characterised by conflicts and tensions. In some schools it is difficult to reach consensus.

Shagoli, Hussin, Siraj, Naimie, Assadzadeh and Al-Hejaili (2010) identify the barriers to effective participatory decision-making, and these can be divided into, controllable and uncontrollable factors. Controllable factors may include in adequate time with employees as well as lack of training and interest on the part of employees. Uncontrollable factors may be the reputation of the department, structure of media services, and the area of service within the school. Taking the

argument further on the challenges of participatory decision-making, Shen and Cooley (2008) purport that time is another greater barrier to participatory decision-making processes. For ownership of decisions, it involves debates, discussions and arguments. School climate that is not conducive, for instance, enforcing agenda on a staff meeting can have a negative impact on participatory decision-making processes. These factors can be observed in a situation where the school principal is not willing to spend much time to practise participatory decision-making processes in his or her school.

2.3 Power and leadership in secondary schools

Brett (2003) points out that power has always been at the centre of participatory decision-making processes. Brett (2003) raises questions about who is involved when it comes to power and leadership in schools. The process of exercising power as well as terms and conditions under which people participate are indicators of who wields power in the schools. With this in mind, it is important to take into account the ways in which power may be exercised in the school context. Bennet, Crawford and Cartwright (2006) purport that power can be deployed openly or secretly and all methods of deployment can be positive or negative. However, Dubrin (2007) alerts us to the point that to exercise influence, a leader must have power, the potential or ability to influence decisions and control resources. There is a need to create new spaces for participation where ordinary citizens are empowered and given decision-making authority. What is noticeable is that power is classified according to whether it stems from the organisation (school) or the individual.

For the purpose of clarity, to understand the mechanisms of acquiring power, one must also understand different types of power. Dubrin (2007) identifies different forms of power which are legitimate power, reward power, coercive power and information power. According to Dubrin (2007), the lawful right to make a decision and expect compliance is called *legitimate power*, the authority to give employees rewards for compliance is referred to as *reward power*, *coercive power* is the power to punish for noncompliance, and it is based on fear. Lastly, *information power* is power stemming from formal control over the information that people need to do their work. Dubrin (2007) also identifies personal power which stems from characteristics or behaviours of the power, for example, expert power, reverent power and prestige power. According to Dubrin

(2007), *expert power* is the ability to influence others through specialised knowledge, skills and abilities, *referent power* is the ability to influence others through one's desirable traits and characteristics and the *prestige power*, the power stemming from one's status and reputation.

International scholars such as Robinson (2013) and Gove (2010) contend that there is state power. State power is relayed through the managerial authority of head teachers in schools and the role of system leaders in networking. For example, schools in England, head teachers exercise power over teachers in their educational employee capacities. This entails involving power over teachers' appointment, workload and promotion. England government's vision is to give school leaders more power and control in participatory decision-making, not just for improvement in their schools but to drive improvement across the whole education system. Basically the aforementioned assertion implies that state power over schooling is driven by the progressive potential of collective participation by teachers in strategic decision-making. In addition, collaborative capacity has to include collective participation in decision-making. For example, in schools the school principal may exercise power with authority when it comes to participatory decision-making because of his or her status. In certain situations, individual members of staff may exercise their aspect of power through having influences in decision-making. The school principals have a responsibility to promote participatory decision-making processes in schools. Extending this notion, Fisher (2006) and Fullan (2010) posit that allowing power-sharing process by delegating some of the tasks to teachers and by giving them more responsibility and authority promotes a healthy environment within the school.

2.3.1 Teacher empowerment

Milner and Khoza (2008) identify teacher commitment and empowerment as one of key factors for the future success of education in schools. They argue that many failing schools have low pass rates because, among other things, there is no commitment among the teachers. They mention aspects such as teacher stress and school climate as issues to be addressed. Aaron and Du Plessis (2014) emphasise that participation in decision-making provides a way of empowering the staff and nurturing of teacher leadership. This implies that the nurturing of leadership results in

improvement in academic achievement and school's goals. This further implies that for the transformational change to take place in schools, everyone should take part in decision-making.

The school principal should establish systems within the school that promote empowerment and growth of teachers. One of the crucial systems would be through allowing staff members to participate in decision-making processes. It is for this reason that teachers are allowed to participate in decision-making and are given some tasks to perform. Thereafter, teachers are involved in the creation of ways to maintain a productive and satisfying work environment in their schools. Basically, conscientious and committed teachers strive for better performance and improvement in their schools. This implies that school principals should engage teachers at a grassroots level to build a nation of empowered people and provide the skills and opportunities for teachers to do so. With this in mind, teachers understand that if they behave in a mature, responsible manner, the school principal eventually involves them in decision-making process whenever it is necessary.

2.3.2 Negotiation in participatory decision-making

Sakakibara and Kimura (2013) contend that participatory decision-making in a school involves participants such as teachers, governmental agencies, learners, non-teaching staff and parents in a school. In addition, Sakakibara and Kimura (2013) further posit that for effective achievement of various resolutions, the methodologies for sharing understanding on a problem and the formation of cooperative relationships are important in schools. I have to distinguish between group decision and negotiation processes. In group decisions there may be a single decision maker who has the power to decide while other participants provide him or her with advice, interpretation and analysis. These types of groups are called teams, for example, School Management Team (SMT). On the other hand, if the power to decide is shared among two or more participants, then decisions need to be negotiated. Celino and Concilio (2010) contend that not all decisions are made through negotiation, but that they involve activities that are typical to negotiation processes. Therefore, negotiation is an intrinsic way to carry out decision-making in participatory in a school environment.

2.3.3 African dimension on power and organisation

Nwagbara (2012) posits that Africa has suffered a tormented history that follows a shadow of colonialism global capitalism and Western organisational management or leadership practices. Adeleye (2011) and Ngugi (2009) maintain that in the context of participatory decision-making and power, it is not useful for African organisations to copy Western organisational management. Note that Western management concepts and writings have dominated the thinking of academics and managers in Africa for a long time. In my observation, most African writings have not shown how African culture of management is taken into account in managerial practices. Gbadamosi (2003), Coleman and Early (2005) contend that the extent to which power is devolved is very variable and there are many countries where education is tightly controlled from Ministry level. Nsaliwa and Ratsoy (1998) posit that research on decentralisation of power in Malawi, show that despite reforms, control over many educational decisions is still perceived to be at Ministry level. There is a little control of school principals in many types of decisions. The situation in Malawi seems to run against the trend that has unfolded in many countries in Southern Africa such as Zimbabwe, Botswana, Namibia and South Africa, to cite just a few.

2.3.4 International dimension on power and schools

Kang (2002) posits that South Korea is one of the countries where education is tightly controlled from the centre. Kang (2002) adds that Korean schools are either publicly or privately funded, but all are subject to government control. The government is the major stakeholder when it comes to education and no school can decide what kind of education to offer. Thus, all teachers must follow the national teaching guidelines. They cannot decide what or how to teach. The issue of power is handled differently in different countries. Coleman and Early (2005) postulate that the issue of distribution of power between national, regional and institutional levels in terms of which stakeholder has power to do what is still a concern in an educational organisation. For instance, Donnelly (2012) posits that under the Australian constitution, education is the state's responsibility. In other words, the government has increased control over education by increasing the level of funding. It means the government has made funding a control mechanism in schools.

As a results, both the government and non-government structures have to abide by various requirements.

Differentiation has been articulated particularly in relation to the ways in which the distribution of power occurs. For instance, Dolley (2012) contends that an Australian woman school principal does not feel comfortable with the notion of having power over others. With this in mind, to them, the exercise of power demonstrates a male way of doing things, and such tendencies are professionally and ethically questionable. On the other hand, Blackmore (1999) has redefined power as a mechanism through which leaders work with others, share leadership responsibilities, where they become the centre of the spokes of wheel rather than out in front pulling the wagon. The social structure and culture of society impact on who has power. In advancing international dimension on power in schools, Coleman (2003) purports that in China despite the promotion of equality for women in the public sphere since 1950s, but management and leadership appear to be firmly identified with male role in society. As a result, the achievement is associated with male success.

2.3.5 Power and the organisation

Coleman and Early (2005) differentiate between power, authority and influence. Coleman and Early (2005) assert that power is over-arching and authority relates to the legal right to exert power, whilst influence is more of an informal form of power. In a school situation, the school principal may exercise power with authority because of his or her status, whilst individual members of staff may exercise informal power as a result of their influence. Sometimes the aspect of power which is influence, could be linked to their personal charisma. What is noticeable is that power in the form of influence may mean that power is exercised unofficially. To extend this idea in schools we have economic power which is an element in the management and leadership of schools by the school principal, particularly if financial devolution has occurred. This implies that knowledge and expertise in relation to professional matters and management skills are in the hands of school principals. The school principal has the authority to cede some of his or her power and share it with the educators in the school in a collegial manner. On the contrary, school principals may

operate in a more formal hierarchical structure where they are at the top and staff members are subjected to their rules and regulations as they are imposed from the top.

2.3.6 Power and equity issues

Segedin and Levin (2012) argue that there are high levels of political commitment to social inclusion and equality of opportunity throughout the world. They mentioned that through the degree to which these are carried out in practice in another manner. Windle and Stratton (2013) posit that demonstrating the principles of sustainability and restraint, particularly in relation to education environment, is a key strategy which replicates power and equity in the schools. They mentioned that equity in education suggests that all levels within the society get their fair share to whatever educational opportunities are provided. The issue of power and equity was further articulated by Jimoh (2010) who purport the National Policy on Education provides equal opportunities for all Nigerian citizens at all levels of education without discrimination.

However, Coleman and Early (2005) contend that in any place, there are groups of people who are less powerful simply by virtue of characteristics over which they have no control. For example, there are talks about the concept of male hegemony, the global dominance of men over women. In addition, Coleman and Early (2005) eloquently express the role that ethnicity, religion and class have on the issue of access to power. The issue of equity is also one important factor that leaders and managers in schools have to consider as they have a responsibility to ensure that they promote equity and equality of opportunity for all stakeholders in participatory decision-making. Taking the preceding argument further, Segedin and Levin (2012) purport that Finland has put in place policies, and has also emphasised the need for practices that promote power and equity in their schools. To ensure justice, equity and equality, England has expressed desire and has aimed at giving everyone the chance through education, training and work to realise his or her full potential and thus build an inclusive and a fair society with equal opportunities in their schools. Emphasising similar issues, New Zealand has established an education system that fosters fairness, tolerance, self-reliance and informed participation in New Zealand society. It is therefore, evident that issues of equal opportunities and inclusion has dominated educational leadership and management discourse in many parts of the world. Therefore, it may not be a surprise that participatory decision-

making processes also emphasise issues of equity, equality and democratic participation in the manner in which schools are run and decisions are arrived at a school level.

2.4 The role of school principals in participatory decision-making

According to Prew (2007), school principals are regarded as the ones who builds a school vision and mission statements at their schools. They provide intellectual stimulation to colleagues and also symbolises professional practices and collective values to the colleagues. School principals demonstrates high performance expectations in their schools and they develop structures that foster participation in school decisions. School principals have to communicate goals, share decision-making and create and articulate school vision to staff members. The issue of articulating school goals and vision become successful when the school principal implement informed decisions at their school. It must be brought to the fore that school principals with a vision of a better school must have knowledge, understandings and skills to make sound and effective decisions in order to make that vision a reality. The preceding view resonates with that of Khan and Iqbal (2010) who, in their study, argue that school principals must engage themselves in school activities by promoting participatory decision-making and vision that focus on school performance.

The school principal is a chief executive officer in charge of the school and is responsible for the present and future performance such as the vision and mission of the school (Joubert, 2009). The school principal needs to make informed decisions. Extending this view, Gulcan (2010) posits that school principals should define the school's vision, mission and goals. In addition, the principal has to develop and implements those goals and vision statements. The school principals must create and develop a positive school climate by strengthening participatory decision-making processes. School principals are dominant in school meetings because of their power position within the school. However, Joubert (2009), alerts us to the fact that school principals are the first to access information taken from education authorities and executes the decision taken. Therefore, the principal operates in a powerful position of information, which he or she may use in many ways, some of which may not necessarily be to the benefit of the school community. For example, in my observation as a school principal, I have noted that many school principals ask the staff

members at a meeting to agree on a particular procedure so that they accept the outcome. If all parties have agreed on a majority vote, then all have to accept the outcome.

It is clear that school principals facilitate the process of teacher participation in decision-making. They acknowledge that there is a need for stakeholder participation in the affairs of their schools. It is thus appropriate for school principal at times to delegate decision-making responsibilities to teachers, particularly when they have the resources and capacity with which to do this. In line with the above discussion, the school principal by virtue of his/her position promotes participatory decision-making in schools by delegating some of his/her authority to others down the management chain. This ensures that teachers understand the reasons for participatory decision-making and by being involved in making decisions they become more committed to them and in their implementation. Basically the aforementioned assertion suggest that the involvement of teachers in participatory decision-making increases their interest in and they get satisfaction with their job, thus they remain motivated. However, the ultimate power remains with the school principal who decides who participates in what, when and how.

2.4.1 Consensus-based decision-making

Horn-Miller (2013) defines consensus as a process of collaborative discussion that respects both the group and the individual. Horn-Miller (2013) adds that participation in a consensus-based decision-making process is a unique experience and requires a change in thinking. The initial feeling amongst the school principals is that everyone present might be able to agree on something. However, participants involved in the consensus process often express feeling of surprise and relief once decision is reached. With this in mind, in consensus the whole group makes decisions instead of a majority or minority rule. Consensus is not only a process of finding the sum of individual viewpoints and tallying up the assents and dissents but it is a process that gives the voice to the individuals with minority viewpoints. In other words, one member can express dissent to a decision if he or she feels it is against the best interest of the collective. However, that person has the responsibility to provide an alternative idea or contribute to a resolution. Likewise, when individuals disagree, they are acknowledged and asked to provide a solution or additional information, which is then added to the deliberations. The goal is to discern what the best decision

is for the group and take into consideration the needs of the collective. Through consensus, each individual's concerns and ideas are considered. In advancing consensus-based decision-making, every participant must have equal access to the process for it to be true a consensus-based decision-making. Furthermore, Horn-Miller (2013) contends that consensus decision-making is the opposite of top-down decision-making. There is a decision which is commonly practiced in hierarchical groups.

Top-down decision-making is when leaders of a group make decision in a way that does not include the participation of all interested stakeholders. However, critics of top-down decision-making believe that the process fosters incidences of either complacency or rebellion among disempowered group members (Dryzek & Niemeyer, 2003; Abels, 2007). Consensus-based decision-making is highly recommended in schools. To support the idea, Horn-Miller (2013) identifies several benefits of consensus-based decision-making. Firstly, it is a decision that includes inputs from all stakeholders, with the resulting proposals being able to better address all potential concerns. Secondly, better implementation processes that include and respect all participants and generate as much agreement as possible is achieved. Lastly, consensus-based decision-making sets the stage for greater cooperation in implementing the resulting decisions and stronger group relationships in which cooperation and collaboration foster group cohesion and interpersonal connections. A recurring criticism of deliberative consensus-decision-making approaches is that they tend to ignore or overlook what actually goes on in communicative interaction at school.

Dryzek and Niemeyer (2003) and Abels (2007) postulate that power relations and conflict dynamics can influence participation and shape outcomes. Van den Hove (2006) posits that the characteristics of idealistic perspectives on participation is to work together in search of the achievement of a common good views. Participation in decision-making has been articulated as a voice between consensus-orientated cooperation and compromise-oriented negotiation. In other words, school principals serve as leaders and are given the responsibility to enact a decision made by all relevant stakeholders. This creates a sense of ownership because the school principals have to change their way of thinking, that is, to go from thinking only of individual needs to also

consider the needs of other people. Ownership of decisions has a positive impact for the future of the school.

2.4.2 Relationships between the school principals and teachers

Yukl (2013) maintains that participatory decision-making involves the use of various decision procedures that allow other people (staff members in a school) to have some influence over the leader's decisions. In a school situation, the school principal set clear parameters among staff members for shared decision-making. They are supportive of participatory decision-making processes. Taking the argument further, the relationship between the school principal and the teachers is necessarily one of control in which the school principal seeks to ensure that teachers function within what might be considered as acceptable parameters. Stevenson and Carter (2009) postulate that school principals should value their stakeholder's opinions highly and be open to their suggestions. School principals' effectiveness in implementing participatory decision-making to a large extent, determines the level of teacher's commitment to their job and academic achievement. Note that school principals are agents of change and should create learning environments that promotes participatory decision-making within the school. The idea is supported by Ifeoma (2013) who purports that school principals as agents of change are expected to expand their schools' capacities to learn democratic values by creating learning opportunities that promotes participatory decision-making within the school context. The school principals need to exercise their authority rigidly to ensure effective and quality decision-making processes. In addition, they are expected to initiate, facilitate and implement change with regard to democratic school practices.

Alexander and Van Wyk (2010) postulate that school principals are more inclined to involve teachers who exhibit willingness to go an extra mile in their execution of their duties which contribute to the organisation's effectiveness and efficiency. It is the responsibility of the school principal to assign duties to the staff members. These are indications of decentralisation of power. Aaron and du Plessis (2014), purport that those in formal positions decentralise responsibilities, decentralise authority and powers to all levels of practice. It is difficult for school principal to perform the complex task of managing and leading the school without involving staff members. Delegation of duties is of much importance to the school success. The preceding argument is

further resonates with that of Khan and Iqbal (2010) when they argue that school principals are mandated to exercise the delegated powers by some rules or administrative orders of the Department of Education. In the same vein, Carlyon and Fisher (2012) purport that it is the role of the school principal to promote teacher development that incorporates the decision-making process of teacher placement in classes. Thus, the school principals' decision-making in relation to teacher development is informed by tacit knowledge and by the relationships with the teachers.

2.4.3 Democratic leadership and trust

San Antonio (2008) maintains that leadership behaviour that is characterised by participatory decision-making or open two-way communication is effective in fostering trust among staff members. Element of trust should prevail between the school principals and the teachers. The relationship of trust could result at the delegation of more responsibilities by school principals to fellow teachers. It is the leadership behaviour of the school principal that elicits trust from the teachers. Extending this argument, Presser (2013) purports that school data management systems and the principal's behaviour helps to improve the relationships between the staff and the school principal. These occurred more especially in the area of participatory decision-making and power. People who have stronger trust in the organisation's decision-makers tend to be more satisfied with their level of participation. For example, Khan and Iqbal (2010) emphasise that school principals motivate teachers for performance of moral obligations by way of developing faith and positive relationships.

The school principals have a responsibility creating and developing a positive school climate by strengthening participatory decision-making process in their schools. Note that commitment to achieve common goals is based on participatory decision-making and shared power among the stakeholders. Extending the argument are Carlyon and Fisher (2012) who postulate that being critically reflective enables leaders to communicate the rationale behind their practices and it requires a high level of trust between the school principals and the teachers. Trust is essential to the creation of an environment in which school principals and teachers take part in participatory decision-making processes. Le Fevre (2010) and San Antonio (2008) posit that implementing participatory decision-making in schools bring positive effects which could include improved

levels of commitment and empowerment and trust among educational stakeholders. In my observation, practising participatory decision-making is an essential ingredient in the quest for better schools. Basically, the aforementioned assertion implies that school principals should possess the necessary knowledge and interpersonal competence to involve, value and incorporate the contribution of staff members in participatory decision-making processes.

2.4.4 School principal as a decision-maker

De Matthews (2014) postulates that school principals must be careful when making decisions. School principals should be aware of the obstacles and unintended consequences when making decisions. For example, engagements, debates and arguments with staff in participatory decision-making are not simple processes. In order for a school principal to be effective in his/her decision-making, it is essential to understand human dynamics within the school community. Yukl (2013) posits that school principals as leaders of the schools are faced with major challenges of amongst other things, being effective as leaders and decision-makers. For example, analysing feedback from other staff members, may not be sufficient as staff members tend to avoid giving negative feedback. The school principal needs to balance the organisational goal attainment with employee job satisfaction. For example, the school principal should use his/her professional ability, experience and management strategies to make sound decisions that take the school to great heights. In addition, school principal should bear in mind that decisions made today sets a scene for the future. Furthermore, school principal must always bear in mind that the involvement of others does not in all instances take away his/her role of being the ultimate decision-maker at school.

However, Mark (2011) cautions that school principals should not to use their position power negatively and rigidly, but that they need to allow for flexibility in the acceptance and implementation of the decision they have taken. For example, school principals who against Mark's (2011) advice make unilateral decisions without involving teachers. Decision-making involves all relevant stakeholders and their commitment, as it is very difficult to make effective and sound decisions alone. Alluding to this challenge is Yukl (2013) who argues that one of the school principal's most challenging task is to harness all people happily and efficiently in a team

for the realisation of the school's objectives and aims. Basically, the aforementioned assertion imply that the school principal can succeed in this by promoting participatory decision-making that enhances the progressive running of the school. On the other hand, Adegbesan (2013) and Carrim (2006) posit that a school principal who lacks in human skills, is bound to encounter endless problems in his/her administrative and management task, one of which is decision-making. For example, if the leadership style of school principal is ineffective, even the best school programmes and the most motivated staff will become less productive (Yukl, 2013). The South African Schools Acts affirms that decisions are to be made through negotiations, but constitutional commitment to participatory democracy and community participation. The school principals who do not trust their teachers do not share authority and responsibility with their staff members and this may have negative effects on effects on the school's operation.

2.4.5 Data-driven decision-making

Tan (2010) purports that school principals are the central figures in leading educational change in their schools. They promotes school efficiency through data-driven decision-making. In addition, they articulate vision and goals of the school. By so doing, they develop high performance and communications among staff members. However, Goren (2010); Shen and Cooley (2008); Shirley and Hargreaves (2006) posit that schools struggle to make sense of the amounts of data they accumulate. The preceding argument resonates by Shen and Cooley (2008) who posit that while experts in many fields are well-equipped to make data-driven decisions. In a school situation most of the teachers still lack the knowledge and skills to implement data-driven decision-making. Note that data-driven decision-making has the potential to increase staff member's performance in schools.

2.5 The role of teachers in participatory decision-making

Previous sections have highlighted the benefits as well as negative factors that affect teacher participation in decision-making processes. Such discussions have not paid any particular focus on the role that teachers play or can play in participatory decision-making. Uba-Mbibi (2011) maintains that the teachers are important elements in the execution of school curriculum. This is

even more significant if one considers the fact that teachers theoretically, have the authority to make decisions that affect their work at school level. In addition, teachers who are actually engaged in meaningful, collaborative work are part of the foundation of a good school. The preceding argument resonates well with the views expressed by Prew (2007) who postulates that commitment and meaningful participation are considered most likely when teachers see themselves as members of the school united by a common vision, values and norms. In the same vein, Noel, Slate, Brown, Tejeda-Delgado (2008) advance an argument which says that commitment and meaningful participation allows schools to improve their education by increasing the autonomy of the school staff to make site-decisions through participatory decision-making. In a nutshell, it is inconceivable to have an autonomous school where decision-making is not participatory in one way or the other. Therefore, it is important that leadership in schools ensures that all teachers within the school desire to participate in decision-making processes. Mehta, Gardia and Rathore (2010) purport that teachers who are committed have a desire to participate in the managerial activities because they enjoy higher professional status. Teacher empowerment serves as a vehicle whereby participation in decision-making enhances organisational citizenship behaviours and promotes decisions related to school operation. What is noticeable in a school environment, teachers display a low levels of involvement in managerial activities such as setting school goals and involvement in school-wide policies if they are not empowered.

2.5.1 Workplace participation

The concept of workplace participation should not be viewed as separate from stakeholder participation in an organizational setup. To that end, Kallastad (2010) maintains that workplace participation has been indicated as a highly important factor in positive organisational and employee outcomes in the school. Kallastad (2010) adds that within an educational context, workplace participation has been identified as a significant factor in schools. Basically the aforementioned assertion implies that teachers have the right to participate in decision-making in the workplace and also partake in issues of equitable share of resources within organisation. In a workplace situation, the sense of fairness enhances teachers' willingness to be engage in participatory decision-making processes. On the other hand, Bogler and Somech (2005) equate workplace participation to workplace demonstration, and these scholars further argue that such a

view (workplace democratisation) was never considered as a strong contending model when efforts to reform the educational system were undertaken in the past few decades.

In my observation, as the school principal, teachers understand and demonstrate high work ethics and commitment to departmental policies. When it comes to participation, they ensure that better information is available for making decisions to facilitate successful teaching. In addition, teachers are professionals, work normatively to improve classroom performance. Further, they work hard to enhance interaction and collaboration with other members of staff. Taking the argument further, teachers perceive their colleagues, more than the school principal, as a source of professional support within the school. Thus, they are involved in making decisions about the team in which they wished to work within the school.

2.5.2 Commitments to school decisions

The issue of commitment to decisions and participation in making those decisions is well documented as can be observed in the previous sections of this chapter. Bogler and Somech (2005) argue that participatory decision-making encourages teachers to learn the skills of effective facilitating and team building. Bogler and Somech (2005) add that being involved in the school environment may expand the teacher's viewpoint and their role perception towards school vision, mission and goals. Participation in managerial activities widens teachers' focus from the immediate outcomes within their own classrooms and expand it to the commitment to the school as an organisation. Basically, the aforementioned assertion implies that through participating in decision-making and in managerial issues, teachers become committed to organisational decisions and, in the long run, to the organization as a whole. In addition, participating in decision-making and in managerial activities create opportunities for the teachers to promote strategic planning and develop an organisational system approach of commitment to the school decisions.

2.5.3 Teachers doubts and fears

Ratkovic (2010) contends that there is a lot of tensions and conflicts in school nowadays because of the lack of involvement of teachers in participatory decision-making in schools. Taking the

preceding argument further, Ratkovic (2010) purports that managers are considered to exert undue pressure on their staff and to use power immorally, in order to achieve the organisation's goals. What is noticeable here is that hierarchical organisation of work and vertical responsibility by school managers cause distrust, discontent and inequality among educational employees. However, Mehta, Gardia and Rathor (2008) posit that it is possible to generalise that an increase in teachers' actual level of participation leads to an increase in their job satisfaction and organisational goal commitment and decrease in their role ambiguity. Basically, the aforementioned assertion implies that any increase or decrease in the actual involvement of teachers in participatory decision-making processes does not lead to any significant change in their role conflict. The teachers' role conflict is not significantly related to their actual decisional participation.

Mokoena (2012), alerts us to the view that teachers who do not trust one another are not supportive. They give over a measure of their autonomy in order to collaborate with other staff members. Similarly, Uba-Mbibi (2011) and Butter (2012) postulate that the implementation of decisions by school principals sometimes are very irritating and may lead to lack of teacher's job satisfaction. It is very important to determine whether teachers are involved in participatory decision-making and to ascertain if the decisions reached are adequately implemented. The preceding argument resonates with that of Tanfox (2010) who maintains that teachers need to implement school programmes and make professional decisions when it comes to school matters. To this end, it is important that school principals involve the teachers in decision-making because they are the one who typically carry out the implementation process in their respective classrooms.

2.6 Conclusion

In this chapter, I have reviewed literature on participatory decision-making and issues of power. This chapter has reviewed literature not only that coming from South Africa, but also that from the global community as well. The focus was on the role of school principals in participatory decision-making and power in schools. Lastly, the role of teachers in participatory decision-making and power in schools. In the next chapter, I present a detailed discussion of the theories and models that provide the frameworks that underpins the study.

CHAPTER THREE

THEORIES THAT FRAME THE STUDY

3.1 Introduction

The previous chapter reviewed literature on participatory decision-making and power. In this chapter, I present the theories that underpin this study. There are two theories that make up a theoretical framework for this study. The two theories are Bourdieu's narratives of power and Grant's (2006) Model of teacher leadership. I begin this chapter by presenting the theoretical orientation of the research. Following that is the presentation and discussion of Bourdieu's narratives of power. In these discussions, I include the concepts habitus, field and capital and its triad of relational. I proceed to discuss Grant's (2006) Model of teacher leadership which offers a set of ideas which guides the research. Finally, I conclude the chapter by discussing the importance of teacher leadership.

3.2 The theoretical orientation of the study

In this section, it is important to elaborate on how these theories relate and inform the analysis of the study. The two theories are relevant for the qualitative research approach used in this study, and Bourdieu's narratives of power provide insights about issues of power while Grant's Model focuses on issues of teacher development. In the sections below I am elaborate on each theory independently, giving the key features that constitute each theory. I also attempt to relate them to the study and also to the interpretivist paradigm which underpins this study.

3.3 Bourdieu's narratives of power

Swartz (1997) posits that Bourdieu's narratives of power holds that class relations are mediated through symbolic struggle. Swartz (1997) adds that the study of class relations, the power remains with the principals who are able to determine the degree of stakeholder's participation. Further, Swartz (1997) asserts that a key dimension of class relations is the struggle to legitimate particular definition and classifications of the social world. For instance, school principals can be key players in the mediation of class relations to the extent that the operation of power requires legitimation and misrecognition. However, Hearlson (2013) contends that Bourdieu is aware that his own sociological emphasis is on the use of power necessarily includes attention to how the researcher exercise power. The driving impulse behind this theoretical approach is thus centred on power relations that influence the degree of stakeholder's participation. In order to highlight the symbolic dimension of power relations, Bourdieu's theory of symbolic power may underestimate the capacity of non-specialists to develop in certain situations appropriate understandings of the true character of power relations (Swartz, 1997). Bourdieu (1989) contends that symbolic power legitimises economic and political power of certain grouping of people who already possess power. . It suggests that more power is granted to those who have obtained sufficient recognition in order to have the authority to impose the power upon other people.

Hearlson (2013) posits that symbols are regularly used as instruments of domination. This suggests that in a school system no one has the power to change anything, let alone entrenched social symbols. Note that the school system is preserved by political hierarchies of dominant (school principals) and subordinate people (teachers in the context of this study). These systems of domination work most effectively when they are hidden from the view of the individuals. Hierarchies of power are well-preserved in schools when the social order seems self-evident to all involved, especially the lower levels in the school. The idea of a freely choosing individuals is an ideological construct created by bourgeois elite as a way to dominate those with a narrower field of opportunities for participating in decision-making processes. In the context of this study, what Hearlson (2013) calls 'bourgeois' can be associated with school principals and 'those with a narrower field' could be associated with the teachers. In reality, few people (school principals) have shifted into more advantageous positions of participatory decision-making and power.

Bourdieu's three theoretical tools, namely habitus, field, and capital are highlighted as conceptual resources that are utilised in this study (Bourdieu, 1992). Grenfell (2008) asserts that Bourdieu's basic theoretical concepts of habitus, field and capital were developed in order to offer a practical set of analytical tools to account for the relations he found in empirical data. The three concepts that underpin Bourdieu's theoretical framework are presented below.

3.3.1 Habitus

The concept habitus originated from the thought of Aristotle, whose notion of *hexis* (state) was translated into habitus (Liu (2008)). Liu (2008) contends that habitus as the subject internalised system of social structure is in the form of disposition. Supporting the preceding argument is Dirk (2013) who postulates that the concept of habitus (disposition) is used by Bourdieu to represent personal social structure. In other words, habitus is a complex concept, but in its simplest usage could be understood as a structure of the mind characterised by a set of awareness and personalities. Hearlson (2013) posits that habitus is the set of bodily dispositions and actions handed down to the actor by history, constituting the present and prompting future sets of practices. Bourdieu (1990) describes habitus as a personified history internalised as a second nature and the conscious reinforcement of mastering a common code is preserved. Dirk (2013) describes this second nature or practical sense as the art of forestalling the future of a field or what action to take in a given situation. On the other hand, Gelderblom (2008) posits that the habitus an agent's disposition stays in the mind and body as a source of social conditioning and life experience. This suggests that habitus operates as an open system of dispositions that are constantly subjected to experiences that either modifies or reinforces its structures. Basically, habitus is relevant at every heart of participatory decision-making and power in secondary schools.

Rafanell and Gorringer (2010) postulate that with the concept of habitus, Bourdieu endeavours to overcome the over-determination of individual practices in most structuralist accounts by making habitus the site of individually strategically chosen practices. Bourdieu adds that habitus is based on experiences. This suggests that the presence of previous experiences found in every schools as perception, thought and behavior schemes is actually the product of history. The preceding argument is reiterated by Ebrecht and Hillenbrandt (2004) who assert that habitus is the product

of history and new experiences. Sieger, Fritz and Them (2012) describe the way in which parties recognise new experiences and their social practices as habitus. Based on the preceding statement, the concept habitus is subjected to experiences and the social structured practice.

The idea is supported by Bourdieu (1990) and Gelderblom (2008) who define habitus as a system of strong, identical dispositions, organised structures, which generate and organise structured practices. In addition, as representations can be impartially adapted to their outcomes without presupposing a conscious aiming at ends or an express mastery of the operations necessary in order to attain them. Similarly, Moi (2009) and Morris (2012) affirm that habitus, may be seen as the totality of general dispositions acquired through practical experience in the field. Drawing from the previous discussion, habitus is powerful because it is responsible for the harmonisation of collective enterprises and experiences. This suggest that power dynamics emerge among differently constituted group who are in competition according to their hierarchical position. Different classes struggle to protect or maximize their social position by protecting or attempting to change their acquired habitus. At this point it is worth noting that habitus unintentionally conveys a participatory model of power.

Bourdieu (2007) contends that habitus is how we perceive ourselves in relation to others, how to pay attention to certain things and not to others. In addition, Bourdieu (2007) purports that habitus determine our attitudes not only towards people but also to the world of goods and cultural practices that are available. This suggests that everyone sees the world, how the world operates, and how one should operate in relation to that world. Therefore, habitus as the structure of the mind is used when the staffs are assigned tasks by the school management team in order to encourage teamwork among the staff and make use of resources available for the work. Expanding on this notion, Armstrong (2008) and Gonzales (2014) posit that when staff members are empowered and encouraged to participate in decision-making, then high-quality production is resulted. The next component of power according to Bourdieu's narratives is the field and is discussed next.

3.3.2 Field

The field is the second key component of Bourdieu narrative of power after Habitus. Bourdieu (1995) defines field as a space in which a game takes place. Within a field there are individuals who are competing for the same stake. This suggest that the concept field is used as a space in which relationships of inequality operates within the school. In the case of schools we have people who dominate and others who are dominated. Again, post levels within the schools differ and that has some kind of influence in the manner in which the game unfold. Relationships of inequality do operates inside the school (Bourdieu, 1985). This is a space in which various stakeholders struggle for the transformation within the school. The concept of field has, in recent decades, appeared with increasing occurrences when it comes to relationship of inequality. In the context of a school, the concept has been deployed to capture magnitudes of the implementation of participatory decision-making and power in secondary schools. This suggests that the field is like a playing field where competition takes place according to the set of rules (Hearlson, 2013). Within the school, there are rules, policies and regulations that are stipulated by the Department of Education. Basically, the participants on the field are interested in improving their place, their position and their chances of beating their opponent. In a school situation, all the individuals in this space bring to the competition all the relative power at their disposal. Individuals use the available strategies afforded to them in their habitus to gain their individual interests within a specific field. In principle, a field is simply any social system which can be shown to function according to such a logic. In his view, Bourdieu (1996) perceives any social formation as consisting of a hierarchy of multiple, relatively autonomous fields with their own logics or laws of practice, hierarchies and power relations between agents and their positions within the field, with the sum of the parts being greater than the whole. Taking the idea further, Moi (2009) maintains that field is a modest system of social relations which functions according to its own specific rules. Constant, permanent relationships of inequality operate inside the space, which at the same time becomes a space in which the various individuals struggle for the transformation of the field.

In Bourdieu's definition of the field, advanced and highly differentiated societies are made up of a number of relatively autonomous or hierarchical structures which he refers to as which he refers

field (Dirk, 2013). In addition, Dirk (2013) contends that the concept of field perform the function of representing field position that are hierarchically structured and their inhabitants are distinguishable from each other by differences in rank and authority. Van den Berg (2011) defines field as the social or intellectual arena within which people spend much of their time to advance their primary social interests. Through the concept field, individuals within the school are able to situate themselves in an environment of social and objective relations.

Bourdieu (1996) affirms that habitus as agents, affect the extent of their feel for the game in different social fields. Habitus as agents and construct their understandings of the field from particular positions in the field. Agents are therefore unlikely to be aware of the entirety of the operations within the field (Swartz, 1997). The position of each particular agent in the field is a result of interface between the specific rules of the field, agent's habitus and agent's capital (social, economic and cultural) Bourdieu (Liu, 2008). Further, Liu (2008) defines field as a setting in which agents and their social positions are located. Each field of practice contains an array of expectations on values/ risks/uncertainties that are available to social agents. Structured positions of power comprise the social relationships that exist within and between these positions. These implicitly held assumptions as part of what Bourdieu calls a *doxa*, are referred to as cultural codes (Bourdieu, 1998). According to Bourdieu (1990) and Deer (2008), actors are also required to submit to its *doxa* which sets out its unwritten and unquestioned shared rules and philosophy. It means that actors must be in agreement about the value of the game in terms of what is worth fighting for and preserving. Bourdieu and Wacquant (1992) assert that at the heart of all social arrangements is the struggle for power. Based on the preceding statement, fields are sites of pressure, rivalry, hostility and struggle of various individuals.

3.3.3 Capital

The concept of capital completes Bourdieu's three theoretical tools of habitus, field and capital. Bourdieu modify the concept capital in order to rearrange its narrow practice in economic theory. The purpose was to relate it to wider anthropology of cultural exchanges and valuations that can also include symbolic forms capital (Bourdieu & Wacquant, 1992; Moore, 2008). Bourdieu (2004) uses the concept capital to explain how individuals are able to assign their position in a field

through the increase of symbolic capital. Bourdieu (2004) and Dirk (2013) postulate that the idea of capital is necessary if we are to understand the shaping strength of the world. Bourdieu (1992); Liu (2008) and Morris (2012) identify different types of capital, namely, economic capital, cultural capital, social capital and symbolic capital. *Economic capital*, refers to capital that is directly convertible into money and which may be institutionalised in the form of property rights. Economic capital can be immediately converted into money. In other words, economic capital refers to the money that a person has. Therefore, economic capital consists of nothing more than financial and material wealth, possessions, and physical resources. Sayce (2005) posits that economic capital is connected to economic strength and can be changed into cultural, social and symbolic capital. To contextualize this concept, one can argue that in organisations, a person can have potential influence that can be associated with the perceived monetary power.

