

**THE EFFECTS OF DYSFUNCTIONAL PARTICIPATIVE DECISION-MAKING PRACTICES
IN TWO ALEXANDRA TOWNSHIP SCHOOLS**

by

PAULINE KELAETSWE MOKOKA

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DECLARATION

Name: **Pauline Kelaetswe Mokoka**
Student number: **66070503**
Degree: **Master of Education Management**

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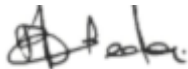
The effects of dysfunctional participative decision-making practices on teacher efficacy in two Alexandra Township Schools

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ABSTRACT

This study aimed to investigate the effects of dysfunctional participative decision-making practices at two primary schools in Alexandra Township in Gauteng Province and how the school leaders' practices affect teacher efficacy. This research holds a qualitative research approach and takes a constructivist interpretive worldview using a grounded theory design.

Interactive semi-structured interviews were conducted with 12 teachers including deputy principals and Departmental Heads from the two schools. The sample chosen was two teacher representatives, one as a teacher representative in the governing body and one from the general teacher population; the Departmental Head and the principal or Deputy Principal to represent the SMT, and the SGB secretary and treasurer to represent the SGB per school. These participants were selected because they are the schools' decision-makers and serve as the main decision-makers within the groups they represent. The data were coded, transcribed, and analysed utilising the constant comparative analysis method.

The findings of this study indicated that teachers are not included in decision-making and policies are not followed when decisions are taken. It is evident from these findings that teacher inclusion only happens to window dress the situation but not in practice. Proper consultation, communication, post-management, and training remain the top challenges. The findings of this study aspire to assist school-leading structures to effect change in their decision-making practices. Devotion and effort from all stakeholders including district assistance is needed for change to be achieved.

KEY TERMS

School-based decision-making; participative decision-making, conformity pressure; power distribution; subordinates' perception; governance, teacher efficacy; stakeholders' involvement; school leadership; participation in schools; school effectiveness; leadership styles; stakeholders.

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LIST OF ABBREVIATIONS

AGM	Annual General Meeting
CEDU	College of Education
EEA	Employment of Educators Act
GDE	Gauteng Department of Education
HoD	Departmental Head
InterSen	Intermediate and Senior Phase
LSEN	Learners with Special Needs
LTSM	Learner and Teaching Support Material
NEPA	National Policy Act
RCL	Representative Council of Learners
SASA	South African Schools Act
SGB	School Governing Body
SMT	School Management Team
WSE	Whole School Evaluation

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 THE INTRODUCTION

School-based decision-making is grounded on the fundamental principle that individuals who are affected by the decisions and have expertise regarding the decisions made, should be involved when decisions are made (Aloka & Bojuwoye, 2014). Therefore, teachers should be involved in decision-making as they have the knowledge and skills to improve on the decisions made (Hoy & Tarter, 1983) and because of a personal stake in the outcome (Hoy & Tarter, 1983).

This study supports the non-repression principle theory, which purports that all stakeholders in the school are important and that they all have something to offer and that none of them is efficient on their own. No group should enforce its views on others (Gutmann, 1987). The teachers are conceptualised as key stakeholders who are at the bottom of the hierarchy in the school and are expected to implement and promote decisions made by the School Management Team (SMT) and the School Governing Body (SGB). Therefore, they should be included in the decision-making processes by the other stakeholders.

South African schools are still struggling with the transition from the culture of commanding subordinates to becoming collegial institutions. Consequently, this makes it difficult for schools to become effective. In the view of supporting the theory of non-repression principle, the study will then adopt the collegial style of decision-making which is also known as the participative style of leadership as the advocated model that school decision-makers should be utilising in schools. This style of leadership is believed to enhance organisational effectiveness and advocates for groups discussing issues and reaching consensus (Karanja, Gikungu & Wagithunu, 2014; Shrifian, 2011). In addition, it increases the effectiveness of managers' organisational behaviour (Shrifian, 2011). It also builds teacher commitment and a climate of trust (Meintjies, 2018). This model strongly advocates for power-sharing amongst all members of the organisation who are thought to have a shared understanding of the aims of the institution (Shrifian, 2011). This is likened to

democratic leadership (Bush, 2007; Meintjies, 2018). Participation in decision-making can improve the quality of decisions and promote cooperation (Hoy & Tarter, 1983). The decision-making process may be elongated by the search for compromise, but this is regarded as an acceptable price to pay to maintain the aura of shared values and beliefs (Bush, 2007). Failure to involve teachers in the decision-making by the SGB and the SMT may lead to conflicts within the school.

Conflict is influenced by both structural i.e., sharing of resources, poor working conditions, and administrative style that is adopted by the leadership, and personal factors such as differences in personalities, poor dissemination of information, and favouritism at work by the leadership (Tshuma, Ndlovu & Bhebe, 2016). Conflicts have both negative and positive consequences in the psychological, social, and organisational aspects of the school (Goksoy & Argon, 2016).

My experience of working in different state schools has made me realise that teachers are not considered valuable participants in decision-making. I have worked at a farm, Ex-Model C, and township schools, and the decision-making practices seem to be the same. That is, teachers are not consulted on critical issues. This was validated when I became a teacher representative in the School Governing Body (SGB) and later a member of the School Management Team (SMT) as a Departmental Head (HoD). This has allowed me to work at different levels of the school hierarchy and with different stakeholders from other schools. In all the structures, teachers seem to be perceived as subordinates who should merely implement the decisions taken by the SMT and SGB. This has caused conflict between teachers and key stakeholders. Mncube (2009) establishes power relations as the key for any agreement to be reached in schools; the reason being that the key stakeholders desire to influence policy through the powers vested in them.

This study assumed that the School Management Team (SMT) and the School Governing Body (SGB) as the top decision-makers in these Johannesburg East schools, may be excluding teachers in most decisions that involve them. This might be the reason for a weakened relationship between these key decision-making structures weakened the participative practices in the school by taking critical decisions, disregarding teacher representation in the structures and the importance of

the school system. The problem might be caused by flawed communication or the pressure to conform to the group. Conformity pressure occurs when the leader in the group is powerful and other members are not willing to discuss any discrepancies and sensitive information because they do not want to contradict the leader. The unwillingness to contradict the leader then works against the mission and vision of the group (Baron, 2005).

The challenge is that the perceptions of stakeholders are that school managers know how to resolve conflict (Msila, 2013). In some cases, leaders may select individuals to suppress and increase conformity, which then results in the illusion of the group thinking that they are superior and not seek external information, which may lead to tragic consequences (Johnson & Johnson, 2013). This causes the members to discuss the information available to them while ignoring to share the same information with all the stakeholders (Reimer, Reimer & Czienskowski, 2010). Shared decision-making and shared participation in decision-making can improve the quality of decisions and promote cooperation (Hoy & Tarter, 1993)

1.2 LITERATURE PREVIEW

Mchunu (2010) reveals that the South African School Management Teams (SMTs) tend to centralise most of their leadership and management roles to themselves and not involve other stakeholders in the decision-making processes. The township schools in question are in the same situation, with the School Management Team (SMT) together with the School Governing Body (SGB) making decisions and not including the teachers in the process. Therefore, these stakeholders need to realise that, while they are given the decision-making role, they should allow other stakeholders the opportunity to voice their opinions. This change can only be successful if all stakeholders positively and actively support it.

The new education paradigm in South Africa calls for the participation of all school stakeholders in the effective management of change in schools (Mchunu, 2010). The South African Schools Act 84 of 1996 (SASA 84 of 1996) as the legislation of South African schools, acknowledges the importance of teamwork in all schools, and more emphasis is put on participatory and democratized school leadership and governance.

It stresses that all stakeholders in schools should work together in a supportive and collaborative way (Mansfield-Barry & Stwayi, 2017) to build an effective, supportive, and collaborative school culture.

Studies conducted by Tshuma, Ndlovu and Bhebe (2016), about the causes of conflict among school stakeholders, revealed that whenever there is human interaction, conflicts are bound to happen. These authors mention the administrative style used by leadership as one of the causes of conflicts in schools. These conflicts impact more on teachers as implementers of decisions taken at the school level. This is also confirmed by Goksoy and Argon (2016), in their study on the conflict at schools and how it impacts teachers. They maintain that differences of opinion, forming groups with like-minded people to find the common ground, disagreements, tension, unconformity, and lack of communication are some of the issues that might cause conflict in schools. These conflicts may arise from how work is distributed, political views, and power, amongst other things. The advice for leaders is to use non-coercive influence to direct and coordinate the activities of an organised group towards the accomplishment of group objectives (Milondzo, Samson, Seema & Seema, 2015).

To model the decision-making practice in schools, key stakeholders exercise democratic leadership and trust subordinates to participate in decision-making (Stephenson, 2018). Hayes (2015), in her talk on transformational leadership, agrees with this assertion by recommending that leaders should trust employees with projects and ideas. According to her, in every organisation, the leader holds the why and the employee holds the how. This is how organisations grow and employees feel as part of the change process. These are the expected management changes in the running of schools, which seems to be a challenge to educational managers.

A study by Smit and Oosthuizen (2011) demonstrates that problems in the education system are partly attributed to misconceptions of democracy and the weaknesses in traditional models of democracy among other things. They point out that most South African citizens show democratic immaturity because of the absence of a democratic tradition and those problems are evident in the school governance system. This is attributed to ignorance and a lack of knowledge of democratic principles. They maintain that to build effective local school governance in South Africa, training should

be provided to all stakeholders in education on deliberative democracy and the principle of responsiveness, accountability, and justification of decisions taken.

The study suggests collegial or participative leadership as the style that could be used by schools to make effective decisions; and that for decision-making to be effective, all stakeholders must be involved. The following authors affirm the importance of the collegial or participative style of leadership and how schools can use the model to affect change (Milondzo, Samson, Seema & Seema, 2015; Mchunu, 2010; DoE, 2000). This includes the importance of involving teachers in the decision-making processes (Aloka & Bojuwoye, 2014; Hoy & Tarter, 1983; Karanja, Gikungu & Wagithunu, 2014; Shrifian, 2011; Meintjies, 2018; Johnson & Johnson, 2013). Although the literature acknowledges the importance of teacher involvement in the decision-making processes, it does not show how those imposed decisions can affect the teachers outside the classroom but within the premises of the school.

1.3. THE PROBLEM STATEMENT

Most schools are still struggling to change their decision-making practices. As their primary role, school leaders should be striving to involve all stakeholders in the decision-making processes. This allows the stakeholders to work as a team to reach a high level of motivation (Marishane, 2016) and effectiveness. However, teachers are usually excluded from the decision-making processes (Lin, 2014). Lack of teacher involvement by school leaders in the decision-making processes or the imposing of decisions because of the power or authority vested in them, may have an adverse impact on the school environment and cause a strain on relationships. Other areas that are likely to be affected are individual teacher efficacy, collective teacher efficacy, teacher job satisfaction, organisational commitment, stress/burnout, and morale (Leithwood, 2006). The effects of these factors will weaken teacher performance and productivity.

It is no doubt that teachers' professional knowledge has a great influence on many aspects of the school (Lin, 2014) and all the decisions taken require their support as the implementers. The dysfunctional participative decision-making practices expose the inefficiency of the school leaders. This study aims to identify the effects of dysfunctional decision-making practices on teacher efficacy. This research studied

two Alexandra schools on their participative decision-making practices and aims to empower stakeholders on how to use participative work practices in improving the schools' effectiveness and teacher efficacy (Aloka & Bojuwoye, 2014).

1.4. THE RESEARCH QUESTIONS

- **The main question**

What are the effects of dysfunctional participative decision-making practices on teacher efficacy?

- **Sub-questions:**

- What is the understanding of participative decision-making in schools?
- How do the decision-making practices of the school leaders impact teacher effectiveness?
- What is the nature of participative/ democratic inclusion in schools?
- Which strategies can be used to enhance and model participative decision-making in schools?

1.4 THE AIM AND OBJECTIVES OF THE STUDY

Aim: This study aimed to investigate the effects of dysfunctional decision-making practices on teacher efficacy. The research studied two Alexandra schools on their participative decision-making practices and aimed to empower stakeholders on how to use participative work practices in improving the school's effectiveness and teacher efficacy (Aloka & Bojuwoye, 2014).

Research objectives:

The following were the objectives of the study:

- To determine the stakeholders' understanding of the participative leadership style.

- To determine how school leaders' decision-making practices impact teacher effectiveness.
- To determine the nature of participative/ democratic inclusion in these schools?
- To determine recommended strategies that can be used to enhance and model participative decision-making in these two schools.

1.5 RESEARCH DESIGN AND METHODOLOGY

This study investigated the effects of dysfunctional decision-making practices at two primary schools in Alexandra Township in Gauteng Province and how those practices affect teacher efficacy. These two schools are public schools and are both funded by the Gauteng Department of Education (GDE). One school was an ex-model C school, fee-paying and partly funded by the GDE while some teachers are paid by the SGB; the other school was a non-fee-paying and fully funded by the GDE. Regardless of their differences, teachers in those schools deserve to be involved in the decision-making process, whether they are paid by the GDE or SGB.

This study was qualitative and adopted the constructivist interpretive paradigm as "it sought to explore people's experiences and their views or perspectives of these experiences" (Gray, 2014). The study also aimed to describe the culture or way of life from people's perspectives and everything else that has some implicit or tacit meaning in culture (Maree, 2007:76). It also sought to understand the reasoning behind people's actions (Maree, 2007:77).

This research approach was employed to understand the reasoning behind people's actions (Maree, 2007:76). The research took place in schools that are the "naturalistic setting" (ibid) for the participants.

Data were collected through interactive, one-on-one semi-structured interviews, as it allowed for the probing and clarification of answers (Maree, 2007: 87). Interviews were recorded with the participants' permission, and notes were taken during the interviews to allow the researcher to review and ask additional questions at the end of the interviews (Maree, 2007:87). The recorder afforded the researcher time to be attentive

to the participants' responses and identify new emerging lines of inquiry that were directly related to the phenomenon being studied, explored and probed (ibid). The reflection on the interviews was done by reviewing the interview notes and listening to the tape to identify gaps that needed to be explored.

Sampling

The study was conducted in two public schools in Alexandra Township. The participants were teachers, the Senior Management Team (SMT), and the School Governing Body (SGB) members in the two public schools in the Johannesburg East District. Maximal variation sampling, which is a kind of purposive sampling, was employed to provide diverse individuals, who hold different perspectives on the chosen topic, to express their views (Cresswell & Clarke, 2018). In each school, two teacher representatives were chosen; one as a teacher representative in the governing body and one from the general teacher population; the Departmental Head and the Principal or Deputy Principal to represent the SMT, and the SGB secretary and treasurer to represent the SGB. It is not always feasible or possible to study the entire population (Goddard & Melville, 2001:34), therefore the participants in this study were selected because of the defining characteristics that made them the holders of the needed data (Maree, 2007:79). The study focused on decision-making personnel and these populations served as the main decision-makers within the groups they represented. Participants were organised into groups according to the group they represented. That is teachers, SMT, and the SGB. The schools were identified because of practicality, manageability, finances, viability, and time availability.

Data collection

Interactive one-on-one interviews were employed for the ability to provide an open conversation and the freedom for participants to discuss issues that are relevant to them while the purposeful data were gathered by the researcher according to Lambert (2019). This assisted in gaining insight into people's perceptions, understandings, and experiences of a given phenomenon (Frances, Coughlan & Cronin, 2009; Pham, 2018), related to the topic of interest (DeJonckheere & Vaughn, 2019).

Interviews were conducted in the chosen schools. These interviews were recorded, and the interview protocol included open-ended questions. According to Jacob and

Furgerson (2012), an interview protocol is not just a list of questions to be asked in an interview, but it also includes the procedure an interviewer will take; what will be asked; how the interview will be concluded; the prompts that will remind the interviewer of the information and the consent forms they need to collect. These interview protocols acted as a backup system in case the recording device did not work. Notes were taken during the interviews for further questioning at the end, if there was a need. Selected participants were briefed on the contents and expectations of the interviews. Participants were given fictitious names to protect their identities. Permission and suitable times were agreed on with the participants.

Data analysis

According to Schutt (2012:322), qualitative data analysis is an iterative and reflexive process, and it begins as data are collected. The process of reading and interpreting data continued throughout the study. Data were constantly compared through the constant comparative analysis, by "taking one piece of data (one interview, one statement, one theme) and comparing it with all others that were similar or different to develop conceptualisations of the possible relations between various pieces of data" (Thorne, 2000). This was done by comparing people's accounts with others to discover differences and similarities.

Grounded theory was also utilised in the data analysis period with a quest to build an inductive "systematic theory that is grounded in, or based, on observation." (Schutt, 2012:341). The grounded theory-building process as described by Dougherty, Su and Chung (2012), is where data are linked with concepts to the understanding of what is being studied.

Documentation is critical to qualitative research in "keeping track of what will be a rapidly growing volume of notes, tapes, and documents; it provides a way of developing and outlining the analytic process; and it encourages ongoing conceptualising and strategizing about the text" (Schutt, 2012:326). Data were transcribed and archived as soon as they were collected to preserve the information and the observations from the field.

Making a written record (transcript) of what was said for the data analysis stage is

reported as important by Maree (2007:89). This was done after the collected qualitative data from the interview notes and tape recorder were reviewed through triangulation. This helped to identify key points in the text that helped to understand and interpret raw data; and to find similarities and differences that helped to corroborate or disconfirm theory (Maree, 2007:101); and show if data gathered showed similar results when they were analysed; which then confirmed the researcher's findings (Craig, 2009:12). It "reinforces the validity and trustworthiness of the action research" (Craig,2009:123). Participants were given pseudo names and their information was coded and recorded according to the names and groups they represented. Participants were supplied with the transcript to correct facts before data were recorded to make the analysis process transparent. Data were given to the participants to verify and make corrections before recommendations were made. After the transcription of data, the relationship between concepts was "captured in a matrix that shows how different concepts are connected, or perhaps what causes are linked with what effects" (Schutt, 2012:330).

Matrix is "a form on which particular features of multiple cases can be recorded systematically or instances that a qualitative data analyst needs to examine"; and it helps to "condense data into simple categories, reflects the further analysis of the data to identify the degree of support, and provides a multidimensional summary that will facilitate subsequent, more intensive analysis" (Schutt, 2012:330).

