TEACHER PARTICIPATION IN SITE-BASED MANAGEMENT IN SCHOOLS: A CASE STUDY

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TEACHER PARTICIPATION IN SITE-BASED MANAGEMENT IN SCHOOLS: A CASE STUDY

by

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Supervisor: Dr Maseko J S

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Dedication

To my loving wife Lerato, my sons Blu-Shonaphi and Sly, my parents Repson and Bettie and my late brother Thomas.

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- God the Almighty for giving me strength to persevere through thick and thin.

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DECLARATION

"I declare that TEACHER PARTICIPATION IN SITE-BASED MANAGEMENT IN SCHOOLS: A CASE STUDY is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references".

_____ _____

SIGNATURE DATE

(Mr S F Khoza)

SUMMARY

Site-based management (SBM) is recent restructuring initiative in schools. The study is carried out with the aim of investigating the extent to which teachers participate in site-based management in schools. The researcher assumes that teachers are sidelined in site-based management in schools. An extensive literature review provides a theoretical foundation of the study and exposes the nature of site-based management. The qualitative approach is used in the case study. Data are collected through interviews that were conducted between July and September 2004. The interpretive paradigm is used in data collection, analysis and interpretation.

The collected data are analysed through inductive analysis. The major research finding is that teachers are marginalised in site-based management in schools and that school-based decision making is still largely in the hands of school principals. It is recommended that principals and SMT's improve their management and leadership styles in order to allow for real participation of teachers in decision-making to take place.

Key words:

Teacher participation
Site-based management
Site-based decision making
School-based management
Decentralisation of decision making powers
Marginalisation of teachers
Teacher isolation
Case study
Collaborative governance
Top-down approaches

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