Cultural capital, is another component of Bourdieu theory which has received the greatest attention in the research. Cultural capital involves the family environment and educational processes that build upon it. In Bourdieu's view, culture is a form of capital that can be used in the same way as the economic capital in order to promote particular interest in the markets. Through cultural capital, investors can exchange currencies and strive to increase their profits (Wacquant, 1989; Swartz, 1997). Johnson (1993) refers to cultural capital as the knowledge that exists as an internalised code which equips cultural relations and cultural artefacts. Bourdieu (2004) uses the concept cultural capital to explain the success of the school. It refers to one's language, education and participation in the future of one's peers (Digiorgio, 2010). Thus, cultural capital holds the view that capital must necessarily be material in order to be valuable. Expanding on this notion, cultural capital exists in three states, namely, the embodied state, the objectified state and the institutionalised state (Bourdieu, 1997). In the embodied state, cultural capital is inherited through family socialisation and is incorporated into the body as a component of the habitus (Swartz, 1997). In its objectified state, cultural capital exists in the form of cultural goods such as books and works of art (Swartz, 1997). It also exists as institutionalised cultural capital which can be used as a source of prestige and recognition enabling agents to increase their volume of capital in a field.

Bourdieu (1997) describes *Social capital* as actual resources that are derived from social networks which provide each member with profits of their owned capital. In other words, it is the capital of

social obligations and relationships. Lastly, *symbolic capital*, gives one the power to dedicate and impose both the legitimate vision of the world and the way in which social fields are organised within the world. However, Wacquant (2005) contends that the idea of capital is extended to all forms of valued resources, whether they are material, cultural, social, or symbolic. Based on the preceding statement, capital is considered as a conceptual tool for researchers to analyse the sharing of power. The concept has been universal in organisational studies, in fact, ever since the very origins of that enterprise in classical sociology (Emirbayer & Johnson, 2008). Therefore, capital needs an arena where its value is stable and the competition for the capital is constant (Hearlson, 2013). Owens (2008) argues that the external system of the school includes the social, political, economic, technological, legal, demographic, ecological and cultural subsystems. This suggests that the concept capital is used to highlight how the school principals are able to negotiate with their staff members.

3.3.4 Interrelation of the three concepts habitus, field and capital

The three concepts habitus, field and capital represent the relationship between social context and lived experience (Kloot, 2014). The three concepts create a research object that can be analysed with Bourdieu's narratives of power (Kloot, 2014). For example, the school principal bring various bodies of knowledge to the field of participatory decision-making. The habitus (the culture) provides a key means of understanding their lived school management experiences. Bourdieu (2004) describes the experiences within the school as the field. Swartz (1997) posits that the relationship between habitus and field enables Bourdieu to account for how action follows regular statistical patterns without bring the product of the organising action or obedience to rules. For example, Bourdieu considered the connection between habitus and field as the motor-force behind agent action. Expanding on this notion, field and habitus are intrinsically interrelated, none can be defined without referring to the other (Dirk, 2013).

Lingard, Rawolle and Taylor (2005) affirm that Bourdieu's theorisation and his concepts of field, habitus and capital can be efficiently utilised in the effects of globalisation on policy processes in education. According to Dirk (2013), the concept field represents objective social structure and the concept of habitus (individual disposition) represent subjective social structure. Kloot (2014)

postulates that habitus is a deeply personified phenomenon that structures a field and at the same time is structured by the field. While habitus describes the social relationship of activity and structure, Bourdieu's conception of field provides a structure for observing the dynamics of power in a particular school. The field for Bourdieu is where the struggle for capital takes place and where capital is exchange. Capital thus describes power in a field which can advance or restrict the activities of its populations (Bourdieu, 2004). Bourdieu calls various resources capital that determine their position in the field and thus their relations with each other (Merand, 2000). Therefore, there are several types of social fields, political, economic, cultural, military, and each has its own logic, stakes, and a kind of capital. Evidently, capitals are distributed within fields (Bourdieu, 1992). Greenfell and Hardy (2007) emphasise the value of capital within the field. In addition, capital can influence the social results and orderliness of those involved in the field. At this point it is worth noting that habitus, which along with field and capital, forms the triad of concepts that underpin Bourdieu's theoretical framework. The next section focuses on leadership theory in the form of Grant's Model of teacher leadership.

3.4 Grant's (2006) Model of teacher leadership

The second theoretical frame that underpins the study is Grant's (2006) Model of teacher leadership. Grant's (2006) Model of teacher leadership constructs leadership as a process which is shared and which involves working with all stakeholders in a collegial and creative way. During the period of colonialism and apartheid in South Africa, government legislation propagated a society which was characterised by inequalities of various forms. The apartheid government created policies that promoted centralisation and authoritarian control of education at all levels within the system (DoE, 1996). Authoritarianism and dictatorship work well in a centralised organisational setup. After the first democratic election in 1994, new policies and various pieces of legislation were introduced in South Africa including the South Africa Schools Act No. 84 of 1996. The manner in which the educational structures were organised had to change as well, including doing away with top-down approaches of management and governance. The Task Team that was set up by the Department of Education came up with various recommendations and challenged schools to review their management approaches. The approaches to management were traditionally top-down approach. The new approach advocated by the Task Team Report (DoE,

1996) emphasised that management of schools should be seen as an activity in which all members are engaged in school activities (DoE, 1996). However, Moloi (2002), as well as Van Vollenhoven, Beckman and Blignaut (2006) posit that although the new policies called for new ways of managing schools, many schools remained unresponsive to that demand and expectation. Many schools still retained their rigid structure, with educators unable to shift from patriarchal and hierarchical ways of thinking.

It is against this background that, I explore Grant's (2006) Model of teacher leadership. The Model offers a radical departure from the traditional understanding of school leadership to a position of shared leadership in schools. The Model constructs leadership as a process which is shared and which involves working with all stakeholders within the school. The Model promotes collegial and creative way for the improvement of the school (Grant, 2009). In the South Africa schooling context, the notion of teacher leadership is relatively new, but it is slowly emerging as an arena of research interest (Grant, 2005; Grant, 2006; Rajagopaul, 2007; Singh, 2007; Grant, 2008; Khumalo, 2008; Ntuzela, 2008; Grant, 2009). Grant (2006) developed a model of teacher leadership for the South African schooling context, and it consists of three phases. These phases are briefly described below.

3.4.1 The first phase

Grant (2006) asserts that the first phase emerges as a result of the educators' discussions on the meaning of the concept of teacher leadership during the professional development initiative. Teacher leadership model is understood and described according to four semi-distinct levels:

Level One: Teacher leadership can exist within the classroom as teachers lead and manage the teaching and learning process.

Level Two: Teachers can lead beyond the classroom as they develop working relationships with other teachers.

Level Three: Teachers can become more involved in whole school development issues such as vision building and policy development.

Level Four: Teachers can extend themselves beyond the school and lead in community life and across-school networking.

What is noticeable here is that each level is built on the previous one. However, this understanding of teacher leadership does not occur in isolation but is framed by context and, in particular, a macro context of transformation and change (Grant, 2006). Based on the preceding statement, three prerequisites are necessary for the development of teacher leadership. The first prerequisite is, a collaborative culture with participatory decision-making and vision-sharing. The second one is, a set of values which assist in developing this collaborative culture. The third and the last one is, distributed leadership on the part of the principal and formal management teams.

For teacher leadership to emerge in a school, there must be some sharing of leadership, even if this distribution is limited and restricts teacher leadership to the zone of the classroom. Extending this line of thought are Harris and Muijs (2005) who postulate that successful teacher leadership, is when teachers are not excluded from leadership practices in any of the four zones but can involve themselves in decision-making across all four zones as and when the need arises. Thus, successful teacher leadership requires a culture of trust, authentic dialogue, care and a collective commitment to the success of the new developments (Harris & Muijs, 2005). In the next diagram, I present the model of teacher leadership with zones to illustrate what Harris and Muijs, (2005), as well as Grant (2006) are talking about.

Figure 1: Towards a model of understanding of teacher leadership in South Africa

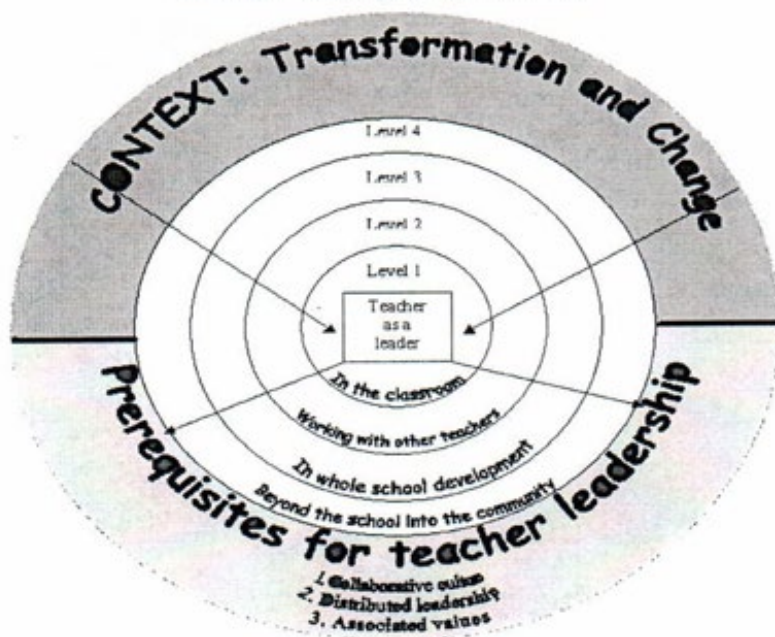


Figure 3.1 Model of teacher leadership with zones (Grant, 2008:93)

3.4.2 The second phase

Grant (2006) developed a comprehensive understanding of teacher leadership by drawing from international literature on teacher leadership. In addition, Grant (2006) explored the various roles of teacher leadership in more detail by re-ordering the roles and mapped them into the four levels which are renamed as zones. Within the four zones, teacher leadership is then portrayed according to six roles, some of which are repeated across zones. The roles include:

- Role One: Continuing to teach and improve one's own teaching.
- Role Two: Providing curriculum development knowledge.
- Role Three: Leading in-service education and assisting other teachers.
- Role Four: Participating in performance evaluation of teachers.
- Role Five: Organising and leading peer reviews of school practice.
- Role Six: Participating in school level decision-making.
- **Zone One** (in the classroom): Role: One.

- **Zone Two** (outside classroom): Role: Role Two, Role Three and Role Four
- **Zone Three** (outside classroom): Role: Five and Role Six.
- **Zone Four** (between neighbouring schools): Role: Two and Role Three.

The roles describe the different forms of leadership that the teachers take-up, possibly within each of the different zones. The value of the Model with its two levels of analysis (zones and roles) describes the practice of teacher leadership in terms of the places where teacher leaders are most likely to lead and the roles they are most likely to take up. However, if teacher leadership is restricted to the first zone it remains severely limited in its scope and it have minimal impact on the school as a whole. In contrast, if teachers lead within and beyond their classrooms into Zones 2, 3, and 4, as and when the need arises, the scope for successful teacher leadership is enhanced because of its potential to transform teaching and learning through its impact on the whole school. The diagram below, illustrates the Model of teacher leadership with zones and roles.

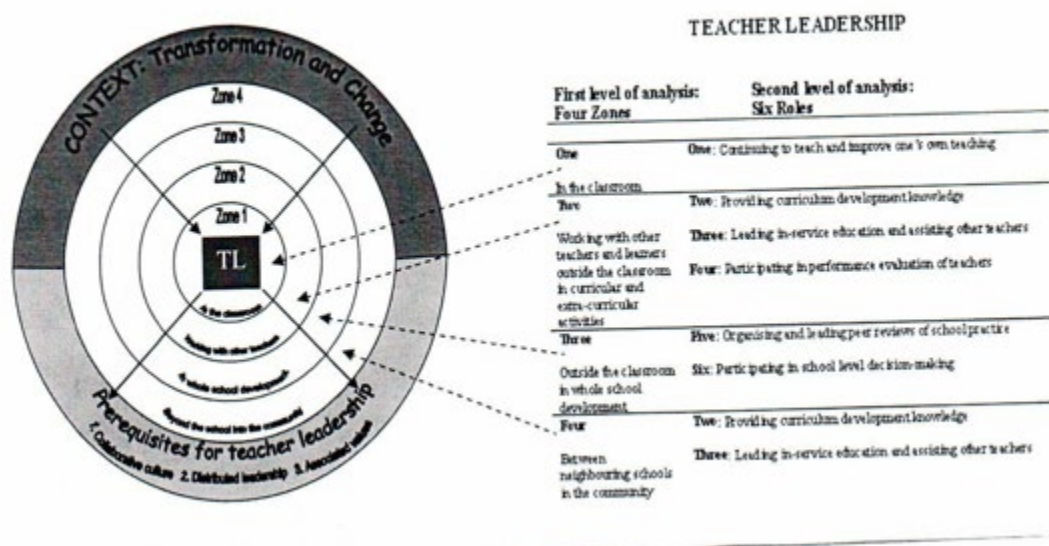


Figure 3.2 Model of teacher leadership with zones and roles (Grant, 2008:93)

3.4.3 The third phase

The third phase is about expanding the model by sketching indicators for each of the six teacher leadership roles. Below is the model of teacher leadership with zones, roles and indicators.

Zones	Roles	Indicators
1.	1. Continuing to teach and improve one's own teaching in the classroom	1. Centrality of expert practice (including appropriate teaching and assessment strategies and expert knowledge). 2. Keep abreast of new developments (attendance at workshops & further study) for own professional development. 3. Design of learning activities and improvisations/appropriate use of resources. 4. Process of record keeping and reflective practice. 5. Engagement in classroom action research. 6. Maintain effective classroom discipline and meaningful relationship with learners (evidence of pastoral care role). 7. Take initiative and engage in autonomous decision-making to make change happen in classroom to benefit of learners.
2.	2. Providing curriculum development knowledge (in own school)	1. Joint curriculum development (core and extra/co-curricular). 2. Team teaching. 3. Take initiative in subject committee meetings. 4. work to contextualise curriculum for own particular school. 5. Attend DOE curriculum workshops and take new learning, with critique, back to school staff. 6. extra/co-curricular coordination (e.g. Sports, cultural activities etc.).
2.	3. Leading in-service education and assisting other teachers (in own school)	1. Forge close relationships and build rapport with individual teachers through which mutual learning takes place. 2. Staff development activities.

		<ul style="list-style-type: none"> 3. Peer coaching. 4. mentoring role of teacher leaders (including induction) 5. Build skills and confidence in others. 6. Work with integrity, trust and transparency.
2.	4. Participating in performance evaluation of teachers (in own school)	<ul style="list-style-type: none"> 1. Engage in IQMS activities such as peer assessment (involvement in development support groups). 2. Informal peer assessment activities. 3. Moderation of assessment tasks. 4. Reflection on core and co/extra-curricular activities.
3.	5. Organising and leading peer reviews of school practice(in own school)	<ul style="list-style-type: none"> 1. Organisational diagnosis (audit-SWOT) and dealing with the change process (School Development Planning). 2. Whole school evaluation process. 3. School based action research. 4. Mediating role (informal mediation as well as union representation). 5. School practices including fundraising, policy development, staff development, professional development initiatives etc.
3.	6. Participating in school level decision-making (in own school)	<ul style="list-style-type: none"> 1. Awareness of and non-partisan to micro politics of school (work with integrity, trust and transparency). 2. Participate leadership where all teachers feel part of the change or development and have a sense of ownership. 3. Problem identification and resolution. 4. Conflict resolution and communication skills. 5. School-based planning and decision-making.

4.	2. Providing curriculum development (across school into community)	1. Joint curriculum development (core and extra/co-curricular). 2. Lease with and empower parents about curriculum issues (parent meetings, visits, communication-written and verbal). 3. Lease with and empower the SGB about curriculum issues (SGB meetings, workshop, and training-influence of agendas). 4. Networking at circuit/district/ regional/ provincial level through committee or cluster meeting involvement.
4.	3. Leading in-service education and assisting other teachers (across schools into community)	1. Forge close relationships and build rapport with individual teachers through which mutual learning takes place. 2. Staff development initiatives. 3. Peer coaching. 4. Mentoring role of teacher leaders (including induction). 5. Building skills and confidence in others. 6. Work with integrity, trust and transparency.

Figure 3.3 Model of teacher leadership with zones, roles and indicators (Grant, 2008)

The next section presents a discussion about the importance of teacher leadership especially at this time in the history of South Africa when the notion of participation occupies a prominent position in the leadership discourse.

3.5 The importance of teacher leadership

Teacher leadership is a model of leadership in which teaching staff at numerous levels within the school have the vision to lead (Harris & Lambert, 2003). In other words, it is a form of activity where teachers are empowered to lead development work that influences directly on the quality of

teaching and learning. Expanding on this idea is the notion of the change agency role of teacher leadership, either in the classroom or beyond (Grant, 2010). Crothers, Ferguson and Hann (2009) maintain that teacher leadership is not solely about pedagogical expertise, professionalism, enthusiasm, passion, commitment and enthusiasm but that it also focuses on participative leadership. Participative leadership involves participation of all teachers in decision-making. Because of their participation they feel part of the school change or development and have a sense of ownership. By giving them an opportunity to lead, they admired the school management team. Within the concept of teacher leadership lies the potential for change and therefore for school improvement. This view is supported by Grant (2008) who postulates that all people have the potential to lead. The practice of leadership must therefore be conceptualised as a shared process which involves working with all stakeholders in a collegial and creative ways. In addition, this orientation solicit the untapped leadership potential of people in the schools. Further, it can develop their abilities in a supportive environment for the improvement of the school.

Johnson and Donaldson (2007), as well as Sweeney (2007) postulate that teacher leaders are uniquely qualified to assist the principal with the ultimate goal of improving student achievement. This is mainly due to the fact that teacher leaders understand the needs of teachers and student. Therefore, teacher leadership creates opportunities for growth for both the teachers taking on the leadership role and teachers with whom they work. Hambright and Franco (2008) assert that the concept of continuity is an important element of teacher leadership. This suggests that within the school, teacher leaders contribute to the sustainability of building a better school and its achievement. Therefore, teacher leadership provides continuity within the staff as the school principal redistributed some of his or her powers to staff.

3.6 Conclusion

In this chapter, I have discussed the two theories that underpin the study, namely, Bourdieu's narratives of power and Grant's (2006) model of teacher leadership. The two theories were given a comprehensive and detailed discussion. The two theories were deemed appropriate for the study particularly in relation to participatory decision-making and power in secondary schools. Bourdieu's three theoretical tools were habitus, field and capital. These tools were utilised to guide

the objectives and critical questions underpinning the study. The three phases of Grant's (2006) Model of teacher leadership, namely, the first phase, second phase and third phase were utilised to guide the objectives of the study. In the next chapter, I present the research design and methodology that was used in conducting the study.

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction

The previous chapter presented and discussed the theoretical frameworks that underpinned this study. This chapter discusses the research design and methodology that was used in conducting the study. In this discussion, I begin by explaining the research paradigm that underpinned this study. The study is located in the qualitative interpretivist paradigm. I proceed to discuss the research design in qualitative research which forms the structure or plan of this study. I opted to use a case studies as the research methodology. Multiple case study approach was utilised. I also discuss the issues related to sampling, data generation methods, analysis, as well as measures that were adopted in ensuring trustworthiness of findings.

4.2 Research paradigm

Any research project that is conducted in human sciences has to declare the paradigmatic position of the study. Such a discussion is important in that it reveals the relevance of the design and the methods that were used to generate data that would answer the critical questions. There is a general consensus among many scholars about what a research paradigm is and what its efficacies are. For instance, Creswell (2013) and Clarke (2007) define a paradigm as a worldview that we bring to our research. According to these scholars, it influences how we design and conduct our research. A paradigm defines how one views the world and one's relationship with it (Merriam, 2009; Mertens, 2009; Flick, 2014). These basic beliefs include ontology, epistemology and methodology. Hartas (2010), Mack (2010) and Creswell (2013) describe *ontology* as the form and nature of reality that is to be studied as well what can be known about it. They define *epistemology* as the nature of the relationship between the researcher and that what can be known. Basically it involves how one has come to know what one knows. Lastly, *methodology* outlines how or the process through which the researcher has come to understand the phenomenon being studied. The ontological assumption (i.e. the theory of reality) in the study was that there were multiple realities for various participants as they also bring their worldviews to the conversations with the researcher

and attach different meanings to them. In other words, the concept of participatory decision-making and power in secondary schools may be understood and enacted differently by the participants that participate in the research.

According to Guba and Lincoln (1994); Creswell (2013) and Nieuwenhuis (2012) there are four major paradigms in research, namely, positivism, interpretivism, critical and post-positivism. Each of the four paradigms implies a different way of social theorising. Positivist paradigm is rational and operates according to scientific laws and rules, interpretivism focusses on the meaning that individuals or communities assign to their experiences, critical theory is concerned with the critical meanings of experiences as they relate to gender, race, class and other kinds of social oppression and post-positivism which they believe in multiple perspectives from participants rather than a single reality (Nieuwenhuis, 2012; Creswell, 2013). For the purpose of this study, I opted to use interpretivist paradigm. I opted for it because it describes meanings and understanding of the participants' definitions of situations (Terre Blanche & Durrheim, 2006). Through this study, I wanted to gain an understanding of the school principals and the teachers' views about the participatory decision-making from their own perspectives and through my interactions with them in their natural settings.

4.2.1 Interpretivist paradigm

The study was located within the qualitative interpretivist paradigm. Interpretivism, looks for culturally derived and historically situated interpretations of the real world (Sarankos, 2005). The study was concerned with the participant's interpretations of their situations individually. Therefore, this paradigm was deemed appropriate because I sought to understand the phenomenon of participatory decision-making and power from the perspective of the participants (Cohen, Manion & Morrison, 2011). Interpretivist paradigm endeavours to pick up human experiences in the world (Cohen, *et al.*, 2011). I wanted to offer perspectives of the school principals and the teachers on participatory decision-making and power and to analyse their views. In addition, I wanted to provide insights into the way in which a particular group of people make sense of their situation. In addition, I opted to use interpretivism because it describes meanings, understands participants' definitions of situations, and examines how subjective realities can be produced. In

other words, I wanted to understand the world from the participant's point of view. Cohen, *et al.*, (2011) argue that within the context of the interpretive paradigm the fundamental aim is to understand the subjective world of human experience. I am confronted with multiple realities and multiple interpretations of human experience. In order to get the real information about what is being investigated, it is best that I listens to the voices of the people concerned, and that I understands them from within (Cohen, *et al.*, 2011). Interpretivist paradigm concerns itself with the behaviours and actions of the participants, which can be ascertained by the sharing of experiences through interactions.

Lincoln and Guba (1985) posist that interpretivist researchers carry out their research in natural contexts to reach the best possible understanding. This suggests that realities cannot be understood in isolation from their contexts. The study sought to gain an understanding of the lived experiences of school principals and teachers in their natural settings. This is in accordance with the view of Neuman (2006) who claims that interpretive research involves the understanding of the lived experiences of people (school principals and teachers) in a specific setting. Furthermore, claims that the interpretivist paradigm is a systematic analysis of social significant action through direct and detailed observation of people in their natural setting. Through the research design used, I sought to provide thick descriptions of the methods and other elements that constitute the study so that replicability can be facilitated. The strength of the interpretive paradigm lies in the fact that it projects the voices of the researched from their own perspective (Cohen, Manion & Morrison, 2011). I was confident that there was a good alignment between the data generation processes, the research paradigm, the ontological and epistemological assumptions informing the research study.

4.3 Research design in qualitative research

Terre-Blanche and Durrheim (2006) posit that research design provides an overview plan of conducting the research. They add that it is a strategic framework for action that links research questions to the executive of the research. Bertram and Christiansen (2014) refer to the research design as a plan or strategy of how the researcher intends to generate and analyse data in order to answer the research questions. Essentially it is a plan aimed at guiding the development of answers

to be obtained from research questions. The idea is supported by McMillan and Schumacher (2006) who describe a research design as a descriptive methodology that is used to obtain answers to the questions of the phenomena. Expanding on this notion, Mouton (2008) postulates that a research design plans the research project to ensure the validity of the research findings are maximised. Therefore, the research design outlines the entire plan of the study and describes the steps to be followed when one is conducting the study (Nieuwenhuis, 2012). In essence, the research design focuses on what I wanted to explore which was the perspectives of school principals, heads of departments and teachers on participatory decision-making and power in secondary schools. Creswell (2013) and Nieuwenhuis (2012) purport that there are three major types of research designs, namely, the qualitative, quantitative and mixed methods. Qualitative research design is an inquiry process where one analyses words, reports detailed views of participants and conducts the study in a natural setting (Creswell, 2013). A typical type of study that employs qualitative procedures is when an individual goes out into the field and gathers information. An individual writes a persuasive, literary account of the experiences of his or her participants. In quantitative research, an investigator relies on numerical data to test the relationships between the variables (Nieuwenhuis, 2012). A typical type of research study that employs quantitative research would be an experiment or a survey study. Lastly, mixed methods research which is relatively new and builds on both qualitative and quantitative approaches. A typical type of study that employs this approach would be the use of a survey to first establish attitudes of participants towards a topic and then follow up with in-depth interviews to learn about individual perspectives on this topic. Nieuwenhuis (2012) contends that a mixed methods researcher combines qualitative and quantitative strategies within one study, collects both numeric (numbers) data and generate textual (word) data concurrently or in sequence.

I opted to use qualitative research design in the study. Bell (2006) and Litchman (2006) posit that qualitative research emphasises the lived experiences of the participants. I tried to understand the life experiences of individuals. I was able to enter the participant's life-world and explore their lived experiences. Qualitative research places more emphasise on the study of the phenomenon from the perspectives of insiders (Nieuwenhuis, 2012). Furthermore, Nieuwenhuis (2012) mentions six types of qualitative design, namely, conceptual studies, historical research, action research, case study research, ethnography and grounded theory. Conceptual studies are mostly based on

secondary sources, that it critically engages with understanding of concepts, and that it aims to add to our existing body of knowledge and understanding (Nieuwenhuis, 2012). Historical research is a systematic process of describing, analysing and understanding the past, based on information from selected sources as they relate to the topic under study (Nieuwenhuis, 2012). Action research requires an understanding of the context as well as of possible solution to the problem (Nieuwenhuis, 2012). Yin (2009) and Nieuwenhuis (2012) define the case study research method as an empirical inquiry that examines a contemporary phenomenon within its real-life context. Multiple sources of evidence are used in this type of research. Ethnography assumes that all human behaviour is intentional and observable, and therefore, research should be orientated towards understanding the reasoning behind the people's actions (Nieuwenhuis, 2012). Lastly, Corbin and Strauss (2008) define a grounded theory as theory that is inductively derived from the study of the phenomenon it represents.

This research was framed within the qualitative approach as highlighted in earlier sections of this chapter. Remler and Van Ryzin (2011) pronounce a qualitative study as an investigation procedure of understanding a phenomenon based on words that are captured from the participants, as conducted in a natural setting. The emphasis is on verbal description of a situation by the people in the situation as they continued with their work life or natural setting. I emphasises the importance of analysing people's words, experiences and background information in order to understand their situation (Merriam, Bertram & Christiansen, 2014). My task was to analyse the given words and experiences as related by the participants in order to produce and present patterns. I needed to analyse the words to report detailed views from the school principals, heads of departments and teachers' perspectives. I used the qualitative approach because it has its roots in the study. I had to assess their knowledge, attitudes, beliefs and their behaviours. In addition, I opted for qualitative approach because it allowed the school principals, heads of departments and teachers to give much richer answers to questions I put to them during interviews. That resulted in obtaining valuable insights that might have been missed by, for instance, relying on documents review (Merriam, 2009; Cohen, *et al.*, 2011). I had to see the school principals, the heads of departments and the teachers in their schools, hear them talk about their situations and even see the physical schools environment in which they operated. Within the qualitative research design, I opted to use case studies as the appropriate methodology for this research. Study.

4.3.1 The case study as a research methodology

Yin (2009) describes a case study as a research methodology that is used in numerous situations to add to our knowledge and understanding of an individual, group and related phenomena. Yin (2014) defines the case study methodology as a practical and first-hand investigation that explores an existing phenomenon within its real-life context. Bassey (2007) and Wyness (2010) posit that case studies are used to study a process or people in an in-depth, holistic way. In other words, a case study creates deep understanding of people and their activities. This study aimed at gathering in-depth description of the phenomenon which is participatory decision-making and power in secondary schools. Case studies methodologies proved to be most appropriate for the study. I opted for a case study approach because I wanted to understand how the participants experienced and enacted participatory decision-making, not just from their perspectives, but in their natural settings of schools.

Case studies investigate social life within the parameters of openness, communicatively and interpretively, which is informed by the interpretivist paradigm (Sarantakos, 2005). Case studies explore, present and give reports on the complex and vibrant events, describing exchanges of words, human activities and other factors (Cohen, *et al.*, 2011). In this study, I wanted to explore the perspectives and practices of participatory decision-making and power in secondary schools. This study was a descriptive study because it presented a complete description of the phenomena of participatory decision-making and power within a particular context. In the case of the three researched schools, they are located at Umlazi Township. I needed to explore a deep understanding of people and their activities. I wanted to gain a better understanding of the situation by using the case study method (Henning, *at al.*, 2004). Nieuwenhuis (2012) posits that case studies strived towards a comprehensive (holistic) understanding of how the participants relate and interact with one other. In addition, case studies strive towards a comprehensive understanding of how participants make meaning of a phenomenon under study (Nieuwenhuis, 2012).

I was interested in the perspectives of school principals, the HODs and the teachers on participatory decision-making and power in their school context. Hence, I utilised a case approach as it allows

for an in-depth understanding of the perspectives on participatory decision-making processes. I wanted to better understand the individuals in a bounded system. Bounded system means that the case is singled out for research in terms of physical boundaries (Creswell, 2013). The bounded system in this case were the three secondary schools, which were known to me and the boundaries are the three school principals, three HODs and six teachers that were selected for this study. Yin (2014) affirms that a case study is an in-depth analysis of a bounded system, bounded by time, a person, an event a social phenomenon or a place, a single or multiple cases, over a period of time. According to Cohen, Manion and Morrison (2011), a case study provides a unique example of real people in real situations. One is able to gain a clearer understanding of an individual.

In the study, the case was the three secondary schools and the unit of analysis is participatory decision-making and power. I purposefully selected three secondary schools as I believed that they would strengthen my findings as opposed to the use of a case study conducted at a single site. I felt that the case study would be appropriate for this study because of the in-depth data generation techniques which involved multiple sources of information which included interviewing, and documents review. This methodology also facilitated the creation of rich, thick and in-depth descriptions of participatory decision-making and power in secondary schools.

I am aware of the possible pitfalls and limitations that are inherent in case study research, as well as its advantages as compared to other research methodologies. One of the advantage of case study inquiry is that it produces first-hand information because it occurs in a natural setting (Sarantakos, 2005). In addition, the data was generated from multiple methods (that is, interviews and documents review). In other words, a case study involves being where the action is, taking evidence from the participants. Case study has also limitations and pitfalls. It can be lengthy because it provides detailed information about the case, for instance, the twelve participants provided a lengthy account of their experiences. Case study is prone to bias because it entails personal impressions. (Flyvbjerg, 2006; Cohen, *et al.*, 2011). Silverman (2010) posits that the case study is not generalisable. It means that it is not possible to generalise from one case to another.

4.3.2 Multiple case studies

Stake (2005); Cohen, Manion and Morrison (2011) as well as Nieuwenhuis (2012) posit that one of the key strong points of the case study method is the use of multiple sources and techniques in the data gathering process. In other words, it allows for the use of various techniques or methods to obtain information. This study was based on a multiple-site case study as it was carried out at three different sites (three secondary schools). Bassey (2007) acknowledges that good case studies incorporate multiple sources of data. I opted to use a multiple-site case study as it has the potential to offer insight and exploration into perspectives and practices of school principals and teachers on participatory decision-making and power. The purpose was to provide rich data that can provide greater confidence in my findings (Yin, 2012). In addition, Yin (2012) maintains that the data gathered from multiple cases is often considered as being more convincing and robust. One of the strengths of the case study approach is its use of multiple sources and techniques in the data gathering process (Nieuwenhuis, 2012). Multiple case studies provided me with the chances to cross-case analyse the data (Yin, 2014). This multiple case study enabled me to explore differences within selected schools and between individual participants. I examined the researched schools, to understand their similarities and differences. Hence, multiple case studies offered me the opportunity to cross examine the cases, within the schools and across schools. Below is a diagrammatical representation of case sites and participants per research site.

Schools (3)	Red Sec. School	Yellow Sec. School	Green Sec. School	Total
School Principal	1	1	1	3
Head of departments	1	1	1	3
Teachers	2	2	2	6
Total	4	4	4	12

4.1 Table 1. Diagrammatical representation of interview participants per school

4.4. Sampling technique

Newby (2010) postulates that the selecting of participants in a research inquiry is referred to as sampling. Newby (2010) adds that sampling is effective, because it seeks to link the findings from a selection of participants. Nieuwenhuis (2012) posits that there are two major classes to which sampling methods belong, and these are probability methods and non-probability methods. Examples of probability methods are simple random sampling, systematic sampling, stratified sampling and cluster sampling (Nieuwenhuis, 2012). Some of the examples of non-probability sampling methods include convenience sampling, quota sampling, snowball sampling and purposive sampling. For this study, I opted for purposive sampling. Purposive sampling was used in special situations where the sampling is done with a specific purpose in mind (Nieuwenhuis, 2012).

Before discussing sampling techniques, it is important that I define the terms population and sample. Best and Khan (2003) define population as a group of individuals that display one or more common characteristic in a research. As it was impossible to research the entire population, a small and manageable group of participants was studied in order to draw conclusions. Consequently, I took particular care and considerations when choosing the schools and participants for the present research. Thus, for this study I was interested in school principals of secondary schools, heads of departments and teachers in the Umlazi District. It was important that careful consideration was taken when choosing a sample. I needed to find sample sites that offered insights into democratic practices of schools principals, heads of departments and teachers, and were also easily accessible to me.

4.4 1 Purposive sampling

The case study schools for this study were carefully chosen using the purposive sampling. I opted to use three secondary schools so as to offer insight and exploration of their perspectives and practices on participatory decision-making and power. Samples of schools chosen were all secondary schools. This study was conducted in three secondary schools located within Umlazi District in KwaZulu-Natal Province. The choice of the schools involved purposeful sampling

which was a feature of qualitative research (McMillan & Schumacher, 2006). Purposive sampling involves the seeking out of groups, settings and individuals where and for whom the processes being studied are most likely to take place (Denzin & Lincoln, 2005; Williman, 2009). Purposive sampling simply means that participants are selected because of some defining characteristics that make them the holders of relevant information needed for the study (McMillan & Schumacher, 2006; Nieuwenhuis, 2012). I have chosen secondary schools from Umlazi District as my area of study as I reside within the District and my sample was easily accessible given various time and financial constraints. The three secondary schools that I selected were convenient to me, and I had an easy access to them. Cohen, *et al.*, (2011) define easy access in terms of gate keepers allowing the researchers access to them and also in terms of distance from the researcher's home. Choosing schools in closer proximity also helped in terms of easier access to schools.

The sampled population in the three selected schools were three school principals, three heads of departments and six teachers were my participants. The school principal, heads of departments and teachers all represent a broad socio-economic spectrum of the public school system. I chose participants that would be able to supply the information that would allow me to understand the perspectives and practices of participatory decision-making and power in secondary schools. I wanted to uncover, gain insights about the phenomenon under the gaze, in this case participatory decision-making and power in secondary schools. I chose school principals as they were the most knowledgeable of the key critical areas of my study and I believed that they would provide me with first-hand information regarding participatory decision-making. For purposes of anonymity and confidentiality, I gave participating schools fictitious names of Red Secondary School, Yellow Secondary School and Green Secondary School. Heads of departments and teachers were selected using purposive sampling (Fogelman & Comber, 2007). I chose the above mentioned participants as a sample because they were linked closely to the rationale of the study. According to Cohen, *et al.*, (2011) posits that in qualitative research the sample size is likely to be small. A description of each research sites then followed.

4.4.2 Research sites

A brief narrative on the research sites was presented. Pseudonyms were used in order to maintain the anonymity of the schools, namely, Red Secondary School, Yellow Secondary School and Green Secondary school.

4.4.2.1 Red Secondary School

This is a secondary school situated at Umlazi Township. The school was situated in the South of Umlazi Township and was approximately 24 kilometers away from the city of Durban. The learner population in this school stood at 938 that includes girls and boys. The teaching staff comprised 31 educators. The educator-learner ratio was 1: 40. Matric pass rate in 2013 was 75, 2%. In 2014 the matric pass rate was 77, 11%. School fee amounts per year was R500-00. The school had a functioning School Governing Body. The school Management Team (SMT) consisted of the principal, two deputy-principals and three heads of the departments (Languages, Science, and Commerce). The non-teaching staff comprises 16 members, 02 administrators, 07 security personnel and 07 cleaners. There were 23 teaching classrooms, 04 special rooms, 01 staffroom for educators, 03 offices for HODs, 02 offices for 02 deputy-principals and 01 office for the school principal. The school has an administration block, a computer laboratory, a science laboratory, a school library and a school hall.

The school buildings were neatly kept and attractive. There was a beautiful garden next to the administration building that was maintained daily. The school building was relatively well looked after. The road to the school was tarred and it was easy to access the school in all weather conditions. In terms of the infrastructure, the school was electrified, it had concrete fencing and clean pipe. There were adequate clean and flushable toilets for the learners and the educators. Extra-mural activities offered by the school consisted only of soccer and netball.

4.4.2.2 Yellow Secondary School

The school was situated in the North of Umlazi Township and was approximately 32 kilometers from the city of Durban. The learner population in this school stood at 1147 that includes boys and girls. There were 38 members of teaching staff. The educator-learner ratio was 1:50. Matric pass rate in 2013 was 73, 17%. The matric pass rate in 2014 was 72, 24%. The school fee amounts per year was R250. The school had a functioning School Governing Body. The School Management Team comprise 01 principal, 02 deputy-principals and 05 HODs (Languages, Science, Commerce, Humanities and Arts and services). The non-teaching staff consisted of 01 administrator and 01 security. There were 21 teaching classrooms, 01 staffroom for educators, 01 office for the school principal, 02 offices for deputy-principal and 05 offices for HOD. On the outside, the school looked clean and classrooms looked new. The school had an administration block. The school had a computer centre, a science laboratory, a fully equipped library and a multiple-purpose room. There was a guard who opened the gate for the visitors. Whilst at the gate, there was a big advertisement board which welcomed visitors to the school and there was signage indicating the administration block.

The school was concrete-fenced, electrified and had clean piped water. It has a neat kept yard with flowers. Buildings were well maintained. The school had adequate number of flushable toilets for both the learners and the educators. It had a good soccer pitch, netball ground, cricket ground and basketball ground. Learners were involved in extra-mural activities such as soccer, netball, cricket, basketball and swimming. Next to the school was, a swimming pool which was managed by the eThekweni Municipality. The school was also doing well in music. The school once represented KZN schools in National school choir competition.

4.4.2.3 Green Secondary School

The school was located in the South of Umlazi Township, approximately 38 kilometers away from the city of Durban. The learner population stood at 3068 that includes girls and boys. The teaching staff comprised 113 teachers and 11 were paid by the SGB. The teacher-learner ratio was 1:55.