Dougherty, Su and Chung (2012) describe coding as "a process of engaging with the data, where the researcher builds concepts about the subject and research questions from reading the data, raising more questions about the data, taking notes, comparing stories from the data, and making connections between ideas and data." Open coding was used in this study to guide the data analysis and the follow-up data collection. This was done by a thorough reading of "a section of raw data, trying to understand what was being expressed in the data, and identifying a conceptual name to describe what seems to be going on in the data" (Dougherty, Su & Chung, 2012). Field notes and recorded interviews were compared and coded and more data were collected to look for more emerging themes, questions, and patterns in the collected data.

1.6. ISSUES OF TRUSTWORTHINESS

The components of trustworthiness in research as outlined by Lincoln and Guba (1985) are transferability, credibility, dependability, and conformability. A detailed description of these was noted by the following authors, Anney (2014); Shenton (2004); Korstjens and Moser (2018); Loh (2013); Devault (2019); Nowell, Norris, White and Moules (2017). This study aimed to adhere to these to ensure that the findings were complete.

Credibility

Credibility refers to the confidence that can be placed in the truth of the research findings (Korstjens & Moser, 2018); concerned with the originality of data collected and if the findings are correctly interpreted (Anney, 2014; Shenton, 2004; Korstjens & Moser, 2018; Loh, 2013; Devault, 2019; Nowell, Norris, White & Moules, 2017). Credibility in this study was ensured by using interactive one-on-one interviews, tape recorder, and field notes to collect data; briefing the participants before data collection, asking the participants to confirm data, and archiving data in a safe place (Anney, 2014; Shenton, 2004; Korstjens & Moser, 2018; Loh, 2013; Devault, 2019; Nowell, Norris, White & Moules, 2017). Honesty was ensured by "allowing informants an opportunity to refuse to participate and to be frank from the onset" (Shenton, 2004).

Transferability

Transferability is "the degree to which the study findings can be transferred to other contexts judging by the description provided" (Korstjens & Moser, 2018). To ensure that the findings can be used in other contexts, this study provided a detailed description of how the research was conducted. A detailed description "involves the researcher elucidating all the research processes, from data collection, the context of the study to the production of the final report; and it helps other researchers to replicate the study with similar conditions in other settings" (Anney, 2014). This was done by supplying all the information regarding the fieldwork site such as "the number of organisations taking place; any restrictions in the type of people who contributed data; several participants involved in the fieldwork; data collection methods deployed; number and length of the data collection sessions; and the period over which data

were collected" (Shenton, 2004).

Dependability

For research to be regarded as dependable, it must show that if work is repeated in the same context, with the same participants, and using the same methods, it will give the same results (Shenton, 2004). Therefore, to show the consistency of this research, all decisions, data collection methods, analysis, and activities were recorded; data collected were verified by the participants before reporting, and all the interview records are kept for verification (Shenton, 2004; Korstjens & Moser, 2018).

Conformability

Conformability is concerned with "establishing that data and interpretations of the findings are not a figment of the enquirer's imagination but clearly from data collected" (Korstjens & Moser, 2018). This study ensured conformability by giving the justification and providing the basis for including any data used in the research (Devault, 2019).

The study guarded against bias and any preferences; the evidence was safely kept; research procedures were outlined; and recommendations were supported by data gathered throughout the study (Anney, 2014; Shenton, 2004; Korstjens & Moser, 2018; Loh, 2013; Devault, 2019; Nowell, Norris, White & Moules, 2017).

1.7. ETHICAL CONSIDERATIONS

"Fiduciary relationship with research participants is presented as the basis for an ethical stance of trustworthiness" (Haverkamp, 2005); and "ethics have now evolved to include issues of humans incorporating a respect for and conservation of the environment" (Shawa, 2017). Therefore, this research aimed to adhere to the following ethical research principles as maintained by King, Horrocks and Brooks (2019) and supported by Shawa (2017); Haverkamp (2005); Hammersley and Traianou (2012). These authors advise researchers to debrief participants before data collection about the aims of the research and how data will be used; avoid harm to the participants; respect and ensure that participation is voluntary and participants can withdraw at any time they so wish; acknowledge and protect more vulnerable people's rights; give comprehensive information such that they can give their informed consent; maintain confidentiality regarding any information and protect data about the participant that are acquired during the research process; and obtain permission from school

management and ethical clearance from the University of South Africa, before commencing with the research.

1.8 PRELIMINARY CHAPTER OUTLINE

The study comprises five chapters that are organised as follows:

Chapter 1: Provides a brief overview of the participative management style and its effectiveness in schools. This is an overview, scope, and context of the research. The research problem, aim, objectives, research questions, and significance of the study were also dealt with in this chapter.

Chapter 2: A literature review on decision-making practices and how they affect teacher efficacy is presented in this chapter.

Chapter 3: This chapter focused on the research design and methodology strategy employed for this study. Areas covered are population, sample frame, size, selection criteria, and data collection and analysis methods; and the validity and reliability issues were incorporated. The role of the researcher was defined together with the steps that were taken to strengthen the trustworthiness of interpretations and conclusions. Aspects of the investigation were justified and explained.

Chapter 4: Discusses the research analysis and these results were critically analysed to ascertain their contribution to knowledge in the management of public schools. The findings were then compared with the results of previous studies in a quest to find any similarities or differences.

Chapter 5: This chapter concluded with a summary of the objectives and findings of the study. All the gaps identified were summarised and the conclusions and recommendations to bridge those gaps were documented.

CHAPTER TWO

LITERATURE REVIEW

2.1. INTRODUCTION

This chapter seeks to review the related literature on how dysfunctional participative decision-making practices affect teacher effectiveness and how participative decision-making practices can be enhanced. The three main concepts which will be examined in this chapter will be decision-making, teacher efficacy, and participative decision-making; which will first be evaluated separately before exploring the causes of imposed decisions in schools and how participative decision-making can be strengthened in schools. The review of the literature will provide insights into the importance of inclusive decision-making processes and how decision-making practices impact teachers' effectiveness. And to understand the participative decision-making practice in schools; together with the strategies that can be used to enhance and model participative decision-making in schools. The answers to the sub-questions are provided through this literature review.

2.2. THE CONCEPT OF DECISION-MAKING

Decision-making is classified among the primary duties of educational management (Kipkoech & Chesire, 2011). It is an obligatory necessity for a school as a formal and decision-making structure (Herbert in Hoy & Miskel 2013), and essential expertise required by all leaders to be successful (Nikolas, 2015; Androniceanu & Ristea, 2014). Gemechu (2014) considers decision-making as the crucial base for educational leadership.

Ejekwu (2018) describes decision-making as an action in which people, resources, and money are administered to realise institutional aims. This action comprises informed decisions from contesting options. Ejekwu's (2018) study identified two major decision-making categories. The first category is normative decision-making norms that regulate behaviour, shape choices and control the options and the implementation of the expected objectives. It owes largely to a decision as a personal choice, whereupon the best value decision is chosen.

The second category is behavioural decision-making concerned with the situation and the context of the decision-maker, and it is goal oriented. The assumption is that decisions made should be based on the background of past decisions and their results. However, Dietrich (2010) challenges Ejekwu (2018)'s view that reliance on past experiences when making decisions may lead to flawed decisions, oversight, incorrect opinion and reasoning. Dietrich (2010)'s view suggests that decisions that are founded on past occurrences are not unquestionably supreme.

School management and governance are dependent on decision-making as it is utilised at all organisational and operational levels, hence the need for strong decisive leadership for every organisation (Gemechu, 2014; Mwoma, 2012). School leadership decisions bind the school's situation and future action. It penetrates each management and governance process and function (Mwoma, 2012).

There is a sequence of stages that happen in the decision-making process before a solution is found. These stages are problem identification, establishing the aim of solving that problem, collecting the essential evidence, analysing, devising a plan to solve the problem, selecting outcomes that need to be assessed, assessing the outcomes, and implementing the preferred solution (Mwoma, 2012). According to Ejekwu (2018), the decision-making process is regarded as complete only when the expected results are achieved (ibid). However, Mchunu (2010) asserts that for the evaluation process to be regarded as complete, the decision-making community must understand the process and have a clear knowledge of what needs to be evaluated and the reasons thereof. Again, Mwoma (2012) cautions that regardless of the procedure, decisions are primarily structured and are reliant on policy guidance. Mchunu's (2010) and Mwoma's (2012) studies suggest that the decision-making process is ongoing, and its completeness depends on its conformation to policy and the stakeholders' understanding of the process and expectations.

The process of judicious decision-making is the same, whether it is made by a team or a person (Kellerman in Hoy & Miskel, 2013). The same technique of unearthing the type of problem, finding suitable solutions to solve it, and assessing the results is followed (Herbert in Hoy and Miskel, 2013; Mwoma, 2012). The solution generation process must be creative in generating fresh ideas (Ejekwu, 2018) of which the choice

of identified options relies on the decision maker's priority and assessment (Mwoma, 2012). The routine is part of any management's responsibility in an effective organisation (Herbert in Hoy & Miskel, 2013). Though Mwoma's (2012) study investigated the role of teachers in decision-making and the non-inclusion of teachers by the head of a department in decision-making, it exposes the kind of practices in schools. The exclusion of teachers in decision-making indicates the school's ignorance of inclusion practice.

2.2.1. The Importance of The Leadership Style In Decision-making

The leadership style used by school leaders reflects the style adopted by the school. The adopted decision-making style by any institution, consequently, affects the effectiveness of the institution and the teachers' productivity. That leadership style eventually becomes the determinant of the extent of teacher participation (Mwoma, 2012). Therefore, leadership is undeniably an important element in the improvement of a school as a whole (Taylor, 2008; Ololade, 2012). This makes the adopted leadership habits such as staff involvement in decision-making and efficient communication essential for effective transformation (Ololade, 2012).

Schneider (2016) counsels that poor decisions in an organisation trigger despondency which may lead to disgruntled staff, instability in the workplace, and cronyism. When cronyism, through school politics, reaches a point of rewarding employees for reasons other than previously agreed on a performance-based system, the message is sent to the organisation that politicking is more important than performance. Again, if personal friendships and exchanges of favours become reasons for workplace rewards, employees tend to place their energies on those practices, not on organisational goals.

Schneider (2016) also warns of incompetent leaders who eventually surrender to the political viewpoints of the strongest workers if clear and result-driven goals are not enforced. In addition, Darioly and Mast's (2011) study submits that an incompetent leader affects both the subordinates' perceptions and interrelationships. Darioly and Mast's (2011) study proves that the subjects of incompetent leaders are dominant and more defiant when interacting with their leader than those of a competent leader. Darioly and Mast's (2011) study brings about more important points on the

subordinates' perceptions while highlighting the importance of workers' perceptions of the organisation's productivity. It is evident from this study that the productivity of an organisation depends on how subordinates perceive their leader; and again, the good or bad perceptions emanate from the leaders' lack of involvement in the task. Therefore, leadership training should never omit the technical expertise of dealing with difficult employees.

2.2.2. Who Makes Decisions In A School?

South African School leadership is divided into management and governance. The school management is the responsibility of the principal and the Senior Management Team (SMT) and governance are the responsibility of the School Governing Body (SGB). The SMT and the SGB are the school leaders (Monareng, 2016). The roles and responsibility guidelines of these school leaders are stipulated and enforced by the South African Schools Act (SASA) of 1996, with the expectation of participative practices and inclusion of teachers and other stakeholders in the school's decision-making for the betterment of the school (Naidoo, 2005). This is to ensure the basic democratic principle of representation, cooperation, patience, judicious interaction, and shared decision-making as stipulated in the White Paper 2 are adhered to (Department of Education, 1996b; Department of Education, 2000).

Mwoma's (2012) study highlights the importance of decision-making in school leadership. According to Mwoma (ibid), the expectation for school leaders to transform and guide their institutions may lead to stress due to intensified competition, the evolutionary nature of the competition, greater emphasis on product quality for customer satisfaction, economic implications, and technological evolution. This study leads to the assumption that school leaders impose decisions to meet the expectations of the world. Swanepoel (2008) on the other hand believes that increased and unmanageable workload; lack of expertise and understanding of the leadership task leads to the non-inclusion of stakeholders. The expectation to perform and the labour intensiveness of the participative style compels the leaders to make decisions alone and expect the teachers to endorse those decisions (Botha, 2006).

2.2.3. The Distinction between Leadership, Management, Governance, and Principalship

2.2.3.1 What is leadership?

Leadership is a practice where the leader leads the followers to attain good results for the organisation or the customers (Mpungose & Ngwenya, 2017). The leadership process requires continuous reinforcement of skills, induction of new employees (Pont, Musche & Moorman, 2008); sharing of power and duties among the stakeholders (Naicker & Mestry, 2013).

Bouchamma (2012) declares leadership as a significant characteristic of effective schools. This study maintains that leadership is linked to the initiation of change to reach certain goals, and to influence others to work towards achieving those goals; and is impacted by sources such as staff motivation, dedication, working conditions, school culture, and how power is distributed among stakeholders. It is guided by objectives or results and is concerned more about persuasion and agreement than force and being in power (Christie, 2010), hence the essential requirement being professionalism and expertise (Bush, 2007).

Bouchamma's (2012) study reveals the practices that should be evident in any leadership that would contribute to organisational learning. These are vision and objectives; culture, trust, and respect; structure; intellectual stimulation; individual support and the expectation of results. This study (ibid) mentioned other beneficial practices such as effective time management, teacher professional development, the delegation of duties, empowering others, acknowledging responsibilities, facilitating instructions, effectively welcoming change, collaborative planning, coordinating and evaluating teaching and the curriculum, and strategic resourcing.

2.2.3.2 School leadership

School leadership as a global focus in policy agendas (Pont, Musche & Moorman 2008), is more focused on the shared responsibilities, functions, and actions of the principal and teachers (Naicker & Mestry, 2013). School leaders influence teachers to achieve goals through their actions (Glatter, Mulford & Shuttleworth, 2003). According to Connolly, James and Fertig (2019), school leadership is obligated to deliver the kind

of education promised to the community as the clients by networking, teaming up with, and cooperating with people who have an interest in the school. According to Connolly, James and Fertig (2019), school leadership contributes to institutional learning which in turn influences school operations. They also maintain that school leaders also do some of the governance duties.

2.2.3.3 Governance

Governance focuses on the structure and process of responsibility and resilience (Glatter, Mulford & Shuttleworth, 2003). According to Naidoo (2005), governance in practice depends greatly on the action of the principal as the dominant actor.

2.2.3.4 Principalship

Christie (2010) regards principalship as management as it is assimilated into responsibility and accountability. The principalship may surpass persuasion and agreement to obligation, though not by using force. Principals are legally liable for the actions and results of the school. Christie (ibid) asserts that the success of management and governance is guaranteed if the principal merges these in a school; and if he/ she possesses skills that will integrate good governance and administrative responsibilities. The principal should be able to balance these roles (Steyn, 2002) by distributing these skills and devolving administrative responsibilities ensuring that the school's vision and values are included in the governance and administration of the school (Christie, 2010).

Lumadi (2017) further describes principals as ethical leaders who should use their moral powers to stand for their teachers' and schools' interests and that to ascertain effective educational leadership in a school's ethics of care are as important. It will guarantee successful leaders who are fair, understand their employees' and learners' needs, provide a conducive environment, initiate participative practices, and promote and develop teacher confidence and productivity.

2.2.4 What Is Effective Decision-making?

Effective decision-making is when all stakeholders are involved (Mokoena 2011; Johnson & Johnson, 2013), gathering their expertise and collaborating for the effective

transformation of schools (Mollootimile & Zengele, 2015). There are structures within the school that can be used to involve teachers in the managerial decision-making processes (Kipkoech & Chesire, 2011).

From the above literature, leadership, management, governance, and principalship are reliant on one another. As Connolly, James and Fertig (2019) have indicated, all these roles are essential for an effective school organisation and development, but their distinction remains a topic for discussion. They depend on one another for the success of an organisation, with the activities of each function neatly separated in the South African School policies (Khuzwayo, 2007). Although leadership and management are different, both are essential and require expertise (Bush, 2007).

2.2.5 Who Are The Stakeholders In A School?

Mchunu (2010) describes a stakeholder as a role player in a school. According to Mchunu's description, which is also supported by the South African Department of Education (2002:19); these role-players include both non-teaching and teaching employees namely, teachers, students, housekeeping, administrative secretaries, Non-Governmental Organisations (NGOs), Department of Education (DoE), and members of the community who have some interest in the school.

This study will refer to the School Management Team (SMT) and School Governing Body (SGB) as school leaders as they perform leadership duties in a school.

2.3 TEACHER EFFICACY

2.3.1 A Brief Description of Teacher Efficacy

Teacher efficacy is the teachers' trust in their propensity to enhance student achievement (Protheroe, 2008) and to perform the needed educational functions for the specified educational objectives (Ninković & Knežević Florić, 2018). It is linked to student results (Ashton, 1984; Ninković & Knežević Florić, 2018), and its greater explanatory variable is their participation in decisions affecting them. Its success depends on the effort and approach of the school managers (Kellerman in Hoy & Miskel, 2013; Ninković & Knežević Florić, 2018). Therefore, the lack of

interdependence and management support and the disablement that comes with a lack of shared authority hampers the sustainability of lasting teacher efficacy (Ashton, 1984). Skilled leaders achieve their objectives by supporting and developing efficient teachers and implementing beneficial practices in their organisation (Tobin, 2014; Ninković & Knežević Florić, 2018).

2.3.2. Connection between Teacher Efficacy and Leadership Behaviours

Several authors establish the connection between teacher efficacy and leadership behaviours (Hipp & Bredesqn, 1995; Hipp, 1997; Walker & Slear, 2011; Demir, 2008). These authors contend that leadership's direct behaviours may negatively or positively affect or influence teacher efficacy. Skaalvik and Skaalvik (2007) add that the influence becomes evident in areas such as teacher empowerment, shared decision-making, teacher support and teamwork outcomes. If teacher self-efficacy is affected, then it automatically affects the collective efficacy due to their strong connection. Therefore, institutions that promote teacher efficacy need to focus on supporting teachers' issues and encouraging new ideas (Ninković & Knežević Florić, 2018).

2.3.3 Teacher Efficacy as A Requirement for School Transformation and Decision-making Processes

Ninković and Knežević Florić's (2018) study made it clear that in a school, a teacher should not be considered as an individual but as part of a collective, hence the concept of collective efficacy. Bandura (1977) describes collective efficacy as a group of teachers' beliefs that they can jointly coordinate and achieve a planned series of actions.

Ninković and Knežević Florić's (2018) investigations reveal that transformational leadership and teacher efficacy are autonomous, but they are both measures of collective teacher efficacy, with the first being the maximum contributor. The study asserts that if there is an understanding of the determining factors of collective teacher efficacy by school leaders, then teachers will be able to structure their understanding of this concept and then build collective efficacy through the experiences provided.