The school fee amount per year was R1000. Matric pass rate in 2013 was 94, 7%. The matric pass rate in 2014 was 96, 2 %. The school had a functioning School Governing Body. The School Management Team consisted of the principal, 02 deputy-principal and 05 HODs (Technology, Languages, Science, Commerce and Humanities). The non-teaching staff comprised 35 members which included administrators, cleaners and security guards. There were 43 teaching classrooms, 12 special rooms, 02 staffrooms for educators, 01 office for the school principal, 02 offices for deputy-principals and 05 offices for the HODs. The school curriculum comprised 27 subjects. The school also had workshops since it was a comprehensive school specialising in technical subjects. The office for the school principal was fully furnished. The classroom walls were relatively looked after. It had a double story building.

The school had an administration block. It has a computer centre, a science laboratory and well as equipped library. The school was fenced and was electrified and also had clean piped water. Buildings were well maintained. The school had a pitch for soccer, athletics and a netball ground. Eighteen different sports code were offered at school. The playgrounds were cleanly swept by the domestic worker at school. The school was performing well in athletics.

4.2 Table 2. Other relevant school information

	Red Sec. School	Yellow Sec. School	Green Sec. School
School location	Umlazi	Umlazi	Umlazi
Learner enrolment	938	1147	3068
Staff establishment	31	38	113
School fees	R500	R250	R1000
Dept. allocation	R400 000	R750 000	R950 000
Matric pass percentage, 2013	75, 2%	73, 17%	94, 7%
Matric pass percentage, 2014	77,11%	72,24 %	96,2 %

4.5 Data generation methods

Salkind (2005) and Heck (2006) posit that the use of a case study permits for data to be generated through numerous methods. Similarly, Heck (2006) postulates that a good case study, which includes a variety of methods, allows for an in-depth study. Also, Check and Schutt (2012) are of the view that case studies focus on the use of multiple data sources and this best helps to ensure the credibility of data. Yin (2012) maintains that a good case study benefits from having multiple sources of evidence. I needed to generate data through different methodologies, from different perspectives and by different instruments. I needed to elicit the thickest data in order to strengthen the depth of understanding in the area of research. The methods and tools which were employed in this research were of qualitative nature that included interviews and documents reviews. An interview schedule or guide was crafted in advance to guide for the semi-structured interviews with the school principals, heads of departments and teachers. A schedule was also crafted for documents review. Greef (2010) posits that having an interview schedule beforehand forces the researcher to think explicitly about what he/she hopes the interview might cover. The following section provided comprehensive details of these data generating tools.

4.5.1 Interviews

Nieuwenhuis (2012) argues that an interview is a two-way conversation in which the interviewer asks the participant questions in order to get relevant information regarding main issues being investigated. In the context of research, interviews are used to generate data that will assist in answering the research questions. The purpose of conducting interviews is to share ideas, beliefs, views, opinions and behaviours of the participant (Nieuwenhuis, 2012). This suggests that an interview can be viewed as an oral questionnaire, since the interviewee provides an oral response as opposed to writing a response. The purpose of qualitative interviews is to see the world through the eyes of the participants. The participants can be valuable sources of information, provided they are used correctly. In the context of this study, the aim of using interviews was to obtain rich descriptive data that would help to understand the participants' construction of knowledge and social reality. Bell (2006) contends that interviews are time-consuming, they provide opportunities

for in-depth probing and they also allow for immediate follow-up on response. Cohen, *et al.*, (2011) posit that interviews can lead to subjectivity and bias with regard to the interviewer.

Nieuwenhuis (2012) postulates that in a qualitative research we differentiate between open-ended, semi-structured and structured interviews. An open-ended interview often takes the form of a discussion with the purpose that the researcher explores with the participant her or his views, ideas, beliefs and attitudes about certain events or phenomena (Nieuwenhuis, 2012). Semi-structured interviews can be used in research to corroborate data emerging from other data sources. Lastly, in the structured interview, questions are detailed and developed in advance, and these are much the same as a survey research (Nieuwenhuis, 2012). Structured interviews are frequently used in multiple case studies or larger sample groups to ensure consistency, but if they are overly structured they tend to inhibit probing (Nieuwenhuis, 2012). Given the advantages and disadvantages of structured and semi-structured interviews, I opted for the semi-structured interviews due to their more advantages over structured interviews.

4.5.1.1 Semi-structured interviews

Dawson (2009) posits that semi-structured interviews are the most commonly used type of interviews in qualitative social research. Interview guides with a set of questions are prepared when one is using semi-structured interviews. I needed to gather information about the perspectives of the school principals, the HODs and the teachers in relation to participatory decision-making in their schools. Consistency is important in semi-structured interviews, therefore, I gave all the participants the same questions (Merriam, 2009). I encouraged participants to talk about their experiences in response to the open-ended questions. However, the ordering of further questions was determined by their individual responses. A Semi-structured method was chosen in this study as the most appropriate method to achieve research aims. The study largely draws on semi-structured interviews as its primary source of empirical data-gathering. Semi-structured interviews form the major technique for data generation in this study. In addition, semi-structured interview has some flexibility and allows the researcher to explore more questions and allows the participants the opportunity for deep reflection. In a semi-structured interview conducted from an interpretive viewpoint it is not only the response of the interviewee to a given

a question) that is of interest, but also the manner in which it is interpreted by the interviewee (Downling & Brown, 2010).

The participants were school principals, HODs and teachers or educators as they also called in South Africa. All of them were twelve and I have to conduct twelve sessions of interviews. As they were interviewed they brought varied and comprehensive responses about their schools. Nieuwenhuis (2012) argues that semi-structured interviews allow for further questioning and discussion as inspired by the initial responses, with the discussion yielding rich insights as it may differed from the original question. Moreover, the semi-structured interviews make allowances to seek clarification and elaborating during the interview process (Dawson, 2009; Cohen, *et. al.*, 2011; Nieuwenhuis, 2012). I probed deeper into the responses given by the participants. The participants felt more relaxed engaging in dialogue to elicit information.

Prior to the interview the date, time and venue were negotiated with the interviewees. I informed each participant that the interview was expected to last about half an hour. I outlined the full purpose of the research and how the interview data was going to be used. The interview took place at the school of each participants. It was conducted at a time and place that was suitable for the participants. I considered what Nieuwenhuis (2012) maintains about an ideal settings for the interviews. The scholar argues that the ideal location is where there are no interruptions and distractions. I conducted the interviews in a place that was physically and emotionally comfortable for the participants. They made their choices about the right place where they would feel comfortable and not distracted during our conversations. I also informed the participants about recording the interviews. According to Check and Schutt (2012), data recording is a process that involves the recording of information using voice-recorder during the process of the interviews. The interviews took approximately 30 minutes and I relied mainly on audio-recording as the participants had consented to be tape-recorded. I chose to use the voice-recorder since I assumed this was the most suitable method of picking up the real responses by the participants, thereby ensuring the accuracy of the data captured. The use of voice-recorder also allowed me to concentrate on the interview and the participants 'responses.

There were few limitations and drawbacks in the semi-structured interviews as it is time-consuming. To mention a few, semi-structured interviews are prone to bias (Merriam, 2009; Bertram & Christiansen, 2014). Cohen, Manion and Morrison (2011) posit that semi-structured interviews is prone to bias and unfairness on the part of the interviewer. In addition, semi-structured interviews can be time exhaustive. The process of conducting interviews, transcribing them, analysing the data, providing feedback and reporting is time-consuming. To circumvent this challenge, I crafted an interview schedule in advance to guide the semi-structured interviews.

In addressing issues of bias, I prepared a common interview schedule (**See Appendices G, H, I**) to avoid ambiguity and to ensure some form of consistency, sequence and phrasing of the main questions. I used interview schedules based on participatory decision-making and power. Kumar (2011) posits that an interview schedule is a written list of questions, open-ended or closed-ended, prepared for use by the interviewer in a person-to-person interaction. I prepared an interview guide prior to the interviews with suggested questions as this helped to structure the course of the interview to follow. Dowling and Brown (2010) contend that through the interview technique, the researcher may arouse the subject to greater insight into his or her own experiences, and thereby explore significant areas not anticipated in the original plan of investigation. Kvale and Brinkman (2009) suggest that an interview guide for semi-structured interviews comprises an outline of the topics that are covered in the interview with suggested questions. I ensured that the questions that appeared on the interview schedule were adequately addressed. I guaranteed the participants that all information was confidential, and that no names used would be transcribed when writing a text. I spoke to interviewees in a language that they preferred and felt comfortable with.

Referring to actual interviews, I ensured that the interviewee had time to respond. I conducted interviews on a face-to face basis. The focus was on describing, analysing and gaining understanding and insights into the perspectives of the participants on participatory decision-making and power in their schools. I wanted to get sufficient information and a clearer picture about participatory decision-making and power in secondary schools. Although the interview was tape-recorded, I jotted down some key points to record any non-verbal cues. I made notes as a backup during the interview. During the interview I checked the recording machine regularly so as to prevent any mishaps. In my conclusion, I asked the interviewee if he or she had anything else

to add. I thanked the interviewee for his or her time arrangements were made for transcripts to be reviewed.

When the interview was concluded, the tape-recorded data from the participants was recorded and analysed based on the information that came out of this study. I ensured the participants that the recordings was strictly for the researcher's ease of referencing and that they would be kept in a safe place with my supervisor and would be destroyed after they had been used. Tape-recording allow for the tapes to be replayed and the transcriptions improved. After the interviews were conducted I engaged in transcribing the data. Thus the draft transcripts were given to the interviewees to read so as to ensure that I had not misunderstood responses or even omitted pertinent issues related to them. I gave the interviewees a chance to make deletions, modifications or additions so as to clarify their responses. I further gave participants the full transcript of their individual interviews to read and verify. The table below presents an overview of participants and their qualifications and the number of years they have occupied their respective positions.

	Age	Gender	Race	Education	Position	No.of years teaching
Principal A	54	Male	Black	Bachelor of Education	Principal	30
Principal B	47	Male	Black	Bachelor of Education, Advanced certificate in Maths	Principal	21
Principal C	52	Male	Black	PhD	Principal	29
HoD A	45	Male	Black	PTD, B. A	HoD	24
HoD B	55	Male	Black	STD, B.Ed.	HoD	31
HoD C	43	Female	Black	STD, Diploma in management	HoD	25
Teacher A1	37	Male	Black	STD, B.A, B.Ed.	Teacher	13
Teacher A2	42	Male	Black	STD, ACE	Teacher	17
Teacher B1	25	Female	Black	STD, BPaed	Teacher	03
Teacher B2	29	Male	Black	B.Ed.	Teacher	06
Teacher C1	33	Male	Black	STD, B.A., BA (Hons)	Teacher	12
Teacher C2	39	Female	Black	BPaed, ABET	Teacher	15

4.3 Table 3.Brief profile of participants

4.5.2 Documents review

Semi-structured interviews were the main methods used to generate data. Besides, semi-structured interviews being the main methods to generate data, there were documents that were reviewed as a way of cross-checking what had emerged from the interviews. Documents are any written proof that give information about the investigated phenomena and are existent with/without research being conducted (Fitzgerald, 2007). Documents review focuses on all types of written communications that may shed light on the phenomenon that is being investigated. In other words, documents are written records of events. I classified documents into primary and secondary sources. Primary sources were original written materials of the author's own experiences and observations. Secondary sources consist of materials that were derived from someone else as the original source.

Fitzgerald (2007) postulates that documents review are the formal official documents of the school to confirm certain facts. They revealed important information with regards to the context and culture of the school. This suggests that documents reveal aspects that were not found through the interviews. For this study, subject to confidentiality considerations, the following official written documents were scrutinised, namely, minutes of staff meetings, agendas of meetings, policy documents that are in place, financial reports, department budgets, long, medium and short term plans of the three schools under study. These documents contained confidential information of the school as the organisation. I delimited the documents to those generated in the period January 2013 to December 2014 so that the data was reduced to a manageable size for analysis. By restricting the period to only January 2013 to December 2014, I knew that I would have missed documentation that may have revealed how the school principals, the HODs and the teachers viewed and implemented participatory decision-making in the previous years. I was also interested in getting some clues about how issues of power played themselves out during decision-making processes.

The documents exposed information that was not established through the interviews; hence, they were chosen due to their ability to corroborate data from semi-structured interviews thereby making the findings more credible. However, I believed that what may not have been revealed by

the missing documents would have been ascertained from the semi-structured interviews. I used documents that were connected to investigation. I ensured that I used documents that were easily accessible as a source of data. I used documents review as a secondary data production method in order to verify and corroborate what was said by the participants during the interviews. I wanted to verify and corroborate the interviews thus improving the trustworthiness of the findings. The idea is supported by Yin (2009) who asserts that the most important use of documents review is to corroborate and supplement the evidence from other sources.

I used documents review to substantiate what was said during interviews to ensure accountability and consistency. Minutes of the staff meetings were formally requested from school principals since these are official school documents. I made photocopies of the documents and returned the originals to the school principals. These documents were useful in developing my understanding of the perspectives and practices of school principals, the HODs and the teachers on participatory decision-making and power in their schools. By using documents review, I was able to verify what the other participants were actually saying to what was documented (Cohen, *et al.*, 2011). I wanted to look at how strong their voices were in these meetings. I wanted to get greater insight into the attitude and beliefs of the relevant participants with regard to participatory decision-making and power. I reviewed documents such as the agendas of meetings, minutes of staff meetings, financial reports, departmental budgets, short, medium and long term planning. I analysed the minutes of the staff meetings, policies in place, school budgets, financial reports and school year plan to explore whether there was involvement of other stakeholders in the decision-making processes. The use of documents in the study provided valuable cross-validation of other methods I had used in the study. Robson (2002) posits that documents encourage ingenuity and creativity on the part of the researcher.

In using the documents, I was aware that some of the documents were subjective and selective (Cohen, *et al.*, 2011). In order to address the subjectivity, I cross-checked the evidence from the interviews with data from the documents review. I acknowledged that the documents such as the minutes of the staff meetings should not be interpreted as if they contained unmitigated truths (Yin, 2009). Furthermore, Yin (2009) cautions researchers about their use of the documents stating that the documents should not be accepted as literal recordings of events that have occurred because

sometimes they are edited. For example, minutes of staff meetings were social products and were written for a specific purpose and a specific audience. They showed aspects that were not found through the semi-structured interviews.

4.4 Table 4. Diagrammatical representation of data generation tools

Schools	Red Sec.School	Yellow Sec. School	Green Sec. School
Semi-structured interviews (with school principals)	1	1	1
Semi-structured interviews (with HoD's)	1	1	1
Semi-structured interviews (with teachers)	2	2	2
Documents review (Minutes of staff meetings, agendas of meetings, policies documents, financial reports, department budgets, long, medium and short term plans.	5	5	5

4.6 Data analysis process

Neumann (2006) refers to data analysis as a search for patterns in data-recurrent behaviours, objects, or a body of knowledge. De Vos (2010) emphasise order and structure by arguing that data analysis is the process of bringing order, structure and meaning to the quantities of data generated. Data analysis is described as techniques used to search and categorise useful data from transcriptions and to explore the relationships among the resulting categories (Check & Schutt, 2012; Creswell, 2013). Data analysis involves making sense of the data generated from the field work (Vithal & Jansen, 2006). Voluminous data that has been generated can be overwhelming, therefore, the analysis of the data should be done systematically so that there is some order in the

process. Then the analysis of data is a process of searching, summarising and giving meaning to the data in relation to the problem that is being studied. Data needs to be classified, categorised and interpreted so that it makes sense to the readers. The study was within an interpretive paradigm, and I analysed data using thematic content analysis. Content analysis is a process in which many words of a text are coded and classified into fewer categories (Cohen *et al.*, 2011). Similarly, Nieuwenhuis (2012) refers to content analysis as a systematic approach to qualitative data analysis that identifies and summarises the message content. In this study I was looking at data from different angles with the aim to identify the key items in the text that would help to understand and interpret the raw data. I applied inductive approach where I looked for similarities and differences in the text that would corroborate or disconfirm theory. I analysed the data from semi-structured interviews and documents review were thematic content analysis. I analysed the interview transcripts to identify core consistencies and meanings. The ability to use thematic content analysis appears to involve a number of underlying abilities or competencies in the study. I was able to code data in order to describe people and places and thereafter to develop themes.

4.6.1 Analysis of interview data

Firstly, I recorded all important information of the recorded interview (which is raw) from the voice-recorder to a text format. Thereafter, I transcribed the data by myself through repeated listening to the voice recorder in order to be familiar with the data. Secondly, I repeated reading these transcripts as well as listening to recordings of the interviews in order to make sure I had accurately transcribed what were recorded (Struwing & Stead, 2013). The re-reading and annotation of transcripts, and making preliminary observations helped me to get the feel of the data. Thirdly, I generated codes and themes from the transcript. Coding can be defined as the process of arranging raw data into pieces or sections of transcript before attaching meaning to data (Creswell, 2013). The coding procedure as iterative in nature, I used pre-defined coding and emerging categories. I familiarised myself with the data gathered by reading the transcripts and notes several times. I searched similarities and differences that emerged from the participants individual interviews. I generated data and arranged them into themes. Cohen *et al.* (2011) advocate that coding and categorising information may lose the nuance richness of specific words and their connotations. I looked for ideas and themes and made detailed notes to link them together.

I generated thematic concepts through a process of coding described as an operation by which data was broken down, conceptualised and put back together in new forms (Neuman, 2006). I analysed data for each of the three secondary schools and generated concepts through the data process of coding.

Fourthly, I had to deduce and understand the implication of the identified themes. The common concepts and themes were inductively derived from the data. I analysed data that consisted of semi-structured interviews and documents reviews, by searching for code words and common themes. Through reading and rereading each data set, I tried to identify the merging patterns and themes in the data (Cohen, *et al.*, 2011). I analysed the data, in the form of written texts, such as the interview transcripts. I first read through these texts several times, to get a holistic impression of the overall data content. As I analysed the data, I moved backwards and forwards between the data and theory, until I found the best fit between the data and the theory. When analysing the data, common themes of affiliation emerged which were a human functional capability. Within the themes of affiliation various forms of common theme emerged. I ensured that the themes that emerged were related to research questions. Having discussed data analysis, I proceed to discuss issues of trustworthiness.

4.7 Ensuring trustworthiness of the finding

It makes sense that when the findings have been presented, they are deemed by the research community to be trustworthy; otherwise, there is no justification for conducting research in the first place. The final product has to be accepted as truthful. Therefore, it is incumbent upon the researcher to convince the research community that the processes followed in conducting research enabled him or her to say with confidence what is presented is to be trusted. Golafshani (2003); Shenton (2004); Barbie and Mouton (2009), Merriam (2009) and Kumar (2011) posit that trustworthiness in qualitative research is determined by credibility, transferability, dependability and confirmability. Yin (2012) further contends that it is important for the researcher to check and re-check the consistency of the findings from different as well as the same source. For this study, I had the responsibility to demonstrate that the entire research process was trustworthy. In this study, I employed various strategies such as semi-structured interviews and documents review to generate data in order to obtain relevant information that would address my research questions. I

used more than one method of data generation in order to enhance trustworthiness of the findings. The notion of trustworthiness incorporates concepts such as credibility, transferability, dependability and confirmability (Merriam, 2009). In the research, the model of Merriam (2009) was employed to ensure the trustworthiness of the study.

4.7.1 *Credibility*

Cohen, Manion and Morrison (2011) posit that credibility maintains that the results of a research are trustworthy and reasonable. To ensure credibility of the findings, I maintained complete honesty and accuracy throughout the study (Henning, *et al.*, 2004). I ensured credibility of the study where I listened to the responses of the participants through the tape-recorder. I ensured data credibility through using different sources, sites and even different data generation methods. I corroborated interview data with data from the documents review. Therefore, the notion of triangulation of data generation methods was implemented to try and ensure that what emerged from the interviewees was either supported or refuted by what was recorded in the documents kept in each school. Data was given to other critical friends to read and check the themes so as to enhance credibility.

4.7.2 *Transferability*

Transferability refers to the degree to which the results of qualitative research can be transferred to other contexts and settings (Yin, 2014). Barbie and Mouton (2009) and De Vos (2010) posit that transferability is the extent to which findings can be applied in other context or with other participants to enhance trustworthiness. This suggests that the understanding can be transferred to new contexts in other studies to provide a framework with which to reflect on arrangement of meaning and action that occurred in these new contexts. I therefore, ensured transferability by carefully defining the research background and the expectations that were important to this study. A detailed description of each and every step I took was done, including the analysis of data. I analysed and described data for the purpose of giving the reader a thorough explanation about what was happening in the schools under study. I provided detailed records of the research process so

that other researcher who wish to conduct a similar study in similar contexts can do so. In other words the findings of this study can be applicable to other schools in the same contexts.

4.7.3 Dependability

Dependability is associated with reliability in the context of quantitative research. In qualitative research dependability is concerned with whether we obtain the same results if we can observe the same study twice (Trochin & Donnelly, 2007). This view is substantiated by Barbie and Mouton (2009) and De Vos (2010) who postulate that dependability means that when the study was to be repeated with the same or similar participants in the same context, its findings should be similar. Within the framework of the study I ensured the dependability of my study by following a careful plan of action for the research. Dependability of the study is achieved when the reader is convinced that the findings did indeed occur, as I said it did. Dependability audit becomes important as one of the techniques of ensuring that the findings of a study are dependable. Triangulation of participants and that of methods of generating data is one of the techniques of enhancing dependability of the findings.

4.7.4 Confirmability

Confirmability refers to the degree the results of the findings can be confirmed by others (Trochin & Donnelly, 2007). Similarly, Barbie and Mouton (2009) and De Vos (2010) refer to confirmability as the degree to which the findings are the product of the focus of the inquiry and not the biases of the researcher. Similarly, Cohen, *et al.*, (2011) maintain that confirmability addresses whether the findings can be confirmed by others, without any subjectivity. To ensure confirmability, I limited biasness and subjectivity throughout the study. In this study, I ensured that my interpretations of what the participants had told me were checked with them. For instance, during the interviews, I did member-checking in order to verify my initial understanding of what they were telling me. As explained in previous sections above, even the transcripts of the interviews were given back to them to check for accuracy. That is but one way in which confirmability can be applied in research, and in that way, I was confident that what I wrote was not based on my assumptions and biases.

4.8 Ethical issues

It is always important that when a researcher conducts a study, he or she follows ethical standards that are adhered to internationally. Similarly, the University of KwaZulu-Natal emphasises the issues of ethics in research. Therefore, before any person who is associated with this University and conducts research under the auspices of the University, has to apply to the relevant College's Ethics Committee for ethical clearance. In that way, the University, has to satisfy itself that there will be no breaches of ethical codes of behavior during the research process. Various scholars emphasise various elements of ethical standards that have to be followed when conducting research. Notwithstanding, there seems to be a universal understanding and agreement among scholars that research participants have rights and autonomy that had to be respected when conducting research, and also that they should not be subjected to any form of harm.

Robson (2002); Henning, Van Rensburg and Smit (2004) and De Vos (2010) refer to ethics as adhering to the accepted conduct for acceptable professional practice. It ensures that no harm is caused to the research participants. Similarly, Strydom (2010) describes ethics as a set of moral principles which offer rules and behavioral anticipations about the most correct conduct towards experimental subjects and participants. In the same vein, Babbie (2007) posits that ethics are typically associated with morality and this is concerned with what is right and wrong. Expanding on this notion, Bell (2006) describes research ethics as being explicit about the nature of agreement the researcher has entered into with the research participants. Note that the researcher has a right to search for knowledge, truth and reality but it cannot be at the expense of the rights of others (Mouton, 2006). As a result, I took adequate steps to prevent psychological harm or any form of harm or stress or embarrassment that participants may experience. I did not expose the participants to undue physical or psychological harm. Instead I guided, protected and ensured that the interests of the research participants were protected. This view is supported by Mertens (2009) who posits that ethical guidelines in research are needed to guard against any possible harm.

As I indicated in the opening paragraph of this section, ethical issues are important when conducting the research. In my attempts to adhere to ethical behaviour, I observed ethical principles in order to prevent problems that may arise during fieldwork and also to protect the

rights of the participants. Cohen, *et al.*, (2011) define ethics as a matter of principled sensitivity to the rights of others. In this regard, all due ethical considerations were followed before the research was undertaken. In this regard, I requested permission to conduct a study at a school before any data was generated. However, soliciting permission from the respective schools and participants was done towards the end of the process of seeking entry into research sites. There were number of activities that I engaged in before getting to the schools that participated in the study. For instance, as part of adhering to the University of KwaZulu-Natal's policies of research ethics, I applied to the College of Humanities' research ethics Committee in order to obtain ethical clearance. I also wrote a letter to the KwaZulu-Natal Department of Education seeking permission to conduct research in its schools (see **Appendix: B** for details). I also signed an undertaking committing myself to complying with the University's Code of Conduct for Research. The ethical committee ensured that the research did not infringe on the rights and dignity of the participants (Clough & Nutbrown, 2007). Ethical clearance was approved (see **Appendix: A** for details). In applying for ethical clearance, I provided my letters to the gatekeepers and the interview protocol, as well as, an outline about how I intended to use my data generation. In addition, I elaborated on informed consent and confidentiality. In addition to all the requests made to various gatekeepers, I also requested each individual principal, first to conduct research in their respective schools and also for them to participate in the study. Refer to Appendix: C for details. Other participants such as the teachers and the HODs were also requested to participate in the study and they agreed. I then gave them consent forms to sign as evidence of them agreeing to be participants. The purpose of the study and their rights to participate or to withdraw from the study if they so desired were also discussed.

It is important for researchers to be honest and transparent when conducting a study. According to Drew, Hardman and Hosp (2008), freedom from deceptions means involve an intentional misrepresentation of facts associated with the purpose, nature or consequences of an investigation. To ensure honesty, I outlined the purpose of the study in the informed consent forms and also provided the individuals time to deliberate about their participation (refer to letters of informed consent: Appendices: D, E and F). Again the participants were informed that their identities would not be revealed. In this way anonymity was guaranteed. The participants were informed that their participation and consent had to be voluntary for it to be valid (Silverman, 2010). The participants

agreed to participate without coercion, knowing that they could withdraw at any time. Bell (2006) distinguishes between confidentiality and anonymity. Confidentiality is a promise made by the researcher to the participants that they would not be identified or presented in identifiable form, whilst, anonymity is a promise that even the researcher would not be able to tell which responses come from which participant. Confidentiality is upheld when information from a participant is not disclosed in a way that may identify the individual or that may enable the individual to be traced (Cohen, *et al.*, 2011). Within the context of this study, I assured the participants of confidentiality. Fictitious names (pseudonyms) were used for the sample schools like Red Secondary Schools, Yellow Secondary Schools and Green Secondary Schools.

Since I used a tape-recorder I had to obtain permission from my participants to obtain their consent for the use of this during the interviews. I requested a permission to tape-record the interview from the participants. To avoid falsified data, I ensured that my tape recorder captured the exact words of each participant and transcriptions were accurately straight after interviews. Participants were given full assertion that the findings of the study was used strictly for academic purposes and recorded transcripts would eventually be destroyed. Participants were given transcripts of the interviews to review and made changes if needed.

4.9 Conclusion

This chapter has provided a detailed account of the research design and methodology that was used in conducting the study. The chapter highlighted the research paradigm which was an interpretivist paradigm. Multiple case study approach was utilised and issues of research, sampling techniques, data generation methods and data analysis were extensively discussed. In the next chapter, I present and discuss the data that was generated from school principals.

CHAPTER FIVE

PRESENTATION AND DISCUSSION OF FINDINGS: PERSPECTIVES OF SCHOOL PRINCIPALS

5.1 Introduction

The previous chapter outlined the research design and methodology employed in this study. This chapter focuses on the presentation and discussion of the data generated from the school principals through the use of semi-structured interviews and documents reviews. In terms of the interviews, this chapter reveals the analysis of the views, opinions and experiences of the school principals. Due to the voluminous nature of the data generated, the data presentation and discussion section has been divided into three chapters, namely Chapter Five, Six and Seven. Specifically, this chapter presents and discusses the perspectives of the school principals of the three participating schools. Chapter Six presents and discusses perspectives of the HODs while Chapter Seven presents and discusses perspectives of the teachers.

In order to remind the reader, I find it necessary to refer to the critical questions which were presented in the introductory chapter. The critical questions are re-presented here:

1. What are school principals, heads of departments and teachers perspectives on participatory decision-making and power in the selected secondary schools?
2. How do school principals, heads of departments and teachers enact their power in participatory decision-making in the selected secondary schools?
3. What are the perspectives of school principals, heads of departments and teachers on how participatory decision-making and power in the selected secondary schools enables or hinders them to function effectively?

With regard to documents, minute of staff, departmental, budget, policies and year plan meetings from the period January 2013 to December 2014 were analysed. Data were produced from three different schools, pseudonyms, namely, Red Secondary School (Mr. Raymond-the School Principal), Yellow Secondary School (Mr. Jansen-the School Principal and Green Secondary

School, Mr. Gareth-the School Principal). In presenting the data, I wanted to ensure that the voices of the participants were not lost. Therefore, *verbatim* quotations have been used in the data presentation. I wanted to capture the lived experiences of the participants through their voices. The study was within an interpretivist paradigm, and I analysed data using thematic content analysis as discussed in the previous chapter on the research design and methodology. A discussion of the data in terms of the literature review and theoretical framework outlined in Chapter Two and Chapter Three as well as other scholarly works is then presented.

5.2 Presentation and discussion of findings

The discussion focuses on the themes emerged from the three critical questions. The data is discussed in five themes and these are (a) transparency and commitment to teamwork (b) importance of consulting the staff members when taking decisions (c) power sharing and distribution of duties to staff members (d) exercising powers within the Department of Education mandates (e) dynamics of participatory decision-making and power. Subsequently, the discussion of each theme is carried out.

5.2.1 Transparency and commitment to teamwork

In my interviews with the school principals they highlighted the importance of transparency and commitment in their schools. For transparency and commitment to take place, it needs teamwork, they cannot do everything alone at school, ensured they own their decisions, allowed buy-in of relevant stakeholders by sharing information with them. Networking contributed towards transparency commitment in their schools. Individuals learn from one anotherThe three school principals expressed a belief that team work was importantant in order for the school to work as unity. They highlighted that teamwork resulted in the smooth running of the school. In addition, every staff member knew about the daily running of the school. To support the importance of teamwork, they had this to say. The Principal of Green Secondary School made the following comment in terms on how he communicated and encouraged his staff members:

I communicate and encourages teamwork among staff members. I raise issues for discussions. I allow staff members to express their opinions are in line with the departmental policies (Mr. Gareth).

Mr. Jansen the Principal of Yellow Secondary School expressed how they work as a team when fighting drugs in his school. This is what he had to say:

The school benefits a lot when everyone is involved at school in the process of participatory decision-making. For instance, the problem of drugs at school can be addressed by involving the teachers, the learners as well as the parents. All these important stakeholders work as a team and participate in finding the solution to the problems. As a result, the entire stakeholder component owns those decisions.

The school Principal of Red Secondary School made a comment on how he involved community structures for the betterment of the school. He said:

Participatory decision-making processes within my school benefits various stakeholders a lot in the sense that I also involve structures from the outside including community structures. As a school principal I ensure that community members, school governing body, political elements and RCL work as a team and they know what transpires in the school (Mr. Raymond).

In the data I generated, it was evident that all three school principals mentioned that to work as a team need the involvement of other stakeholders. They expressed that they could not do everything alone at school. In whatever problems that emanated from their school, they gave other people a chance to participate in decision-making. The school principals mentioned that they were not working as lone figures at their schools. They made every effort to get the views of their staff members. They used decisions procedures that reflected relations objectives such as commitment and development among staff members. Further, they encouraged teamwork among staff members.

In this regard this is what the school principal of Yellow Secondary School had this to say about the issue of late coming in his school.

In my school, I allow staff members to air their views in matters pertaining the school. The problem of late coming by teachers for instance is discussed openly. Teachers also partake in decision-making. In our discussions, staff members come up with effective ideas and members feel part of the school (Mr. Jansen).

Mr. Gareth, the Principal of Green Secondary School emphasised that he could not work alone at school. He supported the principle of participatory decision-making in his school. He commented as follows:

I cannot work alone at school. I allow participation of other members in decision-making. I support the principle of participatory decision-making in my school.

The Principal of Red Secondary School seemed to be pro-active in terms of implementing decisions. He ensured that before he implemented decisions, he engaged his staff members. He had to say:

I structure the school in such a way that everyone participates in decision-making. I cannot do everything alone at the school. I allow staff members to participate in decision-making. I engage with staff members before I implement agreed decision.

For active teamwork, it was important for school principal to own decisions whom they agreed-upon with staff members. The three school principals expressed their views on the issue of ownership of decisions made. This was attested to by the school principals during their interviews. The school principals agreed that participatory decision-making encouraged ownership of the decisions and facilitated the implementation of decisions. They mentioned that participatory decision-making empowered the individuals and offered a variety of potential benefits such as expressing their opinions. This is what the school principal of Green Secondary School said about the ownership of decisions. He highlighted that he involved role players in decision-making processes.

I cannot run the school on the basis of what I think or common sense. I involve other role players in decision-making processes. The purpose is to let the staff members to own those decisions (Mr Gareth).

Similar views were expressed by Mr. Raymond the Principal of Red Secondary School. He explained that he allowed staff members to participate in decision-making processes. He commented as follows:

I allow staff members to participate in decision-making. In that manner they own those decisions. I engage staff members and it easier for me to implement agreed decisions.

The Principal of Yellow Secondary School highlighted how he gave staff members the opportunity to discuss school matters. The school principal mentioned the important of ownership of decisions and how it improves the pass results in his school. He made the following comment:

I allow staff members the opportunity to discuss school matters. In our discussions, staff members come up with innovative ideas and members feel part of the school. Teachers feel as important stakeholder in the school. As a result, staff members own those decisions. My school becomes successful in terms of pass rate as well (Mr. Jansen).

Transparency and commitment to teamwork was also encouraged by involvement of other stakeholders in decision-making. Relevant stakeholders at school were the School Management Teams (SMTs), the teachers, the learners, the non-teaching staff, the school governing body and the parents. The three school principals mentioned that the success of their schools highly depended on their involvement of all relevant stakeholders in participatory decision-making processes. Imposing of decisions had a negative effect. They promoted informed and collective decisions. This is what Mr. Raymond the Principal of Red Secondary School said about buy-in of relevant stakeholders:

I do not impose decisions on the staff members. My worry is that, my staff members simply say it is my idea. I do not dictate terms but I implement decisions that are collectively agreed upon. As a result, no one within the school institution blames me if our decisions fail. Collectively as a staff we go back to our drawing board and start afresh after checking where we went wrong; we rectify the mistake together as a team.

Allowing the buy-in of relevant stakeholders was also articulated by the Principal of Yellow Secondary School when he made the following comment.

I involve relevant stakeholders when it comes to school projects. For example, the building of school science laboratory witnessed the involvement of everybody. All relevant stakeholders were consulted. I ensure that all relevant stakeholders have a buy-in into the school projects. Staff members see me as the principal who respects their views, opinions and suggestions (Mr. Jansen).

In support of this idea of buy-in of relevant stakeholders was the Principal of Green Secondary School. He emphasised that he implemented decisions which were guided by the school vision. He had to say:

Decisions I implement at school are guided by the school vision. I cannot work alone at school. I solicit buy-in of other people in order to let them participate in decision-making. I ensure that I practice what I preach in terms of participatory decision-making on daily basis (Mr. Gareth).

For transparency and commitment to teamwork, staff members needed to share information. In the generated data, it was evident that all three school principals mentioned the importance of setting clear parameters among staff members for shared decision-making. They allowed the sharing of information among their staff members which resulted positivity towards participatory decision-making processes. The school principal led by example, they shared school information with their staff members. Sharing of information benefited a lot in terms of curriculum and co-curricular matters at school. In this regard, this is what the school Principal of Yellow Secondary School had to say:

Participatory decision-making is quite a phenomenon at school. My school benefits a lot because everyone is sharing information at a staff meeting level. In addition, they also share information co-curricular matters. They share information on subject matters (Mr. Jansen).

Likewise, Mr. Gareth the Principal of Green Secondary School commented on how he shared information with teachers, learners and parents. He commented as follows:

I share information with teachers, learners and parents. I open issues for discussions and solitary issues are guided by the departmental policies. I allow staff members to share information on school matters. I ensure that those ideas are in line with the departmental policies.

The Principal of Red Secondary School emphasised how he involved different structures to share their information on matters pertaining the school. He had this to say on sharing of decisions. It was important for the school principal of Red Secondary School to share information with different structures within the community. It had a positive impact on the smooth running of the school.

I involve different structures to share their information on matters within the school. As the school principal I ensure that community members, school governing body members, political members and Representative Council for Learners know what transpires in the school. I use an open door policy (Mr. Raymond).

Working as a team needed to learn from one another. The three school principals gave the same view on the issue of learning from one another. They mentioned that a good school principal and manager utilised the full range of possible approaches, the choice of approach being dependent on the needs of that particular situation. They mentioned that appropriateness of participation was the key to good decision-making processes in schools. Therefore, school principals had to cultivate a climate of trust, a common vision, and a continuous improvement orientation among staff members. It was important for the school principal to assign some of his duties to Representative Council for Leaners (RCLs). The school principal of Yellow Secondary School made the following comment on individuals learning from one another.

I give Representative Council for Learners (RCLs) some powers at the school. I assign powers to RCL to control and monitor learners who comes late at school. By so doing, I am developing the leadership skills of RCL members. To teachers, I empower them to manage their classes accordingly. Teachers become confident as I am giving them power to manage their classes. I expose them to management and leadership skills. I give subject heads some powers to manage and control the work of teachers and learners. This skill equips the subject head teacher's when they are

applying for management positions. Even parents in my school benefit through power relations. I expose them to South African Schools Act (Mr. Jansen).

Mr. Raymond the Principal of Red Secondary School commented on how he used his influence in terms of working with community structures. He had to say:

When I speak of power relations, I speak of the ability to make influences within the school. I use my power for the good of the school. I use my influence as the school principal to lobby for the building of RDP houses next to my school. I secure a meeting with building constructors. The purpose is to let the developers to hire some of the parents of our learners as labourers so that they could afford to pay school fees and provide food for their children. In our discussions, we learn from each other.

Mr. Gareth the Principal of Green Secondary School emphasised the importance of working together and learnt from each other during sports activities at the school. He had this to say:

Different stakeholders learn from one another. For example, during the sports day members of staff work together and they learn from one another. Staff members learn different sport codes among their colleagues. Parents also partake in sport activities. They render their talents voluntarily

The three school principals mentioned that it was important to understand that everybody had the potential to participate in decision-making. Networking was regarded as one of the benefit to address shyness among the staff members. The shy members were given the opportunity to network and share responsibilities in group discussions. Formation of Development Support Group (DSGs) at schools contributed to networking processes. The supervisor and the peer had to develop the appraisee. This is what the Principal of Green Secondary School said on networking:

I allow shy members to lead in group discussions. I encourage them to participate in Integrated Quality Management Systems (IQMS) programmes in the form of the Development Support Group (DSG). At the level of DSG, shy members are given an opportunity to talk. They participate in pre-evaluation discussions and post-evaluation discussions (Gareth).

The Principal of Red Secondary School Mr. Raymond highlighted on how he ensured that reserved staff members in his school participated in staff meetings. This is what he had to say:

I ensure that reserved staff members in my school participate in staff meetings. I allow shy members to air their views by pointing at them to say something in a meeting. For example, to meet as a group and voice out their opinions. I also encourage the head of department in a departmental meeting to allow shy teachers to air their views on departmental issues, policy issues and work related matters.

Furthermore, the Principal of Yellow Secondary School expressed how he engaged shy members in group discussions and shared some jokes with them for the purpose of building their confidence. He had the following to say:

I have shy members who are teachers, learners, and non-teaching staff within the school. I engage with them in a group discussions and share some jokes with shy members. It works for me because sometimes I become informal when I approach a shy person. The purpose is to build their confidence and make shy members to participate in decision-making processes at school. Gradually I create the space for shy person to air their views in staff meetings (Mr. Jansen).

The findings have shown that transparency and commitment to teamwork by the school principals had resulted in the confidence among staff members being enhanced, thus promoting team-work and collaboration, as well as ownership of decisions in their schools. To support the idea, Yukl (2013) affirms that quality decisions are more likely to be realised when school principals involve staff members in participatory decision-making processes. Mokoena (2012) posits that teachers tend to have a sense of ownership of change initiatives and eventually they offer stronger support to realise the school's goals when they own decisions. The study showed that school principals allowed people to participate in decision-making processes. By so doing, they increased their levels of commitment to the school matters. Myers (2008) affirms that participatory decision-making encourages ownership of the decisions and facilitate the implementation of decisions. Owens (2008) posits that ownership of decisions can be described as a process of how the school principals are able to negotiate with their staff members in decision-making processes. Clase, Kok and Van der Merve (2007) found that the success of any country's education system is dependent to a great extent on the mutual trust and collaboration existing between all relevant stakeholders such as the school principals, the educators, the learners, the non-teaching staff, and the parents. I

should indicate that the success of democratic schools highly depended on the inclusion of all stakeholders in decision-making.

The South African Schools Act maintains that participation in decision-making is the responsibility of all stakeholders. The Schools Act (Republic of South Africa, 1996b), more especially Section 16 emphasises the change from the authoritarian approach and to promoting the involvement of the educators, the learners, the parents, and the non-teaching staff in decision-making processes. School principals were more inclined to involve people who shared information which contributed to the organisation's (school's) effectiveness and efficiency. The idea is supported by Ifeoma (2013) who states that school principals as agents of change and are expected to expand their schools' capacities to learn democratic values by creating learning that promotes sharing of information and participatory decision-making within a school context. Sharing of information had a positive result because decisions are taken jointly and delegation of tasks are well-received by staff members. Further, these principals demonstrated a belief that sharing information had some benefits for the staff members and the schools.

The school principal need to consider using their professional abilities, experience and other leadership strategies in making sound decisions. The practice of sharing of ideas takes the school to great heights through effective communication among staff members. Through sharing of ideas, the school principals developed effective communication among the staff members. To support the idea, Tan (2010) posits that school principals are mandated to articulate vision and goals, developing high performance expectations, and fostering communications among staff members. School principals could benefit from engaging themselves with staff members. This trend suggested that at the school level, involving teachers and staff in participatory decision-making increased the quality of teaching. In addition, increased the degree to which the decisions were accepted by the staff members at their schools. The entire staff were satisfied with the idea of leaning from one another. It suggests that the school principal without special education expertise, could call upon a group of special educators through consultation or a joint decision-making to arrive at a decision. The decision could be guided by greater expertise and experience than the school principal had alone.

Transparency and commitment to teamwork suggests that the schools could no longer be led by a lone figure like the school principal. There was a need for the participation of other members at the school. The advent of participation in decision-making in the schools reflected the widely shared belief that decentralised management was recommended. The stakeholder participation occurs better in the context of decentralised structural setup. I believe that decentralised authority has a potential for promoting school effectiveness. Harris and Muijs (2005) maintain that the school principals and teachers have to function as leaders and decision makers in the schools. These stakeholders are expected to bring about fundamental changes at their schools in terms of their general operations. Supporting the idea, Somech (2010) posits that the problems facing schools are too great for any one person to solve alone. It is thus imperative that other stakeholders participate actively in making key decisions in the schools. Both the school principals and the teachers should work together when making decisions. It should be noted that when the school principals choose to make all the decisions by themselves there is a possibility of disruption to the smooth running of the school. Clase, Kok and Van der Merve (2007) maintain that transformation and reform of the education landscape in South Africa has indeed been influenced by involving all relevant stakeholders in decision-making. These included the Department of Education, School Governing Bodies (SGBs), school principals, educators, learners, non-teaching staff, and the community in which the schools are situated. The school principals emphasised the importance of networking by the staff members before they arrived at an informed decision. Even the shy members had the power to contribute during networking. They shared their opinions and views on the matter.

As indicated in the research methodology chapter, I also used documents reviews in this study. All the three schools allowed me access to the school documents such as the minutes of staff meetings, departmental meetings minutes, school budgets, policies and year plan meetings. When examining the minutes of a staff meeting of Green Secondary School held on 29 January 2013, I noted that one of the educators questioned the school budget, more especially on the allocations for teacher development budget. The school principal reminded her that what was happening was something that was agreed upon in a staff meeting. This confirmed that the school principal had engaged in participatory decision-making in order to arrive at a school budget. The documents seemed to corroborate the findings from the interview of the school principal. Similarly, viewed from

Bourdieu's (2007) narratives of power theory, it assumes that habitus as the structure of the mind is used when the staff members are assigned tasks by the school management team in order to encourage teamwork among the staff and make use of resources available for the work. It is clear from the above discussion that when staff members were empowered and encouraged to participate in decision-making, it resulted in understanding of what was going on in the school compared to not involving them.

5.2.2 The importance of consulting the staff members when taking decisions

The three school principals emphasised the importance of consulting the staff members when taking decisions. They mentioned that they allowed other staff members to express their opinions and ideas so that they make informed decisions. Decisions were made after seriously considering the suggestions and opinions of staff members. MacBeath (2005) refers to consultation as a process in which the school principal listens to other teachers but holds the right to make decisions. In the study, the school principals mentioned that the aspects of participatory decision-making included consultation, joint decision-making, power-sharing and empowerment. The school principal of Green Secondary School highlighted the importance of consultation and collaboration when he made decisions. This is what Mr. Gareth the Principal of Green Secondary School said about consultation:

Consultation is important. I cannot run the school on the basis of what I think. As the school principal, I co-ordinate the role players at school. I ensure that I involve other role players to provide a solution that affects the school. I consult and collaborate when I make decisions.

The above sentiment was also re-iterated by Mr. Raymond the Principal of Red Secondary School. He also expressed the importance of consultation when he made decisions. He said the following:

Participatory decision-making prevents finger pointing because anyone's failure is our failure. If there is success, it is for the whole team. I consult everybody in the school, no one can claim that he/she does not know what is happening in my school. I practice participatory decision-making in my school because the school does not belong to me but it belongs to us as a team.

The views expressed above were also shared by the Principal of Yellow Secondary School. He recognised the input and views of staff members. This is what he had to say:

The school is successful in terms of pass rate. I consult staff members and respect their innovative ideas. Teachers become happy because I recognises their input and views within the school (Mr. Jansen).

The findings above suggest that school principals had reasons for wanting to consult relevant stakeholders when it came to participatory decision-making processes. It is also implied in the principals' statements that they believed in the capabilities of the teachers as they trusted them that their contribution would assist their respective schools achieve their organisational goals. Successful teacher leadership requires a culture of trust, authentic dialogue, consultation, care and a collective commitment to the success of the new developments (Harris & Muijs, 2005). Viewing from perspective of Grant's (2006) Model of teacher leadership, it can be argued that successful teacher leadership, is when teachers are not excluded from leadership practices in any of the four zones as identified in her Model, but that they should be consulted in decision-making across all four zones as and when the need arises. It is clear from the above discussion that participatory decision-making procedures promoted and achieved the culture of their schools. If staff members are consulted and participate in the staff meetings, they are motivated and they maximise their potential towards supporting school programmes. The discussion below shifts the focus to the issue of power relations in the schools.

5.2.3 Power sharing and distribution of duties to staff members

The three school principals emphasised the importance of power sharing and distribution of duties to staff members. In my interviews with the school principals they highlighted on how they decentralised their power to empower their members, how they delegated and distributed their duties to their staff members, power relations, how they provided directions and guidance and lastly, how they ensured tasks and duties were performed to the expected level. The school principals mentioned that they were not experts in everything in their schools. They saw the need to share power by assigning some of their duties to staff members. They had the responsibility to

promote participatory decision-making processes in their schools. Decentralisation of power was best achieved when they delegated some of the tasks to other staff members. The school principal of Green Secondary School expressed how he structured different committees at his school so as to decentraise his power. This is what the school Principal of Green Secondary School had to say on the issue of decentralisation of power:

I maintain sound relationships with staff members. I decentralise my power to the deputy-principal, the HOD, the teachers, the subject heads and subject leaders. I give them certain powers to perform at the school. The practical examples include the existence and the operation of different committees at the school. Each committee formulates its own identity and policy. However, such policies are further presented to staff members for adoption (Mr. Gareth).

Powers that were stipulated in the Educators Employment Acts (1998) were emphasised by the school principal of Red Secondary School. The emphasised was on the decentralisation of power. He had to say:

I allow other management members to exercise their power as stipulated in the Educators Employment Acts. These are powers that are given to them by virtue of their position as deputy-principal and HODs respectively. I decentralise my power to deputy-principal and the head of departments. The HOD has the power to monitor, manage and control the educator's work. If the teacher is not doing well in his/her department, he/she has the power to discipline that teacher without the matter being taken to the school principal (Mr. Raymond).

Likewise, the school Principal of Yellow Secondary School expressed his sentiments on the decentralisation of power. He empowered staff members to co-ordinate certain tasks at school. This is what he had to say:

As a school principal I empower staff members to co-ordinate certain tasks at school. For example, tasking a teacher as a Grade 12 final examination co-ordinator. A teacher feels recognised and respected at school when power is assigned to them. In addition, I give certain powers to my deputy-principal and HODs as stipulated in the departmental policies. They enjoy powers to perform

their duties and control other staff members. Moreover, I give powers to students like the Representative Council for Learners (RCL) to control learners at school during break time. Furthermore, I give parents through the School Governing Body (SGB) powers to perform their duties (Mr. Jansen).

The other strategy that was mentioned by the three school principals in the study was the delegation of tasks and authority to other staff members. All three school principals indicated that the delegation of tasks and authority encouraged genuine exchange of ideas among stakeholders in the school. They delegated duties to staff members and to other SMT members. The school principal of Red Secondary School mentioned how he delegated his duties to SMT members prior to the staff meetings. The Principal of Red Secondary School commented as follows on the delegation of tasks and authority:

I use the strategy of meeting the SMT prior to the staff meeting. I delegate tasks to SMT members. We raise Issues prior to the meeting and I delegate some duties to SMT members. As a result, we go to the meeting as a united force. I do not face a situation where a member of the SMT simply fire questions at me at a staff meeting (Mr. Raymond).

In my interviews with the school principal of Green Secondary School, he highlighted how he followed the Marvin King theory when he delegated tasks to his staff members. The principal of Green Secondary School, Mr. Gareth had to say:

As the school principal, I follow Marvin King Number 1, 2, and 3 which collectively talk about the governance of schools in South Africa. Marvin King number 3 focuses on how to delegate and work harmoniously with one another at school. For example, delegate duties to committee members like finance, sports, culture, grounds, building etc.

The school principal of Yellow Secondary School assigned certain staff members some tasks to draft school policy on learner absenteeism. It was an indication of delegation of tasks. The Principal of Yellow Secondary School made the following comment on the delegation of tasks and authority:

I consult relevant stakeholders when I take decisions. I delegate members of staff for a specific task to be perform. For example, assigning specific group of people to draft school policy on learner absenteeism. I monitor the delegated tasks (Mr. Jansen).

Delegation of tasks promoted interpersonal and harmonious relationships among staff members. The school principals mentioned that a sound human relations approach was an essential feature for the school principals to have their decisions accepted. This was attested to by the school principals during the interviews in the three researched schools. They emphasised the importance of interpersonal and harmonious relationships with their staff members. They argued that it resulted in to the staff members wanting to give their best contribution towards the effectiveness of school programmes.

Linked closely to the notion of power relations, the school Principal of Red Secondary School highlighted that he allowed other management members to exercise their powers which were stipulated in the Educators Employment Acts (Republic of South Africa, 1998). He had to say:

I allow other management members to exercise their power as stipulated in the Educators Employment Acts. I do not abuse my power, but I maintain sound relationships with other people in my school (Mr. Raymond).

The principal of Green Secondary School argued that the concept power relations included empathy, sympathy, honest and integrity. He gave a positive comment on power relations when he made the following comment:

I believe in sound power relations. I don't believe much in power but I believe in influences. In whatever I do, I emulate good practices from other people. I regard myself as the leader. I influence people on how I think, communicate and do things. The concept of power relations include empathy, sympathy, honesty and integrity. Different stakeholders like the deputy-principal, the HOD, the teachers, the subject head and subject leaders contribute towards school activities and school vision. I maintain sound relationships with different stakeholders (Mr. Gareth).

The principal of Yellow Secondary School highlighted on how power relations brought about harmonious relationships between the school and the community. He made the following comment:

I allow parents to come to the school to view the work of their children. In that way the school grows. Power sharing is important within the school because everyone knows what is happening at the school. I allow individual stakeholders to contribute towards the well-being and development of the school. This bring about a harmonious relationship between the school and the community

It is important that power is used wisely to benefit organisations, members of the community or society. For distribution of duties, the school principals had to use their legitimate power. The findings indicate that the three school principals used their legitimate power to provide directions and guidance to the staff members. Because of their positions as school principals, they had the power to give guidance with regards to many issues including resolving conflicts. They provided directions on curriculum matters, duty loads, time-tabling and school year plans. In this regard, this is what the Principal of Green Secondary School had to say:

At certain times when there are disagreements in our discussions and debates in staff meeting, I exercise my power to give guidance to my colleagues. On issues around curriculum for instance, I lead and guide the staff. I am person who does not abuse the power that I have. I effectively exercise power at meetings to give guidance to different stakeholders at school like the SMT members, teachers, learners, non-teaching staff, parents and SGB members. However, I ensure that I do not abuse my power at school (Mr. Gareth).

The school principal of Yellow Secondary School expressed how he provided guidance to SMT members and School Governing Body members. Mr. Jansen the school Principal of Yellow Secondary School made the following comment on providing directions and guidance:

I have power as the school principal to give guidance to School Management Team, educators, learners, parents, non-teaching staff and school governing body members to partake in school matters and debate issues broadly. I empower school governing body members on governance matters and promotion matters. I educate them to look for the best

teacher when it comes to teacher employment. I also give directions and guidance to different structures within the school.

A similar comment was also made by Mr. Raymond the Principal of Red Secondary School. He expressed that he was the Chief Executive Officer and provided directions at the school. This is what he had to say:

I am the Chief Executive Officer at school. I am the one who provides direction. The power emanates from the things that I do as a school principal as it is part of my job description. Late coming for instance is not negotiable and I cannot compromise on that one. No one can challenge me for dealing with a teacher who is always absent from school. A teacher who does not submit leave forms as a school principal, I deal with that teacher without compromise

The school principal expressed how as the Chief Executive Officer provided directions and guidance to his school. His style of management contributed towards the smooth running of the school. In my interviews with the school principals they highlighted the problem of shy members at their school in terms of delegating tasks and duties to them. All the three school principals mentioned that they gave tasks and duties to shy members in order for them to voice their opinions. They assigned duties to them so as to report back to staff members. The purpose was to ensure that the reserved or shy members were in a position to address staff members. By so doing that, it increased their level of participation in decision-making processes. This is what the principal of Red Secondary School said on tasks and duties to perform:

In my school, each department consists of 6 to 8 members. I always encourage Head of departments to give opportunities for shy members to voice their opinions in a departmental meeting. Different duties are also assign to shy members (Mr. Raymond).

The school principal of Green Secondary School expressed on how he involved shy members in school activities. He allowed them to present a certain aspects or reports to staff members. He made the following comments:

I give shy members tasks and positions. In a staff meeting, I allow shy members to give reports to staff members. I allow them to present a certain aspects for instance feedback on educational excursions. I also involve them in other school activities (Mr. Gareth).

The school principal of Yellow Secondary School articulated that in his school, he had teachers, learners and non-teaching staff who were shy. He used different strategies to deal with them. Mr. Jansen the Principal of Yellow Secondary School had to say:

In my school I have shy members who are teachers, learners, and non-teaching staff. I have the strategy to ensure that they participate in school discussions. I give shy teachers minor tasks to perform. I give them some duties that will make them to talk to people. Gradually, they are able to deal with their shyness.

The sharing of information was expressed by the school principals. In all the three researched schools, the principals highlighted that sharing ideas with staff members was important element to participatory decision-making. They mentioned that they shared information with staff in many ways including giving staff members the agenda to be discussed prior to the staff meetings. The staff members came to the meeting well prepared. The principals embraced the idea of sharing information and ideas because they believed it was a useful strategy; in fact, they believed that, the sharing of ideas promoted fruitful discussions which ultimately contributed to the effective functioning of the schools. The Principal of Yellow Secondary School Mr. Jansen had this to say on sharing of ideas:

I give the topic to be discussed to staff members. I give them time to digest and brainstorm about the topic. By the time they come to a meeting, the topic is well researched and I receive positive views and inputs from relevant stakeholders. What is exciting is that all parties communicated from inception and they all own decisions that are taken.

For fruitful discussions during the staff meetings, the school principal of Red Secondary School gave his staff members the agenda of the meeting 3 days prior to the meeting. It helped in terms of productive discussions during the meetings and shared information. The Principal of Red Secondary School shared similar thoughts on sharing of ideas. This is what he had to say:

Before I go to a staff meeting, I issue a circular to staff members 3 days prior the meeting. I give staff members the agenda of the meeting and the items to be discussed. I allow them to add issues which they wish to add in the agenda before they go to a meeting for instance, if I have five items on the agenda but an individual teacher requests to add an item on drug abuse. I add that item and by the time we go to a staff meeting, everybody knows exactly what is to be discussed. The meeting becomes effective because staff members contribute on the items on the agenda (Mr. Raymond).

The Principal of Green Secondary School Mr. Gareth also echoed similar sentiments on sharing of ideas. He explained how he allowed staff members to contribute in decision-making. He commented as follows:

I allow staff members to contribute in decision-making. I ensure that staff members share ideas in a meeting. I use the principle of issuing agenda before the meeting. I allow staff members to express their views on the school matters during the meeting.

The findings above suggest that power relations created stronger group relationships at school which resulted in co-operation and interpersonal connections. To support the idea, Aaron and du Plessis (2014) maintain that for the transformational change to take place in schools, everyone should partake in decision-making. Co-operation and collaboration foster greater group cohesion and interpersonal connections. Therefore, the school principal should use his/her professional ability, experience and management strategies to make sound decisions that take the school to great heights. The school principal had to delegate some of his or her duties to other staff members. The idea is supported by Fullan (2010) who affirm that school principals should assign responsibility and authority to teachers. David and Maiyo (2010) contend that when the school principal choose to make all decisions by himself or herself and exclude his/her juniors completely from the process of decision-making, crisis might result, thus disrupting the smooth running of the school. Through delegation of tasks, staff members are motivated to work in collaboration with one another in the decision-making processes. Similarly, viewed from Bourdieu's theory, Ebrecht

and Hillenbrandt (2004) assert that habitus is the product of history, new experiences and the delegation of tasks.

Bourdieu (1990) describes the way in which school principals delegate tasks as habitus. Therefore, the concept habitus is subjected to tasks, experiences and the social structured practices of school principals. By delegating tasks and authority to all staff members, they also catered for shy members. Aaron and du Plessis (2014) contend that participation in decision-making provides a way of empowering the staff and nurturing of leadership skills. By allowing shy members to participate in decision-making, it resulted in improvement in school programmes such as achieving ownership of decisions regarding school policies. Viewing it from Bourdieu's theory (2007), habitus is the product of history, assigning tasks and new experiences.

5.2.4 Exercising powers within the Department of Education mandates

It has been highlighted in the sections above that school principals, by virtue of their positions as school principals, already enjoy considerable power that they can use wisely or otherwise. The three school principals expressed that for the smooth running of their schools, they ensured that they implemented Department of Education policies, implemented agreed-upon decisions and adhered to the rules and regulations of Department of Education prescripts. All the school principals mentioned that they exercised powers that were based on the mandates from the department of education, more especially, departmental policies. They adhered to the core duties and responsibilities of a school principal. They adhered to Employment of Educators Act (Republic of South Africa, 1998) and Personal Measurement Administration (PAM) Document. They ensured that various policies and systems were in place at their schools. The school principal of Green Secondary School emphasised the used of National Education Policy Act and South African Schools Acts in his management. This is what the Principal of Green Secondary School had to say:

The powers that I have are mandated by National Policy Act and South African Schools Acts. As a school principal, I apply my powers based on the core duties

and responsibilities of school principals. I use my power to educate educators, learners, parents and non-teaching staff in accordance with the constitution of the country and SASA (Mr. Gareth).

Policies that were in line with the conditions of service were highlighted by the School Principal of Red Secondary School. He gave a positive comment on powers mandated by the Department of Education.

As a school principal, I apply the departmental policies like the Educators Employment Act, which talks about conditions of service. If you are absent from school, I give you leave forms. Failing to respond or submit leave forms on time, I am rigid on that one and it results to a disciplinary hearing to a member. I do not have any choice but to use the power that I have as the school principal (Mr. Raymond).

The school principal of Yellow Secondary School expressed that he performed his core duties based on policies of the Department of Education. Agreeing with the narratives from the extract above, Mr. Jansen the Principal of Yellow Secondary School had to say:

As a school principal I have powers that are mandated by department of education. I use my power to perform my core duties at school. At certain times when there are disagreements in our discussions and debates in staff meeting, I exercise my power to give guidance to my colleagues. On issues around curriculum for instance I lead and guide the staff. I am person who does not abuse the power that I have.

What has also emerged in the analysis is that power is contested and it is bound to lead to conflicts and tensions. Similarly, the data has also indicated that people do not like it when they feel disempowered and marginalised in any way; and also conflicts and other social maladies may result. The three school principals mentioned that when they abused power at their schools, it resulted to disruption to the smooth running of the school. Where legitimate power is being applied in an irregular manner, an atmosphere of tensions, conflicts and resistance within the school comes into existence. Phenomena such as work to rule become a daily occurrence. It meant teachers worked only at school for notional time (no extra hours of teaching). The equal exercising of power

to all staff members bore some fruits. The Principal of Red Secondary School had this to say about the abuse of power:

I have observed in my school that, if I abuse my power, it destabilises the smooth running of the school. If I use it incorrectly, it hinders progress. It also hinders progress when I apply favoritism within the school; exercising power differently to a certain group of people and also when I marginalise and/or ignore other people at school. (Mr. Raymond).

The abuse of power by the school principals hindered negatively towards the school success. It was attested by Mr. Gareth the Principal of Green Secondary School. He had the following to say about the abuse of power:

Abuse of power makes it to be difficult for me to function effectively. The problem emanates when I have to implement decisions. Staff members simply sabotage the activity.

The school principal of Yellow Secondary School admitted that sometimes he abused his power on certain matters at school. The school principal of Yellow Secondary School Mr. Jansen made the following comment:

Sometimes I abuse my power as a school principal. For example, in certain matters I simply expel learners in a school without following proper procedures. This occurs on disciplinary matters. Parents challenge this and this hinders school progress as it necessitates re-doing the process correctly. This also makes it very difficult for me to run the school effectively.

The school principals expressed how they exercised their power in terms of implementing agreed-upon decisions. Drawing from the data generated, all three school principals mentioned that they implemented agreed decisions in their school. The three school principals mentioned that effective participation required debate, argument, compromise, decision-making and accountability. For example, for the betterment of their schools, the school principal implemented agreed decisions. In this regard, the Principal of Yellow Secondary School had to say:

As a school principal I implement agreed decisions especially on matters pertaining textbook choices at school. I assign the heads of departments to coordinate on the purchase of textbooks. As I implement agreed decisions, whenever

I encounter problems or if anything goes wrong, I go back to the members of staff and address the matter (Mr. Jansen).

The Principal of Red Secondary School highlighted that he implemented agreed-upon decisions to staff members without any resistance. He ensured that every member contributed in a staff meeting. Mr. Raymond had to say:

As a school principal implementation of agreed decisions allow me to delegate duties to staff members without any resistance. I ensure that every member of staff contributes in a staff meeting to avoid resistance during implementation stage. As a result, staff members cannot raise, debate, agree and adopt an idea and on the other hand resist its implementation.

Similarly, Mr. Gareth the Principal of Green Secondary School expressed how he implemented agreed-decisions on school issues. He regarded participatory decision-making as a tool to make things happened in his school.

Participatory decision-making is a tool to make things happen. As the school principal, I have to harness and channel the power of participatory decision-making at school. I implement the agreed decisions on school issues like the study supervision. Parents are prepare to pay R100 as a contribution towards Saturday study supervision. This is the power of implementing participatory decision-making.

The three school principals shared similar views about the implementation of departmental policies. That were first, expected to manage their schools successfully, and second, to ensure that in whatever they were doing, they had to adhere to various policies of the Department of Education, both nationally and provincially. Closely linked to the notion of policy implementation, was the issue of proper exercising of power in the schools. When delegating authority and power to the teachers, the school principals in the study seemed to believe that policy guidelines had to be strictly adhered to. This is what the Principal of Yellow Secondary School had to say:

I exercise my power at school by delegating duties that are in line with departmental policies. When I assign duties, I follow the correct department policies. I give power to my deputy-principal academic to control and manage the

school curriculum. I ensure that the curriculum is run effectively because at the end of the day, I am the accounting officer (Mr. Jansen).

Mr. Raymond the Principal of Red Secondary School expressed his views on the implementation of departmental policies. He observed the prescripts of Department of Education.

I don't abuse my power at school. There are some cases where I have to use my power as the school principal especially on matters of discipline. For example, in cases where I have to implement departmental policies (code of conduct for educators) to sanction the teacher, I have to observe the prescript of the policy. I don't compromise in cases where a teacher is continuously absenting himself or herself from school without reporting. As school principal, I have the power to recommend leave without pay.

Mr. Gareth the Principal of Green Secondary School commented on how he implemented policies that were specified in the procedure manual (Handbook for Discipline procedures).

When I exercise powers in my school I ensure that the manner in which I do is in line with departmental policies. For example, on matters of discipline; I follow the procedure manual given to us by the DoE, and I implement those procedures specified in the manual.

The findings above suggest that in any education system the school principal exercised his/her power based on the powers mandated by the department of education. In addition, he/she was a crucial figure that played a critical role in bringing participatory decision-making in schools. South Africa's School Acts affirms that decisions are to be made through participatory democracy. Similarly, viewing from Bourdieu's (2007) narratives power theory, in a school situation, all the individuals globally bring to the competition all the relative power which are mandated by the department of education at their disposal. Individuals used the available strategies afforded to them in their habitus to gain their individual interests within a specific field which can be shown to function according to such a logic or rules. Lingard, Rawolle and Taylor (2005) affirm that Bourdieu's theorising and his concepts of field, habitus and capital can be productively utilised in the effects of globalisation on policy processes in education. It is clear the above discussion suggest that school principals are designated by competent authority and mandated to exercise the

delegated powers by some rules or administrative orders of the Department of Education. The school principals were expected to adhere to the departmental policies.

School principals should guard against the abuse of power more especially by using top-down approach. The irregular application of legitimate power by the school principal was shown when they did not include all interested parties when they made decisions. Dryzek and Niemeyer (2003) and Abels (2007) postulate that top-down decision-making processes foster incidence of either complacency or rebellion among the disempowered group members. The predominantly authoritarian nature of schooling where there was abused of power was evident in some of the South African schools. Viewing from Bourdieu's theory of narratives power, Bourdieu (1989) defines symbolic power as world-making power, it involves the capacity to impose the legitimate vision of the social world and of its divisions. Hierarchies of power were best preserved when the social order seems self-evident to all involved, especially the subordinate individuals in the school. Thus, relationships of inequality operated inside the schools. School principals implemented decisions that had been agreed upon by all relevant stakeholders. These participants expressed a belief that such democratic participation in schools increased the quality of the decision-making process. It brought more minds to bear on the issues of participatory decision-making. Viewing this from Bourdieu's narratives of power, habitus is powerful because it is responsible for the harmonisation of collective enterprises and experiences as the school principals had to implement agreed decisions. The idea is supported by Armstrong (2008) and Gonzales (2014) who affirm that when staff members are empowered and encouraged to participate in decision-making, then there is a possibility of high-quality production in the school. It highlighted the need for the school principals to negotiate with their staff members and implemented the agreed decisions.

The findings above suggest that the school principals were mandated to exercise their powers in line with some rules or administrative orders of the Department of Education. At the same time, the Department of Education promotes the use of shared approach to managing, governing and leading schools as highlighted in the Task Team Report (DoE, 1996). Arguing along similar lines, Grant's (2006) Model of teacher leadership creates a practical illustration of how the teachers can be involved in activities that were previously reserved for school managers in terms of leadership and management.

5.2.5 Dynamics of participatory decision-making and power

In the data generated, it was evident that all three school principals mentioned that some staff members within the system were not advancing transformation in their schools. They highlighted many reasons such as low morale among staff members, transformational challenges in the schools, contextual challenges within the school, applying discriminatory practices at the school and time-consumption and tensions. They mentioned that sometimes school principals were against the input of teachers. The issue of favoritism was one of the barriers identified. It was mentioned as a serious hindrance to the transformation of schools and participatory decision-making processes. In this regard, the Principal of Yellow Secondary school had to say:

Some staff members are not adhering to transformation at school. They are reluctant when they are invited to come for discussion purposes. As a results, they don't contribute in staff meetings. I have realised that sometimes language is also a barrier when it comes to discussions (Mr. Jansen).

The issue of unionism in schools was highlighted by Mr. Raymond. In his school, it divided the staff. The Principal of Red Secondary School had to say.

I have a challenge when it comes to unionism in my school. I have discovered that staff members are not advancing transformation but they strongly believe in unionism. It often occurs that an opinion comes from a certain member of a particular union, but no matter how valid the opinion is, because the view is coming from the other union, therefore members from the rival union crush the view. This is time-consumption. As teachers criticise the person as an individual and not his /her opinion.

Mr. Gareth the Principal of Green Secondary saw a gap between township and rural schools versus former Model C schools. He had to say:

I have realised that teachers within the school are not advancing transformation properly. To be specific, I see a gap between township and rural schools versus former Model C schools. There is still a lot of red tape when a Black person is applying for a principal's post at former Model C schools (former White schools). Usually the school governing body members in former White schools do not have

trust in the expertise of the Black teachers to lead those schools. They strongly believe that the standard of teaching and learning will drop drastically.

The school principal considered contextual factors within the school which influenced the manner in which participatory decision-making can or should occur. After careful consideration of contextual factors, principals set clear parameters among staff members for shared decision-making. They mentioned that they were supportive towards participatory decision-making processes. They also mentioned that school contexts vary depending on its historical background, cultural background, political and institutional settings in which it was located. They mentioned that the lack of resources was the main barrier to implement curriculum change in their schools. Sometimes they experienced a shortage of paper to make copies for learners. Overcrowded classrooms were another contextual factors within their schools. The three school principals agreed that if people were working in a participatory environment, they were free and happy to air their views. They became supportive to school programmes. This is what the Principal of Red Secondary School said about contextual factors within the school.

Contextual factors also affect the school performance at school. The problem of classes and school equipment. Political differences and reconciling divergent political viewpoints often take too much time. This cause problem in the smooth running of the school (Mr. Raymond).

The Principal of Yellow Secondary School Mr. Jansen commented on how the insufficient of textbooks and overcrowding of classes affected the school progress. He had to say:

I have a challenge when it comes to school equipment. We have insufficient textbooks. Classes are overcrowded. It affects the school performance. Language is also another barrier when it comes to discussions. We use English as a medium of communication.

The views expressed above were also shared by the Principal of Green Secondary school. He compared the matric pass rates of township schools and former Model C schools. Although they had insufficient resources but they obtained 100% pass in some of their schools. This is what he had to say:

If I look at township schools, school principals are working to the best of their abilities for school pass rates. I cannot compare them with other racial school principals because of contextual factors like school equipment and facilities. When it comes to matric results, most white schools perform better (Mr. Gareth).

Contextual factors have been discussed in the above section and it has emphasised the point that different contexts and personalities have engendered a situation where some leaders use their positional power to achieve their aims, at times, at the expense of others. In this section I am showing, through empirical evidence, that different personal circumstances of the teachers influenced them differently in relation to participatory decision-making. In other words, teachers on the ground can actually do sometimes disrupt good practices such as participatory decision-making. In all the three researched schools, the principals mentioned that the problems facing schools were too great for any one person to solve alone. In short, many and diverse people fight sometimes for their personal interests and thus create tensions. As a result, the principals felt that tensions within the school were created. They mentioned that sometimes the process of participatory decision-making became ugly as a result of tensions that were created within the school. One in one school was when, non-submission of marks to class teachers after the agreed date occurred. The Principal of Red Secondary School had this to say on hindrances of participatory decision-making:

I have scenario in my school. This is a case of a teacher who did not get a promotion post in my school. When a teacher did not get the post, he/she becomes bitter. I have observed that the teacher is not participating in school programmes. I have programmes that are jointly taken. I have notice that for an aggrieved person even if you have a collective decision, to him or her it creates tension which extends to other members of the staff. In that manner, it becomes very difficult for me to function effectively at the school (Mr. Raymond).

Clearly, what the teachers were doing had nothing to do with participatory decision-making; however, due to tensions that had arisen, the running of the school was disturbed, and participatory decision-making could be discredited. On a related issue, the Principal of Green Secondary School Mr. Gareth shared similar thoughts when he made the following comments:

It is my policy to consult when I want something to be done urgently at the school. It is not easy to let the people buy-in my opinion. I must make them to understand my vision, goals and values. I encounter challenges when it comes to meeting deadlines for submission. We agree in our staff meeting to submit on time. I have a case where the teacher did not submit marks for his subject. It creates tension with class teachers as they were to compile class schedule.

The above also suggests that there were tensions and conflict situations in various schools some of which emanated from school management while others emanated from the teachers. The Principal of Yellow Secondary School Mr. Jansen had to say:

I encounter a challenge in my school when the staff members don't feel bound by the decision we take at a staff meeting. I become angry more especially when all staff members are all present at the meeting. Sometimes, I find that the matter is sensitive, members of staff request more time to look at the matter. In addition, they request the postponement of the meeting until further notice. It further creates tension among staff members because the sensitive matter is not discussed. It means the implementation stage is further prolonged. As a result, it hinders the school progress.

The study was not about leadership styles of school principals but was about how participatory decision-making and power were employed in the schools. I have highlighted, particularly in Chapter One that participatory decision-making was a government imperative and every school principal was expected to do it. There was unanimity among the three principals that they embraced participatory decision-making processes, and also that they practised inclusive forms of leadership and decision-making approaches. However, it was disturbing to learn from the same principals that they also used tricks such as dividing staff with a view to enforcing their preferred decisions about issues.

All the three school principals mentioned that sometimes they applied divide and rule for the purpose of implementing their own decisions. One cited by one of the principals was the issue of

issuing of leave forms to the teachers when they were absent from work. The Principal of Red Secondary School had to say.

I have realised that power hinders progress when I am applying divide and rule tactics at school. I have a case where I recommended a leave without pay to a certain teacher who was continuously absenting himself from school. Another teacher committed the same offence of continuously absenting himself from school. I did not recommend leave without pay. The incident spoilt the tone of the school. It made it difficult for me to function effectively at school. The teachers regarded the matter as an unfair labour practice (Mr. Raymond).

Mr. Gareth commented about the negative impacts of applying divide and rule in his school. It destroyed the smooth running of the school. Mr. Gareth the Principal of Green Secondary School had to say:

Power destroys everything when I apply divide and rule in my school. Sometimes I use power to action something. I have observed that sometimes power can be dangerous if I apply divide and rule within the school. When I commit a mistake, people will not come back to support me.

The Principal of Yellow Secondary School expressed on how he applied divide and rule to assign duties to those staff members who showed some responsibility and commitment. He had to say:

As a school principal I assign power to staff members according to their abilities. I assign them powers in order to perform certain duties within the school. What I have also observe is that some people are slow by nature and take too long when they have been assigned powers to co-ordinate a task. The delay that occurs when it comes to reporting also affects school programmes. I therefore, apply divide and rule and assign duties to those members who shows responsibility and commitment (Mr. Jansen).

Scholarship on leadership styles and decision-making in organisations indicates that more is needed in order to make decision or decisions when many people are involved in that process. Similarly, participating school principals in this study were in agreement that participatory

decision-making was time-consuming. They indicated that that sometimes participatory decision-making hindered school progress. By its nature, participatory decision-making is built on principles of stakeholder participation and consultation. As discussed in previous sections, the general assumption is that ownership of decisions will be gained and better decisions will be made. There are sensitive issues that obviously cannot and should not be addressed by just one category of staff such as school principals, but the involvement of all in a transparent manner is needed. One example of such issues is the identification of staff members to be declared in excess of the schools post provisioning norm. The special staff meeting has to be called; the entire staff members should be present as it is a sensitive process. The Principal of Yellow Secondary School shared his experiences of understanding such a process, and he said:

I normally invite staff members to partake in decisions pertaining school matters. In cases where I need to take urgent decision, I have to follow the process of inviting all stakeholders, namely, teachers, learners and non-teaching staff to bring them on board. I ensure that stakeholders buy into the idea of the matter at hand. I encounter a challenge when it comes to a situation where two components are not present at the meeting. It further delays the decisions to be taken. It is more complicated especially when it is a sensitive matter that needs a joint decision (Mr. Jansen).

Mr. Gareth the Principal of Green Secondary School expressed his views on how he consulted his staff members if he wanted some tasks to be done urgently. He had this to say:

The process of participatory decision-making takes too long. I consult when I want something to be done urgently. It is not easy to let the people buy-in my opinion. I must make them to understand my vision, goals and values. In addition, I have to convince them to adhere to school policies.