Lin's (2014) study proclaims a reciprocal relationship between teacher empowerment and teacher commitment. This study points out that teacher empowerment could be an extraneous or innate power. The extraneous power is the assertiveness of the teachers and the reasoning that they are knowledgeable and well-versed to participate in decision-making. The innate power is their demeanour and tenacity in demonstrating their capabilities of captaining their work and the depiction of this power is dependent on the teacher's autonomy and self-efficacy. Ngussa and Gabriel's (2017) study confirms a positive correlation between decision-making and teacher commitment.

2.3.4 What Affects Or Improves Teacher Efficacy?

There is consensus among scholars of teacher efficacy that the progression of teacher efficacy in education is impacted by educational responsibilities, the environment, the motive, and expertise (Sevimel & Subasi, 2018; Henson, 2001). According to Sevimel and Subasi's (2018) and Henson's (2001) studies, teacher efficacy is affected by social factors such as interaction with others and job-related emotions. These interactions, according to Henson (2001), may improve or reduce self-efficacy beliefs. Sevimel and Subasi (2018) further mention that the formation of self-efficacy is context specific. It is influenced by, amongst other things, the leaders, other stakeholders, administrators, and the school context. If positively developed, teacher efficacy leads to behavioural changes (Henson, 2001).

2.3.5 How Teacher Efficacy Can Be Improved In Schools

A revelation by Leithwood's (2006) investigation on working conditions that affect teachers, is that working conditions have positive or negative effects on teachers depending on the perceptions of their working environment. This includes the denotation of their working environment in terms of their purpose to serve, invested emotions, and motivation elevated by the work they do (ibid). The study mentions individual and collective efficacy as the positive internal state that could be brought about by those perceptions.

Leithwood's (2006) study describes individual efficacy as the degree to which the teacher believes in their abilities to execute their duties and to achieve an objective.

According to this study, a high level of efficacy is achieved through general school practices such as openness to educational consultation, a positive approach towards change, job satisfaction, and the levels of involvement in the schools.

Leithwood's (2006) study places collective efficacy in the same grounding as individual efficacy due to its belief in teachers on their abilities to execute their duties and achieve objectives. Leithwood's (ibid) study claims that the teachers' faith in their abilities translates to the power to influence others to work towards specified goals. And the accomplishment of these goals largely depends on the task at hand. The study suggests the promotion of teacher leadership and the working conditions such as shared goals, teacher participation in decision-making, and effective leadership for the individual and collective teacher efficacy to be strengthened.

Besides involvement in decision-making, there are other factors such as salary, administrative support, and positive corrective measures that need to be favourable to guarantee teacher job satisfaction and commitment, consequently leading to productivity (Leithwood, 2006).

Self-efficacy precipitates collective efficacy leading to a collaborative culture, making collective efficacy an essential element in school operations (Henson, 2001). According to Demir (2008), collective efficacy in a school can be strengthened by promoting and strengthening teacher self-efficacy and collaborative culture.

2.4 PARTICIPATIVE DECISION-MAKING AND LEADERSHIP

Participative decision-making has become a globally preferred paradigm in the functions of schools, mostly in the public school structure (Mokoena, 2011; Shrifian, 2011). This approach has different names and in education, it is based on involving teachers and parents (Androniceanu & Ristea, 2014). It is set on teamwork, common goal, function, and respect for leadership regardless of the hierarchy (Nikolas, 2015). The fundamental principle of this approach is the teacher's freedom and capacity to engage in decision-making involving their duties (William, 2011; Bush, 2007; Harris, 2004).

The practice of participative decision-making or leadership is described differently by different scholars. Harris (2005a) describes it as a change from a hierarchy in leadership to an inclusive leadership approach while Gyaski (2015) describes it as a practice that recognises the stakeholders' expertise and the need to succeed by equally distributing duties in the school's decision-making processes. Kipkoech and Chesire (2011) describe it as an approach that adopts a teacher's autonomy; identifiable by its strong foundation of ethics, objectives, and frameworks (Wood, 2005). Its regulatory frameworks in South African schools are inherent in the South African Schools Act 84 of 1996 (Steyn, 2002).

2.5 DISCERNIBLE CAUSES OF IMPOSED DECISIONS IN SCHOOLS AS GATHERED FROM THE LITERATURE

2.5.1 Decentralised policies as the cause for the imposed decision on teachers

There is a global consensus amongst scholars that the entire school-based decision-making practice changed due to the reformation of traditional school leadership to self-managing schools (Christie, 2010; Androniceanu & Ristea, 2014; Summers & Johnson, 1996). Self-management of schools is based on the understanding that those who are closest to the primary business of schools and who best understand the needs of learners and the local community (Mollootimile & Zengele, 2015; Horne, 2018), will make the best-informed decisions according to Swanepoel (2008); Rice and Schneider (1994).

In South Africa, the political self-management of schools gives power to the School Governing Body (SGB) and administrative decentralisation gives authority to the School Management Team (SMT) (Prew, 2018; Horne, 2018). By distributing decision-making power to schools, the South African Constitution aims for a governance policy that is applied and managed through participation and taking into consideration the context of the school and administration, and policy guidelines (Naidoo, 2005; Department of Education, 1996b; Mchunu, 2010; Mansfield -Barry & Stwayi, 2017). These include equal treatment, sharing of information, and proper consultation with all the stakeholders (Department of Education, 1996b:26). All these principles of collaborative and participatory practices are enforced in the South African Schools Act 84 of 1996 (SASA 84 of 1996) as the legislation of South African schools; with the

assumption that inclusion will enhance productivity and guarantee stakeholders' participation in schools (Mollootimile & Zengele, 2015; Naidoo, 2005).

However, Ball's (2003) study claims that adapting and adjusting to these new norms of participative practices invents the necessity for a variety of privatisation and commodification of services. These invented standards then epitomise the merit of the school or the teachers. Ball's study reveals the tendency of these new reform policies to not only change the school, but also the relations of the stakeholders with one another. Ball maintains that the decentralisation system motivates teachers to think as individuals, not as a collective, and to think of how they can appraise themselves not the team-leading teachers to become neo-liberal professionals who exemplify enterprises and living up to the basis of decision-making constructed by neoliberalism (ibid).

In their quest to explain the decentralisation of power by policy, Geo-JaJa and Zajda (2005) and Rao and Georgas (2015), liken the decentralisation of powers to schools to globalisation, marketisation, and privatisation of education due to their nature to commercialise the expertise and educational activities. Consequently, private institutions and international organisations become stakeholders instead of teachers, parents, and students (Geo-JaJa & Zajda, 2005; Rao & Georgas, 2015; Attick, 2017). This also leads to inequalities among stakeholders (Attick, 2017; Jacob & Teise, 2019; Coetzee, 2019) while pressurising teachers to abide by the policy rules. In practice, this system marginalises instead of including teachers (Sayed & Crain, 2005). And, besides being marginally involved, teachers are at times coerced to implement imposed decisions (Newman, Joseph & MacCann, 2010; Rao & Geogas, 2015). This is because school leaders have adopted the corporate management model by taking decisions alone and overlooking stakeholders (Mpungose & Ngwenya, 2017). This happens regardless of the democratic decision-making institutions promised by decentralisation (Koelble & Siddle, 2013).

Sayed and Crain (2005) assert that the powers or authority of school leaders have, promote exclusion practices in the name of upholding policy standards and preservation of attained excellence levels by schools. Sayed and Soudien's (2005) study claims that the shape and character of older school practices are still used

though reconstructed to appear as inclusive practices, thus deceiving clueless stakeholders to think that the school is operating within the law. These practices are without a doubt, negatively changing the individuality of educational decision-making in all spheres (Ball, 2016).

Ball's (2016) study on how the reformed policies work in schools, adds that despite the promotion and adoption of policy modification, these new practices do not replace the existing practices and attitudes of teachers and schools. Instead, schools increase the rules or slightly change practices already used, leaving teachers to decide on the working practices within their context and environment. The newly adopted policy alterations establish new possibilities and innovation, which, depending on their functionality, eventually become the adopted practice by the school or teachers.

The findings from Geo-JaJa and Zajda (2005); Rao and Georgas (2015); Sayed and Soudien (2005); Koelble and Siddle 2013); Mpungose and Ngwenya (2017) and Ball (2016), give a clear indication that if the adopted practices by the school leaders promote the exclusion of teachers in decision-making, then the decisions taken without consultation will likely be imposed on them as the implementers.

2.5.2 Entrepreneurial Ideology Adopted by Schools

Rao and Georgas (2015) and Prew (2018) state that neoliberalism is directly opposed to the concept of free education, but the government is expected to provide free education since it is regarded as an essential good. However, in reality, the government does not have the financial muscle to provide this free service, hence the expectation for schools to bear their financial burden the government policies. As stated by Prew (2018), the centralisation of financial decision-making powers and responsibility provides an assumption that schools will generate new revenue and expand the chances of better education. Prew (ibid) submits that this assumption creates room for the embezzlement of public funds if schools are not obligated to justify and administer the funds openly.

According to Louw, Mouto and Strydom (2013), a lack of proper training makes the SGB victims of corrupt principals by becoming prone to financial corruption and

nepotism practices, making it a bit challenging for the school to employ participative decision-making. In most cases, where the government is decentralising, they tend to abandon their monitoring duty and instead depend on the unskilled local community to do so (Prew, 2018).

Sayed and Soudien (2005) claim that these reform policies also inhibit the stakeholders to participate in decision-making processes. Leaders interpret policies to suit their assumptions of what the school needs. Their assumptions of the school's needs and policy interpretation force them to commercialise themselves and adhere to market principles. They mention school fees, and languages used in schools as examples of factors used to commercialise schools.

According to Sayed and Soudien's (2017) study, there are few mechanisms available for the state to hold the school accountable for the non-inclusion of stakeholders. The commodification of education; the shift of educational decisions to monetary considerations; the business-mindedness of the school executives; and the use of their positions for private gain have dire repercussions on the decision-making practices in schools. The fear of school funding being cut also forces school leaders to impose decisions on teachers (Waite, Moos & Lew, 2005). The evidence from the literature proves that the South African government endorsed the public management policy principles on self-management of schools without developing germane governing laws (Mpungose & Ngwenya, 2017). The democratic and effective participation of the stakeholders is possible if the system can reclaim the power to hold schools accountable (Sayed & Soudien, 2005).

2.5.3 Opportunity For Political Positions

Self-management is seen by other school leaders as a chance for political positioning or self-aggrandizement (Prew, 2018; Ejekwu, 2018). This is due to the erroneous interpretation of the SGB position as a political platform (Smit & Oosthuizen, 2011; Naicker & Mestry, 2013). According to Ejekwu (2018), some leaders disregard set policies due to the political influence they receive outside the SGB platform. Biggam and Ray (2012) claim that such political influence is higher at the management level and is capable of influencing decisions. These political decisions may obstruct school

efficiency (Karanja, Gikungu & Wagithunu, 2014) because of their nature of excluding teachers.

2.6 SCHOOL LEVEL EFFECTS OF DYSFUNCTIONAL DECISION-MAKING PRACTICES ON TEACHERS

2.6.1 The Leadership Style Used In Schools As A Result Of Dysfunctional Decision-Making Practices

The findings of Mokoena's research revealed that decision-making in schools is not entirely democratic since power and control over decisions still reside with the principal. There is a consensus among scholars that decisions are still centralised and there is amongst others, a lack of communication, transparency, and glimpses of autocratic leadership styles (Smit & Oosthuizen, 2011; Mwoma, 2012; Naicker & Mestry, 2013). These authors also agree on the relentless use of conservative leadership approaches as one of the causes of conflicts in schools.

Louw, Mouto and Strydom's (2013) study on the challenges of the South African School system note that the decentralising aim of equalising education failed as there is evidence of some schools struggling to improve. They claim that, though problems are blamed on apartheid, nothing is done and there is no political will to correct the wrongs or meet the obligatory promises of efficient delivery made to the public. A lack of effective school leadership was cited as one of the challenges faced by teachers. Decision-making problems filter from the district to the schools and become a blend of politics leading to unproductive schools.

2.6.2 Independence and Power Distribution Maturity as the Reason for Dysfunctional Decision-making Practices

A study by Smit and Oosthuizen (2011) demonstrated that problems in the education system are partly attributed to misconceptions of democracy and the weaknesses in traditional models of democracy among other things. They emphasised the absence of democratic tradition in the school governance system.

Mchunu (2010) also notes the tendency of the South African School Management Teams (SMTs) of centralising most of their leadership and management roles to themselves and not involve other stakeholders in the decision-making processes. According to Mchunu, this tendency does not allow teachers to voice opinions and be part of the inclusive transformation process (ibid).

Sarafidou and Chatziioannidis (2013) agree that teachers are involved and participate highly in decision-making regarding student issues but are side-lined when it comes to managerial decisions. They claim that this is due to the teacher's conception of a more fitting leadership in schools, that teachers found more gratification when they participate in matters concerning them.

Walter and Glenn (1986) add that teachers mostly choose the degree and nature of the decisions they want to participate in due to the laborious nature of decision-making. They claim that if teachers view decision-making processes as a threat to their independence, they may not participate. The study blames the unwillingness to participate and the doubt about their leadership skills on proper leadership training. However, the study maintains that teachers should nevertheless be involved. Lin (2014) also blames a lack of essential enablers such as power, knowledge, information, beliefs, and attitudes as obstructions to teacher participation in decision-making.

Gyasi (2015) expresses another view, that, for some leaders, sharing of authority results in the ceding of power to others, incapability to distribute duties, and lack of control over certain operations (ibid). Again, overly collegial leaders struggle to enforce the rules due to the relaxed relationship with the staff, making it uncomfortable for other teachers to raise their challenges (Ingersoll, Sirinides & Dougherty, 2018).

2.6.3 Lack Of Communication As A Result Of Dysfunctional Decision-Making Practices

Mwoma's (2012) report revealed that teachers are occasionally consulted on issues of administration and management at the school. In their investigation of the teachers' perceptions of their participation in a school-based choice of subjects, Wadesango,

Mutekwe, Ndofirepi, Maphosa and Machingambi (2015) found that decision-making in curriculum issues is limited to the school managers yet teachers would like to be part of those decision-making processes. They do not want to be viewed as receivers but as teammates in the development process.

Lack of communication poses a challenge to participative decision-making (Goksoy & Argon, 2016). The tendency of instructing teachers and merely provide feedback on decisions made poses a threat to an effective organisation. Teachers may not fathom why and how decisions were made and may be reluctant to enforce or implement them (Lin, 2014).

Lack of communication and involvement in decision-making processes will give rise to forming groups with like-minded people to find common ground, disagreements, tension, and unconformity (Goksoy & Argon, 2016; Prew, 2018), and political ideologies (Goksoy & Argon, 2016), as well as favouritism at work by the leadership (Tshuma, Ndlovu & Bhebe, 2016) because of the factions within the school.

2.6.4 Serving Own Interest As A Result of Dysfunctional Decision-Making Practices

The findings of Xaba's (2004) study gave a clear reality of the state of the School Governing Bodies in South African public schools, where School Governing Body members are elected to serve the interest of the people who elected them and overlook the principle of cooperation and teamwork. The democratically elected stakeholders feel obligated to be partial in their judgment when making decisions and not focus their attention on the integrity and value of the decisions taken. This leads to factions within the SGB, where each group acts on behalf of their own and against the other, for example, the teachers protecting the interests of teachers, the SGB protecting the interests of parents and the SMT protecting the interests of the school management, and the people who bear the brunt are the teachers because they are at the lower level of the hierarchy and with less authority in the school. All these, according to Xaba's (2004) study, subsequently lead to inefficiency and defectiveness of the school management and governance and lack of cohesion.

2.6.5 Interference As A Result Of Dysfunctional Decision-Making Practices

Although the SASSA demarcates the roles and responsibilities of governance and management, schools still experience interference from other stakeholders.

Khuzwayo (2007) alerts that, although the SGB and principal's duties are neatly outlined, their duties overlap. This may be the reason for the interference in one another's roles. This study further points out that shared decision-making and teacher involvement is a new norm for most principals since they were used to having all the decision-making authority in schools. The SGB is also unsure of what is expected of them, so they end up relying on the principal to make decisions.

Steyn (2002) mentions that system changes found principals unprepared for their new assignments and other stakeholders also have challenges adjusting to the new system which then confuses roles. Lack of decision-making distribution skills by the principal may result in power struggles as asserted by Lumadi (2017) and the irrational distrust of colleagues leads to an unsettled leadership.

Xaba (2004) also mentions the undermining of others' roles and expertise, lack of training, and teachers becoming informers of the managers and governors. Xaba's (ibid) study also notes teachers' inability to play their elected role, and miscommunication as the challenges for inclusion in decision-making processes at the school level.

2.6.6 Lack Of Understanding Of Processes As A Result of Dysfunctional Decision-Making Practices

The consensus among the researchers is that lack of understanding of processes and policies (Naidoo, 2005; Prew, 2018); and ignorance and lack of democratic principles (Smith & Oosthuizen, 2011) as the main challenges in the transformation of schools. The School Governing Body (SGB) and Senior Management Team (SMT) do not carry

out their duties as expected (Xaba, 2004; Mollootimile & Zengele, 2015) and are unable to exert their authority due to a lack of skillsets (Mollootimile & Zengele, 2015).

Naidoo (2005) adds that the lack of understanding of the constitution, stakeholders' inclusion skills, and interpretation of educational policies in practice draws attention to the most profound background and fundamental reasoning discrepancies in the new school governance policies. As a result, the feuds and confusions at the centre of school governance experiences, where connections represent joint responsibilities, are revealed.

Monareng's (2016) study also proved that the Constitution of South Africa (Act no.108 of 1996), South African Schools Act (SASA) Act no.84 of 1996, Employment of Educators' Act (EEA) no.76 of 1998, and the National Policy Act (NEPA) no.27 of 1996 are not objectively and adequately used to transform schools. Discretion and common sense tend to have taken place instead of education policies and practices in resolving problems. This is a result of the time and skills demands needed for policy implementation in schools (Christie, 2010); and the uniformed realities of teaching legislation and policies of the education system (Hammand, 2017). Hence, the power struggle within the institution and the domination of the principal in management and governance decision-making (Xaba, 2004; Mollootimile & Zengele, 2015). Consequently, the principal becomes the decision-maker, and the SGB's duty becomes that of signing the documents (Mollootimile & Zengele, 2015).