The Principal of Red Secondary School commented on his staff members who had their own agenda during staff meetings. Their delating tactics and prolonging the meeting to frustrate teachers and destroyed team-spirit. He had to say:

In my school I have members of staff with their own agendas. They ensure that whatever is discuss at school, they prolong the discussion. It is a matter where I

find people within the school having differences. It destroys the team spirit and the tone of the school (Mr. Raymond).

The findings in this study suggest that all the school principals unanimously agreed that participatory decision-making occurred within the context of decentralised structural setup as a result of reforms and transformation post-1994 democratic elections in South Africa. Such decentralisation was hoped to improve information sharing, transparency and improved communication within the school. One reason mentioned by the teachers for low morale was the issue of non-participation or limited participation of staff members in decision-making processes. They restricted their participation in school activities. This is what the Principal of Green Secondary School said on low morale of staff members.

The biggest challenge is that people are not patriotic enough. They don't contribute ideas when the matter is not suiting them. They show low morale at the staff meetings. I see low morale among teachers, people are focusing more on what they will benefit in order to assist the country. My worry is that I see some of the schools going down and becoming dysfunctional (Mr. Gareth).

The Principal of Red Secondary School Mr. Raymond highlighted the problem he encountered with some members of staff not willing to participate in decision-making processes. He expressed that they seemed to have a low morale. This is what he had to say:

One of the challenges that I face as a school principal is to find staff members who has a low morale in the meeting. I encounter a situation where some teachers don't want to participate in decision-making processes. They normally raise an issue which is not part of the agenda. Bearing in mind that I had issued a circular prior to the meeting requesting staff members to add some items on the agenda to be discussed on the day of a meeting. The challenge I face is that people they wants to push their own agenda in a meeting.

Mr. Jansen the Principal of Yellow Secondary School made the following comment on low morale among staff members:

I have some challenges with regard to participatory decision-making processes in my school. I often encounter challenges in a staff meeting where I find teachers having a low morale by not participating in discussions and not airing their views.

The findings above suggest that the school principals in the study were involved in finger pointing with regards to the involvement of some teachers in decision-making processes. They seemed to believe that values of sincerity, transparency and trust were missing from teachers. Nevertheless, for them as principals, need to be transformational leaders in order to adopt and sustain participatory decision-making in their schools. South African schools required leaders who are flexible, transformational and adaptable as they respond to the ever changing South African educational system. This is in line with the concept field as it is a space in which various members within the school struggle for the transformation. Clase, Kok and Van der Merve (2007) posit that transformation and reform of the education landscape in South Africa has indeed influenced all relevant stakeholders involved in decision-making, including the Department of Education; school governing bodies, school principals, educators, learners, non-teaching staff, and the community in which the school is situated.

School principals were aware of their roles as agents of change, they were aware that they were expected to expand their schools' capacities to learn democratic values by creating learning that promotes participatory decision-making within a school context. The three school principals were historically coming from disadvantaged schools. They stated emphatically that their schools lacked resources included material and infrastructure resources. Leadership was determined by the culture and the context of the schools. Kallstad (2010) maintains that workplace participation has been indicated as a highly important factor in positive organisational and employee outcomes in the school. Pillay (2008) asserts that the role of the principal was crucial in developing a conducive school culture. In addition, he maintains that an environment must be created where teachers are nurtured and developed so that they will be able to meet the challenges of an ever changing educational system and keep abreast with the changes.

The study has shown that sometimes the knowledge and expertise in relation to professional matters and management skills were in the hands of school principals. In this regard, Hearlson (2013) affirms that symbols are consistently used as instruments of domination. These systems of domination work most affectively when they are hidden from the view of the individuals. In addition, the concept field is used as a space in which relationships of inequality operate within the school. This was a space in which the various stakeholders struggle for the transformation within the school more especially when the school principal used favoritism and discriminatory practices against other staff members. The above discussion suggests that the desire for understanding participatory decision-making as a priority for all stakeholders was not considered by some school principals. Some school principals still operated in a more formal hierarchical structure where they were at the top and others were subjected to the rules and regulations as were imposed from the top. The school principals mentioned that the process of participatory decision-making took too long to implement a decision and it was time-consumption. Apparently, that is the only tangible negative factor to participatory decision-making. They have also emphasised that there were many benefits that individual staff members and the school as a whole enjoyed when staff members participate. However, the opposite have negative effects on the morale of the teaching.

In some schools, hierarchical organisation of work by school principals contributed to distrust, discontent, low morale and feelings of inequality and alienation among staff members. Khan and Iqbal (2010) state that school principals should motivate staff members for their performance by way of developing trust and positive relationships. The school principals were considered to exert undue pressure on their staff and to use power immorally in order to achieve the organisations' goals (Ratkovic, 2010). Similarly, viewed from Bourdieu's theory, Hearlson (2013) affirms that symbols are consistently used as instruments of domination which resulted into low of morale among staff members. School system was preserved by hierarchies of dominant (school principals) and subordinate people (teachers). These systems of domination affect the views of the individuals. Hierarchies of power were best preserved when the social order seemed self-evident to all involved, especially the subordinate individuals in the school. In addition, the concept field was used as a space in which relationships of inequality and low morale operated within the school.

In order for the school principal to be active in his/her decision-making, it was essential to understand human dynamics within the school community to avoid tensions. De Bernardi (2008) posits that the growing acceptance of participatory models in environmental policy formulation is forcing the public authorities to practice participatory decision-making models. Viewing from Bourdieu's narratives of power, Bourdieu and Wacquant (1992) affirm that at the heart of all social arrangements is the struggle for power which causes tensions among staff members. In addition, fields are sites of tension, competition, confrontation and struggle for various individuals.

5.3 Conclusion

In this chapter I have elicited some of the research findings. In this chapter I have integrated some aspects from the participants in terms of each research question, the theoretical frameworks as well as literature review. In a nutshell, the following themes emerged, namely, transparency and commitment to teamwork; the importance of consulting the staff members when taking decisions; power sharing and distribution of duties to staff members; exercising powers within the Department of Education mandates and dynamics of participatory decision-making and power.. The next chapter discusses specifically the findings from the heads of departments in the three schools.

CHAPTER SIX

PRESENTATION AND DISCUSSION OF FINDINGS FROM HEADS OF DEPARTMENTS

6.1 Introduction

The previous chapter presented and discussed findings on the perspectives of the school principals of the three participating schools. This chapter presents data that was generated from the same three secondary schools but from the perspectives of the HODs. The three HODs were Mr. Richard from Red Secondary School; Mr. Joshua from Yellow Secondary School and Mrs. Given from Green Secondary School. The discussion of the data integrates the literature reviewed in Chapter Two and the theoretical framework which was discussed in Chapter Three. In this Chapter, the HODs talk about their experience in participatory decision-making and how they exercise power.

6.2. Presentation and discussion of findings

The discussion focuses on the themes which emerged from the three critical questions. The data is discussed in five themes and these are (a) involvement of all members in decision-making processes (b) the importance of consultation with members when they engaged in decision-making (c) decentralisation of power to all departmental members; exercising power within the departmental policies (e) dynamics of participatory decision-making and power. Subsequently, the discussion of each theme is carried out.

6.2.1 Involvement of all members in decision-making processes

The topic already makes assumptions are the involvement of stakeholders in the decision-making process in the schools. The three HODs that participated in this study expressed similar views about the involvement of all members in decision-making processes. They also expressed the belief that the success of transformation agenda in their schools was closely linked to the role that all departments' members played major roles in decision-making processes. In short, the main argument is that decision-making had to be participatory if transformation of their schools were to

be realised. For transformation and involvement of all members in decision-making processes it needed the ownership of decisions, sharing of information, networking with and outside the school and catered for the individual needs of members. The participants mentioned that as heads of departments, they ensured that they involved their staff members under their care when decisions were taken. This was attested to by Mrs. Given the HOD from Green Secondary School.

In my department I involve departmental members when I take decision. I allow them to air their views and I don't take decisions unilaterally. I also inform members of my department about the available latest information regarding their department.

In support of the view expressed by Mrs. Given in the extract above, Mr. Richard, the HOD of Red Secondary School had this to say with regard to the involvement of all members in decision-making processes.

As a head of department for humanities, I ensure that I involve all members in decision-making processes. I involve teachers because they spend most of their time at school. If I have a departmental meeting at school or any issues to be discussed, I give departmental members the agenda prior to the meeting. The purpose is to take informed decisions.

Echoing similar sentiments as the other HODs, Mr. Joshua the HOD from Yellow Secondary School expressed that he strongly believed in participatory decision-making. He commented as follows:

I am a strong believer of participatory decision-making. In my school, I am the HOD for Social Sciences, and I practices participatory decision-making in my department. I work together with the subject-head and educators to design assessment programmes. Programmes are designed by all teachers in the department. I co-ordinate the departmental programmes. I involve members in designing the departmental programmes which are in line with the departmental policies. I see to it that tasks are done by all teachers.

The HODs from the three case study schools shared similar views with regard to ownership of decisions. They agreed that participatory decision-making encouraged ownership of decisions in their schools. Therefore, they ensured that decisions that were taken in their departments

were owned by the department members. In his description of ownership of decision, the HOD from Yellow Secondary School had to say:

I moderate and check the work of teachers and learners at school. I ensure that their work meets the required standards. I also check whether or not the question papers are set according to 'Gollum's taxonomy'. It is my responsibility to ensure that all the teachers follow the agreed tasks at the same time. Teachers who are teaching in Grade 8, 9, 10, 11 and 12 under my department follow the same procedure in terms of submitting their work. Everyone owns that decision (Mr. Joshua).

In support of this view, Mr. Richard the HOD of Red Secondary School had explained on how he gave his members an opportunity to express their views and participated in decision-making processes.

I invite all members of my department for a meeting. I ensure that I give them the opportunity to express their views and participate in decision-making. The purpose is to ensure that decisions that we take are owned by everyone in my department. After we have held a meeting, everyone own those decisions. The practical example is the formulation of department policy. I allow teachers to put forward their views about the matter.

On the same vein, Mrs. Given, the HOD from Green Secondary School expressed her views on how she discussed and debated issues with her members. She had to say:

I allow departmental members to discuss and debate departmental issues. Decisions that we take bind everyone within the department. As a result, they own those decisions. I don't impose decisions to them.

The three heads of department gave the same view on the issue of sharing of information. They mentioned that a good head of department utilised the full range of possible approaches, the choice of the approach is dependent on the needs of that particular situation. The HODs indicated that the appropriateness of participation was the key to good management of department. Therefore, the heads of departments need to cultivate a climate of trust, a common vision, and a continuous

improvement to their members of the department. The heads of departments encouraged professionalism within the department. Departmental members were allowed to share information among them. The head of department from Yellow Secondary School had this to say on sharing of information:

Power plays a very important role more especially to me as member of SMT in my school. The power I have as a head of department positions me to manage the department effectively. It is not a matter of abusing my powers but to consolidate the views of teachers in my department. I ensure I share information among departmental members (Mr. Joshua).

The views expressed by Mr. Joshua were shared by Mrs. Given, head of department from Green Secondary School on how he shared information with his members.

In my department, the subject leaders and subject heads know their roles, responsibilities and limitations. As a head of department I know my core duties and limitations. As a result, I shared information with my department members and they seem to like that.

The head of department from Red Secondary School also echoed similar views regarding the notion on sharing of information and he had to say:

Power plays a very important role more especially to me as a member of the SMT. It is not a matter of abusing my power but consolidation the views of teachers in my department. The power that I have as a head of department strategically position me to share information with them (Mr. Richard)

In all the three researched schools, the HODs mentioned that they shared ideas among the members in their departments. They shared the latest information and documents with their members and the purpose is usually about improving the quality of their teaching and learner performance their subjects. The HOD from Green Secondary School had the following to say about the practice of sharing ideas:

In my department, I have a departmental site where I use it as our sharing of information. Latest information in education and in our subject is shared in the

departmental site. It is effective as members shared their opinions and suggestion on the subject (Mrs. Given).

A similar comment was also made by Mr. Raymond, the HOD from Red Secondary School on how he gave empowering documents to his members to share. He commented as follows:

When I invite members of the department to a meeting, I give them the agenda of the day. I give members empowering documents such as documents related to duty load, time-table and composite time-table so as to share ideas with them. I download information from internet or journals. I discuss issues and come up with informed decisions which really assist the department and school in terms of school composite time-table. I equip members of the department so as to improve the betterment of teaching and learning at the school. I understand that if people come to a meeting empty handed, they contribute little to a meeting. Our meetings are productive because of the involvement of departmental members.

Expressing his view on this subject, the head of department from Yellow Secondary School highlighted that he consulted members of the department and shared information with them. He had the following to say:

One of the strategies I use is to invite all members to a departmental meeting. In a meeting, I share information and cater for the views of members. I consult members of the department and share information with them. Some of the views of the members are practical and I value them. I implement the views that are in line with the departmental policies (Mr. Joshua).

The other strategy that was mentioned by the three heads of departments in the study schools was networking with neighbouring schools. All the three heads of departments indicated that they engaged in networking exercise with neighbouring schools in order to enrich their knowledge about the subjects in their departments. Besides networking with neighbouring schools, they also promoted networking in grades within the school. For example, Grade 10 History teachers networked with one another. The head of department from Red Secondary School made the following comment on networking:

I ensure networking takes place in my department. I share the latest information about the subject with my members. I share information with the members of the department on matters of the curriculum. In addition, I network with neighbouring schools to get the latest information (Mr. Richard).

Mrs. Given, the head of department from Green Secondary School highlighted that some members in her department they don't want to partake in departmental meetings. This is what she had to say:

In a school context, I find that some of the people they don't want to be part of a group. Those people ensures there is a disturbances within the department. Again those people spoil the tone of the department at a meeting level. What I do as a head of department, I network with members of the department before I present an idea at a meeting. I allow them to express their views before the meeting. Networking works for me because if we take a decision, it binds everyone in the department.

The head of department from Yellow Secondary School commented on how he networked with the good performing schools. It resulted to improvement of school results. He had to say:

I also ensure that I network with good performing schools. The purpose is to improve results for the Social Sciences department. In addition, I also invite departmental officials or NGOs for assistance in terms of career choices for our learners and to guide them on the career's that learners they want to pursue and the institutions relevant with which to enroll at (Mr. Joshua).

The three heads of departments mentioned that they catered for the individual needs of shy members. They allowed shy members to express their views in the language that they were comfortable with. Involvement of shy members in decision-making was imperative as they were part of the life wire of teaching and learning in their schools. This is what the head of department from Red Secondary School had to say on catering for individual needs of shy members.

I consider the individual attention of departmental members. I allow shy members to express their views in a language that are comfortable with, for example, IsiZulu language. I understand that if I don't cater for their individual attention, they become shy to express their views (Raymond).

The head of department from Green Secondary School Mrs. Given also expressed on how he deliberated issues on one-on-one with shy members in order to express their views. This is what he had to say:

I deliberate issues on one-on-one with shy members. I take their views and opinions in our departmental meetings. I present their views at a departmental meeting, if members accept them, then we adopt their views. It means everyone participates in decision-making. I cater for an individual attention and shy members feel free to come to my office and say anything that relates to a matter at hand.

Furthermore, the head of department from Yellow Secondary School Mr. Joshua comments as follows on individual needs of staff members:

I accommodate shy members in my department. After having a departmental meeting, some of the shy members approach me separately as individuals in order to air their views on the matter or issue at hand. I consider their views. I cater for an individual attention. I follow this procedure by re-convening the departmental meeting. I inform departmental members about positive views that came up after the meeting.

The contents of the above extract suggest that one of the most commonly acknowledged characteristics of successful schools was the presence of inclusive form of leadership that involved all members in decision-making processes. The success of transformation was not related to the proliferation of policy documents but was closely related to the role and involvement of all stakeholders in participatory decision-making processes in a school (Van Wyk, 2004). This is supported by Myers (2008) who posits that schools operate in an environment that is characterised by a constant call for involvement of all members in participatory decision-making. Further, Apple and Bean (2007) affirm that the idea of widespread participation in decision-making emphasises the inclusion of all stakeholders. Clase, Kok and Van der Merve (2007) assert that the success of

any country's education system is dependent to a great extent on the mutual trust and collaboration existing between all relevant stakeholders, namely, the school principals, the educators, the learners, the non-teaching staff, and the parents. Viewed from Bourdieu's narratives of power, the involvement of all members in decision-making processes was described as an open system of dispositions that was constantly subjected to experiences that either modify or reinforce its structures. In this study the concept habitus as the structure of the mind was used when the staff was assigned tasks by the school management team in order to encourage teamwork among the staff members.

Viewed from Grant's (2006) Model of teacher leadership, the views expressed by the three HODs were consistent with Grant's Model in the sense that it regarded leadership as a process which we shared and which involved working with all members in a collegial and creative way for the betterment of the school. Harris and Muijs (2005) postulate that successful teacher leadership, is when teachers are not excluded from leadership practices in any of the four zones but can involve themselves in decision-making across all four zones as and when the need arises. It is clear from the above discussion that the HODs in the study allowed and assured a greater involvement of their members in participatory decision-making in schools occurred. The heads of departments valued the opinions of their members by being open to suggestions and views, and embracing multiplicity of views.

Myers (2008) purports that participatory decision-making encourages ownership of the decisions and facilitate the implementation of decisions. Viewed from Bourdieu's narratives of power, ownership of decision was described as a process of how the school principals negotiated with their staff members in decision-making processes (Owens, 2008). Viewed from Grant's (2006) Model of teacher leadership, the concept of teacher leadership within a school can create opportunities for growth for both the teachers taking on the leadership role, and the teachers with whom they work because they own agreed decisions. Crowther, Ferguson and Hann (2009) maintain that teacher leadership focuses on participative leadership where all teachers feel part of the change or development and have a sense of ownership.

The heads of departments were the key players in the mediation of class relations to the extent that the operation of power requires legitimation and misrecognition. The head of department had the power to manage their department based on the mandated policies from department of education. In addition, they were crucial figured that played a critical role in bringing participatory decision-making in their department. Participatory decision-making has been identified as an important contributor to successful educational management (Mehta, Gardia & Rathore, 2010). Lingard, Rawolle and Taylor (2005) affirm that Bourdieu's theorising and his concepts of field, habitus and capital can be productively utilised in the effects of globalisation on policy processes in education. It is clear from the above discussions that the heads of departments were mandated to exercise their delegated powers by sharing information with their members. Leadership and management was the responsibility of a collective within the school and had consequently paved the way for participatory decision-making.

The findings above suggest that the heads of departments created an environment that promoted the sharing of ideas within the school context. When professional staffs share ideas and experiences, opportunities for learning are enhanced. Bourdieu affirms that habitus is based on experiences (Bourdieu, 1997). This suggests that the active presence of previous experiences found in every school as perception, thought and behavior schemes was the product of history. Extending the argument further, Bourdieu (2007) contends that habitus is how we see ourselves in relation to others, how to pay attention to certain things and not to the others. The idea is supported by Ifeoma (2013) who states that school management team members are agents of change and are expected to expand their schools' capacities to learn democratic values by creating learning that promotes sharing of ideas and participatory decision-making within a school context. If interpersonal relationships were positive and harmonious, every school member would want to give his/her best contribution towards effective and sound decision-making.

The heads of departments benefited from networking with other good performing schools. By networking with good performing schools, it increased the quality of education in their departments and in their schools. It resulted in the improvements of academic results in the departments and in the school. The heads of departments encouraged professionalism in their departments by motivating their teachers to work in collaboration with each other in decision-

making processes. Viewing from Bourdieu (1989), hierarchies of power are best preserved when the social order seems self-evident to all involved, especially the subordinate individuals in the school. The heads of department ensured that all the segments of the society get their fair share to whatever educational opportunities are provided. Rafanell and Gorringer (2010) maintain that with the concept of habitus, Bourdieu attempts to overcome the over-determination of individual practices in most structuralist accounts by making habitus the site of individually strategically chosen practices. The heads of the departments were to change their way of thinking which was to go from thinking only of individual needs to consider the needs of other members. It is supported by Grant (2008) who posits that leadership is a shared process which involves working with all stakeholders in a collegial and creative ways to seek out the untapped leadership potential of people and develop this potential in a supportive environment for the betterment of the school. It is clear from the above discussion that the heads of department considered the views of shy members in their departments. They allowed them to express their views in a language that were comfortable with. The heads of department allowed for flexibility in their implementation of decision-making processes in order to cater for shy members.

6.2.2 The importance of consultation with members when they engaged in decision-making

The three HODs mentioned that they consulted their members when they engaged in decision-making. They allowed inputs and views of their members. Departmental matters were consulted and they came up with informed decisions. This is what the HOD from Green Secondary School had to say about consultation.

My understanding of the question is how power is being distributed in my school. As a starting point our school management team consists of 18 people. The school principal has to consult all the 18 members and we have a say in the running of the school. Therefore, power is distributed among 18 of us. If any emergency matter needs to be discussed, an urgent meeting is called for 18 of us. We are given the opportunity to deliberate and air our views on the matter. Should we come to the cul-de-sac, the school principal gives us some guidelines. Similarly, consultation is practised in my department. I consult the entire team when decisions are to be

taken. I allow inputs and views when the matter is on the table. I allow everyone to discuss the matter and come up with a solid decision on the topic (Mrs. Given).

The HOD from Red Secondary School Mr. Raymond highlighted that he used his power productively by consulting members of the department. He commented as follows:

The school has an SMT structure, teachers, learners and parents. As a head of department, I have more power than teachers in my department. I have the power to approve or disapprove a decision that is taken. In my department I use my power productively by consulting members of my department. I understand that if I impose decisions, it will fail because people were not consulted. It means power relations play a role in decision-making. For example, I normally first discuss my view with my colleagues, other heads of departments and then proceed to my members. I allow debates and discussions.

The views expressed above were also shared by Mr. Joshua, HOD of Yellow Secondary School. He highlighted that his powers were based on consultation with other HODs. He made the following comment:

I know that I have powers, but my powers are based on consultation with other HODs. I work hand in hand with other HODs in my school. I am a person who believes in consulting other HODs and other stakeholders. It means I don't take decisions by myself, I consult other relevant stakeholders. I also take inputs from other people. In addition, I also consult my seniors, my deputy-principals regarding some of the activities to be implemented in my department. Some of the activities in my department are implemented after consultations with the senior management.

There is a plethora of channels of communication that can be used to accommodate different interests of the people. For instance, there are people who are not confident talking freely in public. Some staff members are reserved but they can express insightful ideas in writing rather than through talking. The three heads of departments mentioned that they considered shy members in their departments by allowing them to air their views and put them on the suggestion box. They mentioned that they received positive views from shy members using the suggestion box. They

valued their opinions. Their views were presented to departmental members. This is what the head of department from Yellow Secondary School said on the use of suggestion box:

I allow shy members to air their views on a suggestion box. I notice that I normally receive positive views from shy members. Thereafter, as members of the department, I allow the inputs of shy members to be presented to members. I allow debates but at the end of the day, members agree and adopt a decision (Mr. Joshua).

Mr. Raymond the head of department from Red Secondary School had this to say about shy members in his department. He explained how they wrote their views and placed them on the suggestion box.

There are shy members in my department. I have propose a suggestion box to cater for shy members. The shy members don't speak at a meeting, they write their views or opinions and put them on the suggestion box or proposed box. Before we go into a meeting, I take all the proposal from suggestion box and present their information to members of the department. By the time we meet, I know what the members are interested to, their views and opinions. In that manner, even the views or suggestions of the shy members are catered for.

The head of department from Green Secondary School also explained how she catered for shy members when she took a decision. He mentioned that he used open door policy. He had to say:

I use open door policy at any time. I make time and space for departmental members to come to me. Shy members they come to me when they encounter problems. When I take a decision, I cater also for shy members. In addition, I allow them to put their ideas in the suggestion box (Mrs. Given).

The findings above suggest that the HODs understood their powers as mandated by the Department of Education and also that they were aware that they had to be cautious when they exercise power, and should be as inclusive as it is possible. Thus, a successful teacher leadership requires a culture of trust, authentic dialogue, care and a collective commitment to the success of the new developments (Harris & Muijs, 2005). It is clear from the above discussions that the HODs

encouraged the use of consultation in their departmental meetings as a strategy to ensure ownership, commitment of the teachers to the goals and vision of their respective departments and the school on the whole.

The findings above suggest that the heads of departments allowed shy members to air their views using the suggestion box. They boosted their morale and motivated them to address their problem of shyness. The heads of departments encouraged all members of their department to fully participate in policy formulation, goal setting and decision-making. The heads of departments established a set of practices that promoted empowerment and growth of teachers, and one way would be through allowing them to participate in suggestion box. Bourdieu (2004) uses the concept capital to explain how individuals are able to negotiate their position in a field through the accumulation of symbolic capital. Bogler and Somech (2005) affirm that being involved in the organisation environment may expand the teachers' viewpoint and their role perception towards school decisions. It is clear from the above discussion that the heads of department catered for all members in their department by using the suggestion box to air their views. They used various methods to get the views of shy members.

6.2.3 Decentralisation of power to all departmental members

The three heads of department ensured that power was decentralised to all departmental members. They mentioned that they promoted decentralisation of power among their members. They delegated some of their duties to departmental members. They understood the concept power and positions occupied by staff members, they ensured that they empowered their members and provided directions and guidance to their members. This is what the head of department from Red Secondary School had to say on the decentralisation of power:

I ensure power is shared among departmental members. I decentralise power in my department as a result departmental members partake in departmental programmes. In a case where there is a parent and he/she wants to know about the performance of his/her child in subject of my department, he/she gets help from any member of my department (Mr. Richard).

A similar comment was also made by Mr. Joshua the head of department from Yellow Secondary School. He expressed how he decentralised his power to all members in the department. He commented as follows:

I allow Subject heads in my department to exercise their powers up to a certain level. I guard against the overlapping or excessive use of power by subject heads to teachers in my department. I practise legitimate power in my department. I don't centralise power to one person but I decentralise power in my department to all members.

The head of department from Green Secondary School expressed how he observed the school organogram. He knew about his limitations. He made the following comment on decentralisation of power:

Power relations ensures that there is synergy at school. School organogram and protocol is observed. As a head of department, I know my limitations and I don't overlap. I decentralise power to all members of my department. As a results, they are able to deal with departmental issues without waiting for my approval (Mrs. Given).

The three heads of departments mentioned that they were invitational in their approach to leadership. By so doing, they made it easier for other members of staff to approach them whenever the need arose. They interacted with their members and provided directions to them in a number of aspects, particularly those relating to curriculum matters. They used open door policy to accommodate all members of their departments. They were approachable to their members. This is what the head of department from Yellow Secondary School commented on how he provided directions and guidance to his members:

As a head of department I exercise my power based on the departmental policy. I follow Curriculum Assessment Policy Statement (CAPS) documents and the annual teaching plan at the school. As an invitational leader, I invite all teachers in my department to a meeting to discuss, suggest and plan about the activities of the department. The departmental members feel free to make suggestions. I refer all our discussions to CAPS documents (Mr. Joshua).

Mrs. Given, the head of department from Green Secondary strongly believed that she practised invitational leadership. She interacted with all members of the department. She had to say:

As an HOD, I strongly practise invitational leadership. I am an inviting kind of a person. It gives me power for the members not to be afraid to come and talk to me when they have problems. I interact with them at all levels. As an HOD, I am in charge of the department but I am not the sole decision-maker. I involve other department members when it comes to decision-making.

The head of department from Red Secondary School highlighted on how he invited all members to departmental meetings and gave them agenda beforehand. The meeting became productive because teachers came out with informed decisions. He commented as follows:

Whenever we have a meeting as a department, I invite all members to a meeting. Normally, when I have a meeting, I inform members of my department timeously and give them agenda and issues to be discussed in that meeting. When members have received agenda beforehand, they are able to come out with informed decisions. In a meeting, I have a secretary who takes down minutes (Mr. Raymond).

The three heads of departments mentioned that they decentralised power in order to empower their members. They had subject heads whom they assigned them to perform some duties. They ensured that they cascaded information to their members after attending some workshops. They developed them on the latest information in their respective subjects. The head of department from Red Secondary School had this to say on empowering departmental members:

Power plays an important role when dealing with issues of departmental members. Members in my department have different commitments. I am in a positions to identify a teacher who is not performing up to expected level in my department. As HOD, I empower that teacher by organising supporting programmes. I visits the class and thereafter, I assess his/her performance. I support where it is necessary (Mr. Raymond).

Mrs. Given the head of department from Green Secondary School alluded that she decentralised her power to subject heads and subject leaders. She commented as follows:

I decentralise power in my department. I have subject heads and subject leaders. The purpose is to empower the departmental members. It make easier for me as a HOD because I involve members of the department. I decentralise my work to subject heads. I regard them as pacesetters. I allow matters of the department to be discussed at subject meeting level and thereafter forwarded to me for endorsement. I decentralise power and it lessens the burden on my shoulder as a head of department.

Mr. Joshua the head of department from Yellow Secondary School alluded how he empowered departmental members by work shopping them on the CAPS document. He had to say:

As a head of department, I adhere to the policies of the Department of Education. I empower departmental members by work shopping them on the CAPS document. All the subjects under my department, I follow the mandate of the department in terms of teaching and learning. I workshop them on how to use the annual teaching plan. I consult subject heads and teachers for any implementation of departmental policies.

This study is not only about participatory decision-making but it is also about power and how power was used in the selected schools. Whenever people talk about power, there will always be more than one side to the discussion about how it is being used. In the context of this study, it has emerged in various themes that school principals and the HODs used power to the benefit of their schools and in a manner that kept stakeholders satisfied about their work and work environment. However, that is not the only side to it; there is also another side. Similarly, power has its limits as well and it constrained by policy boundaries. For instance, the three heads of department mentioned that they had limited powers in their schools. Power that they had were limited to a certain level. Powers they had were in line with their core duties and responsibilities as heads of departments. Powers that were stipulated in the PAM document. This is what the head from department of Red Secondary School had to say on limited powers:

I have power as a HOD, but some of the members in my department are reluctant to confine their challenges to me. I find them not telling me their challenges but

assumes to be fine. This is an indication that if I have power, members always come to me have a hidden agenda or prior planning. In that manner, power make it difficult for me to work effectively. To me, power hinders free flow of information (Mr. Raymond).

The head of department from Green Secondary School Mrs. Given highlighted the problem of members assessing the topic under discussion in a meeting. It resulted to non-attendance of some of the members in a meeting. They made some excuses. Mrs. Given commented as follows:

In my department, it is not easy to find all members at once in a meeting. I have 12 members in my department and it is difficult to flow information to them at once. I have a problem of members assessing the topic under the discussion in a meeting. If the matter suits them, they come in numbers but if it is a sensitive issue, they make excuses. Some members of the department exercise their rights for their own benefit and are pushing their own agenda. In that manner, they are not catering the interests of the department but their interest.

The head of departments from Yellow Secondary Schools also articulated his views on the limited powers. He explained he implemented decisions up to a certain level. He was not expected to overlap core duties of the senior management. He stated the following:

I have a limited power as a head of department. I implement what I am responsible to implement in my department to a certain level. I am not expected to overlap and to do things that are the responsibility of senior management. It limits me to flow information to entire members of the staff. I can make suggestions, but I forward my inputs to the senior management and I follow the protocol at all times (Mr. Joshua).

The findings above suggest that the heads of departments were decentralising power to their members of the department. The head of department had a lot of important work to do. Therefore, it is important, he or she gives some of their duties, responsibilities, work and decisions away to other departmental members. The driving impulse behind Bourdieu's narratives of power is centered on power relations that determine the degree of stakeholder's participation. Fullan (2010) affirms that school management team give responsibility and authority to teachers for making some types of decisions. David and Maiyo (2010) posit that when the school management chooses

to make all decisions by themselves and exclude their juniors completely from the process of decision-making, there is a possibility of disruption in the leadership and management of the school. It is clear from the above discussion that the heads of departments decentralised power to all members of their department.

The findings above suggest that the heads of departments gave their members opportunities to discuss, suggest and plan departmental activities and programmes. Bogler and Somech (2005) postulate that in some schools, the school management team members allow people to participate in decision-making processes thus increasing their levels of commitment to school matters. In addition, they mentioned that offering encouragements to staff members in initiatives for improvement was another way to promote empowerment. Mehta, Gardia and Rathor (2008) posit that it is possible to generalise that an increase in teachers' actual level of participation lead to an increase in their job satisfaction and organisational goal commitment. Hambright and Franco (2008) identify the concept of continuity and invitational leadership as an important elements of teacher leadership. It is clear from the above discussions that the heads of departments provided directions and guidance to their members by adopting invitational style of management. Members felt free to approach them when they encountered problems.

The findings above suggest that the heads of departments had a role to play to empower their members regarding the latest information of the subjects they are teaching. They empowered their members through workshop and seminars. Moi (2009) and Morris (2012) affirm that habitus, may be seen as the power dynamics that emerge among differently constituted group who are in competition according to their hierarchical position. The heads of department had to empower their members of the department by giving them opportunities to participate in the process of decision-making, thus it enhanced their sense of empowerment. It is clear from the above discussions that the heads of departments decentralised power and thus empowered their members and subject heads in their departments. They gave support and motivation to their members.

The findings above suggest that the heads of department were not expected to overlap their powers. They mentioned that powers they had were limited and were mandated by the Department of

Education. The head of department were expected to share authority and responsibility to their members. Hearlson (2013) posits that the systems of domination work most affectively when they are hidden from the view of the individuals. Bourdieu (1995) defines field as a space in which relationships of inequality operates within the school. It is clear from the above discussion that the heads of department had a limited powers. It showed that they could not overlap some work and responsibilities of senior management.

6.2.4 Exercising power within departmental policies

The three heads of departments expressed the similar views on the implementation of departmental policies. They articulated that South African schools required leadership of school management teams that initiated the journey towards implementing departmental policies within the school. They expressed that in order to exercise power within departmental policies, they needed to embrace and adhered to school vision and mission and also to implement agreed-upon decisions. Linked closely to the notion of implementing departmental policies, the heads of departments elaborated. The HOD from Red Secondary School had this to say on implementing departmental policies:

I have policies within the department. Policies are formulated by departmental members. These policies are serving as a guideline for everybody within the department of humanities. Departmental policies assist me in terms of managing the department because I don't use my common sense but I use departmental policies. As a result, everybody follows the policy. The school principal together with his deputy-principal ensures that policies that are enshrined in the school are in line with departmental policies (Mr. Raymond).

Similar thoughts were put forward by Mrs. Given the head of department from Green Secondary. She emphasised that distribution of power according to departmental policies helps in the running of the department. She had to say:

Apart from 18 members, in my department I have subject leaders and subject heads. I give them power as subject leaders and subject heads. They have the power to decide what is good for Business Management subjects but based on departmental

policies. I delegate power to each one of department members based on departmental policies. In other words, power is spread, this lessens the burden of the senior management team. I can confirm that distribution of power according to departmental policies helps in the running of my department. It lessens the burden that rests on my shoulders as the head of department.

The head of department from Yellow Secondary School Mr. Joshua highlighted that they formulated departmental policies after several meetings with departmental members. He based his actions on departmental policies. He had to say:

My powers are based on departmental policies. I always refer to the departmental policies before I embark on any action in my department. Most of the departmental policies were formulated after several meetings with departmental members.

Participatory decision-making has a potential to influence staff to embrace and adhere to the vision and mission of the school. The three HODs highlighted that one of the benefits of participatory decision-making was that it encouraged everyone within the school to work towards a common vision and mission. Therefore, one can argue that allowing members of the department to partake in decision-making yields good results. Some of these results included but was not limited to job satisfaction in terms of teaching, the extension of stronger support to realise the school goals, better decisions-making and greater efficiency within the department. The HOD from Red Secondary School had this to say in that regard:

In the education system, we have a number of stakeholders, namely, teachers, learners, non-teaching staff and parents. All these people adhere to the vision and mission statement of the school and they also contribute to the well-being of the school. They benefit from participatory decision-making processes. They own those decisions (Mr. Raymond).

Sharing similar views with Mr. Raymond, the head of department from Green Secondary School Mrs. Given explained that members of her department were working towards a common vision and mission of the school. The purpose was to promote interaction among staff members. She commented as follows:

In my department, I promote participatory decision-making and members of my department are working towards a common vision and mission of the school. I

encourage departmental members to have a say in departmental meetings, therefore encouraging members to participate in school activities voluntarily. As a result, it promotes interaction among staff members and management team because each one of us has to say something regarding the topic and members are given an opportunity to express their views.

In his view of school vision and mission, Mr. Joshua this the head of department from Yellow Secondary School explained how he adhered to school vision, mission and academic structures in terms of decision-making processes.

Participatory decision-making processes both in my department and at the school benefits everyone. Everyone within the school is working towards a common vision and mission. I always ensure that all members in my department move towards the same direction and vision. I ensure that whenever I am doing an activity at school, I adhere to school vision, mission and the academic structures. These structures include deputy-principal academic, subject advisors and cluster co-ordinators (Mr. Joshua).

In the data generated, it was evident that all three heads of departments mentioned that they implemented agreed-upon decisions in their departments. The three heads of departments pronounced that effective participation required debates, arguments, compromise, decision-making and accountability. In this regard, the head of department from Red Secondary School had this to say on implementation of agreed decisions:

In my department when decisions I make decisions, it filters through all members of the department. Every member owns those decisions because I implement agreed decisions. This is the benefit of exercising participatory decision-making within the department. For example, members in my department are bound by policies which were developed and negotiated through decision-making processes. The teachers own those decisions and make their work or duties to be easier because they are following the agreed decisions (Mr. Raymond).

Mrs. Given the head of department from Green Secondary School explained on how the implementation of agreed-upon decisions led to growth and confidence among department members. She had to say:

In my department, I implement agreed decisions as a result members become confident and start believing in themselves. In addition, it leads to self-confidence in terms of debating and discussing issues. Therefore, it leads to growth and confidence.

In expressing his understanding of agreed decisions, the head of department of Yellow Secondary School highlighted that he implemented agreed-upon decisions in his department. He had to say:

In my department I ensures that I implement agreed decisions. For example, the concept of having the museum library in my school. I co-ordinates the concept and we agreed in principle with members of my department. The idea is still in the pipe line and I am seeking sponsorships. This is one of the benefits of participatory decision-making in my department of implementing agreed decisions (Mr. Joshua).

The notion of dynamics of participatory decision-making and power suggests that participatory decision is not a simple subject that can be taken for granted. There will always likely to be contestations about who has power to do what and how others get their share of power in the process of decision-making. Whether the approach is particularly or not is not as simple as it may sound. The findings in this chapter are drawn from the HODs, and as such, the findings are more likely to be one sided because they reflect the perspectives of just one category of research participants, namely, the HODs. Given that background, it may not be a surprise that all the three HODs mentioned that that they implemented the agreed-upon decisions in their departments. They emphasised that members of their departments complied with all the decisions because they as HODs did not impose the decisions on the teachers based on their inherent legitimate power but that they implemented agreed-upon decisions. Because all decisions would have been agreed-upon among all stakeholders, the implementation of departmental policies and programmes was effective. The HODs from Yellow Secondary School had this to say about the implementation of agreed-upon decisions.