2.6.7 Organisational Culture

Several scholars have indicated that it is easy to figure out the culture of a school by observing the way staff interact (Epitropoulos, 2019; Osman, Kodric, Tuba, Hatice, Zeynep & Nermin, 2019), and how they relate to each other (Osman, Kodric, Tuba, Hatice, Zeynep & Nermin, 2019).

Woods (2005) claims that organisational culture is equally necessary for the effectual implementation of distributive leadership due to its ability to permit changes in context and any unpredictable situations. Woods claims that it is inside this free scope where seniority, speculations, conformity, and customs are relieved. And it is within this

culture that teachers modify the perceptions that leaders are the sole suppliers of knowledge and creators of facts. Goksoy and Argon (2016) affirm that a negative culture demotivates and creates stress amongst teachers. Goksoy and Argon further argue that a conflict-filled school frustrates and unsettles teachers leading to violence, avoidance of problems, arguments, unresponsiveness, anxiety, and frigidness (ibid).

Epitropoulos (2019) further adds that hostility, and absence of honest dialogue, avoidance of addressing issues by reshuffling duties, corridor meetings after staff meetings, and people being afraid to speak up are the consequences of a lack of shared objectives. Mollootimile and Zengele (2015) confirm that these conflicts also arise due to the absence of shared views in matters relating to staff appointments, policies, and school funds.

Sometimes in trying to satisfy the core needs of an inclusive school and to forge the relationship amongst themselves, the SGB and the SMT tend to forget the teachers as the implementers of the decisions (Khuzwayo, 2007). This then leads to the exclusion of teachers in the school's decision-making process, causing irrational distrust between the school leaders and other stakeholders (Lumadi, 2017).

2.7 THE IMPACT OF TEACHER INVOLVEMENT IN SCHOOL DECISION-MAKING PROCESSES

Staff involvement in the decision-making process has long been established as a root of a well-organised institution (Shrifian, 2011). Involving teachers helps them to develop expertise, to build confidence in work performance, and to be fulfilled, which will consequently strengthen their work and institutional commitment (Mosheti, 2003). Furthermore, it assists them to get acquainted with the most recent teaching and learning methodologies, computing, methods of finding new didactical strategies, educational websites, and the production of scientific publications; and also gain from others' skills (Sagvandy & Omidian, 2015). Kellerman in Hoy and Miskel (2013) mention relevance, expertise, and trust as essential elements in shared decision-making.

The importance of participative decision-making in school and the importance of involving stakeholders in school governance and management has been acclaimed by numerous scholars (Gemechu, 2014; Shrifian, 2011). Conway and Calzi (1996) found that the involvement of teachers in decision-making strengthens the teaching process in the school. Relevant and useful information leads to judicious choices (Gemechu, 2014), and motivates them towards better career decisions and promotion of work satisfaction (Kemper, 2017).

Mosheti (2013) and Smylie (1992) note a strong relationship between participation in decision-making, job satisfaction, and school organisational commitment; including devotion to work, work pressure, role confusion, activism, violence, and exclusion (Smylie, 1992). In schools, leaders must be transparent by involving teachers in issues concerning finances, policy planning, and development, and the appointment of staff as this affects the overall school operation and control (Ngussa & Gabriel, 2017; Mwoma, 2012; Gemechu, 2014).

Kemper's (2017) study notes worker autonomy and worker participation as the two basic types of control in institutions. Kemper describes worker autonomy as the mannerism of workers wanting to be left to work on their own without leadership interference; while the latter notes the preferences to be included in the decision-making (ibid). However, Kemper contends that worker autonomy has more to do with the motivation to be productive. According to this Kemper's (2017) study, if teachers are involved in decision-making, they become motivated and satisfied, leading to productivity.

Kemper (2017) notes that teachers feel in control when they participate in structural and policy decision-making that has a bearing on their work. According to Kemper, job dissatisfaction is attributable to a lack of support from the school executives, while satisfaction and involvement of teachers in management and governance decision-making lead to school effectiveness (ibid).

2.8 INTERPRETATION OF PARTICIPATIVE DECISION-MAKING PRACTICES AND LEADERSHIP IN SCHOOLS

Mokoena (2003) describes shared decision-making as a process of deciding collaboratively at the school level. According to Mokoena (ibid), this decision-making process is not an option for South African schools, as all stakeholders are expected to participate in decision-making in schools by the South African Schools Act (Act 84 of 1996). Conley (1991) reports that due to the expectation that participation processes must correspond with the professional standards and objectives of the school, the process becomes power-related due to human interaction and the professionalism of the school. The power relation and the formality of these standards and objectives give priority to the leaders' authority to assign duties, develop rules, plan, and make important decisions.

Concurrently, Conley (1991) argues that the main purpose of allowing teachers to participate is to secure their submission to the leader's decisions and to also award them with the anticipated rights in the workplace. Conley's perspective views job satisfaction, productivity, and teacher morale as the main goals of participation; and lack of involvement as teacher disempowerment which has the potential to create tension and division in the school.

2.9 THE IMPORTANCE OF TEACHER INCLUSION AND PARTICIPATION IN SCHOOL DECISION-MAKING PROCESSES

Conley's (1991) study claims that teacher inclusion in decision-making remains an ongoing challenge despite the unions' and associations' call to involve teachers in decision-making. Teachers have some expertise that is valuable for school improvement (Androniceanu & Ristea, 2014; Conley, 1991). Based on the literature, teachers participate and should be involved for the following reasons:

2.9.1 To Increase Effectiveness and Job Satisfaction

Kipkoech and Chesire (2011) counsel that teacher participation in decision-making improves the quality of decisions and the effectiveness of the achieved goals in a

school. However, Kellerman in Hoy and Miskel's (2013) study found that sometimes teacher participation improves the quality of decisions and sometimes it does not; hence, the question is not whether to empower teachers, but when and how they can be empowered. Conway and Calzi (1996) add that participative decision-making increases worker satisfaction but argues that no evidence was produced that it increases productivity. This was on the basis that workers' participation is uncertain and how they participate may or may not improve their efficacy.

According to this, Mosheti's (2013) study reveals that adequately training and supporting teachers on effective decision-making skills ultimately enhances participation, teamwork, and the effectiveness of participative decision-making practices in a school. Mollootimile and Zengele (2015) affirm Mosheti's claim but warn that the democratization of school leadership practices requires a lot of time but advise that it is feasible. The opportunity for teacher participation is dependent on the inclusion of teachers by the school leaders (Wadesango, 2010).

2.9.2 To Support Change and Increase Productivity

Several studies note the lower levels of teachers' involvement in the school's general decision-making processes (Gemechu, 2014; Kipkoech & Chesire, 2011; Ngussa & Gabriel, 2017) even though teacher participation in decision-making is important for school restructuring and reforms (Mosheti 2013).

Teachers can take a greater role in the overall success of the school when they commit to being active participants in the decision-making process. Schools must understand that the benefit of the entire system is dependent on teacher participation, training, and participation for implementation to be successful (Pashiardis, 1994).

Ngussa and Gabriel (2017) confirm the importance of participative decision-making and staff commitment. They argue that since teachers are naturally indebted to their schools and emotionally invested in their careers, it is important that they are included in the school decision-making to elevate this commitment. Their involvement in decision-making assists the school management to accomplish the institutional goals and they are more inclined to implement those decisions if they were involved in the

deciding process. Teachers' synergy brings about transformation and progress in a school. According to Bush (2007), participative decision-making connects teachers in a school, lessens the principal's work, and increases productivity in a school.

2.10. RECOMMENDED SCHOOL-BASED DECISION-MAKING PRACTICES AND STRATEGIES FROM THE LITERATURE

Several studies advise on how to improve school leadership practices. The sharing of leadership in organisations may solve problems in school and improve the school's performance (Pont, Musche & Moorman, 2008). School leaders should be focusing on building the school culture, school values, mission and vision (Epitropoulos, 2019; Mpungose & Ngwenya, 2017; Steyn, 2002). They need to also agree and understand their roles, lines of interaction, and obligations (Mpungose & Ngwenya, 2017), and acknowledge culture building as an ongoing process (Epitropoulos, 2019). Furthermore, institutions should agree on responsibilities and have a plan of duties that needs to be delegated, ensure that conflicts are resolved and that the solutions found can be adapted to the institution and practice. If change is too drastic, it may disorganise the roles and responsibilities and create a disabling atmosphere (Conway & Calzi, 1996).

In the processes of power distribution and stakeholder involvement, the principal guides and does not order, teamwork is encouraged, stakeholders are empowered, teachers are allowed to voice their opinions, and are trained on much-needed skills (Steyn, 2002; Smith & Oosthuizen, 2010). The advice for leaders is to use non-coercive influence to direct and coordinate the activities of an organised group towards the accomplishment of group objectives (Milondzo, Samson, Seema & Seema, 2015).

Ololade's (2012) study maintains that effective communication is fundamental to the school's decision-making process, it can be oral or written, as long as messages are conveyed on time. Woods (2005) affirms Ololade's claim by referring to transparency and clear delineation of duties and responsibilities as transformation and collaboration motivators. Rok (2009) warns against social relationships that happen out of the work

responsibilities, accountabilities, and roles as they cause implications for the decision-making process and the effectiveness of the participative leadership model.

Steyn (2002) recommends a model with six phases for managing change resistance. The first phase should assess the readiness and open-mindedness of people to change and how they have handled change previously. The second phase establishes the origin of resistance, if it is due to the individuals, groups, or a formed alliance of groups within the organisation. The third phase determines the kind of resistance if the change receivers are passive, aggressive, or active in the change process. Phase four determines the rationale for resistance; if it is culture, individual, or hierarchy issues. Phase five will then introduce the management approaches that will isolate the provenance of resistance. These approaches include discussions, the co-option of members, proper and timely dissemination of information, training, persuasions, and rewards. In the sixth phase, the success of all the phases is assessed, and if unsuccessful, the stages need to be repeated.

Monareng (2016) advises that, for good governance and effective leadership, the SGB's strategy implementation should align with the GDE policies. Mansfield-Barry and Stwayi (2017) point out that besides being responsible for finances and policies in schools, the SGB should play a supportive role and serve the interests of all stakeholders through proper consultation.

Schneider (1984) asserts that to gauge the participation interest in decision-making, school leaders should assess the intent of teachers to be involved in the decision-making processes and then adjust those processes to avoid poor involvement. Khuzwayo's (2007) study, on the other hand, found that the core needs for successful and productive schools are understanding of others' problems, strengthening of shared values, and partnerships.

Terano, Slee, Scott, Husbands, Naoum, Zotzmann and Kingdon (2011) contend that the establishment of a clear structure of decision-making and responsibilities is essential for the accomplishment of the reform processes. They counsel that decisions made need to be reported, distributed, and collectively agreed upon by all

stakeholders. According to their study, reform commitment should include the change of old approaches and practices, not just the curriculum.

Steyn's (2002) argument is that educators need to be involved in both management and governance decision-making as they are capable and have the required expertise (Androniceanu & Ristea, 2014). Gyasi (2015) claims that participative practices can only work if principals have endorsed them, are willing to involve other stakeholders, and do not perceive inclusion as a threat to their position. Gyasi (ibid) declares that if principals could be more receptive to the idea of inclusive leadership, a culture of trust, meaningful interactions, and productivity could be created within their school.

It is also clear from the literature that the support of participative decision-making does not mean that the school leaders' role is relinquished (Mwoma, 2012) or should be underestimated (Naidoo, 2005). However, the school leaders ought to consult and agree with other stakeholders (Karanja, Gikungu & Wagithunu, 2014).

2.11 CONCLUSION

This chapter explained the decision-making practices in schools, the importance of inclusion, and the impact of non-inclusion of stakeholders in the decision-making process. The chapter briefly highlighted how participative decision-making improves teacher efficacy, leading to collective efficacy. It is clear from the literature that shared decision-making practices strengthen teacher efficacy and that effective teachers build a strong part of a collective. This then leads to productive schools and student achievement. This chapter gives way to chapter three which will focus on the research design and methodology. It will outline how the research was conducted, including the explanation of the procedure that was followed, the data collection methods and the chosen instruments for data collection.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The previous chapter reviewed the related literature on how dysfunctional participative decision-making practices affect teacher efficacy in two Alexandra Township Schools. In this chapter, the study describes the study design and methodology. Study ethics and approach, tools, sampling, data collection, data analysis, and data interpretation are also explained. This study investigated the decision-making practices at two primary schools in Alexandra Township in Gauteng Province and how those practices affect teacher efficacy. These two schools are public schools and are both funded by the Gauteng Department of Education (GDE), one school is an ex-model C school, fee-paying and partly funded by the GDE while some teachers are paid by the SGB; and the other school is a non-fee-paying and fully funded by the GDE. Regardless of their differences, teachers in these schools deserve to be involved in the decision-making process, whether they are paid by the GDE or SGB.

3.2 RESEARCH DESIGN

Philosophical views are researchers' world views, which are defined as the core views that govern behaviour. There are four theoretical perspectives in research, positivism, pragmatism, transformative, and constructivism/social constructivism (Cresswell, 2014; Creswell & Creswell, 2018). They are given different names by different studies, world views (Cresswell, 2014; Guba, 1990), paradigms (Lincoln, Lynham, & Guba, 2011; Fraenkel, Wallen & Hyun, 2011; Onwuegbuzie & Leech, 2005), epistemologies and ontologies (Crotty, 1998) or research methodologies (Neuman, 2009). These are the researcher's philosophical orientation towards the world and the nature of research (Creswell & Creswell, 2018).

Positivism is related to quantitative research and employs natural science methods to uncover social studies (Pham, 2018; Creswell, 2014) and believes that reality is driven by unalterable natural law (Al riyami, 2015). Pragmatism on the other hand believes that the world is not connected to the mind, and it considers refraining from asking questions about reality and the natural order of things (Creswell, 2014). The

transformative worldview believes that any investigation should be interconnected with politics and political change to challenge social injustice at all levels (Cresswell, 2014).

Both constructivism and social constructivism or interpretivism aim to understand life experiences. However, constructivism supposes that people derive knowledge through their interaction with their environment and experiences. Interpretivism on the other hand supposes that people create and mediate meaning (Cresswell, 2014). Interpretivism believes in a different explanation of an issue than finding the truth through measurement. This research holds the constructivist Interpretive view,

3.3 RESEARCH APPROACH AND DESIGN

The research approach is the process or a researcher's plan for research. This entails procedures and methods to be used for collecting, analysing, and interpreting data; and it includes the researcher's philosophical assumptions, research designs, data collection analysis, and interpretation methods (Creswell & Creswell, 2018). There are three identified research approaches; qualitative, quantitative, and mixed-method approaches (Cresswell, 2014; McMillan & Schumacher, 2014; Creswell, 2012; Creswell & Creswell, 2018).

The quantitative approach aims to examine the link between variants through theory testing. This approach observes a deductive approach as it generalises and duplicates the findings (Cresswell, 2014).

A mixed method is an approach that integrates both quantitative and qualitative approaches since it deems that combining these two approaches will provide a complete overview of a research question instead of using one approach (Cresswell, 2014).

A qualitative research approach has five research designs namely ethnography, narrative, phenomenological, grounded theory, and case study (Cresswell, 2014). The qualitative approach aims to explore and understand societal or individual problems. This kind of approach observes an inductive approach as it focuses on individual

interpretation and the importance of interpreting a complex problem (Cresswell, 2014). This research opted for a qualitative research approach.

Research designs are types of inquiries that fall under the qualitative, quantitative, and mixed methods approach and provide specific direction for procedures in a research study. Research design, on the other hand, is informed by the theoretical assumptions and how the researcher plans to investigate those assumptions (Cresswell, 2014). Akhtar (2016) describes research as an organised system of how data are collected and analysed in the research. According to Akhtar (2016), research becomes authentic only if the results are factual and honest.

This research employed the grounded theory design to obtain an overview of the processes and interactions through the participants' views (Cresswell, 2014). This is a design of inquiry in which the researcher derives an abstract theory of a process, action, or interaction based on the perspectives of participants (Creswell & Creswell, 2018). It holds a qualitative research approach that investigates and comprehends the significance that individuals or groups ascribe to a social or human problem. This includes how questions are developed and data collection procedures in the participants' environment. The inductive data analysis built from the general themes and data interpretation forms part of this approach (Creswell & Creswell, 2018).

It takes the constructivist interpretive worldview using a grounded theory design and interpretation of behaviour to establish the meaning of a phenomenon from the participants' perspectives (Creswell & Creswell, 2018). It aims to understand people's life experiences and views (Merriam, 2009; Guba & Lincoln, 2005; Meintjies, 2018; Gray, 2014; Creswell & Creswell, 2018), and how they derive knowledge through their interaction with their environment and experiences (Pam, 2018; Edwards & Skinners, 2009; Denzin & Lincoln, 2008; Creswell & Creswell, 2018). And, how they create and mediate meaning (Creswell, 2014).

This research relies on the participants' perceptions of the situation being studied in a quest to describe the culture or way of life from the participants' perspectives and to understand the reasoning behind the participants' actions (Maree, 2007). This is done by asking broad and general questions, allowing the participants to construct the

meaning of the situation being studied through discussions or interactions (Creswell & Creswell, 2018). Furthermore, to understand the actions involved in practices through the interpretation of the actions involved (Denzin & Lincoln, 2008). The research took place in the schools which are the natural environment of the participants (Maree, 2007).

3.4 POPULATION AND SAMPLING

Population in research refers to the total number of persons to be used to extract the findings of a study (Levy & Lemeshow, 2008). The population in this study comprised 109 primary schools in the Johannesburg District, in Gauteng Province but the sample consisted of two schools. This population has 109 principals and an uncounted number of teachers, heads of departments, and School Governing Body (SGB) members. This study was conducted at two public schools under the Johannesburg East District in the Alexandra Township Cluster. Twelve participants were selected from these two schools. The participants were teachers, the Senior Management Team (SMT), and the School Governing Body (SGB) members in the two public schools in the Johannesburg East District. In particular, these schools were selected based on their proximity and their accessibility in the Alexandra Township cluster even though one school is in the suburban area while another is in the township. Again, they are under the same cluster and district, even though one is situated in a suburban area and another in a township. The teachers' experiences highlighted the similarities and differences of the teacher inclusion practices, regardless of their difference in cultures and locations. This included recommendations on how they can improve and learn from one another, including borrowing the best participative decision-making practices.

Sampling is an important procedure in behavioural studies and it is a way of selecting participants from a population (Pandey & Pandey, 2015). A sample is drawn from a population (Taherdoost, 2016). According to Taherdoost (ibid), the sample size is a significant element of any practical study and aims to make conclusions and deductions about a population; again, the sample must be an appropriate size to avoid errors and bias in research.

Purposeful sampling is a procedure used to select participants that can provide important information which cannot be acquired from others in research (Maxwell 1996). It is used to identify and select 'information-rich' participants or cases related to the incident or occurrence that is being studied (Palinkas, Horwiz, Green, Wisdom, Duan & Hogwood, 2015; Patton, 2002). Participants are included in the sample because the researcher believes that they are justified to be part of the study (Maxwell, 1996). Therefore, in each school, two teacher representatives were chosen, one as a teacher representative in the governing body and one from the general teacher population; the Departmental Head and the principal or Deputy Principal to represent the SMT; and the SGB secretary and treasurer to represent the SGB. It is not always practical or possible to study the entire population (Goddard & Melville, 2001), so the participants in this study were selected because of the defining characteristics that make them the holders of the data needed (Maree, 2007). The study focused on decision-making personnel and these populations serve as the main decision-makers within the groups they represent. Participants were organised in groups according to the group they represented, i.e. teachers, SMT and SGB.

Maximal variation sampling, which is a kind of purposive sampling was employed to present diverse individuals who hold different perspectives on the chosen topic (Cresswell & Clarke, 2018). According to Benoot, Hannes and Bilsen (2016), a maximal variation sample is created through the establishment of the basic aspects of differences in the case that is being investigated and giving a detailed description of the individuality and shared patterns of each case. And, that maximal variation sample is also selected to ascertain that a diverse range of participants is selected (Benoot, Hannes & Bilsen, 2016). Therefore, in each school, two teacher representatives were chosen. One teacher representative in the governing body and one from the general teacher population; the Departmental Head and the principal or Deputy Principal to represent the SMT; and the SGB secretary and treasurer to represent the SGB. It is not always practical or possible to study the entire population (Goddard & Melville 2001), therefore the participants in this study were selected because of the defining characteristics that make them holders of the data needed (Maree, 2007).

To achieve the aim and objectives of this research, the following participants were selected:

- Two principals/ deputies;
- Two intermediate/ senior phase departmental heads;
- Four teacher representatives;
- Two School Governing Body treasurers; and
- Two School Governing Body secretaries.

A total of 12 participants from two selected schools represented the sample size for this research. They were all interviewed in their schools.

The participants for this study, comprising of the principal or Deputy Principal, the intermediate/ senior phase heads of the departments, two teacher representatives, the SGB secretary, and the SGB treasurer were interviewed. These participants were chosen because of their role as deciding personnel. The choice for one of the intermediate and senior phase Departmental Head instead of the foundation phase is due to the magnitude of decisions that need to be taken in that phase. Learners in the intermediate and senior phases are older and there are more pressing decisions to be taken. These are decisions such as academic excursions, discipline, examinations, policies and more, as compared to the foundation phase. The study is in no way disregarding the decisions that need to be taken in the foundation phase.

3.5 DATA COLLECTION

3.5.1 Instrumentation

Research tools steer data collection and evaluation. Tools that will provide the needed data must be selected and created or amended to serve the purpose of the study (Pandey & Pandey, 2015). An interview as a tool makes it possible for the researcher to unearth rich and elaborate information from participants (Cavana, Delahaye & Sekaran, 2001). Furthermore, it is valuable for data gathering (Willis, 2007). For this research, all the selected participants were interviewed. A semi-structured interview guide was utilised and the participants' thoughts were accommodated to aid this study. The use of interviews is a common research instrument in qualitative research (Halcomb & Davidson, 2006). It allows for the exchange of ideas and information between two people (Pandey & Pandey, 2015). In the event of choosing to record the interview, the researcher may choose to record the interview, use field notes then

transcribe the interview or work only from the recording (Davidson, 2009).

This research utilised all three instruments to strengthen the validity of information administration and to save time and money. Furthermore, this assisted to avoid relying only on the researcher's opinion (White, 1980), the loss of data by only transcribing (Tessier, 2012), or only relying on the speed of using the recorder without the other instruments (Halcomb & Davidson, 2006). All of these assisted in understanding the schools' decision-making practices.

An interview schedule was used in this study. A research schedule, according to Pandey and Pandey (2015), is a set of questions drafted by the researcher to test the hypothesis or assumption of a study. Drafted questions were used to guide the interviews.

3.5.2 Data Collection Procedures

Data were collected through interactive, one-on-one semi-structured interviews, as it allows for the probing and clarification of answers (Maree, 2007). Interviews were recorded using the tape recorder with the participants' permission, and notes were taken during the interviews to allow the researcher to review and ask additional questions at the end of each interview (ibid). The recorder affords the researcher time to be attentive to the participants' responses and identify new emerging lines of inquiry that are directly related to the phenomenon being studied and explore and probe that (ibid). The reflection on the interviews was done by reviewing the interview notes and listening to the tape recorder to identify gaps that needed to be explored.

Interactive one-on-one interviews were employed for the ability to provide an open conversation and the freedom for participants to discuss issues that are relevant to them while the purposeful data were gathered by the researcher according to Lambert (2019). This assisted the researcher in gaining insight into people's perceptions, understandings, and experiences of a given phenomenon (Frances, Coughlan & Cronin, 2009; Pham, 2018), and related to the topic of interest (DeJonckheere & Vaughn, 2019).

Interview protocol which includes open-ended questions was utilised for this study. According to Jacob and Ferguson (2012), an interview protocol is not just a list of questions to be asked in an interview, but it also includes the procedure an interviewer will take; what will be asked; how the interview will be concluded; the prompts that will remind the interviewer of the information and the consent forms they need to collect. This interview protocol also acted as a backup tool in case the recording device did not work. Notes were taken during the interviews for further questioning at the end of each interview. Selected participants were briefed on the contents and expectations of the interviews.

Permission and suitable times were agreed upon with the participants. For data collection, the researcher wrote letters to the district manager and the selected participants to seek permission to carry out the study. Interviews were conducted personally by the researcher, and permission letters included a covering letter explaining the aim and objectives of the study.

3.6 DATA ANALYSIS

Data analysis was conducted after data collection. According to Schutt (2012), qualitative data analysis is an iterative and reflexive process, and it begins as data are collected. Therefore, the process of reading and interpreting data continued throughout the study. Data were constantly compared through the constant comparative analysis method, by comparing and conceptualising data according to interviews, statements, and themes to find similarities and differences (Thorne, 2000). People's accounts were compared with others to find differences and similarities.

Grounded theory was utilised in the data analysis stage. This was done in a quest to build an inductive systematic theory through observations (Schutt, 2012). Grounded theory is like a building process as described by Dougherty, Su and Chung (2012), where data are linked with concepts to the understanding of what is studied.

Documentation is critical to qualitative research and is critical when keeping track of data collected. Documents used in the data analysis process assisted in developing and outlining the analytic process during the conceptualisation and strategizing of text (Schutt, 2012). Data were transcribed and archived as soon as they were collected to

preserve the information and the observations from the field.

A transcript was constructed. According to Maree (2007), a written record (transcript) of what was said for one's data analysis is important. The transcript was constructed after the collected qualitative data from the interview notes and tape recorder were reviewed through triangulation. This assisted to identify key points in the text that helped to understand and interpret raw data and to find similarities and differences that will help to corroborate or disconfirm theory (Maree, 2007). It will also help to show if the data gathered shows similar results when they are analysed; which then will confirm the researcher's findings and strengthen the validity of this study (Craig, 2009).

Participants were given fictitious names to protect their identities. Their information was coded and recorded according to the names and groups they represent, for example, School 1, HoD A. Participants were supplied with the transcript to correct facts before data were recorded to make the analysis process transparent and to verify and make corrections before recommendations were made. After the transcription of data, the relationship between concepts was gathered and recorded in a matrix to demonstrate how concepts are related and connected including the causes and effects of their link (Schutt, 2012). Schutt (ibid) describes a matrix as a form that can be used to systematically record features or cases which the researcher needs to investigate. According to Schutt (ibid), this form helps to summarise data and shows if data need further analysis.

Dougherty, Su and Chung (2012) describe coding as a data-engaging process for concept building about the subject and research question after data analysis. Open coding was used in this study to guide the data analysis and follow-up data collection. This was done by the thorough reading of collected data, understanding what was expressed in the data, and then describing what was in the data (Dougherty, Su & Chung, 2012). Field notes and recorded interviews were compared and coded and more data were collected to look for more emerging themes, questions, and patterns in the collected data.

3.7 ISSUES OF TRUSTWORTHINESS

The components of trustworthiness in research as outlined by Lincoln and Guba (1985) are transferability, credibility, dependability, and conformability (Anney, 2014; Shenton, 2004; Korstjens & Moser, 2018; Loh, 2013; Devault, 2019; Nowell, Norris, White & Moules, 2017). This study aimed to adhere to these to ensure that the findings are trustworthy:

3.7.1 Credibility

Credibility refers to the confidence that can be placed in the truth of the research findings (Korstjens & Moser, 2018); concerned with the originality of data collected and if the findings are correctly interpreted (Anney, 2014; Shenton, 2004; Korstjens & Moser, 2018; Loh, 2013; Devault, 2019; Nowell, Norris, White & Moules, 2017). Credibility in this study was ensured by using interactive one-on-one interviews, a tape recorder, and field notes to collect data; briefing the participants before data collection, asking the participants to confirm data, and archiving data in a safe place (Anney, 2014; Shenton, 2004; Korstjens & Moser, 2018; Loh, 2013; Devault, 2019; Nowell, Norris, White & Moules, 2017). Honesty was ensured by allowing the participants to refuse to be part of the research if they pleased and to be truthful from the beginning of the research (Shenton, 2004).

3.7.2 Transferability

Transferability is the extent to which the research results can be used in another setting through the provided description (Korstjens & Moser, 2018). To ensure that the findings can be used in other contexts, this study provides a detailed description of how the research was conducted. A detailed description of the research process was explained, including the data collection, the study background, and the final reporting to help future research (Anney, 2014). This was done by supplying all the information regarding the fieldwork site such as the number of schools involved; restrictions regarding the participants; the number of participants involved, the data collection method selected; the number of participants involved in the fieldwork; data collection methods' deployed; number and duration of data collection sessions (Shenton, 2004).

3.7.3 Dependability

For research to be regarded as dependable, it must show that if work is repeated in the same context, with the same participants, and using the same methods, it will give the same results (Shenton, 2004). Therefore, to show the consistency of this research, all decisions, data collection methods, data analysis, and activities were recorded; data collected were verified by the participants before reporting; and all the interview records are kept for verification (Shenton, 2004; Korstjens & Moser, 2018). Dependability was ensured through the internal and external moderation of the transcribed tapes and interview feedback.

3.7.4 Conformability

Conformability focuses on establishing that data are interpreted from the data collected not the researcher's delusional thinking (Korstjens & Moser, 2018). This study ensured conformability by giving the justification and providing the basis for including any data used in the research (Devault, 2019). Furthermore, the study guarded against bias and any preferences; the evidence is safely kept; research procedures were outlined; and recommendations are supported by data gathered throughout the study (Anney, 2014; Shenton, 2004; Korstjens & Moser, 2018; Loh, 2013; Devault, 2019; Nowell, Norris, White & Moules, 2017).

3.8 ETHICAL CONSIDERATIONS

Research ethics is the moral duty of the researcher as they seek facts and information (Mouton, 2001). According to Mouton (2001), this moral duty is non-negotiable. A trusting relationship should form the basis for the moral duty of trustworthiness (Harvekamp, 2005); and the incorporation of respect and the protection of the research environment (Shawa, 2017). Therefore, this research aimed to adhere to the following ethical research principles as supported and maintained by King, Horrock and Brooks (2018); Shawa (2017); Haverkamp (2005); Hammersley and Traianou (2012):

3.8.1 Participants' Rights

Participants were informed of the following rights:

3.8.1.1 The right not to be forced to be part of this study: They were informed that they had the right to refuse to be interviewed, that participation was voluntary and that participants could withdraw at any time they so wished. They were also informed of the right to refuse to answer questions and to refuse to be interviewed at an inconvenient time. Participants were debriefed before data collection about the aim of the research and how data were used, and to also avoid harm to the participants; to acknowledge and protect more vulnerable people's rights.

3.8.1.2 The right to anonymity in data collection, recording, and analysis: Data regarding participants which were acquired during data collection were protected.

3.8.2 Researcher's Responsibilities

The researcher, at all times, maintained:

3.8.2.1 Personal Integrity by striving to always be objective during the collection and analysing of data.

3.8.2.2 To not falsify or fabricate data.

3.8.2.3 To always be trustworthy, cautious, and considerate of the participants' dignity.

Permission was sought from the Johannesburg East District office and school management; and ethical clearance from the University of South Africa, before commencing with the research.

3.9 CONCLUSION

This chapter focused on outlining the research design and methodology chosen for this study. The outline included the interviewing process, data collection, and analysis procedures. The responsibilities of the researcher and the participants' rights were also discussed. The next chapter will focus on how data were analysed and interpreted.

CHAPTER FOUR

RESEARCH FINDINGS, ANALYSIS AND DISCUSSION

4.1. INTRODUCTION

The previous chapter described the study plan and procedure including how data collection was carried out. This chapter presents and examines information that has emerged amid the data collection process. This research utilised two data collection strategies, to be specific, recorded semi-structured interviews and note-taking. Subsequently, the results were then discussed in light of what the existing literature revealed.

Qualitative research is intended to determine the essential aspects of real social phenomena such as organisational learning, growth of technology, structure, and strategic development (Dougherty, Su & Chung, 2012).

The interviews also allow people to access and make sense of the way people behave themselves and allow people to discuss and reflect on their experiences while guiding them to make their accounts relevant (Seidman, 2006). When recorded, they allow the researcher to be more attentive and identify new trends associated with the topic which further allows them to be investigated further (Maree, 2007). The interviews were recorded, and notes were taken during the interviews. The recording and notes assisted the analysis process.

Data was collected from two schools in Alexandra Township in Gauteng Province. The brief profiles of these schools are displayed first before the exposed themes arise after the analysis is cited. The reason for showing the profiles is to undertake and empower the reader to make a connection between the information and the settings within which the information was generated. The information is organised according to the groups represented by the participants; it is organised in groups according to the group they represent, i.e., teachers, SMT, and SGB.

4.2 PROFILING OF THE TWO SCHOOLS

The information that is displayed and examined in this chapter was created in each of the two schools. A brief profile of each school is presented below.

4.2.1 School A

School A is an ex-Model C school in Sandringham that falls under the Alex cluster in the Johannesburg East District. It is small in terms of the learner populace. At the time of the research, it had 636 learners from Grades R-7. The school had a staff complement of 23 teachers comprising the school's Deputy Principal, two heads of departments, and 19 teachers. The principal was transferred to another school and the Deputy Principal was acting as a principal with the assistance of the two heads of departments. The school has retained most of its teachers for a long time.

4.2.2 School B

School B is a typical township school in Alexandra which falls under the Alex cluster in the Johannesburg East District. Compared to School A, School B is not small in terms of learner populace. At the time of the research, it had 1029 learners from Grades 7-9. The school had a staff complement of 33 comprising the principal, two deputy principals, 4 heads of departments, and 25 teachers. The principal had been suspended, therefore an acting Deputy Principal was acting as a principal with the assistance of the heads of departments. The school has a high teacher mortality rate, and this has caused a major shift in post-establishment and leadership.

4.3 PARTICIPANTS

The study's focus was on school leaders. The sample chosen was two teacher representatives, one as a teacher representative in the governing body and one from the general teacher population; the Departmental Head and the principal or Deputy Principal represented the SMT, and the SGB secretary and treasurer represented the SGB per school. These participants were selected because they are the decision-making personnel, and they serve as the main decision-makers within the groups they represented. To gather more data, and the unforeseen circumstances of other relevant personnel being unavailable due to death, suspension, and new appointments; more participants were added. To keep the identity of the participants and schools hidden,

pseudonyms were utilised. The participants were named using the names of the groups they represented and the alphabets representing the schools. For example, Deputy principal A or B, Departmental Head A or B, etc. During coding, different colours were used to easily identify themes and the categories they belong to.

This research's aim and objectives were explained to the participants before the interviews commenced and consent was sought. It was difficult to get a hold of the SGB members in both schools. The newly elected SGB members were only in the office for three weeks, so the researcher opted to interview the outgoing SGB members. The researcher decided to interview the previous office bearers since they were in office for three years, and they were in a better position to give more valuable input to this study. In school B, the previous treasurer passed away before the end of the SGB term and the previous SGB secretary who was currently serving in the SGB for two terms was interviewed instead. The secretary was chosen because secretaries attend all the meetings held by leaders. For this research, the former secretary is named Treasurer A.

4.4 MAIN RESEARCH QUESTION

What are the effects of dysfunctional participative decision-making practices on teacher efficacy?

4.5 SUB-QUESTIONS

- What is the understanding of participative decision-making in schools?
- How do the dysfunctional participative decision-making practices of the school leaders affect teacher effectiveness?
- What is the nature of participative/ democratic inclusion in schools?
- Which strategies can be used to enhance and model participative decision-making in schools?

The general purpose of the research was to investigate the effects of dysfunctional participative decision-making practices on teacher efficacy at two Alexandra schools

and to empower stakeholders on how to use participative work practices in improving school effectiveness and teacher efficacy. In assuring this purpose, the following objectives were taken into account:

- To determine the stakeholders’ understanding of the participative leadership style.
- To determine how school leaders’ dysfunctional decision-making practices affect teacher effectiveness.
- To determine the nature of participative/democratic inclusion in these schools?
- To determine recommended strategies that can be used to enhance and model participative decision-making in these two schools.

We uncover how people interpret and make sense of their life through analytical techniques that aid us in detecting the primary narrative motifs in the accounts (Thorne, 2000). And, according to Thorne's (2000) study, putting feelings into words, whether verbally, in writing, or through thought, transforms the experience into a comprehensible depiction (ibid). Collected data from this study were transcribed and then decoded to constantly compare data to generate ways of understanding the people’s experiences within their context. Verbatim transcription was utilised. During the transcription process, data were also categorised into themes to explain detected theories. These themes and categories were subsequently used to present interpreted data. The constant comparative method was used to analyse data to identify the differences and similarities. To provide proof and to give the research participants a voice in the study, verbatim comments were placed in italics (Corden & Sainsbury, 2006).