I implement decisions that are adopted by the departmental members in a meeting. I implement agreed-upon decisions. Members of my department comply because power is not centralised to a one person but it is a majority decision. If I encounter a problem, I re-convene a meeting and allow members to address the issue. It is a

joint effort and members receive feedback on what transpires in a meeting. As a result, my work becomes easy and effectively (Mr. Joshua).

The idea of implementing agreed-upon decisions was echoed by Mr. Raymond, the head of department from Red Secondary School. He explained how he implemented agreed-upon decisions after discussions and debates. This is what he had to say:

I adhere to participatory decision-making. I allow members of my department to express their views in a meeting. In doing so, members own those decisions. After discussions and debates, I implement agreed-upon decisions. The idea has helped me for the past 15 years as a HOD because once I implement majority decision. Those decisions become the policy. The policy binds everyone in my department. The school policy also develops from the decisions we are taking in our department.

The head of department from Green Secondary School Mrs. Given also echoed the notion of implementing agreed-upon decisions on the issue of requisition of textbooks in her department. She had to say:

I implement agreed-upon decision and it lessens the demands that rest on my shoulders in my department as a business manager. When it comes to requisition of textbooks, I allow members to choose textbooks that are in line with CAPS document.

The findings above suggest that the HODs were mandated to exercise their delegated tasks by some rules or administrative orders of the Department of Education. The HODs have to adhere to the policies of the Department of Basic Education at national level and also the provincial Department of Education. Bourdieu (1989) affirms that consecration of power is granted to those who have obtained sufficient recognition in order to have the authority to impose the power upon other people. Supporting the idea, Hearlson (2014) posits that the field is like a playing field where competition takes place according to set of rules. While Grant's (2006) model of teacher leadership creates a whole new approach to managing schools where management is seen as an activity in which all members of educational organisations engage in educational policies and should not be seen as the task of a few.

It is clear from the above findings that the heads of department priorities wider consultation in order to perform the complex task of managing and leading their department. In addition, when they implement departmental policies. Moloi (2002) and Van Vollenhoven, Beckman and Blignaut (2006) maintain that although our new education policies call for new ways of managing schools, many remain unresponsive and retain their rigid structure, with educators unable to shift from patriarchal and hierarchical ways of thinking.

Promoting participatory decision-making in their departments enabled every member within the school to move towards the same direction and vision. As a result, it promoted interaction among staff members and management team because each one of them had to say something regarding the topic and members were given an opportunity to express their views. Bourdieu (1989) defines symbolic power as world-making power, it involves the capacity to impose the legitimate vision of the social world and of its divisions. Adegbesan (2013) maintains that the success of any school to achieve its stated goals, vision, mission and objectives highlight the importance of the ability of the school principal and his/her leadership style. Prew (2007) posits that the school management team communicate goals, share decision-making, create and articulate school vision and support staff. It is clear from the above discussions that the school management team promoted school vision and mission statement by allowing greater participation in decision-making. The goal was to discern what the best decisions were for the department and the school. The heads of department should cultivate a climate of trust, a common vision, and a continuous improvement orientation in their departments.

Democratic participation in schools increased the quality of the decision-making process because those who are in management position implemented agreed decisions. Viewing it from Bourdieu's (2007) narratives of power, habitus is powerful because it is responsible for the harmonisation of collective enterprises and experiences as the school management had to implement agreed decisions. Armstrong (2008) and Gonzales (2014) affirm that when staff members are empowered and encouraged to participate in decision-making, there is a possibility of high-quality productivity in the school. Bourdieu (1989) highlights how the school management is able to negotiate with their staff members on agreed decisions. It is clear from the above discussion that the used of

agreed decisions reflected commitment and development among departmental members. Thus, departmental members became confident and started believing in themselves.

The heads of departments promoted democratic participation by implementing agreed-upon decisions. They mentioned that after engaged in discussions some of the decisions became the departmental policy. The heads of department encouraged greater participation in decision-making. Bailey and French (2007) posit that participatory decision-making seeks to increase the quality of the decision process, essentially because it brings more minds to bear on the issues of implementing agreed-upon decisions. It is clear from the above discussion that the implementation of agreed-upon decisions by the heads of departments reflected commitment and development among their members. The discussion below details the finding about how legitimate power had enabled them to function effectively in their schools.

6.2.5 Dynamics of participatory decision-making and power

The three heads of departments mentioned the problem of non-availability of some of the members in their departmental meetings delayed the implementation of some policies. It became very difficult for them to take informed decisions. They mentioned that sometimes they had to take crucial decisions but only to find that they did not have a quorum. It resulted in delays in the implementation of the departmental programmes. This is what the head of the department from Yellow Secondary School had to say delays and time-consumption:

I encounter some challenges when I have to implement participatory decision-making in my department. One of the challenge is the problem of delaying implementation of agreed decisions. In a meeting with the members of my department, we agree and take resolution to implement turn-around strategy programme to improve matric pass rate. The programme includes conducting morning and afternoon classes at school. The programme never materialised because of non-participation of other departmental members (Mr. Joshua).

Mrs. Given, the head of department from Green Secondary explained how some members within her department spoiled the tone of the department. They dominated in the meeting and wanted their views to be taken in the department. She made the following comment:

In my department, I have members who spoil the tone of the department. In whatever we agree upon, they ensure that it does not materialise. They delay agreed decisions. These members dominate discussions and want their views to be taken in the department.

Corroborating the aforementioned views was the head of department from Red Secondary School. In his department, members were absenting themselves when it came to departmental meetings. Decisions which were taken, they don't want to adhere to them because they indicated they were not part of the meeting. It resulted to delays in implementing agreed-upon decisions. He commented as follows:

One of the challenges I encounter as head of department is the present of all the members of my department in a meeting. Some of the teachers in my department they absent themselves without reporting. It causes a challenge because they have to own those decisions which were took at departmental meeting. Decisions that are taken at a meeting, binds everyone in the department. Some teachers don't want to own those decisions because they indicates they were not part of those decisions. As a result, it delays implementation of the departmental programmes (Mr. Raymond).

Another dimension to the issue of time is that besides the issue of a quorum, participatory decision-making takes too long to arrive at a consensus. The three heads of departments mentioned that participatory decision-making had its own pitfall. They mentioned that sometimes the process of participatory decision-making was time delaying as it involved the participation of all departmental members. Members sometimes agreed or disagreed on that particular issue. It resulted to time delayed for the implementation. This is what the head of department from Yellow Secondary School had to say on time-consumption:

To me, participatory decision-making has its own pitfalls. I agree with the members of the department to conduct morning and afternoon teaching classes. To my surprise, some of the members are not participating. As a result, it delays the turn-around strategy. It is an indication that not everything that we agreed upon can be put into practice, sometimes it can delay (Mr. Joshua).

Mr. Richard the head of department from Red Secondary School explained that he was a democratic leader and followed democratic processes. For any sensitive matter which involved the entire staff members, if some were absent, he postponed the meeting. He made the following comment:

I am a democratic in my doings. I follow participatory decision-making in my management style and allow teachers to participate freely in our meetings. When I have a departmental meeting, I ensure that all members are present. If two or three members are not present in a meeting and is a sensitive matter, I postpone the meeting. It delays for implementing of departmental programmes and make it difficult for me to function effectively. It becomes more difficult when the majority of teachers are absent from school for more than 3 weeks. I cannot have a meeting, it further delays.

Mrs. Given the head of department from Green Secondary School explained how she encountered problems when she had to take a decision in her department. She had 12 members and it became very difficult to come into an agreed-upon decisions. Her meeting were marked by delays. She had to say:

I have few cases where I encounter problems when I implement participatory decision-making processes in my department. To mention few, it is time delaying because I have to involve all departmental members when I have to take a decision. In my department, we have 12 members and it is not easy to come into an agreed decision. I have members who wants to spoil the tone of the department by being against of any suggestions.

The findings above suggests that there had been increased of criticism regarding the process of participatory decision-making by the heads of departments. They mentioned that it delayed the implementation of agreed decisions. Sometimes members of the department delayed to reach a consensus. It is clear from the above discussion that the process of participatory decision-making sometimes took too long as a result it delayed the implementation of agreed decisions. The discussion below details the data on powers of the heads of departments in enacting participatory decision-making.

6.5 Conclusion

In this chapter I have discussed findings elicited from semi-structured interviews held with the HODs in three participating schools. In the discussion, I integrated the findings with literature I reviewed in Chapter Two as well as with the theories framing the study and presented in Chapter Three. The findings focused on the following themes, namely, involvement of all members in decision-making processes; the importance of consultation with members when they engaged in decision-making; decentralisation of power to all departmental members; exercising power within the departmental policies and dynamics of participatory decision-making and power. The next chapter discusses the findings from the teachers in the three schools.

CHAPTER SEVEN

PRESENTATION AND DISCUSSION OF FINDINGS: PERSPECTIVES OF TEACHERS

7.1 Introduction

The previous chapter focused on the findings from the HODs perspectives about participatory decision-making and power. In this chapter I present and discuss perspectives of the teachers on participatory decision-making and power in their respective schools. In this chapter, teachers talk about their experience of participatory decision-making and how they exercise power and also they reflect on how their school management team promotes participatory decision-making and power. Data was generated from the three different secondary schools, namely, Red Secondary School (Mr. River and Mr. Renault), Yellow Secondary School (Mr. Johnson and Miss. Joyce) and Green Secondary School (Mr. Goodman and Mr. Guy). A discussion of the data integrates the literature that was reviewed in Chapter Two.

7.2. Presentation and discussion of findings

The discussion focuses on the themes which were generated through the use of critical questions. The data is discussed in five themes and these are (a) establishment of harmonious relationships with learners (b) participatory decision-making involved consultation among staff members (c) the exercise of power and government policy constraints (d) delegation of tasks to learners in their classrooms and (e) dynamics of participatory decision-making and power. Subsequently, each theme is carried out.

7.2.1 Establishment of harmonious relationships with learners

The teachers from the three case study schools shared similar views about the promotion of teamwork at their schools. They mentioned that they had established harmonious relationships with the learners, the school management, fellow colleagues and the parents. Teachers mentioned that in order for them to establish harmonious relationships with learners they needed to own the

decisions, to give learners a fair chance to air their views, sharing of information and ideas. For example, they worked as a team when it came to formulating class rules. They mentioned that they did not impose decisions on them. In addition, they worked as a team with their colleagues on subject matters. The teachers from Yellow Secondary School had this to say on teamwork:

I am a very harsh and understanding person when it comes to managing the class.

We work as team with learners when it comes to class matters. For example, when formulating class rules. Learners are given a chance to air their views. We formulate class rules and sanctions but in line with school policy (Mr. Johnson).

Miss Joyce the teacher from Yellow Secondary School expressed her views on how she established harmonious relationships with her learners. She emphasised working with learners when drawing up class assessment programme. She made the following comment:

As a class teacher, I work with learners pertaining subject matters. I ensure everyone participates in decision-making processes. For example, class assessment programme. I have a plan for formal and informal assessment.

The notion of teamwork was also shared by the teachers from Green Secondary School. One teacher emphasised that he does not imposed decisions, they worked as a team in class. This is what one of them had to say:

I have powers as a class teacher. I exercise my power to a limit because most of the time we work as a team in my class. I don't impose or enforce decision to them (Mr. Goodman).

In support of the view of teamwork was Mr. Guy the teacher from Green Secondary School. He highlighted on how the class work activities were honored because of working as a team. Rules and regulations also contributed towards the smooth function of the class. This is what he had to say on this matter:

As a subject teacher and class manager, I use my power to ensure that learners do their work and submit their work on time. My class work activities is being honored because we work as a team. At the beginning of the school year, we set up rules and regulations to manage the class. I use my power up to minimum level to learners (Mr. Guy).

Expressing their views on teamwork were the teachers from Red Secondary School. One of them expressed that he could not dictate terms alone, they worked as a team with learners on class matters. He had to say:

I have power to take decisions by myself as a class manager. But I understand that a school as an organisation comprises of a group of people from different background who have goals to achieve. As a result, I cannot dictate terms alone, we work as a team with learners in my class. As we work as a team, we have more power to dictate terms as compared to work as an individual (Mr. River).

A similar view was articulated by Mr. Renault the teacher from Red Secondary School. He highlighted on how he guided and led them when it comes to education support programme. He informed them on latest policies. He commented as follows:

As class manager, I have establish a harmonious relationships with learners. I have power to lead learners in our class regular meetings. We work as a team and I have to guide and lead them when it comes to education support programmes. I inform them on the latest policies like CAPS document.

The interviews of the teachers in the three case study schools shared similar views with regards to the existence or lack of opportunities to express their views on school related matters. They mentioned that they understood participatory decisions-making to refer to practices whereby key stakeholders sit down as a group and are allowed to share their views on issues to be addressed. According to the teachers, the views of all staff members had to be listened to. They mentioned that they became frustrated when their views were not listen to by school management team. Teachers came to schools with different interests, attitudes and needs. The teachers from Yellow Secondary School commented as follows:

To me, participatory decision-making means the platform where everybody is given a chance to voice his or her opinion on the matter at hand. In my school, participation in decision-making is practise. The management team involves us when they take decisions (Mr. Johnson).

Miss. Joyce a teacher from Yellow Secondary School expressed her views with regard to understanding of participatory decision-making. To her is all about the involvement of all stakeholders at school and voicing of their opinions. This is what she had to say:

My understanding of participatory decision-making is that it means involving all stakeholders in the school and voicing their opinions in decision-making. Stakeholders are parents, teachers, learners, the School Management Team (SMT) and school governing body members. In my school, the management team involves us when they take decisions.

The notion of giving a fair chance to the teachers to express their views was also articulated by teachers from Red Secondary School. It was all about making input in terms of school decisions. This is what one of the participants had to say:

Participatory decision-making is an important aspect in the school where the school management team allow us to air our views and ideas. In my school, it becomes easier to reach an agreed decision because all stakeholders make an input in terms of the agreed decision (Mr. River).

Mr. Renault a teacher from Red Secondary School emphasized on how their school principal gave them the right to voice out their views. They partake in the formulation of school policies. This is what he had to say.

In my school, the school principal gives us the right to voice our views. We participate in the processes of decision-making such as the formulation of various school policies like submission procedures (Mr. Renault).

The idea of allowing teachers to air their own views and opinions was also made by the teachers from Green Secondary School. Their school principal gave them an opportunity to air their views. This is what one of them had to say:

To me, participatory decision-making means school the involvement of all stakeholders when decisions are taken. In my school the school principal gives us an opportunity to air their views. It is an umbrella where decisions are taken involving teachers, learners and parents (Mr. Goodman).

The interviews of the teachers in the three schools shared some views with regards to ownership of decisions. They mentioned that decisions were taken collectively in their schools. They indicated that they were part of the decision-making resulted in them taking ownership of those decisions. They mentioned that they had healthy discussion with the entire staff members and the school management team pertaining school matters. The school management team implemented agreed decisions and everyone owned those decisions. In addition, they mentioned that the culture of working together between the school management team and the teachers were promoted. Expressing their views on ownership of decisions were the teachers from Yellow Secondary School. One of them made the following comment:

In my school, through participatory decision-making, everyone is entitled to express his or her views freely at the school. It promotes the culture of working together between the SMT and the teachers and we own those decisions (Miss Joyce).

Mr. Johnson, a teacher from Yellow Secondary School expressed on how participatory decision-making helped in terms of creating positive job satisfaction and fairness among staff members. There were in a position to discuss freely on curriculum matters. He had to say:

Participatory decision-making helps to create positive job satisfaction and fairness among staff members at school. We are in a position to discuss freely our ideas. For example, different structures and components take part in the curriculum discussions at the school and we own those decisions.

The notion of ownership of decisions was also expressed by a teacher from Red Secondary School. He highlighted the importance of participatory decision-making in the running of the school. Staff members they came up with informed decisions. This is what one of them had to say:

Participatory decision-making is important for the smooth running of the school. In my school it allows staff members to discuss freely their ideas and own those decisions. Staff members share ideas in the school and come up with informed decision (Mr. River).

Mr. Renault a teacher from Red Secondary School commented on how they took decisions collectively and owned those decisions. This is what he had to say:

In my school staff members are free to participate in decision-making. Decisions are taken collectively and we own those decisions. An example of this was, when formulating School Improvement Plan (SIP) (Mr. Renault).

The views expressed above were also emphasised by a teacher from Green Secondary School. The strengths and weaknesses of individual staff members were catered when decisions were taken. This is what one of them had to say:

Participatory decision-making gives me an opportunity to express my views and opinions freely. I gives me an opportunity to do swot analysis. When we make decisions as staff members, we cater for our strengths and weaknesses. Thereafter, we own those decisions (Mr. Goodman).

In the data generated, teachers mentioned that they shared information with their school management team members and their colleagues. The purpose was to work towards a common vision and goal at the school. They mentioned that those who were in power consolidated all their views and opinions and came up with a one voice. They shared ideas and information which benefited everyone within the school. The school improvement plan required on-going professional development within the school.

The teachers from Yellow Secondary School commented on how they shared information which resulted to the smooth running of the school. They had the following to say on the sharing of information:

In my school, I know the role and powers of the school principal, deputy-principal and head of department. We share the information together. The duty load is discussed and adopted thus resulting in the smooth running of the school (Mr. Johnson).

A teacher from Yellow Secondary School Miss Joyce highlighted on how their principal allowed school committees to share and present their year programme to staff members. She had to say:

In my school, we elect school committees and each committee has its own co-ordinator. Each committee has the power to discuss and present its year

programme to the SMT. This arrangement function well because staff members are given powers to share ideas and plan for the school programmes.

The idea of sharing of information were expressed by teachers from Red Secondary School. One of them made the following comment:

In my school we have SMT, teachers, SGB, and RCL who can take the school forward or to the other level. We share ideas and information together which benefit everyone within the school (Mr. River).

Another teacher from the same school, Red Secondary School Mr. Renault expressed his views on how their school principal allowed them to share information with school management team. He had to say:

In my school, the school management is not abusing their powers. They allow us to share information with them and with my colleagues. As a result, we understand each other and work towards a common goal and vision of the school.

The notion of sharing of information was further articulated by teachers from Green Secondary School. This teacher highlighted the importance of sharing information arguing that it gave them the opportunity to learn from one another. This is what he had to say:

In my school, we create a situation where we can learn from one another. We learn something from my colleagues and share some ideas with them (Mr. Goodman).

During the interviews with the teachers, it emerged that before they implemented agreed decisions, they interacted and shared ideas with the learners. They allowed debates and discussions before they took a decision pertaining class matters. They believed in a two way communication and the sharing of ideas between the staff and the learners. The teachers from Red Secondary had the following to say on the sharing of ideas:

In my class, I allow learners to share ideas. For example, when class rules are formulated. The learners come up with different views and suggestions. I allow them to share their ideas and they feel as part and parcel of the school. Some of their ideas become part of the school rules (Mr. Renault)

Mr. River the teacher from Red Secondary School expressed his views on how he implemented agreed-upon decisions in his class in terms of morning study period. This is what he had to say:

I normally sit down with my class and monitor what we have decided upon, look at the gaps or flaws to be rectified. I look at the implementation side such as the implementation of the morning study period. If there is something that needs to be added or rectified, we do that as a class.

The notion of sharing of ideas was further emphasised by teachers from Yellow Secondary School. They emphasized the idea of sharing ideas on the tasks to be performed in class. One of them had the following to say:

I delegate duties to my learners as a class manager. Before I delegate duties, I allow learners to share some ideas on the tasks to perform. I promote individual and group work. I maintain effective communication and transparency with learners (Mr. Johnson).

Miss. Joyce the teacher from Yellow Secondary School explained how she discussed issues with her learners such as the bunking of teaching periods. They shared ideas about the strategies on how to overcome bunking of teaching periods. She had to say:

As a class teacher, I normally organise a meeting with my learners to share ideas on class matters. I discuss issues like the bunking of teaching periods by learners. I sit down with my learners and we discuss strategies to overcome bunking of teaching periods. I use group discipline as a method to ensure participation of learners in our discussions.

Expressing the view of sharing of ideas were the teachers from Green Secondary School. One of them expressed how he interacted with learners pertaining teaching and learning matters.

I have a clear vision of what I am doing. I interact with my learners pertaining teaching and learning matters. We share ideas with them. I let them to participate in class matters and air their views. There is a two-way communication (Mr. Goodman).

Mr. Guy the teacher from Green Secondary School commented on how he discussed with his learners about the submission dates for assignment, projects and tasks. He had to say:

In my class, I share ideas with learners pertaining subject matters. We discuss on submission dates for assignment, projects and tasks. We sit down and discuss the issue and come up with a solid decision.

The findings above suggest that the teachers had common understanding and experiences of participatory decision-making. Drawing from their experiences it can be surmised that their respective schools operated in an environment characterised by a constant call for involvement of all stakeholders in participatory decision-making. The idea is supported by Pillay (2008) who states that the success of democratic schools highly depends on the inclusion of all stakeholders in decision-making processes. Stakeholders are given a fair chance to air their own views and opinions. The South African Schools Act (Republic of South Africa, 1996b), maintains that participation in decision-making is the responsibility of all stakeholders. Furthermore, the Schools Act, more especially (Section 16 a) emphasises a change from authoritarian approach and promotes the involvement of the educators, the learners, the parents, and the non-teaching staff in decision-making processes. The leadership style of the school principal played an important role in teacher's motivation to air their views. This allowed the teachers to put maximum efforts upon self-fulfillment through effective performance of professional tasks.

Viewed from Bourdieu's (2007) narratives of power, the idea of allowing the stakeholders to express their views has been deployed to capture dimensions of the implementation of participatory decision-making and power to relevant stakeholders in secondary schools. Viewed from Grant's (2006) Model of teacher leadership, leadership constructed as a process which is shared and which involves working with all stakeholders in a collegial and creative ways for the betterment of the school (Grant, 2009). It is clear from the above discussions that allowing stakeholders to air their views and opinions in decision-making yields good results. It is believed to promote good working relation within the school. It is also believed to lead to job satisfaction through good relationships with colleagues and management teams. In addition, it enables various stakeholders to exercise their creative and innovation. The findings from teachers suggest that principals played their role of creating positive milieu that provides increased recognition, self-esteem and opportunity for self-actualisation for all teachers at their schools.

The findings above suggest that participatory decision-making provided teachers with opportunities to better understand decisions made and rationale for them; how they were affected by them, and it created a forum to share their fears, worries and concerns. Mokoena (2012) posits that teachers tend to have a sense of ownership of change initiatives and eventually offer stronger support for them in order to realise the school's goals. The teachers expressed that ownership of decisions increased their levels of commitment at school. Myers (2008) postulates that participatory decision-making encourages ownership of the decisions and facilitate the implementation of decisions. Viewed from Bourdieu's (2007) narratives of power, ownership of decisions can be described as a process on how the school principals are able to negotiate with their staff members in decision-making processes (Owens, 2008). Viewed from Grant's (2006) Model of teacher leadership, the concept of teacher leadership within a school can create opportunities for growth for both the teachers taking on the leadership role, and teachers with whom they work because they own agreed decisions. It is clear from the above discussions that teachers who were involved in participatory decision-making processes were motivated and dedicated towards their school work. They ensured there was effectiveness in the school. When teachers and other staff members had influence over decision, they were more likely to accept decisions and work diligently to implement them. I found that teachers often felt that they were treated justly when they were given opportunities to express their opinions and ideas at their schools. Teachers felt that they were valued and took ownership of decisions. Teacher motivation played a decisive role in promoting the culture of teaching and learning at school.

The findings above suggest that the school management team had to create a learning environment that promoted sharing of information within the school context. Hopkins, West and Ainscow (1996) state that any change or improvement requires that individuals learn how to do something new. Bourdieu (1997) states that habitus is based on experiences. This suggested that the active presence of previous experiences found in every school as perception, thought and behavior schemes was the product of history. Bourdieu (2007) maintains that habitus is how we see ourselves in relation to others, how to pay attention to certain things and not to others. The idea is supported by Ifeoma (2013) who posits that school management team members are agents of change and are expected to expand their schools' capacities to learn democratic values by creating learning that promotes sharing of ideas and participatory decision-making within a school context.

If interpersonal relationships were positive and harmonious, every school member wanted to give his/her best efforts which would contribute towards effective and sound decision-making. It is clear from the above findings that strategies such as the sharing of information reflected commitment and encouraged staff members at the school. The communication channels were always kept clear and open.

The findings above suggest that the teachers were more inclined to share ideas with the learners in order to contribute to the school effectiveness and efficiency. Ifeoma (2013) states that teachers are expected to learn, embrace and enact democratic values by creating learning that promotes sharing of ideas and participatory decision-making within a school context. This suggested that the teachers delegated their duties to learners as a class managers. Before they delegated duties, they shared some ideas on the tasks to be performed.

7.2.2 Participatory decision-making involved consultation among staff members

The teachers mentioned that participatory decision-making involved consultation among staff members. They argued that if all members were consulted, informed decisions were taken. They discouraged unilateral decisions by their school management team members. During the interviews, teachers mentioned that their school principals consulted them when they had to make decisions. The teachers from Yellow Secondary School had this to say about consultation:

In my school, the school management team consults staff members in matters pertaining the school. These includes the formulation of code of conduct for learners and the school safety and security policies (Mr. Johnson).

Miss. Joyce a teacher from Yellow Secondary School emphasised the practiced of consultation in her school by the school principal. This is what Miss Joyce had to say:

Consultation is practised in my school. It is not only the principal and the SMT who deal with school matters, but we are also involved and consulted as teachers, through staff meetings and briefing.

The notion of consultation was also re-iterated by the teachers from Green Secondary School. They mentioned that their school principal consulted them when he had to make a decision. This is what one of them had to say:

In my school, the school principal consults us when making a decision. He does not take a decision unilaterally. The school principal usually calls a staff meeting. We debate issues and reach a consensus (Mr. Guy).

Commenting on the issue of consultation, Mr. Goodman a teacher from Green Secondary School expressed that he belonged to a school and he was also affected by the decisions that were taken at his school. He had to say:

I belong to the school and I am also affected by the decisions that it makes. In my school the school principal consults us when a decision is to be taken. For example, supervision of study. It is a good thing and it needs everyone within the school to be consulted in taking that decision (Mr. Goodman).

Expressing the views on consultation were teachers from Red Secondary School. They highlighted that the school management team tabled motions to be discussed at a staff meeting. They consulted them and the school came up with a unique solution. This is what one of them had to say:

In my school, the school management team table the idea to us. They consult us to have an input in that idea. In that meeting, staff members come up with a unique solution so that everyone own that decision (Mr. River).

The findings above suggest that the teachers encouraged teamwork among learners in their schools. They ensured every learner participated in decision-making. Yukl (2013) affirms that quality decisions are more likely when the teachers are involved in participatory decision-making process. It is clear from the above discussion that the leadership style of the teacher was to harness all the learners to be happy and worked as a team for the realisation of the school's objectives and aims. Therefore, teacher had to encourage teamwork among learners. The discussion below details the data from the teachers on how participatory decision-making hinders them to function effectively in their schools.

The findings above suggest that the teachers supported the idea of consultation as an important element of participatory decision-making processes. A successful teacher required a culture of trust, authentic dialogue, consultation, care and a collective commitment to the success of the new developments (Harris & Muijs, 2005). Teachers were the most important stakeholders in the school, and a high quality education system depended on high quality teachers. The quality of school education depends on consultation and devotion of teachers. Positive change in schools could not be realised without a proper consultation and participation of teachers. Kim (2000) posits that to keep the teachers' morale high is critical to the success of education reform.

Viewing from Grant's (2006) Model of teacher leadership theory, successful teacher leadership, is when teachers are not excluded from leadership practices in any of the four zones but can involve themselves in decision-making across all four zones as and when the need arises. It is clear from the above discussion that participatory decision-making procedures such as consultation reflected relations such as commitment within the staff members. If staff members were consulted, they were motivated and they maximised their potential within the school. The involvement of teachers ensured empowerment and promoted co-operation within the school.

7.2.4 The exercise of power and government policy constraints

The findings from the teachers suggest that their views about the powers they had emanated from policy provisions of Department of Education. They exercised their powers based on personal administration measures (PAM document). They mentioned that they discussed and debated school issues but at the end, the final decisions came from the school management team. All participants indicated that they participated in decision-making but their participation seemed to be limited to the post level that they occupied at their schools. As teachers, they had minimum powers and their role seemed to be limited to their subject areas and classroom teaching. The teachers from Yellow Secondary School emphasised that they have powers but to a certain level. One of them had this to say on their constraints powers:

As a teacher, I have power but to a certain level. As a teacher If I fail to resolve a certain issue at the school using my power as a class teacher, I handover the matter

to another level, either to my grade controller or my HOD it depends on the extent of learner discipline (Mr. Johnson).

Miss Joyce the teacher from Yellow Secondary School expressed her view that the majority of decisions relied on the SMT which is the authority of the school. This is what she had to say:

To me, the majority of decisions rely on the SMT which is the authority of the school. I believe that SMT take decisions because they are aware of what is happening in the school. At the school we discuss and debate issues but at the end of our discussion, the final decision comes from the SMT.

The notion of constraint powers was further mentioned by the teachers from Green Secondary School. They emphasised that their powers were limited to learners as their subject teachers and also as class teachers. This is what one of them had to say:

I establish a good working relationships with learners at school. I believe that I must not abuse my power as a class teacher. I exercise my power with learners accordingly. I believe in discussions with my learners (Mr. Goodman).

A similar view was expressed by Mr. Guy a teacher from Green Secondary School. Their school principal allowed them to exercise their power to a certain level. This is what Mr. Guy had to say:

If the school principal wants the school to be dysfunction, he/she can run the whole school by himself/herself by imposing things. I understand as level one teachers, we have limited powers. Our school principal allow us to exercise our power to a certain level.

The notion of constraint powers was further emphasised by teachers from Red Secondary School. They expressed that relevant stakeholders such as SGB, RCLs, teachers, learners, parents, and non-teaching staff had powers which are mandated by the Department of Education. One of the teachers made the following comment:

In my school we have SMT, teachers, learners, RCL, SGB, parents, all those people have some powers in the school. They have powers because of their positions mandated by the department of education. Sometimes our principal simply comes to us and impose some of the SMT decisions. In addition, sometimes the deputy-principal or HoD come to us and exercise their powers which are based on departmental prescripts or core duties (Mr. River).

Mr. Renault a teacher from Red Secondary highlighted the discouragement on the top-down management style. The imposing of decisions was not recommended. He commented as follows:

I strongly believe that the top down management style is to be discouraged in schools. I believe that participatory decision-making is to be encouraged as it allows staff members to be part of decision-making in schools. Imposing power is not recommended at all. I can make an example of progress learners. In that case, school principals were not consulted and were not given the chance to air their views. It means even school principals have limited powers. They simply inform us about the policy on learner progression. As teachers we have limited powers.

During the interviews with the teachers it emerged that they worked hand in hand with their superiors and they took decisions jointly. The school management team allowed debates and discussion and thereafter they took joint decisions. Similarly, teachers also allowed learners to partake in class activities, thereafter they implemented agreed decisions. It made it easier for both the teachers and the learners to perform their duties up to a maximum level. The teachers from Red Secondary School commented that people supported a decision if they were part of it. One teacher from Red Secondary School had to say:

When you know that people support a decision, it becomes easier to implement it. When it is easier to be implemented, it becomes effective. I have an example of invigilation time-table in my school. After a lengthy discussion, we reach a consensus. There was a burning issue within the staff of members who did not want to invigilate longer hour papers. They were using power of having a long service in the school. We were able to bring the issue into an invigilation committee. We solve the matter amicably (Mr. Renault).

Mr. River the teacher from Red Secondary School emphasised the importance of promoting collective decisions. It had a positive impact on harmonious relationships at school. He commented as follows:

Participatory decision-making promotes collective and joint decisions among staff members at the school. I allow discussion and debates in my class and thereafter we make joint decision. As a result, I manage my class smoothly and harmoniously.

The idea of implementation of agreed decisions was re-iterated by the teachers from Yellow Secondary School. They articulated that it made easier for them to perform their duties. One of them had to say:

Participatory decision-making makes it easier for me to perform my duties up to maximum point. We take joint decision with learners in terms of target pass rate for Mathematics. It creates a positive environment which makes it possible for me to instill the culture of teaching and learning in my class (Mr. Johnson).

Miss. Joyce the teacher from Yellow Secondary School also emphasised on how she allowed participation of learners in class matters. She made the following comment:

I am the class teacher. It allow for participation of learners in my class pertaining class matters. Decisions are taken jointly and it becomes fair to everyone. For example, class rules and regulations.

The notion of implementation of agreed decisions was further articulated by teachers from Green Secondary School. They highlighted that when decisions were taken jointly, it increased the quality of work at school. One of them had to say:

It makes my work easier because I involve myself and share ideas with my class learners. In our discussion we take decisions jointly. As a teacher I take those decisions that make me to grow. I support productive programmes at the school (Mr. Goodman).

The teacher from Green Secondary School Mr. Guy made expressed his views on how informed decisions increased the level of quality of work at school. The implementation of agreed-upon decision had a positive results.

Participatory decision-making ensures there is an increase in the quality of school work. As a teacher, I take informed decisions and make it easier for me to implement agreed decisions.

The findings above suggest that teachers their powers based on the mandates from Department of Education. Therefore, teachers enjoyed certain powers in the schools as provided for in the policy and they had to follow protocols in terms of policy provisions. Teachers are more likely to participate in decision-making if they perceive that their own ability to contribute to decisions is high at their school (Smylie, 1992). Viewing from Bourdieu's (2007) narratives power theory, all individuals globally bring to the competition all the relative power which were mandated by the

Department of Education at their disposal. Individuals used the available strategies afforded to them in their habitus to gain their individual interests within a specific field which can be shown to function according to such a logic or rules. Lingard, Rawolle and Taylor (2005) affirm that Bourdieu's theorising and his concepts of field, habitus and capital can be productively utilised in the effects of globalisation on policy processes in education. It is clear from the above discussion that teachers were mandated to exercise the delegated powers by some rules or administrative orders of the Education Department. The teacher adhered to the departmental policies.

The findings above suggest that the teachers participated in school activities when decisions were taken, and they were jointly taken. It made their duties to be easy because of democratic processes within the school. Bailey and French (2007) postulate that participatory decision-making seeks to increase the quality of the decision process, essentially because it brings more minds to bear on the issues of implementing agreed decisions. It is clear from the above discussions that implementing agreed decisions reflected commitment and development among teachers at the school.

7.2.4 Delegation of tasks to learners in their classrooms

All the teachers mentioned that they had shy learners in their classrooms. They mentioned that they considered them when they taught in their classes. They gave them extra work and tasks to do. The purpose was to address their problem of shyness. They provided them with directions and guidance towards their school work. Moreover, they gave them some leadership roles to perform in classes. To address the problem of shyness, they allowed them to express their views in a form of writing. The teachers from Yellow Secondary School commented on how they accommodated shy learners in their classrooms by delegating to them minor activity. One of them had to say:

I accommodate shy learners in my class. When I am teaching Mathematics, I give them activities to perform. Even if it is a minor activity, I appreciate them as matter of encouragement. I accommodate shy learners by promoting group work in my class. I assign each a group a task to present, each member of the group is given an opportunity to present. In that manner, shy learners are accommodated. I monitor them in their discussions. After presenting, I acknowledge their

achievement and commitment at the school. Through acknowledging their performance, it boosts their morale (Mr. Johnson).

Miss Joyce the teacher from Yellow Secondary School emphasised the importance of giving activities to shy learners when she is teaching. She gave them individual or group tasks to perform. She commented as follows:

I have shy learners in my class. What I normally do, whenever I teach in class, I give them some activities to perform. I give my learners written tasks or group tasks to perform. What I have notice with shy learners is that they don't speak in front of the class but they share their views and knowledge through paper writing. I divide learners into groups and learners themselves elect a presenter. I ensure that each learner is given an opportunity to present, in that manner even the shy learners get the chance to present.

Teachers from Red Secondary School highlighted the importance of assigning some tasks to shy members to perform in a class. It gave them the platform to air their views. Mr. River had to say:

I understand people have different personalities. Within my class, I have shy learners who does not want to be part of class discussions. They don't want to express their ideas. I motivate them by assigning some tasks to perform in the class. In other words, I am addressing their shyness by giving them the platform to air their views. On the other side, I have learners who are shy when it comes to discussing and debating school matters but they are very good when it comes to gossiping (Mr. River).

A similar view was expressed by Mr. Renault the teacher from Red Secondary School. He emphasised the strategy of allowing shy learners to express their views in a form of writing. He commented as follows:

In the case of shy members or learners in my class, I allow shy learners to express their views in a form of writing. Whatever their suggestions and inputs, they put them in a form of writing. Another strategy I use, when there is a matter on hand and it needs a debates and discussion and we are at loggerhead. What I normally do, I recommend voting in class. It means even shy learners they express their views through voting.

The notion of delegation of tasks to shy learners was re-iterated by teachers from Green Secondary School. Mr. Goodman used the strategy of dividing learners into groups and ensured that each group presented in a discussion. He had to say:

I give some work to my learners. I divide them into groups and give them a topic to discuss. Each one of them is given an opportunity to present in a group. Even shy learners they present. I allocate marks for presentation in order to motivate shy learners. This is a way of involving them and allowing them to present their argument (Mr. Goodman).

Mr. Guy the teacher from Green Secondary School expressed that he catered for shy learners in his class by giving them leadership roles to perform in the class. He commented as follows:

It is quite difficult to make a shy or reserve person to participate in a decision-making process. To me, the issue of body language speaks a lot by observing the shy learners during my lesson presentation. I am in the position to observe whether shy learners agree or disagree during the discussion. I am sensitive and respectful to shy learners because they are not outspoken but I engage them. Sometimes in my class when I am teaching, I give shy learners leadership roles to perform. They become part of a group discussions and assign them some tasks to perform. In a group members are four to five, and is a sizeable number. Involving them addresses the issue of shyness.

During the interviews, it was evident that teachers used their powers to provide directions and guidance to learners. They applied mostly their powers when it came to class and learners matters. For example, they demonstrated this during the elections of class monitors. In addition, they also provided directions and guidance to the learners on subject choices when they were registering for Grade 10. The teachers from Yellow Secondary School had this to say on providing directions and guidance to the learners:

I am the subject-head for mathematics in my school. I moderate Mathematics papers for Grade 8 to Grade 10. Even though I have power to make decisions but I allow the sharing of ideas. In our discussions, we take minutes and sign the attendance register. We submit our agreed views to the HOD to look at them for

approval and implementation. These include dates for moderation. I give direction and guidance to my colleagues (Mr. Johnson).