These research questions were used for data analysis:

RESEARCH QUESTION	THEMES	CATEGORIES
1. What is your understanding of participative decision-making in schools?	Understanding of participative decision-making	Deputy principals; Departmental Heads; SGB teacher representatives; SGB treasurers;

		Teachers; SGB secretaries
2. How do the decision-making practices of the stakeholders impact teacher effectiveness?	How school leaders' dysfunctional decision-making practices impact the school's effectiveness and teacher effectiveness	Deputy principals; Departmental Heads; SGB teacher representatives; SGB treasurers; Teachers; SGB secretaries
3. What is the nature of participative decision-making in your school?	The nature of participative decision-making in their respective schools	Deputy principals; Departmental Heads; SGB teacher representatives; SGB treasurers; Teachers; SGB secretaries
4. Which strategies can be used to enhance and model participative decision-making in schools?	Recommended strategies that can be used to enhance and model participative decision-making in schools.	Deputy principals; Departmental Heads; SGB teacher representatives; SGB treasurers; Teachers; SGB secretaries

It was challenging to reach the participants due to the rotational timetable put in place because of COVID-19 restrictions. The researcher's time was arranged to accommodate the participants. The findings from the interviews are presented below.

4.6 THE STAKEHOLDERS' UNDERSTANDING OF THE PARTICIPATIVE LEADERSHIP STYLE

Verbatim comments in this study are written in italics.

Theme 1: What is your understanding of participative decision-making in schools?

4.6.1. Category 1: The Deputy Principals' Understanding Of Participative Decision-making

In the respective interviews, the two deputies described participative decision-making as:

Deputy Principal A: *"Decisions that are taken collectively, where all stakeholders are involved. When a decision is taken, it is taken with information, and it is taken in the interest of the institution at hand. And it is involving everybody in whatever decision is being taken"*.

Deputy Principal B answered this question by explaining what participative decisions are in terms of decision-making roles in a school and how roles are demarcated for people who should make decisions as per SASSA Act no.84 of 1996. She gave an example of how school leaders' roles are demarcated, that the Senior Management Team (SMT) deals with school curriculum and management of teachers whilst the SGB deals with the hiring of teachers and managing school finances.

Deputy Principal B: *"You have got your structures like your unions, your SGBs, your teacher reps and your committees. I think all of these are put so that stakeholders are able to come together to make decisions that will suit everyone"*.

4.6.2. Category 2: The Heads Of Departments' Understanding Of Participative Decision-making

Theme 1: What is your understanding of participative decision-making in schools?

Departmental Heads A and B agreed that participative decision-making involves all stakeholders working together towards a common goal.

Departmental Head A said

"I think our schools have structures that are put in place to make sure that everyone participates in decision making in schools. You have got your structures like your unions, your SGBs, your teacher reps and your committees. I think all of these are put so that stakeholders are able to come together to make decisions that will suit everyone".

Departmental Head B also said it is about

“...getting more people to participate or your team to participate in decision making, we always say that they own whatever it is, they buy into it... have people giving their points of view before you make any decision...”

Departmental Head A also added that it is about being democratic by getting one's team to participate in decision-making. It is when people give their point of view, buying into and owning decisions made. If one gets everybody's consent and understanding:

“They feel that they've also added into value, giving it value and then later on when it comes to the practical application its easier for people to understand each other as well”.

4.6.3 Category 3: SGB Teacher Representatives' Understanding Of Participative Decision

Theme 1: What is your understanding of participative decision-making in schools?

Teacher representatives agreed that participative decision-making is about involving all stakeholders, SGB, SMT, teachers, general staff, parents, and learners in the decision-making process.

Teacher Rep A: *“Participative decision- making in schools is that uhhh...involving a lot of stakeholders in the process of making decisions”.*

Teacher Rep B: *“Ok, firstly, I don't know where to start but I should think as teachers, as the management, as the SGB we need to sit down neh and come up with a common goal”.*

Teacher Rep A added that:

“All phases should be represented in committees too where all teachers' views will also be presented in those committees. He further explained that the purpose of including all stakeholders in the decision-making progress is to guarantee that they are all working towards the same objective. That none of the stakeholders is working against the school's vision and mission”.

4.6.4 Category 4: Teachers' Understanding Of Participative Decision-making

Theme 1: What is your understanding of participative decision-making in schools?

Teacher A explained that participative decision-making is when the SGB, staff, principal, SMT, staff, and children work together. All these people in a school must be part of the decisions taken. According to Teacher A, the SGB must develop policies then those policies must be endorsed by all stakeholders.

Teacher B likened it to a leadership style in education called collegiality. This leadership style promotes delegation as a guarantee for everyone to be exposed to the decision-making processes in a school.

Teacher B further explained that the role of participative decision-making is to empower, win people's minds, and ensure that all stakeholders buy into the decisions taken. The stakeholders are the teachers, the SGB, the Department of Education as supervisors, and the learners.

4.6.5 Category 5: SGB Secretaries' Understanding Of Participative Decision-making

Theme 1: What is your understanding of participative decision-making in schools?

SGB Secretaries A and B shared a similar view that participation in decision-making is when all stakeholders in a particular institution participate in decision-making to find a common goal.

Secretary A: "...in the school you get this **staff** of the school, you get **parents** are also regarded as stakeholders, the **learners** themselves and staff can be the different kinds, you get your **GAs**, you get your **educator staff** and so forth. So, uhm, now decision-making encompasses all these stakeholders within their particular institution".

Secretary B: "it is when the School Management Team includes teachers and everyone who works in the school in what they are deciding".

4.6.6 Category 6: SGB Treasures' Understanding Of Participative Decision-making

Theme 1: What is your understanding of participative decision-making in schools?

The treasurers agreed that participative decision-making is when all the stakeholders participate in whatever decision is taken in the institution. Stakeholders are the teachers, the SMT, the parents, and the learners who are represented in the Representative Council of Learners (RCL).

Treasurer A likened a participative decision-making structure in a school to that of the national government and its sub-structures.

“In the situation of the school, we're having primarily five parties. The state is the Department of Basic Education and then at the provincial level depending on the province, now that we are in Gauteng being the GDE. Then comes the learners, in the case where it is a secondary or high school, learners are having what we call RCL, Learner Representative Council which has its president, treasurer, and secretary seating in the SGB. And then where is minor, at a primary level, children are represented by the parents. Now, parents are representing both secondary and primary schools”.

He then added:

“Then we are having another component that represents the educators, in this component irrespective of what union denomination we are taking educators as the representatives in the SGB. And further, we are having the general workers, also represented in the SGB. Now after elections, every constituency sends its democratically elected representatives to the governing body and then the number in the governing body, the parents as the partner with the state then must constitute at all times one more than all the components combined”.

He further explained that all these structures use the Annual General Meeting (AGM) as a platform to endorse all decisions taken.

“The SGB as per legislation, SASSA in particular, Act 34/84 of 1998, there should be an Annual General Meeting, the AGM is the highest decision-making body of the institution. And in the calling of that AGM, all the community stakeholders and the interested parties like the NGO, political organisation, transport association, whoever is involved and has got a stake in that community within the peripherals of the school’s parameters must form part of the AGM because each one of them as the stakeholder has some vested interest”.

He clarified that:

“The AGM is the highest decision-making body for the next coming year, and that being said, even the budget for the next coming year has to be adopted and endorsed by the AGM. Now as far as I know the structure, I should think that everybody is well represented without faults except whereby there are variants regarding individual conduct but in the legislative structure, everybody is well represented, and everybody has got an equal chance of participating”.

And, further explained that:

Moreover, even the budget itself, before it can be presented and debated in the AGM, parents are invited to come and peruse and do adjustments long before the AGM itself”.

Treasurer B also agreed by saying:

“...participative decision making is when all the stakeholders participate in whatever decision that is taken in the institution. Starting with the learners who are represented in the RCL, the teachers, SMT and the parents. So, all should be involved”.

4.6.7 Discussions

All the participants comprehended what participative decision-making is, its importance, how it should work in a school, and how it can be practised in other structures of the organisation. They shared a common view that for teams to work

effectively, decision-making must be democratic. That way, team members can understand the decision and own it. The participants' description is in line with the requirement of the Department of Education (2000:6), that SMTs should work in collaboration with all the stakeholders. It is a shared leadership where teachers are included in the school's decision-making processes (Kipkoech & Chesire, 2011).

4.7 HOW SCHOOL LEADERS' DYSFUNCTIONAL DECISION-MAKING PRACTICES AFFECT TEACHER EFFECTIVENESS

Theme 1: How do the dysfunctional decision-making practices of the school leaders affect teacher effectiveness?

4.7.1. Category 1: The Deputy Principals' Views on How School Leaders' Dysfunctional Decision-making Practices Affect Teacher Effectiveness

Deputy Principal A preferred to explain the advantages of including the staff in decision-making. She contended that if all stakeholders are involved in decision-making, they are bound to deliver because they own the decisions taken. According to Deputy Principal A, involvement gives job satisfaction, productivity, and accountability.

"If there is job satisfaction from staff, then we have a happy environment, and a conducive climate to work in".

Deputy Principal B, on the other hand, maintained that not following proper processes or structures is mainly the cause of *"fights and unhappiness"*.

4.7.2 Category 2: The Departmental Heads' Views on How School Leaders' Dysfunctional Decision-making Practices Affect Teacher Effectiveness

Theme 1: How do the dysfunctional decision-making practices of the school leaders affect teacher effectiveness?

They agreed that when teachers are affected, their productivity suffers.

Acting Departmental Head B explained that in school B, teachers are more worried about their job stability and workload because of how posts are managed. Due to high teacher mortality in the school, there were several vacant posts. Therefore, teachers

are worried about losing jobs if outsiders are employed in those posts since the SGB and the acting principal have interests in those posts and those interests exclude the teachers. The SGB, as the structure that deals with the employment of educators, are not empathetic towards these concerns, and they feel that the best candidate will win irrespective of whether they are employed by the school or not. Job security seems to be the most worrisome factor in the school.

Departmental Head A: *"...we fight, I don't wanna lie, then we exchange words, the principal, the chairperson, the treasurer..."*

Again, the acting principal seemed to decide on his own. For example, his decision to stop the departmental heads from acting positions without consultation angered the teachers as they felt that he is against rewarding, developing and promoting them.

Besides posts, resources are not allocated fairly. An example of the appointed teacher assistants who were hired to assist some teachers were cited.

Departmental Head A explained that teachers complain often:

It happens very often, almost every decision or everything, every next step.

From her assessment, complaints are mostly from new teachers as they are still zealous in their profession.

"I would say the ones under 5 years or so, roundabout there, they all ask a lot of questions and the enthusiasm also plays a role."

Contrastingly, some teachers were not that keen to follow things up. Old teachers seemed to know what they were doing as they had more experience. She felt that the challenges posed by new teachers are indirectly good since they help others to keep abreast with new information.

You find teachers that are in routines as experienced, they are not so worried about being knowledgeable about fixing the next step and how we are going to do this precisely. It is not necessarily a personality, but sometimes it has to do with experience as well. Because I found that some teachers who are used to what is going on they Uhm, they add their bit but they kind of like just fall in place whereas new teachers..."

She further explained that:

“...the older, more seasoned teacher needs a bit of a bump, you know, this is what is happening on the scene so it kind of help in that sense that sometimes it’s good to start afresh with something because it keeps you up to date with the times.”

Again, the disconnect and conflict between SGB and SMT affect teachers negatively. Teachers become unproductive and eventually, learners’ needs are not met.

4.7.3 Category 3: SGB Teacher Representatives’ On How School Leaders’ Dysfunctional Decision-making Practices Affect Teacher Effectiveness

Theme 1: How do the dysfunctional decision-making practices of the school leaders affect teacher effectiveness?

Both teacher representatives conceded to the fact that the SGB works against other stakeholders. They were adamant about making their own decisions without any regard for teachers. They seemed to have the upper hand as they were responsible for finances and recruitment, which are also the deciding factors in the effectiveness of teaching and learning.

Teacher Rep B testified that the SGB, as the structure that deals with the employment of educators, are not empathetic towards these concerns.

Teacher Rep A elaborated on SGB decisions’ impact on teachers. According to Teacher Rep A, the main aim of the SGB should be to ascertain that there is productive teaching and learning and that there is sufficient support for the teaching and learning process. However, broken relationships between SGB and other structures, either parents or management prevents this guarantee and support.

The SGB sometimes ‘bulldoze’ or makes decisions that are of no interest to the learners because they are a majority in the decision-making structures, and this affords them an upper hand to make irrational and unpopular decisions.

Teachers feel disgruntled over these decisions and have at one stage shown their unhappiness by resigning from the SGB as they felt disrespected and overlooked. They also felt that decisions were not beneficial to learners and teachers. Furthermore, the teachers felt that the decisions were illegitimate and not aligned with the departmental policies. An example given was that instead of providing textbooks and computers, they would prefer to contract people to cut grass for a considerable amount of money when there are people who are already employed in the school to perform that duty. Without the much-needed educational tools, teachers' productivity is affected and consequently, this filters down to the learners' performance.

Again, the SGB's preference for financial management over the improvement of learners' academic performance and teacher wellness and support also infuriates the teachers. Appointment and payment of contractors were also cited as the main interest of the SGB instead of providing resources needed for teaching and learning and reducing class sizes. Teacher Rep A alleged that the appointment and payment of contractors' processes are not managed effectively and the SGB views this process as a chance to enrich themselves.

Teacher Rep A: "This is impacting, teachers are very frustrated...the SGB's poor decision-making demoralises the teachers".

In turn, teachers resort to reducing their workload by teaching for assessments and reporting to meet deadlines. No effective assessment, teaching, and learning take place.

Teacher rep A: "...there is no effective marking...You are just in a rush to teach assessment because this is hundreds of papers to mark. Imagine an English teacher in Grades 4-6 if you are teaching two classes. Each child is probably writing nine assessments, if 9x40 or more, that is like almost 400 scripts that be, must be marked excluding the normal day-to-day work. If parents understood this, they should understand because during discussions we talk about these things, but some of them see it as a luxury".

He explained that:

"...the government has given us teachers, they are enough! True, in terms of official ratios they are enough but in terms of effective teaching and learning, they are not

enough. So, that's my view, that's where the governing the body is failing, is failing children, is failing teachers, not providing teachers with the necessary support in terms of resources and also additional support staff."

4.7.4 Category 4: Teachers' Views on How School Leaders' Dysfunctional Decision-making Practices Affect Teacher Effectiveness

Theme 1: How do the dysfunctional decision-making practices of the school leaders affect teacher effectiveness?

Teacher A reported that teachers are impacted negatively by the decisions taken by their leaders without consultation.

*Teacher A: "It's having a negative impact because the SMT and the SGB will decide yet they are not there in the school, they are outside, and we need to sit down and say we are not comfortable about this and that and that so that and we come we plan and suggestions. We need to suggest, we all have my knowledge, we do have knowledge and eeh, *P, I think if we are not working together there's nothing that we can do as a school. And again, it affects the results at the end".*

Implementation of policies is also a problem as some teachers take advantage of and neglect their jobs, leaving others to perform their duties.

Teacher A: "Policies are just theory they are not being implemented. It affects us because some of us are working, some of us are not working some are just absent themselves from school. We are not motivated, I just want to highlight that, we are just coming to school in the interest of the learners, not in the interest of working for the whole school. You are just, go, you go there just to teach their learners and it ends there. We are not happy".

Teacher B agreed with Teacher A that policies are important for the functioning of the school and as guidelines for all stakeholders.

Teacher B: "If the school functions accordingly in terms of following the policies, the school will get the best teachers and the teachers in that school will work harmoniously, voluntarily, happily, and whatnot because things are done, you see,

they are aware, they are informed about things, they are involved. I think what is important is to be involved, you know”.

Teacher A added that teachers must be consulted in recruitment decisions because they already know about their challenges in the classrooms, sharing of classes, and more. Therefore, they are in the right position to recommend the kind of candidate needed to fill the vacant post to offload another teacher. This will avoid teachers being placed in subjects that are not their speciality.

Teacher A: *“That makes you speak about the issue of specialisation because if you are placed in a subject that you are not comfortable in, you are going to be frustrated, you are going to avoid going to classes, you are not going to be happy at school”.*

Teacher support was also mentioned as important for teachers to be effective. The support needed is not only about teaching resources, academic issues, relevant textbooks, and subject specialisations.

Teacher B said:

“And speak about teacher support. Teachers need to be supported. When you speak about support, the manager, the immediate senior is the manager, needs to know the teachers failing because some teachers are dealing with stresses from outside, you see”.

“The sometimes when the teachers are not performing, is not because that person doesn’t want to perform but is dealing with issues... there is a lot of stuff because sometimes you speak about teacher support you talking about workshopping people about empowering people, encouraging people to be lifelong learners, to go to school and whatnot you see. Then if those things are not happening teachers will be affected”.

Even though there are development programmes in the school, there is no feedback if teachers have met or not the outcomes of the courses.

Teacher B further added:

“But now after the program, we do not see the feedback as to how that program went. I think what is needed here is motivation because people are demotivated here”.

Proper feedback on the workshops provided will also reduce contentions about the posts.

Teacher B added:

“When you are empowered, you don’t need to squabble with anyone about the post because you are empowered. Now people when they get frustrated, they get desperate because there is no capacitation. Capacitation goes a long way, especially in terms of managing the school because when you are capacitated you want to impart knowledge, to share knowledge with other people with no uncertain terms”.

Broken relationships between the SGB and the SMT; and factions in the SMT cause uncertainty amongst the stakeholders. This also compromises the confidentiality of the information discussed within those structures and the legitimacy of the appointments made.

Teacher B said:

“Then now you find that people are at loggerheads now because there is what is called the power struggle at school now. The SGB claims that we are the people who are supposed to do ABC, and then SMT is also claiming that we are running the school, so you find divisions now within those structures...and then even the SMT, they are not acting now as one voice because everybody is looking at his interest...”

“Let’s say you speak about the confidentiality issue; you discuss stuff as the SMT within one day you find that this thing is already known. Even in the SGB also, likewise, it happens, they discuss stuff, but tomorrow is known because they have connections, the people within the school and even within the SMT. So, the whole thing is flawed”.

“Then you find that recruitment itself is compromised, instead of taking the best candidate from the interview they take number 4 because number 4 is connected to the SGB. That is going to affect the curriculum delivery”.

4.7.5 Category 5: SGB Secretaries' Views on How School Leaders' Dysfunctional Decision-making Practices Affect Teacher Effectiveness

Theme 1: How do the dysfunctional decision-making practices of the school leaders affect teacher effectiveness?

SGB Secretary B: *"The acting principal decides on his own. For example, his decision to stop the HoD acting positions without consultation angered the teachers as feel that he is against their form of reward and development on a promotional post"*.

Again, past management disregarded the teachers. According to SGB Secretary B, School B has a lot of vacant posts due to the teacher mortality rate. Therefore, teachers are worried about losing jobs if outsiders are employed in those posts.

According to Secretary B's report, both the SGB and the acting principal have interests in those posts and those interests exclude the teachers within the school. The SGB, as the structure that deals with the employment of educators, are not empathetic towards these concerns and are naïve to think the best candidate will get the post. Job securities seem to be the most worrisome factor in the school. This worries the teachers significantly.

Unfair division of resource allocation is also a problem according to Secretary B. As a teacher and an SGB member, she was also not informed about the appointment of assistant teachers, and to make matters worse, these assistants were allocated to some teachers.

Secretary B said:

"There were these teacher assistant's posts. Some of us were surprised, we don't know what was going on, we were not informed. And the way the teacher assistant was assisting others and not others. And I was amongst those who were not assisted, and I even said, if ever it goes like this, we don't need this teacher assistant. I took this matter to the SGB because few people benefit from this and others, they don't, so rather, we don't need them".

SGB Secretary A mentioned, amongst others, the lack of consultation, support and guidance systems, and workload as some of the factors that affect teachers. Teachers

are discouraged to do anything outside their prescribed duties. Decisions are not implemented or not taken at all, and this forces teachers to take the decision they believe would benefit the learners.

Secretary A narrated:

“I feel sometimes management's lack uh of decision-making ends up having decisions taken whether they were discussed or not, but things will just happen and also phases will just function in their way”.

4.7.6 Category 6: SGB Treasures Views on How School Leaders' Dysfunctional Decision-making Practices Affect Teacher Effectiveness

Theme 1: How do the dysfunctional decision-making practices of the school leaders affect teacher effectiveness?

Both Treasurer A and B agreed that there is a disconnect between the SGB and the SMT and that disconnect has a ripple effect on the whole institution.

In addition, Treasurer A reported that sometimes teachers' complaints are unfounded. According to him, the majority of the teachers are more interested in issues that are not in tandem with curriculum delivery. When asked for detailed learner performance statistics and updated profiles, they fail to produce them.

Treasurer A stated:

“Even if when the SGB asks the principal as per SASSA allows that the principal must from a time to time report on the annual teaching plan and the progress. It becomes difficult. Then on the analysis of the results we say ok we got 79%, we have missed out on 21%”.

Treasurer A further explained that:

It is not all educators, and it is not all subjects, can we be given stats that are very articulative so that we see where the problem lies, and when we need to see where the problem lies, it is not a witch hunt?

Treasurer A then cautioned that:

*“We need to remedy the situation. They will never, ever at any school, except in a private school where parents have more say and they are in control of the school without these monster unions. Now, here in a public school, you will never get a detailed results analysis because they are going to say, ok, it’s *Mr. M here, it’s *Ms. M here, and then it’s not a witch hunt, we have to go back and say *Mr. M you are contributing to this 21% we are lacking at the school, they will never, you find the analysis being a summary”.*

Treasurer A further indicated that:

“When you zoom in it becomes a problem, even the district can’t help the SGB in that regard. I mean if we are losing 21%, it is not all educators, and if ever where you are lucky to force those analyses, you find that that very 21% that is missing has been a trend for the past 5 years without remedy”.

When asked about teacher support and development, Treasurer A responded by saying:

“Eeh, on that question, Section 38a of the South African Schools Act encourages and states categorically how teachers should be enhanced, capacitated, and motivated. It says it clear, but now that very same, that section of the act is not used for that, it is used for something else as per the request of the educators”.

Treasurer A was adamant that teachers are never left out because they are represented in the SGB, and their representatives have to give them feedback on decisions taken. Instead, teachers backtrack if they do not get their way and end up involving the unions.

Treasurer A said:

“Now if ever, when educators’ things don’t go their way, they somersault, they go back and come via the union trying to attack the SGB. Now, unions, when they are supposed to address labour-related matters, they become a monster used to destroy the education of our kids. You see, at no stage whereby educators are not included”.

Treasurer B added that:

“If we do not participate in the decisions of the school, there is going to be chaos to start with. Because we are living in a democratic country where we need to be listened to”.

4.7.7 Discussion

One rationale for incorporating teachers in participatory decision-making is to enhance the quality of decisions made by a school and its efficacy in attaining its objectives (Kipkoech & Chesire, 2011). Data collected confirm not including teachers in the decision-making process harms their productivity. It is also evident that they would like to be included in all school activities including those happening outside the classroom, such as learning material choice, curriculum creation, learning evaluations, student placement, personnel staffing, and professional development (Ngcobo, 2015).

Teachers feel disrespected, overlooked, furious, demoralised, and stressed due to the decisions taken by their leaders. They have reported that they are overloaded with work and instead of hiring new teachers, the leaders prefer to channel the funds to insignificant projects. Again, it is difficult to perform their duties because policies are not properly implemented or used. There is no guidance or support on how they should solve the challenges they come across in their line of duty. Learner discipline and training or induction of new teachers were mentioned as some of the challenges experienced. From the findings, teachers do not only deal with work stress, but they also deal with personal stress. Therefore, they need support and empathy. If teachers are overloaded and feel incompetent and unproductive due to decisions taken for them, they are likely to burnout or become stressed (Benoliel & Barth, 2017).

Ngcobo's (2015) findings confirm that if decisions are taken for teachers without an explanation or reason why such decisions are taken, they might not understand the rationale behind those decisions. This is bound to bring about disorder and disagreements between the staff and the leaders. In this regard, Ngcobo (ibid) recommends that power be shared amongst the group, not individuals. And leaders need to consult about and facilitate shared power. This way, the shared roles will enhance the functioning of the institution and the group.

Even though teachers regard the SMT and the SGB as leaders of the school, more blame is directed towards the conduct of the SGB towards the teachers. According to all the stakeholders' reports, the parent component in the SGB makes decisions without consultation and these unreflective decisions affect teaching and learning. Mismanagement and misuse of funds for insignificant resources instead of using them for teaching and learning resources were cited as an example.

They take advantage of the fact that there are more parents in the SGB than members from other structures. On the other hand, the SGB reported that teachers with the inclusion of the SMT and the teacher representatives are accustomed to questioning things that are not within their scope of employment. According to the parent component in the SGB, teachers refuse to cooperate when decisions are made if things are not to their advantage. They claim that teachers are invested in their development except in the politics of the school. They refuse to be profiled, and according to the SGB parent component, this is done to find ways of supporting and developing them.

Another factor that was raised by the SGB is that there are two centres of power within the school. The educators either use the SGB or the SMT to obtain what they desire. This in turn causes friction between the SGB and the SMT, hence the difficulty in implementing decisions and policies and the animosity amongst the stakeholders.

4.8 THE NATURE OF PARTICIPATIVE/DEMOCRATIC INCLUSION IN THEIR RESPECTIVE SCHOOLS

Theme 1: What is the nature of participative decision-making in your school?

4.8.1. Category 1: The deputy principals' views on the nature of participative decision-making practices in their schools

On the question put to them about their inclusion practices in their respective schools, Deputy Principal B explained that the Senior Management Team (SMT) and the SGB work together in hiring teachers, procurement, and school security. Teachers assist in finding suitable substitute teachers, security, and discipline. Teachers are also involved in other committees in the school except in committees that make financial decisions.

Deputy principal B said:

“You know the committees, especially that involve the funds of the school, that’s where they get more not being recognised”.

Again, teachers are represented in the School Governing Body (SGB) and they serve as mediators between the teachers and school leaders. However, meetings involving all stakeholders are rare, and when such meetings are called people leave tense, unhappy, and aggrieved. This is because teachers feel that they do not receive any support from the SGB. All the previous SGBs cared about are the finances.

Deputy principal B added:

“It is just about signing the cheques and the procuring whatever, the LTSM, it was just about that”.

The reason she preferred explaining about the previous SGB is that the newly elected SGB was only a few weeks old.

Deputy Principal-Acting Principal A said:

The previous principal used to impose decisions but that was not the case anymore as people are more aware of their rights.

“Decisions were taken and dished out, like casting stone. Timetabling was for management only and teachers just had to sign and teach. There is consultation- work in progress. So, times have changed. We are not, I’m not saying we are perfect, but we are striving where we get everybody involved in the decision-making”.

However, Deputy Principal A mentioned that including everyone comes with its challenges.

“People tend to mix their roles and their positions...there are also times where you get individuals who try to push their agenda for a decision to be taken...corridor talks, corridor consulting...And sometimes, not always, it’s not the best for the school”.

4.8.2 Category 2: The Departmental Heads’ Views on The Nature Of Participative Decision-making Practices In Their Schools

Theme 1: What is the nature of participative decision-making in your school?

Acting Departmental Head B felt that teachers and other SMT members are not consulted on issues such as post-management and allocation of resources (assistant teachers). SMT meetings are used to discuss people instead of discussing pertinent issues affecting the school and teachers. HoD B explained that the lack of consultation:

“Creates conflict and it looks like we (teachers) are defying any decision coming from management”.

Departmental Head A acknowledged that teachers are involved in some decisions only when management cannot reach a solution. Teachers update others on information from workshops, but committees are dysfunctional. There is a lack of teamwork among the stakeholders, and this has a ripple effect on teaching and learning effectiveness.

Departmental Head A said:

“There is a disconnect and like you don’t see growth and like you don’t see progress. And unfortunately, it does spill down to the teachers in that the teachers and the child’s needs are not met 100%”.

4.8.3 Category 3: SGB Teacher Representatives’ Views On The Nature Of Participative Decision-making Practices In Their Schools

Theme 1: What is the nature of participative decision-making in your school?

It is evident that there is a conflict between the leading structures of the school and that consequently cascades to teachers and learners.

According to Teacher Rep A, the failure of schools is caused by leadership.

“Every organisation will succeed or fail because of leadership”.

Teacher Rep A further explained that conflict within the leading structures has a bad impact on teaching and learning success. Poor relationships and the power struggle between the principal and the SGB chairperson, sometimes with the entire SGB structure, have bad consequences for the effective functioning of the school. In the SGB structure, where more decisions are taken, parents are more in number than other members therefore, they have the advantage to override any decision. However,

it has become evident that the privately taken decisions are not beneficial to the school. For example, retrenching the computer teacher in this COVID-19 pandemic when computer skills are desperately needed by learners for online learning. Teacher Rep A believed that if there were more teachers than parents in the SGB, they would give priority to pertinent issues because they are knowledgeable about education issues.

Funds are channelled to insignificant tasks such as painting the school instead of employing specialist teachers and finding ways of motivating teachers who are already in the school. Instead, they find ways of making extra cash through contractual agreements with contractors. This shows that the SGB's priorities are misguided. Teacher Rep A further said;

“So, what you see now is that resources that are supposed to facilitate teaching and learning are being diverted to things that are not the priority of the school. And, and, because of that, then teachers are not able to do their jobs effectively. Without textbooks, without computers or any other tools that are needed, that impacts on teaching and learning at the school...”

These parents have secret meetings before the actual SGB meeting and that:

Teacher Rep A said:

“They come to the meeting having taken decisions as parents to the exclusion of other parties in the SGB...each party wants to counteract the other in that conflict”.

Meetings are about fixing people instead of discussing serious challenges within the school. Therefore, teachers are hesitant to attend meetings called by the SGB teacher representatives as they do not think the report is important. This leads to SGB representatives resorting to receiving ideas and concerns via informal consultations to submit to the SGB meetings.

Teacher Rep A added:

“Sometimes people get tired of attending meetings and so on, but there are formal sometimes meetings and informal consultations hey...you take their ideas or views to the School Governing Body”.

4.8.4 Category 4: Teachers’ views on the nature of participative decision-making practices in their schools

Theme 1: What is the nature of participative decision-making in your school?

Teacher A believed that the SMT’s lack of support and guidance is due to their lack of curriculum understanding, especially the curriculum management planning.

Teacher A said:

“I think the SMT again is lacking in curriculum because that is the core business, we need to understand that everything about the curriculum we need to understand that they need to seize to sit down and draw a management plan”

Teacher B shared similar views:

“They are supposed to have itineraries whereby they sit together, and they formulate policies, and they review policies. Not only to do that alone in the peripheral somewhere”.

Teacher B also added that the committees formed within the school are made up of teachers and school leaders (SMT and SGB). However, teachers are not included when decisions are made. He made a specific mention of the finance committee. The same goes for every other decision taken that might affect teachers.

Teacher B said:

“They need the attention of the whole staff so that everybody can agree, can criticise or add in the policies so that people own that. But when something is done somewhere in the closet, nobody knows anything about that. So that is why if you speak about

active participation in school is very imperative that that must happen. But I'm not sure if here, here to be honest with you, it is not happening".

Teacher B further added that:

"You see things happening, you see people doing stuff, for instance, in their hiring of people, you see a person walking, you don't even know who that person is, and the person was not even introduced to you. For instance, ...I have never seen that culture of decency of being professional of introducing people with dignity and respect. It is not happening".

4.8.5. Category 5: SGB Secretaries' Views On The Nature Of Participative Decision-making Practices In Their Schools

Theme 1: What is the nature of participative decision-making in your school?

Secretaries A and B agreed that there is a lack of consultation on issues concerning teachers, citing posts management and allocation of resources among other things.

SGB Secretary B said:

"But what is happening here, if the management felt that this is good for the school, they just take whatever and tell us, guys, this is what is going to happen here. So, they make the decisions for themselves. Even the SGB, before, I don't know now because I am a part of the SGB. But before, they didn't consult us in the decision-making, and then the teacher wings will come and report that as the SGB we have decided to do this and that".

Secretary B also went on to say:

"Same applies, especially the principal, if ever he felt that this is not going to happen, he just takes that decision. For instance, in the case where we are supposed to act, we are doing the rotational acting in the HoDs. Then the principal felt that because people are acting because of money not because of development, so he decided to stop acting without consulting us. Then he wrote the letter to the district, and he told them to stop, that the rotational acting must stop. And we were angry because we were not part of that decision".

However, Secretary A reported that:

"It needs work. Can I just see that it needs work? Because it's very minimal engagement and there is minimal consultation".

And according to Secretary A, due to minimal consultation.

Secretary A

"Sometimes decisions just don't get taken because... sometimes you get leaders that are not decision-makers? And you can see that ok, the school needs to be deciding on something now, but the school is just not deciding. The school is just, we will ok consult and consult, and you know, and we are not sure, let's, and you find that lack of not decision-making ends up having things being done without a decision".

In addition, Secretary A said that even though policies are referenced, they are not properly implemented. She had this to say:

"Policies are consulted, um, it's the implementation that needs work...the school needs to go back in engaging with policies and because policies guide decision-making".

Secretary A also cited that communication, monitoring, and support of teachers regarding curriculum issues are a challenge.

"There is just simply no monitoring, there's no support, there's no assistance in making sure that we achieve our literacy and numeracy outcomes, So, if that is not followed through, then we end up having to just shove and push learners through the system. Not to say people are not doing their job, people are doing their job, but I think we still need support, we still need guidance. How do we resolve this"?

Secretary A added:

"We don't have those platforms where we sit and engage, and we bounce ideas back and forth to say, OK, this is a challenge I'm facing in the class, how can we assist? There are no support systems in place to support teachers in the school".

Again, there is no progression within the school in terms of learner transition from one phase to the other. According to Secretary A, this is due to a lack of proper management systems including monitoring and following up on pertinent issues.

Secretary A further narrated:

*“It's a challenge throughout the school. So, I also find that when a school functions and there is and there's no synergy between the three phases then each phase functions in its way. And at the end of the day, a learner that leaves *School A at Grade 7 is not the same as the learner that leaves another school at Grade 7, because there was no synergy to say the foundation phase gives the intermediate phase these products, so that again still needs people that have to see that things are implemented. To go and see and implement and support. There is a problem in the school system- in the management of the school. because synergy is created from the management perspective”.*

And also, the evidence of division within the School Management Team (SMT).

Secretary A said:

“Management does its own things. Now management obviously is a particular few people, bona themselves, they, one does this, one does that, one... They don't seem to understand what they are doing, and they do not work with the district office. ‘When this particular teacher comes and to say, I'm in the LSEN class, I need assistance with this, management will say: ‘go and consult with the department’. Department comes and says ‘we want this. Do you understand what I'm saying? So, can you see its back and forth”.

4.8.6. Category 6: SGB Treasures' Views On The Nature Of Participative Decision-making Practices In Their Schools

Theme 1: What is the nature of participative decision-making in your school?

Treasurer B felt that the committees within the school would be a good way of including teachers in decision-making, but those committees do not work. They are only committees on paper.

Treasurer B said:

“Before part, there were committees. The committees were elected by the teachers. ...At the end of the day, the committees sit, they meet with the SMT then report what is happening. But now, we only have the ghost committees, ...but the procedure is no longer followed”.

However, Treasurer A had a different view. He explained that there is no need for the leaders to report to the teachers because all structures are represented in the SGB.

Treasurer A said:

“Now after elections, every constituency sends its democratically elected representatives to the governing body and then the number in the governing body, the parents as the partner with the state then must constitute at all times one more than all the components combined. Now it is the duty of the representatives from time to time, to go back to their constituency giving feedback and getting updates of whatever, getting mandates of what is needed by respective constituency”.

Treasurer A added that the problem comes from the principal and the SMT as the advisors of the SGB in terms of curriculum issues.

“There is no misunderstanding at all and confusion. Principals and the SMT, are the root problems of things and this is very simple. They are appointed, they are having credentials, highly qualified”.

Treasurer A lamented that:

“They can’t come to terms with the fact that South Africa is a constitutional democracy, the people are governing. Now, they are depriving the parents, the so-called illiterates of their right of developing policies and if ever, when things go out of hand you will be surprised to realise and know how much the principal and the SMT are well acquainted with the governance of the school, and they are not highlighting the SGB”.

Treasurer A also added that:

“And as section 16a says the principal must keep the SGB in line with the regulations. Now even if there is a problem in the school, it can’t be the SGB because the principal is the one who must guard against that, who knows the legislation”.

4.8.7. Discussions

The results show that the inclusion practices in these two schools are below par. The teachers' experiences indicate that they are excluded from most decisions. Most decisions are taken without consultation and in some instances, even the teacher representatives do not report back on what was discussed in the SGB meetings.