The teacher from Yellow Secondary School Miss. Joyce explained how she managed the situation in her life orientation class. She made the following comment:

I am a life Orientation teacher for Grade 10. I am teaching a class of 63 learners of which 60 are boys and 03 are girls. The class is dominated by males whereas I am young and a novice teacher. Whenever I go to class, there is a high level of noise, disturbances and most of learners are repeaters. To handle the situation, I exercise my power of influence by informing the Grade 10 controller and my Head of department to deal with the situation. The three of us, myself, grade controller and HOD went to the class and had a talk with the learners. We were able to arrive at an informed decision.

The teachers from Green Secondary School expressed how they considered the departmental policies when exercising powers to learners. One of them had to say:

As an educator I have limited powers. In most of the time, I exercise my power to learners. For example, giving them time frame to submit formal tasks. I ensures I apply my powers accordingly. I consider the departmental policies (Mr. Goodman).

A similar view was expressed by Mr. Guy the teacher from Green Secondary School on exercising his power when it came to the writing of test. This is what he had to say:

As a teacher in my school, I exercise participatory decision-making by communicating with learners. I exercise my power when it comes to the writing of test. I inform my learners prior about dates for writing Physical Science test in Grade 10.

The teachers from Red Secondary School explained on how they used their legitimate powers to provide guidance to learners. They highlighted how they controlled learning activities at their schools. One of them made the following comment:

As a teacher I have legitimate power in learners. When I stand in front of learners, learners see me as someone who can control learning activities in the class. I use my power to provide direction and guidance in my class. I humble myself in front

of them so as to feel free to share their ideas. Even if they have burning issues, they are free to come and report to me (Mr. River).

Mr. Renault the teacher of Red Secondary School expressed how he used his power to influence learners in his class. Through his influenced, the class responded positively. He had this to say:

In my class as a class manager, I have the power to provide direction and guidance to my learners. For example, on the issue of class fundraising. I influence them to pay R5 as a means to fundraise for Class project. I exercise my power to influence them to pay. As a result, the entire class pay the amount.

The findings above suggest that the teachers delegated some tasks to their learners. When delegating tasks, they also considered for shy learners. Aaron and du Plessis (2014) contend that participation in decision-making provides a way of empowering the staff and nurturing of leadership skills. By allowing shy members to participate in decision-making, it resulted to the improvement of school programmes. Viewing, Bourdieu's theory suggests that habitus is the product of history and of, assigning tasks and new experiences. The theory described the way the shy members perceived experience and recognised the social practice in which they were engaged and ultimately practised this again as habitus. It is clear from the above discussions that for the transformational change to take place in schools, everyone should participate in decision-making, even the shy members.

The findings above suggest that the teachers used their professional ability, experience and strategies to exercise power of influence to the learners and bring authority in the classroom. Tan (2010) postulates that teachers are mandated to articulate vision and goals of the school. They ensured that they applied their powers accordingly in order to fulfil the vision and goals of the school. It is clear from the above discussion that teachers had powers to provide direction and guidance to their learners more especially on class matters.

7.2.5 Dynamics of participatory decision-making and power

The findings from the school principals and also from HODs have suggested that decisions were implemented and also that its implementation was effective. The effectiveness of their implementation was attributed to the fact that all relevant stakeholders had actively participated in

their construction and ownership of decisions had been achieved. I could not dispute such narratives mainly because, the teachers in this study have confirmed that through ownership and sharing of information, decisions that had been agreed upon were implemented and the vision of the school was adhered to. However, the data also indicates that there were some challenges too in that regard. They were challenges related to the implementation of decisions and irregular applications of legitimate power. All teachers that participated in the study state that not all decisions were successfully implemented all the time. As a result, some of the teachers developed negative attitudes towards decisions taken and did not embrace them. Their main concerns were that after they deliberated on issues during staff meetings, school management did not implement those decisions agreed upon. This is what the Principal of Green Secondary School had to say about implementation challenges:

The challenge that I encounter in my school is the issue of non-implementation of some of the agreed-upon decisions. After we take a decision in a staff meeting, I find that sometimes, our decisions are not implemented. It is demotivating us as Post-Level One educators. (Mr. Goodman)

A teacher from Green Secondary School Mr. Guy shared similar thoughts on implementation challenges. He highlighted the programme of turnaround plan of which it was agreed-upon by staff members. The programme promoted the teaching of morning classes. He commented as follows:

As a staff we take a decision to teach the morning classes as a turnaround plan. The purpose is to improve the pass rate at the school. It was presented and discussed at a staff meeting at the school. We accepted the idea as teachers. My problem is the non-implementation of agreed decision by school management for the turnaround plan.

Teachers from Red Secondary School also commented on the issue of non-implementation of agreed-upon decisions. They highlighted that they hate to be part of decision-making and only to find that it was not implemented. They mentioned that they spent a lot of time discussing school matters but only to find that agreed-upon decisions were not implemented. One of them had to say:

I hate to be part of decision-making processes and find that it is not implemented. I have a situation like that in my school. For example, sometimes taking a decision

after spending a lot of time and only to find that the agreed decision is not implemented. In some cases, you find that those decisions are not favouring a certain group of people and end up those decisions not being implemented. It becomes a fruitless exercise (Mr. River).

Mr. Renault the teacher from Red Secondary School expressed his frustration on the non-implementation of agreed-upon decisions. He blamed the school management team for the non-implementation of agreed-upon decisions. He made the following comment:

I encounter challenges when it comes to the implementation of an agreed decision by the staff members. I find that the school management team is not implementing agreed decisions. As a result, some of the teachers are not adhering to the decision. I have an example of homework policy where it is not followed or implemented at the school. As a result, it hinders the progress of the school to find that only few learners are doing homework.

The teachers from Yellow Secondary School highlighted that the non-implementation of agreed-upon decisions hindered the school progress. It resulted to the non-implementation of school policies. This is what one of the teacher had to say:

To me, participatory decision-making hinders mostly when there is non-implementation of an agreed decisions. After a staff meeting, I only find that some of the decisions are not implemented in my school. I have an example of invigilation policy during the examination. It is not implemented in my school. Teachers are not adhering to an agreed decision (Mr. Johnson).

In the data I generated, it was evident that teachers were much concerned about the imposing of decisions by the school management team. They mentioned that sometimes the school management team simply used their powers to impose decisions without any consultation. Some of the teachers mentioned the issue of duty load, class teachers' allocation, policy around the issuing of leave forms as well as the policy on photocopying as examples where imposition occurred. They mentioned that working in such conditions did not enable them to perform up to their maximum level. The teachers from Red Secondary School expressed their views on the abuse of power. This is what one of them had to say:

Power hinders mostly especially when senior management abuses their position. I have an example of a situation where my HOD impose to me to monitor and control leave forms in our department. I have to issue leave forms to educators who were absent and take them back to deputy-principal administration. Teachers mention various reasons for not being present at school. It becomes very difficult for me because this duty was delegated to me not because I am failing to perform the duty but because they themselves were failing to monitor and control leave forms Mr. Renault).

In support of the view expressed in the extract above, Mr. River, a teacher from Red Secondary School highlighted on how the photocopying policy was imposed to them. It resulted to the dysfunctioning of the school. It became very difficult to use school photocopying in case of emergencies. He had to say:

As the teacher, I have learnt to tolerate some decisions. I have an example of photocopying policy which was imposed to us. There was no discussion or involvement of staff members in that decision. The policy is saying I must submit my work 3 days before to administration staff for photocopying documents or class activities. I experience a challenge when it comes to emergencies but I follow the policy.

Teachers from Yellow Secondary School expressed the abused of power by the school management. They highlighted on how their head of department simply imposed duty load without consulting them. One of the teachers had to say:

I have problem in my department. Sometimes the head of department simply imposes decisions to us. For example, duty load without discussing with us. This is an indication that there is no two-way communication in the department (Mr. Johnson).

Miss. Joyce, a teacher from Yellow Secondary School expressed her views on how the school management team abused their powers. The cycle was not discussed with teachers. The management simply imposed to the on six days cycle. This is what she had to say:

It does happen in my school that sometimes the SMT members decide on the duty load for us as teachers. The SMT simply uses their powers to impose on us without

proper consultation. One example was when decision was taken to, have 6 teaching periods per day.

The views on the abused of power was also shared by teachers from Green Secondary School. They highlighted the issue of study supervision of which it was not properly consulted. This is what one of them had to say:

The school management team sometimes impose decisions to us as teachers. It becomes very difficult for me to comply with those decisions. For example, study supervision. I don't comply to impose decisions. I regard myself as an important stakeholder and I need to air my views and opinions (Mr. Goodman).

A similar comment was also made by Mr. Guy, a teacher from Green Secondary School. He expressed that excessive use of power hindered the school progress. This is what Mr. Guy had to say:

Excessive use of power hinders the school progress. For example, our principal impose to us to submit items to the office three days before for photocopying. I encounter problem when I have to add some documents for photocopying after three days. It hinders my work progress in my class. I have to wait for another three days for submission.

The findings above suggest that there had been increased criticism regarding the process of non-implementation of agreed decisions by the school management team members. After healthy discussions at a staff meeting and staff members reached a consensus on a certain aspect only to find that those decisions were not implemented. It is clear from the above discussion that the teachers were not adhering to school policies if the school management team was not implementing agreed policies. It discouraged to be part of decision-making processes and only to find there was non-implementation of those agreed decisions.

The findings above suggest that the teachers were much concerned about some excesses in exercising power by the school management team. Sometimes unilateral decisions bordered on what can be characterised as abuse of authority or legitimate power by school management team members. The teachers mentioned during our discussions that in some instances, the school principals simply applied a top-down approach by imposing decisions on them. On the issue of

imposition, Dryzek and Niemeyer (2003), as well as Abels (2007) postulate that top-down decision-making processes foster incidence of either complacency or rebellion among the disempowered group members. The predominantly authoritarian nature of schooling where there was imposing of decisions was evident in the three case study schools. Viewing from Bourdieu's theory of narrative power, Bourdieu (1989) defines symbolic power as world-making power, it involves the capacity to impose the legitimate vision of the social world and of its divisions. Hierarchies of power were best preserved when the social order seemed self-evident to all involved, especially the subordinate individuals in the school. Thus, relationships of inequality operated inside the school. It is clear from the above discussion that some of the school management team members were still operating around a system of imposing decisions to their members. They still believed in a hierarchical approach of management.

7.3 Conclusion

In this chapter I have presented a discussion about the findings that were elicited from semi-structured interviews with Post-Level One educator. The discussion has integrated some ideas from the theoretical frameworks as well as literature review. In a nutshell, I would like to draw the readers' attention to the essential points as they relate to the findings on the perspectives, enactment and the dynamics of participatory decision-making and power in the participating schools. The key issues relating to the findings on participatory decision-making included consultation; ownership of decisions; teachers being given a fair chance to air their views; sharing of information and the issue of limited powers. What is evident from the findings is that almost all the issues raised by the teachers were similar to those raised by the principals and the HODs. The next chapter discusses the analysis of the findings from the three categories of participants with a view to mapping out patterns which will ultimately paint a clear picture about participatory decision-making and power in the three schools.

CHAPTER EIGHT

MAPPING EMERGING PATTERNS AND THEMES FROM THE FINDINGS

8.1 Introduction

The previous three chapters (Chapters Five, Chapter Six and Chapter Seven) were devoted to the analysis and presentation of findings from the school principals, the heads of departments (HODs) and the teachers. In this chapter, I am mapping out emerging patterns and themes from the findings discussed in the three chapters mentioned above. In this chapter, I focus on the school principals, the HODs and the teachers. Through this chapter I attempt to explain, why these participants do what they do in the situations in which they work. In my attempts to elicit patterns in the findings, I begin by outlining similarities and differences among the three researched schools; similarities and differences among the communities and similarities and differences among the participants.

I then move on to identify themes that emerged from the analysis of my interactions with the three categories of the participants (Principals, HODs and Teachers). The analysis indicates that there are five key themes that characterised participatory decision and the exercise of power in the three schools, and these are (a) ownership of decisions at school level; (b) decentralisation of power within the school; (c) experiences regarding the delegation of professional tasks at school level; (d) practices of networking at school level; (e) the issues of power within the school. Towards the end, the chapter shifts the focus to explore the linkages between the findings and the two theoretical perspectives underpinning the study, and these are Bourdieu's narratives of power and participatory decision-making and Grant's (2006) Model of teacher leadership and participatory decision-making. The similarities and differences are discussed in the next section.

8.2 Similarities and differences among the three researched schools

In Chapter Four, I have described at length the profiles of the schools that participated in this study. In this chapter, I outline the emerging patterns by using similarities as well as differences among research schools. I should begin by highlighting that the location of the three researched schools

was similar. All the three schools were located in Umlazi Township under Umlazi District in KwaZulu-Natal Province, in South Africa. In addition, the three schools which were Red Secondary School, Yellow Secondary School and Green Secondary School had two phases of schooling, namely, the General Education Training (GET) Phase, which consisted of Grade 08 and Grade 09. The other phase was, Further Education Training (FET) (Doe, 1997) which consisted of Grade 10 up to and including Grade 12. The behavior of the learners was generally good across the three schools. All three schools were fenced and they all belonged to Quintiles 4. This means that all the three schools had clean piped water supply, electricity and tar road leading to the school. The quintile system is a funding formula that is used by the Department of Education to rank schools in terms of economic conditions of the population around it. The purpose of that exercise is to assist the Department of Education in determining the level of financial support that it will provide. In terms of the quintile system, the lower the quintile to which the school belongs the higher the level of funding it will get from the Department of Education and *vice versa* (Bhengu, 2013)

Looking at the National Senior Certificate (NSC) results in the past two years, it can be argued that they all fell within the category of good performing schools. I am making that claim because all of them received NSC average pass percentage which ranged from 60% to 90%. They were also differences among the three researched schools in terms of human and physical resources they had. In terms of the learner enrolment, they differed. The learner enrolment at Red Secondary School was 938 while at Yellow Secondary School it was 1147. Green Secondary School was the bigger of the two schools with the enrolment of 3068 learners. In addition, it is a comprehensive school with a diversified and specialised curriculum. Evidently, post establishment of teachers differed. The size of teachers within the school is determined by learner enrolment. In Red Secondary School they were 31 teachers, in Yellow Secondary School they were 38 teachers and in Green Secondary School were 113 teachers.

The three schools also differed in terms of their infrastructure and equipment such as computer centre, science laboratory and school library. Looking at the performance in the National Senior Certificate Examination (NSC) results for the past two years in these schools, it is evident that they differed although the average pass percentage, as I highlighted in the previous paragraph was

overall similar. Matric pass rate in Red Secondary School in 2013 was 75, 2% and in 2014 it was 77, 11%. The NSC pass rate fluctuated from year to year. In Yellow Secondary School, the NSC pass rate in 2013 was 73, 17% and in 2014 it was 72, 24%. In Green Secondary School, the NSC pass rate in 2013 was 94, 7% and in 2014 it was 96, 2 %. Green Secondary School was regarded as one of the top performing school in the Umlazi District in terms of NSC final year results. Lastly, they differed in terms of school fees. School fees for Red Secondary School was R500-00 per year while at Yellow Secondary School it was R250-00. The school fees paid by parents at Green Secondary School were R1000-00. Again Green Secondary School was the highest in terms of school fees paid by the parents as it was also the biggest school in terms of learner enrolment.

8.3 Similarities and differences in the communities

The communities in which the three researched schools were located shared some similarities and differences as well. The socio-economic status of communities in the researched schools was poor. The communities around the schools were dominated by poverty and unemployment. Most of the parents had difficulties paying the school fees. There was high level of HIV/AIDS pandemic prevalence among the community members. It had resulted to substantial number of child-headed families. The language of schooling was the same as the language of the community which was IsiZulu as a home language. The three schools were neighboured by informal settlements and they received substantial number of the learners from these informal settlements.

There were important differences among the communities as well. Education and literacy levels were not the same. The education level of the communities around Red Secondary School and Yellow Secondary School was low. Whilst, the education level of the communities around Green Secondary School was high as the school was situated next to suburb areas. I must indicate that some community members were poorer than others, some were more directly affected by HIV/AIDS than others and some had better resources and infrastructure than others. Lastly, community members belonged to different political organisations like African National Congress (ANC), Inkatha Freedom Party (IFP), Democratic Alliance (DA) and Economic Freedom Fighters (EEF).

8.4 Similarities and differences among the participants

All the participants had similar background as they all come from urban areas. In addition, they had similar educational background as all of them were fully qualified educators. In South Africa, a teacher is regarded as fully qualified if she or he has 4 year Bachelors' degree or its equivalence. The three school principals exhibited similar management styles. Three of them appeared to embrace participatory leadership approach. Their approach to leadership was characterised by inclusion of all relevant stakeholders when decisions were taken in their schools. Staff members demonstrated understanding of the vision and mission of their respective schools. Whilst all of them were fully qualified as educators, they differed in terms of their actual qualifications. The Principal of Red Secondary School had Bachelor of Education degree which is a 4 year qualification. The Principal of Yellow Secondary school had Bachelor of Education degree. The Principal of Green Secondary School was the highest in terms of academic qualifications in that he had a Doctor of Philosophy (PhD) degree. As a result, they utilised their different expertise for the benefit of their respective schools.

The three heads of departments shared similar characteristics with regard to decentralisation. They differed in terms of how they implemented them in their different schools. The six Post-level One educators displayed similar characteristics without regards their working environment. They were part and parcel of generation and adoption of the vision of their schools. They pursued creativity and innovations in the ways they do business. They differed in terms of how they enjoy their autonomy with regards to school committees. They design their own plans and submit them to their co-ordinators for designing year planner of their schools.

8.5 The key emerging pattern from the findings of school principals, heads of departments (HODs) and teachers

The discussion below details the dominant themes that emerged from the analysis of the findings from school principals, the HODs and the teachers from the three schools. The following key themes are ownership of decisions at school level; decentralisation of power within the school,

experiences regarding the delegation of professional tasks at school; practices of network at school; the importance of teamwork as the significant factor in schools and issues of power within the school. Each key theme is discussed below.

8.5.1 Ownership of decisions at school level

One of the dominant themes was that there was ownership of decisions in the three schools. It emerged in the three researched schools that participants were committed to own the agreed-upon decisions. As the participants owned school decisions, it was believed from the perspectives of the participants that ownership of decisions contributed immensely to positive attitudes of their teaching towards the school programmes. It made easy for school principals to manage their schools. This was attested to by the school principals during their interviews. For example, Mr. Raymond the school Principal of Red Secondary School articulated that he allowed staff members to participate in decision-making. He argued that it contributed to them owning those decisions and becoming committed to school programmes.

I must also point it out that due to the notion of ownership of decisions that were made the teachers shared the school's vision and mission with their school principals, and there was ownership of such vision and mission. The sense of ownership of decisions was also attested to by the three HODs. They ensured that even in their departmental meetings, they took informed decisions on subject matters. For example, Mrs. Given stated categorically that in her department, members discussed and debated subject matters. It resulted to ownership of those decisions. It indicated that members of the department displayed a sense of ownership. All the six teachers in the researched schools shared similar views with regard to ownership of decisions. It was attested by Miss Joyce the teacher from Yellow Secondary School during the interview. She maintained that her school principal allowed them to air their views freely at the school. It promoted the culture of working together between the SMT and teachers. The implications of that were that participatory decision-making increased commitment towards teaching and learning at school level. There was a manifest intention to co-operate at school level. Members within the school felt that they were part of the change and development of the school. The study showed that the increase in the teachers' actual

level of participation led to an increase in their job satisfaction. Consequently, such job satisfaction contributed to an increased organisational goal commitment by the teachers.

8.5.2 Decentralisation of power within the school

The notion of decentralisation of power was observed and institutionalised in the three researched schools. It was evident that power, authority and responsibilities were assigned to relevant stakeholders. The school principals could not do everything alone at the school, such a narrative came out strongly in Chapter Five where the perspectives of school principals were discussed. They assigned some tasks to the Deputy Principal, the HODs and the teachers. This was attested to by the Principal of Green Secondary School. He alluded to that arguing that he maintained sound relationships with his staff members. He decentralised power to the Deputy-Principal, the HODs, the teachers, the subject leaders and the subject heads. He gave them certain powers to perform at the school. The system worked for him because of a high number of learner enrolment. Staff members received staff development programmes to cater for the various needs within the school. It resulted to high level of job satisfaction. I must point it out that decentralisation of power within the school promotes professional expertise.

In addition, delegating authority and power to lower levels in the school structures, within a decentralised structural setup stimulates school effectiveness which is related to satisfaction of teachers with their supervisors and with their work. I must state that decentralisation of power by the school principal promotes effective work. The view is supported by Fullan (2010) who stated that school principals should give responsibility and authority to teachers for making some types of decisions. I must point it out that when the school principals choose to make all decisions by themselves and exclude other staff members, there is a possibility of crisis and disruption in their schools. Similar thoughts were also shared by the HODs during the interviews. They supported the decentralisation of power to their members. They delegated some of their duties to departmental members. This was alluded to by Mr. Richard the head of department of Red Secondary School. He emphasised that he shared power and responsibilities with his department. He decentralised his powers to subject head and teachers.

Further, the notion of decentralisation of power was emphasised by the teachers in the researched schools. They indicated that their powers were provided for in the personal administration measures (PAM document). This was attested to during the interviews with Mr. Goodman. He alluded to the view that he decentralised his power to learners on matters such as control register, study register, class monitors and group leaders. Chemmencheri (2012) posits that decentralisation of power and people's involvement in decision-making is the yardstick of good governance. I must point it out that when people were given the freedom to take responsibility, they started working in earnest towards achieving things on their own and possessed new dynamism. This view is supported by Hope (2012) who argues that in order for the organisation to achieve coherence, all members of the organisation must have a sense of shared values. I must point it out that the decentralisation of power is pivotal in sustaining change in secondary school. The quality and efficiency of school depends to a large extent on the effective decentralisation of power (Khan & Mirza, 2012).

8.5.3 Experiences regarding the delegation of professional tasks at school

The concept of delegation of tasks emerged prominently in all the three researched schools. It was observed among the school principals, HODs and the teachers. Staff development programmes catered for the diverse needs of individual staff members. This was attested to by the utterances of the school principals during their interviews. The study showed that the three school principals assigned duties and tasks to their members. The staff members were given responsibilities and authority to make informed decisions. For instance, Mr. Jansen the Principal of Yellow Secondary School empowered his staff members by delegating professional tasks to them. For example assigned a group of staff members to review examination policy and to report back to the staff members. Aaron and du Plessis (2014) maintain that the delegation of tasks offers a way of empowering the staff and nurturing of teacher leadership. I must point it out that the delegation of tasks to teachers by the school principals was imperative as they are the livewire of teaching and learning in schools. The three school principals found it difficult to perform the complex tasks of managing and leading the schools without widely delegating some tasks to staff members. Alexander and Van Wyk (2010) postulate that school principals are more inclined to delegate tasks to teachers who exhibit extra-role behaviours which contribute to school's effectiveness and efficiency. Extra-role behaviours entail working an extra mile to delegated tasks. This study has

brought to the surface, the fact that school principals have the power, the potential or ability to delegate tasks, and that there are huge benefits for that as well.

The notion of the delegation of tasks and power was further alluded to by the HODs during the interviews. I must point it out that the HODs exercised their delegated powers by using rules or administrative orders of the Education Department. That practice has resulted in the empowerment and nurturing of departmental members. This was attested to by Mrs. Given the HOD from Green Secondary School. She stated that they had a departmental site (structured gathering) where she delegated tasks to departmental members. Drawing from the views of the various categories of the participants, it is evident that through their delegation of tasks to their members, the development of trust among them was the outcome. In addition, trust that had developed engendered a situation where more responsibilities to departmental members were delegated. Further, participating in managerial issues broadened the teachers' focus from the immediate outcomes within their own classrooms to the organisation as a whole. It emerged during the interviews that teachers displayed a low levels of involvement in managerial issues such as setting school goals and involvement in school-wide policies if they were not empowered. Evidently, delegation of tasks encouraged teachers to learn the necessary skills for effective implementation by focusing on facilitating professional development and team building skills. The notion of delegation of tasks expanded the teachers' viewpoint and their role perception towards school goals and vision. Therefore, it emerged that teachers were committed to school education programmes because of their empowerment. In the three studied schools, the notion of delegation of tasks was further expressed by all the six Post Level One educators.

8.5.4 Practices of networking at school

The concept networking emerged as one of the dominant themes in all the three researched schools. From the perspectives of the participants, networking was a livewire for teaching and learning in their schools. The South Africa Schools Act (Republic of South Africa, 1996b) proclaims that participation in decision-making is the responsibility of all stakeholders. I must point it out that the three school principals spearheaded the promotion of networking among the staff members in their schools. They were strategic to motivate other school management team members, the teachers, the learners as well as, the non-teaching staff to embrace and enhance networking.

Strategic management prevailed in their schools for the betterment of decision-making. Horn-Miller (2013) advocates that networking is a process of collaborative discussion that respects both the group and the individual. In the three researched schools, each individual's concerns and ideas were considered by school management team members. These were attested to by Mr. Raymond the school Principal of Red Secondary School when he emphasised that he encouraged the HODs and the teachers to network amongst themselves and also with neighbouring schools for the betterment of the school. The intention was to share ideas, develop and hone their teaching skills.

The notion of networking was also promoted by the HODs in the researched schools. The emphasis was on networking within and outside the school. The intention was similar to that expressed by the principals, namely, to share ideas and hone teaching skills for the betterment of school. In addition, the issue of effective communication was also emphasised. All the above mentioned engagements led to building trust between the HODs and other members of the departments. To strengthen the argument, Khan and Iqbal (2010) maintain that the school management should motivate teachers for performance of moral obligations by way of developing trust and positive relationships. The three HODs also mentioned that they networked with good performing schools. The intention was to improve results in their departments. These were attested to by Mr. Joshua the HOD from Yellow Secondary School. He mentioned that he networked with the good performing schools and tried to draw best practices so that that he could implement those ideas for the improvement in Social Sciences subjects. Similar stories came out in my discussions with the teachers as well. Elliot (2009) posits that teachers can improve their own practices and contribute to the larger educational system in which they operate if collaborative reflective practices are explored. In the participating schools, the implication is that when teachers are given an opportunity to network with their colleagues, it enhances their sense of empowerment. In addition, it increases their quality of commitment within the school. Through engaging with the study, I had found that networking was one of the driving forces towards arriving at informed decisions. In addition, through networking, the work patterns of the school management team improved. I must point it out that networking required a high level of trust between the school principals, the HODs and the teachers. Trust is important to the creation of an environment in which the Principals, the HODs and the teachers they network within the school context.

8.5.5 Issues of power within the school

The issue of power is central to this study as the title also reflects this issue. In any case, it is inconceivable to talk about decision-making without directly or indirectly touching power issues. One reason for that is that whatever one talks about decisions and decisions-making processes, the question about who has the power to make decisions and who does not comes to the fore. Therefore, decision-making discourse inherently evokes power issues. Given the contestations and sensitivities surrounding issues of power, it makes sense that power issues are likely to impact either positively or negatively on human relations within the schools. In the same vein, the issues of power appeared in the three schools to have both the positive and the negative effects on the running of the schools.

During the interviews it emerged that sometimes the school principals and the HODs displayed authoritative approaches when dealing with the teachers. It emerged for instance, that sometimes, the school principals used their authority power to make decisions unilaterally and such practices infuriated the teachers. This is an example of negative effects that misuse of power can have on the people with whom one works within organisational setting. Whilst Celino and Concilio (2010) contend that not all decisions needs the process of negotiation, usually, it is managerial decisions or administrative decisions that can be done the way these scholars suggest. When I talk about managerial and administrative decisions, I am referring to decisions where agreement would have already been reached and it is only the implementation that would be outstanding. One example that comes to mind is a situation where it was agreed that when there is no water supply in the school, the school should be closed within the two hours after realising that water supply is not restored. In that situation, a school principal can issue an instruction to close the school without engaging in deliberation with staff members.

I must point it out that when the principal took unilateral decisions, it caused some friction with the teachers and effective functioning of the school was disturbed. Authoritative approach used by the principal engendered negative reaction of the teachers in the school. It resulted in the disruption to the running of the school. I must say that the school principal who operates around a system of authoritarianism is bound to encounter endless problems in his/her administrative and management

work. David and Maiyo (2010) posit that when the school principals chooses to make all decisions by themselves and exclude their juniors completely from the process of decision-making, crisis might result, thus disrupting the smooth running of the school. Therefore, the school principal needs to exercise their authority in a guarded manner in order to ensure effective and quality decision-making processes. This is further supported by DeMatthews (2014) who acknowledges that school principals must be cautious when choosing how decision is determined. If not, he or she may find a number of obstacles and unintended consequences. I must say that in order for school principal to be effective in his/her decision-making, it is essential to understand human dynamics within the school community. If not, it hinders them to function effectively. Porter, Morgan, Polikoff, Goldring, Murphy and Elliot (2010) posit that the school principal who do not have any effect of the school anymore and who do not trust their teachers are not sharing authority and responsibility to their staff members may adversely affect the school performance. Ratkovic (2010) purports that managers are considered to exert undue pressure on their staff and to use power immorally, in order to achieve the organisation's goals

The study also found that the heads of departments had limited powers. The powers of the HODs were restricted to Education Department policies. They implemented what was expected in their departments based on their duties and responsibilities. It emerged during the interviews that they sometimes exercised their powers by imposing decisions to their departmental members. The issue of limited powers was also displayed when the HODs had suggestions to make but such suggestions and views had to be approved by senior management (the Deputy-Principal or the Principal). Mark (2011) argues that senior management should not use their position of power negatively and rigidly, but that they need to allow for flexibility in the acceptance and implementation of the decision. I must say that the limitation of power by the heads of departments within the school is adversely affecting the school performance. Drawing from the interviews of the school principals, heads of departments and teachers, it appeared that hierarchical organisation of work and vertical responsibility by school managers caused distrust, discontent and inequality among the staff members. The study also showed that school principals against other school management team members, heads of departments against members of the department and teachers against teachers within the school system have been known as serious hindrances to the transformation of schools and participatory decision-making processes. As a result, it leads to

unimplemented decisions. The aforementioned data is corroborated by Uba-Mbibi (2011) and Butter (2012) who postulate that unimplemented decisions are frustrating and may lead to the lack of the teachers' job satisfaction. Therefore, the issues of power may hinder the school principal, the HODs and the teachers to function effectively.

8.6 Theoretical perspectives of the study

The study was underpinned by two theories which were Bourdieu's narratives of power and Grant's (2006) Model of teacher leadership. The analysis of the findings shows that participatory decision-making and the exercise of power in the three schools can be understood through the use of Bourdieu's theory of narrative power and also through the use of Grant's (2006) Model of teacher leadership. Each theory of the two theories is discussed below.

8.6.1 Bourdieu's narrative of power and participatory decision-making

Bourdieu's narration of power is captured in the use of three constructs habitus, field and capital. The use of the three constructs can be productively deployed in understanding power, particularly in the context of globalised policy processes in education.

8.6.1.1 Habitus

In the three researched schools, the concept habitus was visible. Habitus is the product of history, new experiences and the delegation of tasks. As emphasised in Chapter, Three Bourdieu's narratives of power focused on how power play itself out and be understood in the organisational structure such as, in a school situation. Bourdieu (1990) describes the way in which the school principals, the HODs and the teachers delegate their tasks as habitus. This scholar describes habitus as a product of history, as the assigning of tasks and new experiences. Examples were discussed in **Section 5.2.2.2 of Chapter Five, Section 6.2.1.7 of Chapter Six and Section 7.2.2.4 of Chapter Seven**. Habitus is powerful because it is responsible for the harmonisation of collective enterprises as the school principals and the HODs implement the agreed-upon decisions. In the studied schools, the school principals and the HODs had to implement agreed-upon decisions. Examples were discussed in details in **Section 5.2.31 of Chapter Five and Section 6.2.1.6 of**

Chapter Six. Therefore, habitus as the structure of the mind is used in the study schools when the staffs are assigned tasks by the school management team. The intention was to encourage teamwork among staff members and make use of resources available at the school to work.

8.6.1.2 Field

In the three participating schools, the concept field emerged strongly. The concept field was used as a space in which relationships of inequality operate within the school. The school as the organisation constitutes of various stakeholders struggle for the transformation within the school. There is nothing that can stop a school principal from applying hated approaches to leadership such as divide and rule. More details on the issue of abuse of power are provided in **Section 5.2.3.7 of Chapter Five, Section 6.2.3.4 of Chapter Six and Section 7.2.3.5 of Chapter Seven.** Field is like a playing field where competition takes place according to set rules. For example, in the three schools there is evidence of them adhering to powers by the teachers was the adhering to Departmental policies by the HODs and the sharing of limited powers by the teachers. Note that fields are sites of tension, competition, confrontation and struggle for various individuals. In a school situation we have people who have power bestowed upon them by virtue of their positions such as school principals, their deputies and HODs. It is therefore, important the manner in which they use their given power is participatory so that inherent benefits can be enjoyed by all for the ultimate benefit of the school.

8.6.1.3 Capital

Bourdieu used the concept capital to explain how individuals are able to assign their position in the field through the increase of symbolic capital. I must say that the idea of capital is extended in the three researched schools. Capital manifested itself in study schools in numerous ways, whether they are cultural, social, symbolic, and economic. Note that the organisational systems within the school includes the social, economic, political and cultural systems. The subsystems were highlighted at school on how the relevant stakeholders negotiate with one another. Capital analysed the sharing of information. Sharing of information was reflected in **Section 5.2.1.8 of Chapter Five, Section 6.2.1.8 of Chapter Six and Section 7.2.1.5 of Chapter Seven.**

Viewed from Bourdieu's narratives of power the notion of organisational structure were emphasised by Bourdieu's basic theoretical concepts of habitus, field and capital. They all support the ideology of participatory decision-making and power in the three researched schools.

8.6.2 Grant's (2006) Model of teacher leadership and participatory decision-making

In the three study schools, Grant's (2006) Model of teacher leadership emerged strongly. Grant (2006) developed a model which constructed leadership as a process which was shared and which involved working with all relevant stakeholders within the school. The model focused on the teachers taking the leadership role. In the study schools, opportunities were created for teachers to take the leadership role, and teachers with whom they work because they own agreed-upon decisions. Discussion of ownership decisions is found in details in **Section 5.2.1.2 of Chapter Five, Section 6.2.1.2 of Chapter Six and Section 7.2.1.4 of Chapter Seven**. The three researched schools ensured that teachers were not excluded from leadership practices in any of the four zones but were involved in decision-making across all four zones. Consultation was reflected in **Section 5.2.1.4 of Chapter Five, Section 6.2.1.3 of Chapter Six and Section 7.2.1.2 of Chapter Seven**. The three researched schools maintained that leadership was a process which was shared and which involved all members in a collegial and creative way for the betterment of the school. The discussion reflected more in **Section 5.2.2.1 of Chapter Five, Section 6.2.2.1 of Chapter Six and Section 7.2.2.1 of Chapter Seven**. I must point it out that Grant's (2006) model of teacher leadership creates a whole new approach in managing schools where it focused on participative leadership where all teachers feel part of the change or development and have a sense of ownership. I should mention that the two theories differed. Bourdieu's narratives power focused on the organisational structure while Grant's (2006) Model of teacher leadership focused on the leadership role of teachers at the school. It creates tension within the school.

8.7 Conclusion

In this chapter I have outlined the emerging patterns from the findings from the school principals, the HODs and the teachers. I explained the similarities and differences among the three researched schools, followed by similarities and differences in the communities and the similarities and

differences among the participants. I focused on the key emerging pattern from the findings from the school principals, the HODs and the teachers. I have also looked at Bourdieu's narratives of power and participatory decision-making and how it relates to the type of leadership that prevailed in the researched schools. I also looked at Grant's (2006) Model of teacher leadership and participatory decision-making and how it relates to the manner in which teacher leadership was promoted in the researched schools. In the next chapter, I presented the synthesis, conclusions and recommendations.

CHAPTER NINE

SYNTHESIS, CONCLUSIONS AND RECOMMENDATIONS

9.1 Introduction

The previous chapter which is Chapter Eight focused on the emerging patterns from the findings. It does this by drawing some emerging patterns and key themes from the analysis of the findings from various participants in the researched sites. This chapter presents conclusions and makes recommendations. However, before conclusions are made, a synthesis of the thesis is made with a view to show how various components cohere and lead us to the final chapter. In presenting and discussing the conclusions, critical questions that underpinned the study are used. This approach was preferred because I believe that it enables me to make a critical assessment of the conclusions so that I can make recommendations with some sort of confidence. This means that, through the use of critical questions, an attempt is being made to assess the extent to which the research questions have sufficiently been answered. This chapter begins by providing a synthesis of the whole thesis. Thereafter, the research questions are re-stated before they are used as headings to organise the discussions of the conclusions. I will then outline recommendations that were derived from the findings.

9.2. Synthesis of the study

The importance of participation generally in the issues that directly affect the people at the grassroots has been cited in government policy since South Africa became a democracy in 1994. Various policy statements were made which, amongst other things, sought to emphasise the need for stakeholder participation, including issues of decision-making. Such a discussion was outlined in the orientation of the study (Chapter One). Various debates about the merits and challenges of participatory decision-making were exposed drawing from both national and international scholarship (Chapter Two). Two theories were advanced as undergirding the study and framing the analysis (Chapter Three). The discussions on theoretical framework had a direct link with the methodological approach that was adopted for the study (Chapter Four). In Chapter Five, Chapter Six and Chapter Seven, descriptions of what emerged from conversations with various participants

are made. Chapter Eight provided abstraction from the descriptive data and attempted to show patterns and key themes that emerged from the findings in with an aim of explaining why what appears to be the case is the case. The final chapter (Chapter Nine) presents the conclusions that are drawn from both the descriptive and theoretical analysis, and the insights gained provided a basis for making recommendations.

9.3 Critical questions restated

The study focused on the following critical questions:

- What are school principals, heads of departments and teachers perspectives on participatory decision-making and power in the selected?
- How do school principals, heads of departments and teachers enact their power in participatory decision-making in the selected secondary schools?
- What are the perspectives of school principals, heads of departments and teachers on how participatory decision-making and power in the selected schools enables or hinders them to function effectively?

9.4 Presentation and discussion of conclusions

As discussed earlier in this chapter, the conclusions reached have been organised through the use of critical questions. I thought that such a strategy would assist me and the readers in better assessing the extent to which critical questions have been addressed. Therefore, in the following section, conclusions are discussed and each critical question is used as a heading under which the first conclusions are discussed.

9.4.1 What are schools principals' and teachers' perspectives on participatory decision-making and power in the selected secondary schools?

This question highlighted above aimed to elicit empirical data around the school principals, the HODs and the teacher's perspectives on participatory decision-making and power and establish whether such understandings influenced the ways in which they practised participatory decision-

making and power in their schools. With regard to this question, the responses of the school principals, the HODs and the teachers are broken into three themes with a view to provide clear insights. These themes are: the creation of a learning environment that promotes shared information at school, the promotion of excellence in teaching and learning at school and the notion that participatory decision-making increased staff commitment to the school's programmes.

9.4.1.1 The creation of a learning environment that promotes shared information at school

Viewed from the findings discussed in the previous chapters, I can conclude that all three categories of participants regarded participatory decision-making as a critical element in the life of a school. Common among the three researched schools, was the emphasis of shared information which gave the participants fair share to whatever educational opportunities were provided. Linked to the study, I must point it out that the three school principals as agents of change created democratic values within their school context. They ensued that whenever they received information from education authorities, they availed it to their staff members, learner's non-teaching staff and parents. In that way, transparency was embraced and encouraged. The creation of a learning environment that promoted shared information at school resulted to school principals valuing their staff member's views and opinions. The three school principals exercised their authority rigidly to ensure there was effective and quality of sharing of information within their schools. The notion of shared information contributed to the school's effectiveness and efficiency in the three researched schools. A full description of shared information was found in **Section 5.2.1.8 of Chapter Five**.

In the three researched schools, the notion of shared information was displayed by the heads of departments. The sharing of information resulted in good management in their departments. Any changes in their departments were discussed and implemented. What I regarded as good practice by the heads of departments was that, whenever there was improvement contemplated in their departments, they shared that information with departmental members. The detailed discussion regarding this issue can be found in **Section 6.2.1.8 of Chapter Eight**. The idea of sharing of information was also corroborated by teachers in the three researched schools. The fact that the teachers narrate stories that principals in their schools share information with them is important.

In fact, it gives me confidence in making a conclusion that indeed, information was shared in the schools. I would have been more guarded had only received such information from the school principals alone. Through sharing of information, they developed common understanding with the school management team members about what the school was embarking upon. I can argue that such a practice contributed to the larger educational system in which they operated. To support the idea, Elliot (2009) and Somekh (2006) posit that teachers' voices can be heard if they become part of decision-making processes. In the three researched schools, I can say that, in terms of establishing an environment where information is shared across the spectrum, teachers were treated fairly because they were given opportunities to share ideas and information within the school. Such a practice enhanced the teachers' sense of empowerment. A full and comprehensive discussion of this item can be found in **Section 7.2.1.5 of Chapter Seven**. To this end, Yukl (2013) argues that participatory decision-making involves the use of various decision procedures that allow other people in a school some influence over the decisions. Leadership and management was the responsibility of a collective within the school through sharing of information.

9.4.1.2 The promotion of excellence in teaching and learning at school

The participants in the three researched schools were creating and developing a positive school climate by promoting excellence in teaching and learning at their schools. The school principals played leadership role towards strengthening excellence in teaching and learning in their schools. In supporting this idea, Chirichello (2010) postulates that a school principal is a leader in the educational organisation, and his or her main roles is to lead continuous improvement in the school environment and promote participatory decision-making. One of the strategies used by the school principals to promote excellence in teaching and learning in their schools was that the allowing the sharing of ideas by staff members. The excellence I am referring to here is teambuilding workshop. Special attention of this issue is given in **Section 5.2.2.1 of Chapter Five**. The notion of promoting excellence in teaching and learning was also illustrated by heads of departments in their schools. The strategy they used was to allow the sharing of ideas among departmental members. The excellence I am referring to here involves sharing of curriculum matters. A full description of excellence is made in **Section 6.2.2.1 of Chapter Six**. In the researched schools teachers also promoted excellence in teaching and learning. They adhered to the school vision and

mission of the school. They were seen to be empowered as they taught in a healthy environment. They set high expectations for their learners in classrooms. For instance, a teacher from Yellow Secondary School made this statement “before I delegate duties, I allow learners to share some ideas on the tasks to perform”. It is evident from the discussion that the teachers developed career commitment and set high standards of education. They promoted excellence in teaching and learning through shared ideas. It helped to develop a culture of teaching and learning at school. More details about how and why teachers shared ideas is illustrated in **Section 7.2.2.1 of Chapter Seven**.

9.4.1.3 The notion that participatory decision-making increased staff commitment to the school’s programmes

On the question of the school principals, heads of departments and the teacher’s perspectives on participatory decision-making and power in their schools, it was found that it increased staff commitment to the school’s programmes. The school principals in the study schools ensured that staff members were involved in decision-making processes. They had a notion that the greater the involvement of staff members, the better the development of their confidence and commitment. Staff members were committed to own agreed-upon decisions. Ownership of decisions resulted to an increase in the level of staff commitment towards the school’s programmes discussed in **Section 5.2.1.2 of Chapter Five**. The heads of departments also encouraged co-operation within their respective department. They ensured that members of the departments were involved when decisions were taken. That resulted in the ownership of decisions by the departmental members. In addition, it also resulted in the commitment by departmental members to school’s programmes. The section of ownership of decisions is dealt with in greater detail in **Section 6.2.2.1 of Chapter Six**. In the study schools, teachers were given opportunities to express their views when decisions were taken. It offered and opened up the space for them to own those decisions. They were committed to own the agreed-upon decisions. That resulted in their commitment towards the school’s programmes being enhanced. A full discussion of ownership of decisions can be found in **Section 7.2.1.4 of Chapter Seven**. The findings of this research showed that the greater the participation of staff members in decision-making, the greater their productivity, job satisfaction, and organised commitment. Crowther, Ferguson and Hann (2009) maintain that participative

leadership promotes staff development, commitment and a sense of ownership. I must say that by giving people a voice in the decisions that affect their lives, it increased staff commitment to the school's programmes. In this manner, putting participatory decision-making in practice within the school, necessitates the increased in staff commitment. I must also mention that conclusions that I am making in this section are not new or unique as large volumes of literature highlights similar issues in this regard.

9.4.2 How do school principals' and teachers' enact their power in participatory decision-making in the selected secondary schools?

This question highlighted above aimed to elicit empirical data around the school principals', the heads of departments' and the teachers' on how they enacted their power in participatory decision-making in the selected secondary schools. With regard to this question, the responses of the school principals, the HODs as well as the teachers are broken into three themes with a view to provide clear insights. These themes are: implementation of agreed-upon decisions at school, exercising of power within the school and developing a culture of consultation at school level

9.4.2.1 Implementation of agreed-upon decisions at school

Common among the researched schools was the notion of implementing of agreed upon decisions by the school principals, the HODs and the teachers which it was believed by the participants, yielded good results. The implementation of agreed-upon decisions resulted to job satisfaction and establishment of strong networks among the members in the researched schools. I must point it out that the appropriateness of the implementation of agreed decisions were carried out by the school principals of the researched schools. Implementation of agreed-upon decisions by the school principals provided positive effects towards the commitment of staff members. For example, thorny issues like textbook choices were discussed and agreed upon. In the three schools, quality decisions were implemented as school principals involved staff members in participatory decision-making process. A special attention of implementation of agreed-upon decisions is discussed in **Section 5.2.3.1 of Chapter Five**. The school principals initiated, facilitated and implemented agreed-upon decisions in their schools.

In the three schools, the HODs implemented agreed-upon decisions in their departments. I must say that some of the agreed-upon decisions became their departmental policies. It became easier for them to implement agreed-upon decisions as implementation promoted greater group cohesion and interpersonal connections. The notion of implementation of agreed-upon decision is discussed in **Section 6.2.1.6 of Chapter Six**. Bailey and French (2007) posits that participatory decision-making seeks to increase the quality of the decision processes, because it brings more minds to bear on the issues of implementing agreed-upon decisions. The six teachers in the researched schools allowed learners to partake in class activities and thereafter implemented agreed-upon decisions. In the three schools, the implementation of agreed-upon decisions by the school principals resulted to teacher commitment. I must say that what transpired during the interviews of teachers, implementation of agreed-upon decisions enhanced a sense of fairness and trust the teachers. A full detail was discussed in **Section 7.2.1.4 of Chapter Seven**.

9.4.2.2 Exercising of power within the school

Common among the researched schools, was power the issue of exercising power by the school principals, heads of departments. They exercised power to provide directions and guidance at their schools. The three school principals gave directions and guidance to ensure their staff members achieved their stated goals and objectives of their schools. The view is supported by Dubrin (2007) who posits that a leader must have the power, the potential or ability to influence decisions and control resources. I must say that staff members were able to accomplish schools goals because of their best leadership systems, vision and skills necessary for guiding the schools effectively. In addition, I must point it out that school principals in the researched schools had a great power to provide directions and guidance at their schools. A comprehensive discussions of how principals provided directions and guidance is discussed in **Section 5.2.2.6 of Chapter Five**. The HODs in the three researched schools interacted with their members and provided directions and guidance to them. I must say the HOD provided directions and guidance more especially on curriculum matters. Viewed from the findings presented, I can make a conclusion that through their leadership, which was characterized by transparency and sharing of power, commitment to the departmental and school goals was realised. A full description of these issues is provided in **Section 6.2.2.4 of Chapter Six**. The teachers in the three researched schools used their professional ability,

experiences, strategy to give directions and guidance to their learners. Teachers also articulated the vision and goals of the school and exercised their power to give directions and guidance for the betterment of the school. A full description can be found in **Section 7.2.2.3 of Chapter Seven**.

9.4.2.3 Developing a culture of consultation at school level

Common among the three researched schools was the notion of developing a culture of consultation at school. The school principals were crucial in developing a culture of consultation in their schools. They enacted their power by consulting different relevant stakeholders when it came to school matters. That resulted in creation of a culture of consultation within their schools as other staff members were given opportunities to air their views pertaining school matters. A full description of a culture of consultation can be found in **Section 5.2.1.4 of Chapter Five**. Through consultations, the heads of departments and the teachers also developed a culture of excellence in their schools. The notion of excellence played itself out in the form of formulation of school policies. The heads of departments in the researched schools through consultation with their departmental members built support networks and took their common purpose of effective teaching and learning to a higher level. Through consultations they shared and revealed their practices and personal experiences, and they also observed each other's practices. The notion of consultation is discussed in detailed in **Section 6.2.1.3 of Chapter Six**. In the three researched schools, the culture of consultation was also displayed by the teachers. They consulted their superiors on subject matters and also on departmental policies. I must say that through consultations, teacher's work commitment was facilitated and that it also helped to develop a culture of teaching and learning at their schools. The issues of consultation by the teachers is discussed in detailed in **Section 7.2.1.2 of Chapter Seven**. Developing a culture of consultation improved and maintained high standards of education in their schools. Through consultation, the three researched schools shared a clear and focused set of school goals, with more successful improvement initiatives in their schools. The school principals, the HODs and the teachers enhanced a culture of consultation and shared decision-making in their schools which were required in our diverse school environments. Through consultation, they perceived one another as fellow professionals.

9.4.3 What are the perspectives of school principals and teachers on how participatory decision-making and power in the selected secondary schools enables or hinders them to function effectively?

This question highlighted above aimed to elicit empirical data around the school principals', the heads of departments' and the teachers' on how participatory decision-making and power in their schools enabled them to or /hindered them from functioning effectively. With regard to this question, the responses of the school principals, the heads of departments and the teachers are broken into three sub-themes with a view to provide clear insights. These sub-themes are: sharing of power within the school; the extension of leadership at school level and the abuse of power at school.

9.4.3 1 Sharing of power within the school

The notion of sharing of power has dominated the discourse of decision-making and power throughout this thesis. Common among the three researched schools was the issue of power sharing. Leadership and management at the researched schools were the responsibility of a collective within the school. It has been highlighted in the previous sections that power sharing had a positive effect in the morale. Power sharing had a positive effect in the morale, teachers' job satisfaction and commitment to the schools' agendas and goals. The structures of management such as School Management Teams and management within various departments within the schools accommodated power sharing. The school principals allowed and encouraged the notion of power sharing and greater participation in decision-making in their schools. The issue of sharing power has come up in various themes in the finding in their schools. The issue of power sharing has come up in various themes in the findings. More details on the issue of power sharing is discussed in **Section 5.2.3.4 of Chapter Five**. For effective functioning in their schools, various categories of participants encouraged the sharing of power among the staff members. This included principals and the HODs. They encouraged it because they were convinced that it enabled them to function effectively because their members were empowered to perform some duties within the department. The issue of sharing of power to empower departmental members is discussed in detail in **Section 6.2.3.2 of Chapter Six**.

Sharing of power was also shared by teachers of the researched schools. They believed that sharing of power with the learners enables them to establish a harmoniously relationships with them and also with school management, colleagues and parents. Some of the areas where educators and learners shared power when educator giving learners time frame to submit formal tasks. This study is about participatory decision-making and how power is exercised within school context; therefore it is important that I shed light about the areas and the manner in which educators included the learner in making decisions. Some of the areas where learners were included were the dates for writing of tests. Sharing of power resulted to quality decisions at school. When I talk about quality decisions I am referring to a joint decision between the educators and the learners. The teacher from Yellow Secondary School mentioned that he took a joint decision with the learner in terms of target pass rate for Mathematics in Grade 12. Teachers ensured they shared some powers with their learners in order to harness them to be happy and work as a team for the realisation of school's vision and goals. The idea of sharing of power was discussed in more details in **Section 7.3.2 of Chapter Seven**. I must say for effective participatory decision-making to take place in schools, school structures needed to change to allow power sharing.

9.4.3.2 The extension of leadership at school level

Common among the three researched schools was the issue of extension of leadership at school level. I must highlight that the school principals did not work as lone figures as their schools. They extended their leadership because they believed that the problems in their schools were too great for one person to solve them. Drawing from Grant's (2006) work, it makes more sense that teachers should not be restricted to classroom activities or just classroom management. What happens in the classroom reflects the life of the school inside and outside the classrooms. Similarly, educators have interest not only in what is happening inside their classrooms but also those that happen outside of it. Some of the examples of the manner in which leadership was extended beyond the classroom include the delegating of staff members to lead and co-ordinate school committees. A full description of the notion that school principals cannot do everything alone at school can be found in **Section 5.2.1.1 of Chapter Five**.

The HODs extended their leadership by involving their departmental members in participatory decision-making processes. They ensured that they included all relevant stakeholders in participatory decision-making processes. Some of the instances where leadership was extended to the teachers within various departments include being the subject heads and the subject leaders. The notion of involving all members in decision-making processes in order to extend leadership in schools is provided in **Section 6.2.2.1 of Chapter Six**. In the three researched schools, the teachers functioned as leaders and decision-makers and they brought about fundamental changes in their school. It resulted to teachers putting maximum efforts upon self-fulfillment through effective performance at their schools. For example, teachers leading in class assessment programmes. A full description is discussed in **Section 7.2.1.1 of Chapter Seven**. I must point it out that the leadership style of the school principals played an important role towards the motivation of heads of departments and teachers at school.

9.4.3.3 Abuse of power at school level

Common among the three researched schools was the issue of abuse of power at school level. The school principals in the three researched schools did admit during the interview that they sometimes abused of their power. It was revealed in the study that sometimes the school principals simply imposed decisions at their schools without any consultation or participation of staff members. Such behaviours negatives affected the relationships between management and the teachers such that some kind of rebellion among staff members was mooted in the findings from the teachers. It displayed negatives in the study schools as it fostered rebellion among staff members. For instance, the school principal imposed to the teachers to supervise study. Teachers were against the imposing and resulted to defiance. A full description of the issue of abuse of power is found in **Section 5.2.3.7 of Chapter Five**. The heads of departments in the three researched schools also exercised the abuse of power in their departments. They assigned tasks and duties to subject heads of which they were not familiar with. Sometimes they limited the information to their members. For instance, one educator commented that the HOD simply forced them to attend morning classes before the school commenced. Departmental members felt relationships of inequality operated within the school. A full discussion of abuse of power is found in greater detail in **Section 6.2.3.4 of Chapter Six**. I must point it out that teachers were much

concerned about the abuse of power. They articulated their views saying that their school principals sometimes used a top-down approach by imposing decisions to them. Their views were that such behaviours were not useful and thus hindered them to function effectively. Examples of such impositions and non-consultation included situations where duty load were crafted by school management at the exclusion of the educators in any conversations about this. Sometimes, school policies were not formulated and adopted by staff members, but discussed elsewhere. When the life in the school took such a tone, the environment within the school did not enabled them to perform up to their maximum level A detailed discussion about the issue of imposition and its perceived effects can be found in **Section 7.2.3.5 of Chapter Seven**. I must therefore, say that the abuse of power at school level has the potential to derail whatever gains may been made and will negatively affect the smooth running of the school.

9.5 Recommendations

This section presents and discusses recommendations which are based on the conclusion made in the discussions in the section above. Recommendations are directed at the school principals, the heads of departments and the teachers.

9.5.1 Recommendations directed to school principals

Conclusions have clearly indicated that inclusive approaches to leadership were to a great extend utilised by school principals in this study. However, the same conclusions have also shown that there were lapses in the principals' concentration levels and reneged from the positions of inclusivity and empowerment of their staff members. There were instances where the teachers complained of being marginalized and being dictated to by management, particularly in relation to workloads and some policy implementation issues. Some teachers even mooted rebelling against the school management. Such narrative do not belong to the South African society post-1994. I would recommend that school principals need to be reminded that happy staff that is committed to the school vision and goals is difficult to keep them happy if one changes colours like a chameleon. Consistence is important in order to retain trust of the staff. Therefore, it is unwise to

abandon good practices that we all know work and antagonise staff through marginalization and exclusion.

School principals in this study have shown that they use own choices of management styles. There is nothing wrong with that. However, the problem arises when principals adopt leadership styles that disempower others within the school. I have realised that they have access to different powers. As a result, they tend to link it with their societal experiences of power. I must indicate that power and management relate directly to fundamental principles of educational management. I therefore, recommends the school principal need to use their power invested to them by virtue of their management position to create learning environments that promote shared information within the school. There is a need to open issues for discussion and shared information with the teachers, the learners, the parents and the non-teaching staff. As professional leaders and agents of transformation, school principals need to move forward, envisioning the vision and goals of the school. To be transformational leaders, school principals are required to implement agreed-upon decisions. Such responsibilities call on school principals to establish a strong networks among the staff members. In addition, they need to provide accurate information in order to strengthening communication at school. As strategic thinkers and as transformational agents, school principals need to decentralise their power to other staff members as I have emphasised it elsewhere in this report. Sharing power does not and should not suggest that one loses power and become less powerful. Various pieces of literature cited in Chapter Two and also in other later chapters have affirmed my point in this regard.

9.5.2 Recommendations directed to the heads of departments

The HOD is a leader in the educational organisation and his or her main role is to lead and provide improvement in his or her department. He or she must adhere to the vision and goals of the school in order to promote effective teaching practices in his or her department. The HOD need to ensure that the teaching environment is motivating. It requires HODs to be vigilant against complacency that may result out of past successes; they need to continuously exercise their leadership abilities in such a way that they develop a culture of effective teaching and learning at their schools. Through this study, it has become clear that the HODs displayed a leadership style of management

that considered other members within the department. However, it also emerged that there were some instances where the rights, trust in and respect of the teachers were violated or undermined by their dictatorial behaviours.

Redistribution of power is important and it has to be emphasised and must be seen to be done in the schools. The effects of ‘power to the people’ slogan have been highlighted in this study and in the literature as well. Therefore, I see no need for us to even talk about dictatorial tendencies of the HODs and school principals in the 21st century. The discussion of the findings have shown that by sharing power the school management teams becomes even more powerful in terms of school effectiveness. However, instead of capitalising on such positive energies, there were times where teachers were alienated from the influential situation where they take part in designing or sharing and embrace the view that more we share with junior colleagues, the more power we shed. However, empirical evidence from this study and also from scholarship in the literature affirm the former position which says, the more power we share, the more power we have. I think that it will be helpful if HOD and their principal counterparts could embrace ideas shared in this section in particular and in this study in general.

9.6 Conclusion

This chapter had focused on conclusions and recommendations which were informed by what transpired from the findings from all three categories of participants. The conclusions reached in this study have been organised through the use of critical questions. The first question was based on the school principals, heads of departments and the teachers’ perspectives on participatory decision-making and power in the selected secondary school. What has come out strongly in this study is the creation of a learning environment that promotes shared information at school that promotes excellence in teaching and learning at school level, participatory decision-making increases staff commitment to the school’s programmes. I have also noted with extreme disappointment that despite these proven efficacies, there were instances where school management missed opportunities to keep their staff united and alienated them through exclusionary tendencies of decision-making.

The second question was based on how the school principals, heads of departments and the teachers enacted their power in participatory decision-making in their schools. What has come out strongly in this study is the view that they used power bestowed upon them by policy to implement agreed-upon decisions at their schools, and also by developing a culture of consultation at school level. The third question was based on what the perspectives of the school principals and the teachers are regarded the manner in which participatory decision-making and power in their schools enabled them to and/or hindered them from making their schools to function effectively. What has come out strongly in this study is that when they shared power within the school, and extension of leadership at school level, the mood in the schools remained good and spirits high but when the behavior of school management swung to other end, progress was stifled and a sense of negativity prevailed. There is a need to promote and nurture participatory decision-making and power in schools. The study will contribute to the body of knowledge and literature. I am aware that my contribution is not original but I believe that perspectives from township secondary schools may be new, particularly from a township in KwaZulu-Natal.

10. References

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APPEDIX B

(PERMISSION LETTER TO THE KZN DEPARTMENT OF EDUCATION)

P.O. Box 32545

Mobeni

4060

17 October 2014

Attention: The Superintendent-General (Dr. N.S.P Sishi)

Department of Basic Education

Province of Kwa Zulu-Natal

Private Bag X9137

Pietermaritzburg

3201

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Mduduzi Innocent Ndwandwe, a PhD student in the School of Education at the University of KwaZulu-Natal, Edgewood campus. As part of my degree fulfilment, I am required to conduct research. I therefore, kindly seek permission to conduct research in three secondary schools under your jurisdiction in Phumelela Circuit, Umlazi District. The title of my study is **Participatory decision-making and power at three secondary schools in the Umlazi District: A case study.**

This study aims to explore how school principals and teachers exercise their power to enact participatory decision-making in secondary schools and their perspectives on participatory

decision-making. The planned study will focus on school principals and teachers. Semi-structured interviews will be conducted with school principals, heads of departments and teachers. Participants will be interviewed for approximately 30-35 minutes at the times convenient to them which will not disturb teaching and learning. Each interview will be voice-recorded. In addition, I will use reflective journals and documents review as a method to generate data.

Responses will be treated with confidentiality and pseudonyms will be used instead of the actual names. Participants will be contacted in advance for interviews, they will be purposively selected to participate in this study. Participation will always remain voluntary which means that participants may withdraw from the study for any reason, anytime if they so wish without incurring any penalties.

For further information on this research, please feel free to contact my supervisors, Dr. T.T. Bhengu who can be contacted on 031-2603534/ 0839475321 at the faculty of Education Leadership and Management. Email: bhengutt@ukzn.ac.za. and Dr. S.E. Mthiyane who can be contacted at 031-2601870 / 0733774672. Email: Mthiyanes@ukzn.ac.za .

My contact details: Mduduzi Innocent Ndwandwe, Tel: 031-9073236(H), 031-9075285(W), Email: mindwandwe@yahoo.com. Cell: 0721518471

Your positive response in this regard will be highly appreciated.

Thanking you in advance

Yours faithfully

M.I. NDWANDWE

APPENDIX C: (Permission Letter from the KZN Department of Education)



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Nomangisi Ngubane

Tel: 033 392 1004

Ref.:214/8/319

Mr Ml Ndwandwe
PO Box 32545
MOBENI
4060

Dear Mr Ndwandwe

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"PARTICIPATORY DECISION-MAKING AND POWER AT THREE SECONDARY SCHOOLS IN THE UMLAZI DISTRICT: A CASE STUDY"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 01 February 2015 to 28 February 2016.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education (Umlazi District).

Nkosingithi S.P. Sishi, PhD
Head of Department: Education
Date: 24 November 2014

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa
PHYSICAL: 247 Burger Street, Anton Lembede House, Pietermaritzburg, 3201. Tel. 033 392 1004
EMAIL ADDRESS: kehologile.connie@kzndoe.gov.za / Nomangisi.Ngubane@kzndoe.gov.za
CALL CENTRE: 0860 596 363; Fax: 033 392 1203 WEBSITE: www.kzneducation.gov.za

APPENDIX D
(PERMISSION LETTER TO SCHOOL PRINCIPALS)

P.O. Box 32545

Mobeni

4060

20 May 2015

Attention: The School Principal

Sample Secondary School

Dear Sir/ Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Mduduzi Innocent Ndwandwe, a PhD student in the School of Education at the University of KwaZulu-Natal, Edgewood campus. As part of my degree fulfilment, I am required to conduct research. Please be informed that I have sought the necessary permission in advance from the Kwazulu-Natal Department of Education. I therefore, kindly seek permission to conduct research in your school. The title of my study is **Participatory decision-making and power at three secondary schools in the Umlazi District: A case study.**

This study aims to explore how school principals and teachers exercise their power to enact participatory decision-making in secondary schools and their perspectives on participatory decision-making. The planned study will focus on school principals and teachers. Semi-structured interviews will be conducted with school principals, heads of departments and teachers. Participants will be interviewed for approximately 30-35 minutes at the times convenient to them which will not disturb teaching and learning. Each interview will be voice-recorded. In addition, I will use reflective journals and documents review as a method to generate data.

PLEASE TAKE NOTE THAT:

There will be no financial benefits that participants may accrue as a result of their participation in this research study.

Your identity will not be divulged under any circumstance/s, during and after the reporting process.

All your responses will be treated with strict confidentiality.

Fictitious names will be used to represent your names.

Participation is voluntary; therefore, you are free to withdraw at any time you so wish without incurring any negative or undesirable consequences/penalty on your part.

The interviews shall be voice-recorded to assist me in concentrating on the actual interview.

For further information on this research, please feel free to contact my supervisors, Dr. T.T. Bhengu who can be contacted on 031-2603534/ 0839475321 at the faculty of Education Leadership and Management. Email: bhengutt@ukzn.ac.za. and Dr. S.E. Mthiyane who can be contacted at 031-2601870 / 0733774672. Email: Mthiyanes@ukzn.ac.za .

My contact details: Mduduzi Innocent Ndwandwe, Tel: 031-9073236(H), 031-9075285(W), Email: mindwandwe@yahoo.com. Cell: 0721518471

Your anticipated positive response in this regard will be highly appreciated.

Thanking you in advance

Yours faithfully

M.I. NDWANDWE

INFORMED CONSENT

DECLARATION BY A PARTICIPANT

I..... (Full name of participant) hereby confirm that I have been informed about the nature, purpose and procedures for the study:
**Participatory decision-making and power at three secondary schools in the Umlazi District:
A case study.**

I have also received, read and understood the written information about the study. I understand everything that has been explained to me, and I consent voluntarily to take part in the study.

I understand that I am at liberty to withdraw from the research any time should I so desire.

I agree/ do not agree to audio record my interview.

Signature of Participant.....Date.....

Signature of Witness/Research Assistant.....Date.....

Thanking you in advance

Mr. Mduduzi I. Ndwandwe

APPENDIX E
(PERMISSION LETTER TO HEADS OF DEPARTMENTS)

P.O. Box 32545

Mobeni

4060

20 May 2015

Attention: The Head of Department

Sample Secondary School

Dear Sir/ Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Mduduzi Innocent Ndwandwe, a PhD student in the School of Education at the University of KwaZulu-Natal, Edgewood campus. As part of my degree fulfilment, I am required to conduct research. I therefore, kindly seek permission to conduct research with you in your capacity as Head of department in your school. The title of my study is **Participatory decision-making and power at three secondary schools in the Umlazi District: A case study.**

This study aims to explore how school principals and teachers exercise their power to enact participatory decision-making in secondary schools and their perspectives on participatory decision-making. The planned study will focus on school principals and teachers. Semi-structured interviews will be conducted with school principals, heads of departments and teachers. Participants will be interviewed for approximately 30-35 minutes at the times convenient to them which will not disturb teaching and learning. Each interview will be voice-recorded. In addition, I will use reflective journals and documents review as a method to generate data.

PLEASE TAKE NOTE THAT:

There will be no financial benefits that participants may accrue as a result of their participation in this research study.

Your identity will not be divulged under any circumstance/s, during and after the reporting process.

All your responses will be treated with strict confidentiality.

Fictitious names will be used to represent your names.

Participation is voluntary; therefore, you are free to withdraw at any time you so wish without incurring any negative or undesirable consequences/penalty on your part.

The interviews shall be voice-recorded to assist me in concentrating on the actual interview.

For further information on this research, please feel free to contact my supervisors, Dr. T.T. Bhengu who can be contacted on 031-2603534/ 0839475321 at the faculty of Education Leadership and Management. Email: bhengutt@ukzn.ac.za. and Dr. S.E. Mthiyane who can be contacted at 031-2601870 / 0733774672. Email: Mthiyanes@ukzn.ac.za .

My contact details: Mduduzi Innocent Ndwandwe, Tel: 031-9073236(H), 031-9075285(W), Email: mindwandwe@yahoo.com. Cell: 0721518471

Your anticipated positive response in this regard will be highly appreciated.

Thanking you in advance

Yours faithfully

M.I. NDWANDWE

**INFORMED CONSENT
DECLARATION BY A PARTICIPANT**

I..... (Full name of participant) hereby confirm that I have been informed about the nature, purpose and procedures for the study:
**Participatory decision-making and power at three secondary schools in the Umlazi District:
A case study.**

I have also received, read and understood the written information about the study. I understand everything that has been explained to me, and I consent voluntarily to take part in the study.

I understand that I am at liberty to withdraw from the research any time should I so desire.

I agree/ do not agree to audio record my interview.

Signature of Participant.....Date.....

Signature of Witness/Research Assistant.....Date.....

Thanking you in advance

Mr. Mduduzi I. Ndwandwe

APPENDIX F
(PERMISSION LETTER TO TEACHERS)

P.O. Box 32545

Mobeni

4060

20 May 2015

Attention: The Teacher

Sample Secondary School

Dear Sir/ Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Mduduzi Innocent Ndwandwe, a PhD student in the School of Education at the University of KwaZulu-Natal, Edgewood campus. As part of my degree fulfilment, I am required to conduct research. I therefore, kindly seek permission to conduct research with you in your capacity as teacher in your school. The title of my study is **Participatory decision-making and power at three secondary schools in the Umlazi District: A case study.**

This study aims to explore how school principals and teachers exercise their power to enact participatory decision-making in secondary schools and their perspectives on participatory decision-making. The planned study will focus on school principals and teachers. Semi-structured interviews will be conducted with school principals, heads of departments and teachers. Participants will be interviewed for approximately 30-35 minutes at the times convenient to them which will not disturb teaching and learning. Each interview will be voice-recorded. In addition, I will use reflective journals and documents review as a method to generate data.

PLEASE TAKE NOTE THAT:

There will be no financial benefits that participants may accrue as a result of their participation in this research study.

Your identity will not be divulged under any circumstance/s, during and after the reporting process.

All your responses will be treated with strict confidentiality.

Fictitious names will be used to represent your names.

Participation is voluntary; therefore, you are free to withdraw at any time you so wish without incurring any negative or undesirable consequences/penalty on your part.

The interviews shall be voice-recorded to assist me in concentrating on the actual interview.

For further information on this research, please feel free to contact my supervisors, Dr. T.T. Bhengu who can be contacted on 031-2603534/ 0839475321 at the faculty of Education Leadership and Management. Email: bhengutt@ukzn.ac.za. and Dr. S.E. Mthiyane who can be contacted at 031-2601870 / 0733774672. Email: Mthiyanes@ukzn.ac.za .

My contact details: Mduduzi Innocent Ndwandwe, Tel: 031-9073236(H), 031-9075285(W), Email: mindwandwe@yahoo.com. Cell: 0721518471

Your anticipated positive response in this regard will be highly appreciated.

Thanking you in advance

Yours faithfully

M.I. NDWANDWE

**INFORMED CONSENT
DECLARATION BY A PARTICIPANT**

I..... (Full name of participant) hereby confirm that I have been informed about the nature, purpose and procedures for the study:
**Participatory decision-making and power at three secondary schools in the Umlazi District:
A case study.**

I have also received, read and understood the written information about the study. I understand everything that has been explained to me, and I consent voluntarily to take part in the study.

I understand that I am at liberty to withdraw from the research any time should I so desire.

I agree/ do not agree to audio record my interview.

Signature of Participant.....Date.....

Signature of Witness/Research Assistant.....Date.....

Thanking you in advance

Mr. Mduduzi I. Ndwandwe

APPENDIX G

Interview Guide for School Principals

A. Biographical information of the school principal

1.1 Age: 25-35 years, 35-45years, 45-55 years and 55-65 years. Tick

1.2 Gender: Male or Female

1.3 Educational qualifications:

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1.4 Work experience (Number of years involved in education, positions held in education, etc.)

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B. Perspectives on participatory decision-making and power

2.1 As a school principal, what are your perspectives/views on participatory decision-making in your school? Please explain.

2.2 As a school principal, what are your perspectives/views on power relations in your school? Please explain.

2.3 In your experience as a school principal, how does participatory decision-making benefit various stakeholders?

2.4 In your experience as a school principal, how does power relations benefits various stakeholders?

C. Enacting/Implementing participatory decision-making

3.1 As a school principal, what strategies/methods do you have to ensure participatory decision-making in your school?

- 3.2 As a school principal, what are some of the challenges you experience as you enact participatory decision-making at school? Please explain.
- 3.3 Please share with me as a school principal, what powers do you have to exercise/enact participatory decision-making in your school?
- 3.4 How do you ensure that the reserved or shy members within the school participate in decision-making at school?

D. Dynamics of power and participatory decision-making

- 4.1 As school principal, how participatory decision-making enables/make it possible for you to function effectively?
- 4.2 As a school principal, how power enables/make it possible for you to function effectively?
- 4.3 As a school principal, how participatory decision-making hinders/make it difficult for you to function effectively?
- 4.4 As a school principal, how power hinders/ make it possible for you to function effectively?

E. General

- 5.1 To conclude this interview, what else would you like to share with me that I have not asked but you feel is of relevance to this research to better understand the phenomenon of participatory decision-making and power in schools?

APPENDIX H

Interview Guide for Heads of departments

A. Biographical information of heads of department

1.1 Age: 25-35 years, 35-45years, 45-55 years and 55-65 years. Tick

1.2 Gender: Male or Female

1.3 Educational qualifications:

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1.4 Work experience (Number of years involved in education, positions held in education, etc.)

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B. Perspectives on participatory decision-making and power

2.1 As a head of department, what are your perspectives/views on participatory decision-making in your school? Please explain

2.2 As a head of department, what are your perspectives/views on power relations in your school? Please explain.

2.3 In your experience as a head of department, how does participatory decision-making benefit various stakeholders?

2.4 In your experience as a head of department, how does power relations benefits various stakeholders?

C. Enacting/Implementing participatory decision-making

3.1 As a head of department, what strategies/methods do you have to ensure participatory decision-making in your school?

- 3.2 As a head of department, what are some of the challenges you experience as you enact participatory decision-making at school? Please explain.
- 3.3 Please share with me as a head of department, what powers do you have to exercise/enact participatory decision-making in your school?
- 3.4 How do you ensure that the reserved or shy members within the school context participate in decision-making at school?

D. Dynamics of power and participatory decision-making

- 4.1 As a head of department, how participatory decision-making enables/make it possible for you to function effectively?
- 4.2 As a head of department, how power enables/make it possible for you to function effectively?
- 4.3 As a head of department, how participatory decision-making hinders/make it difficult for you to function effectively?
- 4.4 As a head of department, how power hinders/make it difficult for you to function effectively?

E. General

- 5.1 To conclude this interview, what else would you like to share with me that I have not asked but you feel is of relevance to this research to better understand the phenomenon of participatory decision-making and power in schools?

APPENDIX I

Interview Guide for Teachers

A. Biographical information of teacher

1.1 Age: 25-35 years, 35-45years, 45-55 years and 55-65 years. Tick

1.2 Gender: Male or Female

1.3 Educational qualifications:

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1.4 Work experience (Number of years involved in education, positions held in education, etc.)

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B. Perspectives on participatory decision-making and power

2.1 As a teacher, what are your perspectives/views on participatory decision-making in your schools? Please explain.

2.2 As a teacher, what are your perspectives/views on power relations in your school? Please explain.

2.3 In your experience as a teacher, how does participatory decision-making benefits various stakeholders?

2.4 In your experience as a teacher, how does power relations benefits various stakeholders?

C. Enacting/Implementing participatory decision-making

3.1 As a teacher, what strategies/methods do you have to ensure participatory decision-making in your school?

- 3.2 As a teacher, what are some of the challenges you experience as you enact participatory decision-making at school? Please explain.
- 3.3 Please share with me as a teacher, what powers do you have to exercise/enact participatory decision-making in your school?
- 3.4 How do you ensure that the reserved or shy members within the school context participate in decision-making at school?

D. Dynamics of power and participatory decision-making

- 4.1 As a teacher, how participatory decision-making enables/make it possible for you to function effectively?
- 4.2 As a teacher, how power enables/make it possible for you to function effectively?
- 4.3 As a teacher, how participatory decision-making hinders/make it possible for you to function effectively?
- 4.4 As a teacher, how power hinders/ make it possible for you to function effectively?

E. General

- 5.1 To conclude this interview, what else would you like to share with me that I have not asked but you feel is of relevance to this research to better understand the phenomenon of participatory decision-making and power in schools?

APPENDIX J

Documents Review Guide

The documents that will be reviewed will be between the periods January 2013 to December 2014. This will include:

1. Written sources such as minutes of staff meetings where issues of school curriculum are tabulated and discussed.
2. School policies. Minutes on how school policies are formulated. Any participation of staff members.
3. School financial reports. The function of school finance committee. Who are involved shall be noted.
4. School budgets and who are involved shall be studied. Departmental budgets.
5. School year plans and who are involved shall also be attended.

Documents review will be used to compliment and corroborate the interviews and reflective journals, thus improving the trustworthiness of the findings. Documents are classified into primary and secondary sources. According to Strydom and Delport (2010), primary sources are original written materials of the author's own experiences and observation, while secondary sources consist of material that is derived from someone else as the original source.

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CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

The South African education system has undergone and is still undergoing major reforms and transformation. The preceding argument is substantiated by Mathebula (2013) who contends that South Africa has experienced changes since the first democratic election on 27 April 1994. These resulted in the introduction of a series of policy documents such as the National Education Policy Act No. 27 of 1996 and South African Schools Act (SASA) No. 84 of 1996 as amended (particularly, Section 16 A) which specifically addresses the role, functions and responsibilities of principals of public schools. The law requires the changes which alter the authoritarian approach to school leadership and management towards more participation by teachers in decision-making processes in schools. The new education system now preserved in the South African Schools Act No.84 of 1996 promotes the principles of participatory decision-making, democratisation, whereby education is used as an instrument to improve organisational performance (Mncube, 2005; Bailey & French, 2007; Joubert, 2009; Mabovula, 2009). The success of transformation is not related to the proliferation of policy documents but to the role and involvement of all stakeholders in participatory decision-making processes in a school (Van Wyk, 2004). The preceding argument is echoed by Harris and Muijs (2005) who posit that in any

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