The teachers felt that the SMT is not well trained on curriculum issues and policies, hence their lack of guidance, support, and accountability. They believed their lack of consultation and communication happens because they avoid being asked questions and having to clarify issues that they do not know. However, the SGB believed that though SMT is well knowledgeable about school management and governance issues, they are unwilling to cooperate with the SGB. Treasurer A's view on the SMT's lack of cooperation was that *"the professionals don't believe that illiterates must develop policies for them"*. Unfortunately, the results show that teachers are not afforded participative opportunities. Data suggest that this is due to the conflicts and power struggles within the managing structures, that is, the SMT and the SGB.

Committees that are required to promote and improve shared decisions are dysfunctional. This in turn demoralises and demotivates the teachers. With their emotional state, teachers then become unproductive, and this has a ripple effect on the learners' performance. This finding confirms Ngcobo's (2015) claim, that including teachers in decision-making benefits the school and the quality of teaching and learning. And that, if teachers participate in all decisions, school effectiveness and learner achievement will be realised.

4.9. RECOMMENDED STRATEGIES THAT CAN BE USED TO ENHANCE AND MODEL PARTICIPATIVE DECISION-MAKING IN THESE TWO SCHOOLS

Theme 1: Which strategies can be used to enhance and model participative decision-making in schools?

4.9.1. Category 1: The Deputy Principals' Recommendations of Strategies that can be used to Enhance and Model Participative Decision-making in Schools

Both deputies agree that teachers should be involved in decision-making.

Deputy Principal A was of the view that:

“...everybody needs to have the common goal in mind, you know, where we don’t mix personal and professional and stuff like that. If we have that common goal, we need to do what is best for the institution and learners. I think any institution, not only here, any institution, will function very effectively”.

However, Deputy Principal B agreed that teachers are managers only in the classroom. Therefore, they should only be involved in what concerns them, that is what happens in the classroom only, such as learners’ discipline procedures, timetabling, and sharing of classes. They need not meddle in management or governance issues.

“...they need to keep their lane because if you allow them to overlap into the management lane, they tend to forget what’s their position, so for them to be involved in the decision-making, that decision-making must have to do with the child. Just the child because their main duty is to make sure that the child gets an education...As I have alluded previously to say, sometimes if you let them overlap, they tend to forget their real position”.

4.9.2. Category 2: The Heads of the Departments’ Recommendations of Strategies that can be used to Enhance and Model Participative Decision-making in Schools

Theme 1: Which strategies can be used to enhance and model participative decision-making in schools?

From the interviews, it emerged that the HoDs regard consultation and regular meetings as fundamental to decision-making in schools. According to these HoDs, one other way of consulting would be to form committees to help with decision-making in different aspects. This should be done through deliberations on issues and voting on issues in the absence of a consensus.

Departmental Head A advised that leaders need to share more to be questioned less. According to HoD A, transparency makes people more comfortable. However, they need to use their discretion on what is shareable and what is still in the process and need not be shared. She also added that leaders should delegate more even though there is no time to delegate. This indicates that there is an awareness that the expected teamwork is not happening in practice.

Departmental Head A

“The department gives you as managers very short time frames for deadlines. There is relevant managerial admin work that requires teachers input such as academic improvement plan but the reflective time for meetings required is not built into our education system”.

From HoD A’s experience, teachers are not interested in finances unless they are interested in management positions.

HoD A

“So, there are those times where, but now you speak finance with teachers they are not interested unless if they are interested in management and self-development then that becomes of value”.

There is a need for ongoing SGB training regarding the running of the school, not only finances.

HoD A

“Training is needed for SGB to understand logistical facts about the school and the in-depth knowledge to run the nine focus areas of the school. Training is not sufficient, and it is just an overview of how SGB should operate but explanation-seeking questions are not answered properly and clearly”.

This includes teamwork, to realise that they need to work with the SMT to run the school, not only about service quotations. According to HoD A, even the district does not provide sufficient support and guidance on how issues can be resolved.

HoD A explained that:

“Schools can ask Matthew Goniwe for help but how do you have your self-developed for that need if you don’t even know it exists? When the SGB does reach the stumbling block or something they don’t have the right tools or equipment in the training or knowledge of how to deal with certain situations”.

HoD A further emphasised that:

“The district should give more support by sending specialists to conflict-ridden schools for intervention. They wait for problems to escalate before they can give support, and the support is only for a short while not ongoing...But I do feel that the support structures of the department, I don’t know if they are overwhelmed, but they come they support for a day or two and then after that, they’re gone again”.

However, HoD A highlighted that:

“They do tend to give you guidelines, but it is not in black and white then there are so many grey areas that you then at the end of the day you don’t know how to move forward”.

HoD B recommended that decisions should only be finalised after consulting the teachers.

HoD B: *“The SMT should sit and deliberate an issue and before they take a decision, they must call the teachers...”*

4.9.3 Category 3: SGB Teacher Representatives’ Recommendations of Strategies that can be Used to Enhance and Model Participative Decision-making in Schools

Theme 1: Which strategies can be used to enhance and model participative decision-making in schools?

Teacher Reps A and B both mentioned that for schools to be effective, people must share the same values and vision. The school should also have functional committees which are made up of teachers to help with the decision-making. This will also guarantee that teachers are genuinely consulted and that they can deliberate, finalise and agree on issues concerning them. As the key drivers of teaching and learning, teachers are capable of supplying valuable information that would assist leaders in

decision-making. Training should also focus on conflict management to alleviate conflicts, personality clashes, anger, bitterness, hate, and animosity among the stakeholders.

Teacher Rep A stressed that there should be ongoing SGB training that focuses not only on financial management but also on the consequences of bad decisions.

Teacher Rep A:

“Let’s say training that focuses on the role of the governors, and what could be done...what governors should do to improve their schools, so training is very important. And choosing or having some ethical leadership where people are trained in ethics also has a consequence, I don’t know there is consequence management or whatever you call it, because there are many misdemeanours that are committed by governors, where you can see that these decisions are not right. There is a lot of conflict of interest or is just wasteful expenditure or fruitless and wasteful expenditure, but usually, there is no action from the department”.

Governors must be trained on reflective decision-making, that is the decision taken versus the cost-benefit of that decision. In the absence of any benefit to the school, then there should be a moment to pause, reflect on, and review the decision.

Teacher Rep A:

“...governors should be held accountable for decisions that they make. It should not just be decision-making and then you go out, you cost the school money, reputation, and so on, people should be held responsible for what they do. They should be held res..., if parents know that they are going to be held responsible for wrong decisions, then we are going to reduce the number of wrong decisions, that are made deliberately, not out of ignorance but in some cases for self-enrichment or whatever.

Teacher Rep A added that:

“There should be consequences in my view and at the moment there are no consequences. The system is too slow, sometimes in the past, there was an audit that was done, and in that audit, you get the results after a year or 2 years. And those people that committed misdemeanours are gone by then, so they served their purpose

because there is no follow-up. After all, in a normal situation you should say...aaa, even if you are not there, you are no longer, your children are no longer in the school, you have made these that have cost the school in this way. We are going to take action, criminal or civil action against you”.

Training should compel the SGB to have a mindset shift. To ensure that SGB elected parents are aware of their duties but most importantly, to have some sort of skill or service to give back to the school. Instead of parents who are in the SGB for personal benefits.

Teacher Rep A said:

“I think training is very important and even before training, there should be a qualification for serving in the governing body. In my view, it should not be any Jack and Jill who serves in the governing body. You must show us that you can do something or do something. There must be some form of qualification, I am not saying that parents should have degrees or whatever to serve in the governing body, but come to a school with a skill, maybe you are a teacher, a former teacher whatever or you are an accountant. Let’s have those skills neh, if we have people who are skilled in the governing body, I believe you will get the right decision being made. Training is very important, and not only training, choosing the right people. I don’t know how this can be done, people who are sincere, who care about our children”.

Ethical leadership should also be included in the training as a lack of ethics has become a huge challenge in schools.

Teacher Rep A:

“...ethical leadership at the core, should also be at the core of the training. And some of the problems that we experience in schools are because of that. We do not have ethical leaders, some people are just professional governors, they have learned the system and move from schools (Inaudible) and make sure that they remain in the School Governing Body that they will be a financial reward for them”.

Teacher Rep B also added that:

“We must all deliberate on the issue, and we come up with the decision, not just management”.

4.9.4. Category 4: Teachers’ Recommendations of Strategies that can be Used to Enhance and Model Participative Decision-making in Schools

Theme 1: Which strategies can be used to enhance and model participative decision-making in schools?

Teacher A argued that principals as accounting officers need to be aware of everything happening in the school. They need to be well trained in managerial duties and be able to understand and implement policies. There should be staff meetings where teachers are given a chance to engage in matters of policy and curriculum and feedback be given on important issues.

Teacher A said:

“We need to sit down and I said communication is very important we need to have staff meetings we need to sit down will prepare for all the policies we need to unpack all their policies and make sure that the policies that we are working happy policies that are being implemented, implementation is very important we cannot just have documents there and we kept the documents in shelves without implementing them we need to implement. Implementation is very important and that is not happening in our schools”.

Teacher B shared the same opinion as Teacher A that leaders should know policies. And, according to Teacher B, this could be possible if the right candidates are selected during the recruitment process.

Teacher B said:

“Let’s say you appoint a person to be a manager and HoD because in these days there is what is called an interview process but, in these days, in the olden days maybe somewhere in a moral place people they interview measures the knowledge of the person. But these days a person will get a post but you find that a person didn’t succeed in an interview”.

Teacher B added:

“How do you expect that person to lead people? Because leadership is about knowledge, the knowledge of many things, there are policies, there are gazettes, there are circulars, they have everything. So, if a person does not know, is not familiar with such things, ok let’s make this typical example, a person does not read policies because a person is lazy to read and the person for some reason he gets the post for a senior manager, how do you expect that person is gonna be able to lead people? There is what is called advocacy. How do you expect that person is gonna encourage, and motivate people to learn those very same policies? It is not going to happen”.

Teacher B also proposed that SMT and SGB training be conducted regularly. The training provided should be able to provide these leaders with mental growth that will enable them to excel in their respective roles.

4.9.5. Category 5: SGB Secretaries’ Recommendations of Strategies that can be Used to Enhance and Model Participative Decision-making in Schools

Theme 1: Which strategies can be used to enhance and model participative decision-making in schools?

SGB Secretaries A and B agreed that functional committees would help in decision-making. In case of disagreement, issues are put to a vote; this way, important needs of the school would be met.

SGB Secretary A added that education staff needs to recognise their problems and start working towards change. Especially since there is no principal in the school and if the new principal becomes a hard worker and a decision-maker, then those who are not committed to their roles will be unhappy in the workplace.

Secretary A mentioned that:

“The problem will continue because even if the school finds a suitable principal, staff will continue because they are not used to working hard. What needs to happen first and foremost is for the school staff themselves to acknowledge that we are in a crisis, and we need to work, all of us.”

Secretary A explained that:

“Let's just say now, we get leadership that will come and makes decisions. Remember its decisions that initially were supposed to have been made but there were not. And so, individuals and people within the system are used to not have things done, so you understand when that happens it will be as though now these decisions are imposed meanwhile this is exactly what this is your job, the fact that you haven't been doing your job for the past ten years doesn't mean that this is no longer you job”.

Secretary A then advised that:

“I think the problem now is to fix, first and foremost how do you fix the problem? We fix the individuals, from management to the cleaners to the administrators everyone needs to go back and realise that I have a job which I might not like at this point or no longer live, but I have a job and my job description is this and this and this. If I honour my job description, we fix our hearts as people within the system, then from there we move on”.

Furthermore, the leading structure must lead by example by giving the work they expect.

Secretary A

“You need to lead by example if you're expecting a calibre of work. A certain calibre of work, you need to show it. So that by the time the person you are leading submits the kind of work to you. I mean, they cannot possibly submit low-standard work. Your work is an example to them. So, our leaders are not like that, remember when you are in leadership, you just happen to have that leadership role and that position or that qualification, but you are not leading an empty vessel. And you are not leading an empty warm body. You are leading people that can also think, that can also see”.

Secretary A also advised that leaders should delegate more. She believed that:

“Delegation is not a sign of weakness. It's not lowering standards more than anything you are empowering the person that you have delegated to. It also alleviates stress from management and the teachers”.

Secretary B suggests that:

“...we deliberate on that issue and we come up with the decision..., if ever there are clashes on that ... they can take a decision as management ... or else we can even vote...”

4.9.6. Category 6: SGB Treasures Recommendations of Strategies that can be Used to Enhance and Model Participative Decision-making in Schools

Theme 1: Which strategies can be used to enhance and model participative decision-making in schools?

Treasurer B recommended that teachers be allowed to participate in all decision-making structures in the school. Treasurer A recommended that serious professional issues be directed to the principal to avoid multiple centres of power within the institution. The principal as the representative of the Department of Education in the SGB should be knowledgeable about policies, regulations, acts, and so on.

The principal also represents the teachers and the SMT in the SGB and acts as an advisor, therefore, directing issues to him will avoid confusion and misinformation in the institution. If all suggestions and ideas are directed to the principal to present to the SGB and the SGB is given a chance to develop policies, then the school will be able to function effectively. Instead, the principal and the SMT make it difficult for the SGB to perform their duties because they believe that the parents are not well educated to perform those duties.

Treasurer A said:

“There is no misunderstanding at all and confusion. Principals and the SMT, are the root problems of things and this is very simple. They are appointed, they are having credentials, highly qualified. They can’t come to terms with the fact that South Africa is a constitutional democracy, the people are governing. Now, they are depriving the parents, the so-called illiterates of their right to developing policies”.

Treasurer B recommended that procedures be followed and there should be consistency in all the processes.

Treasurer B: *“The committee should meet, discuss whatever agenda that they have, and report to the SMT. That is the procedure, but the procedure is no longer followed”.*

4.9.7. Discussions

There seems to be a conflict between the leading structures and sometimes there are factions within those structures. This conflict trickles down to the subordinates and affects the school’s performance and relationships. Although the SGB structure encompasses all stakeholders, they do not work towards the same objective.

There seems to be a general view that only the parents in the SGB are responsible for making financial decisions. Other SGB members do not seem to think that they are also responsible for taking part in financial decisions even though they are members.

4.10 CONCLUSION

This chapter explained the data collection strategy used, analysis and results. This section focused on the stakeholders’ understanding of participative decision-making, how dysfunctional participative decision-making practices of school leaders affect teacher effectiveness, the inclusion practices in the respective schools, and the recommendations of how participative decision-making could be enhanced in schools. The next chapter, which is also the last chapter, summarises the results, recommendations, and conclusion of this research.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. INTRODUCTION

The study aimed to determine the effects of imposed decisions on teacher efficacy in two Alexandra schools and to empower stakeholders on how to use participative work practices in improving school effectiveness and teacher efficacy. The study aimed to answer the following questions:

5.1.1. Main Research Question:

What are the effects of dysfunctional participative decision-making practices on teacher efficacy?

5.1.2. Sub-questions:

- What is the understanding of participative decision-making in schools?
- How do the dysfunctional participative practices of school leaders affect effectiveness?
- What is the nature of participative/ democratic inclusion in schools?
- Which strategies can be used to enhance and model participative decision-making in schools?

This study aimed to investigate the effects of dysfunctional participative decision-making practices on teacher efficacy in two Alexandra schools and to empower stakeholders on how to use participative work practices in improving school effectiveness and teacher efficacy (Aloka & Bojuwoye, 2014).

The objectives below were considered when establishing how school leaders' dysfunctional decision-making practices affect teachers' efficacy.

- To determine the stakeholders' understanding of participative leadership;

- To determine how school leaders' dysfunctional decision-making practices affect teacher effectiveness;
- To determine the nature of participative/ democratic inclusions in these schools; and
- To determine recommended strategies that can be used to enhance and model participative decision-making in these two schools.

5.2. SUMMARY OF THE STUDY

This study comprises five chapters which include the literature findings, the practical study findings, and the summary. This study supports the theory of the non-repression principle that all stakeholders in the school are important and that they all have something to offer and that none of them is efficient on their own. In essence, this study purports that no group should enforce its views on others (Gutmann, 1987).

The theory of the non-repression principle was employed to investigate how participative decision-making is used at the two Alexandra Township Schools. A qualitative research method was employed for this study. Recorded semi-structured one-on-one interviews were utilised for this study. Written information was coded and categorised into themes to explain detected theories. These themes and categories were subsequently used to present interpreted data. The findings from the literature revealed that teachers continue to be excluded from decision-making. These are attributed to proper consultation, communication, post-management, and training on policies and related managerial or leadership skills.

Chapter 1: Provided a brief overview of the participative management style and its effectiveness in schools. These were the overview, scope, and context of the research. The research problem, aim, objectives, research questions, and significance of the study were also dealt with.

Chapter 2: The literature review covered the decision-making practices in schools and highlighted how these practices affect teacher efficacy.

Chapter 3: This chapter focused on the research design and methodology strategy employed for this study. Areas covered are population, sample frame, size, selection criteria, and data collection and analysis methods. The validity and reliability issues were incorporated. The role of the researcher was defined together with the steps that were taken to strengthen the trustworthiness of interpretations and conclusions. Aspects of the investigation were justified and explained.

Chapter 4: Research results were critically analysed to ascertain their contribution to knowledge in the management of public schools. The findings were also compared with the results of previous studies in a quest to find any similarities or differences.

Chapter 5: This chapter concluded with a summary of the objectives and findings of the study. All identified gaps were summarised and the conclusions and recommendations to bridge those gaps were documented.

5.3. ANALYSIS OF THE FINDINGS

Research findings were analysed to determine how dysfunctional participative decision-making practices affect teacher efficacy.

5.4. ACHIEVEMENT OF RESEARCH OBJECTIVES

5.4.1. Objective One

To determine the stakeholders' understanding of the participative leadership style:

This objective was achieved by the review of the literature in chapters one, two, and four. In chapter four, it was the research results, analysis, and discussions on the stakeholders' understanding of participative decision-making in the two Alexandra Township Schools. The results have shown that stakeholders have a clear understanding of what participative decision-making is and its importance to the school. The study revealed that stakeholders understand who the stakeholders in the school are and who and how they should all be involved in the decision-making process.

5.4.2. Objective Two

To determine how school leaders' dysfunctional decision-making practices affect teacher effectiveness:

This objective was fulfilled through the study of literature in chapters one, two, and four. The results revealed that the stakeholders' practices in these schools, particularly the leaders', impact negatively on school and teacher effectiveness. The study presented that, if teachers are uncomfortable in the work environment, it affects their teaching, and this has a ripple effect on learner performance and school effectiveness.

Most of the participants reported that the school leaders' decision-making practices are most of the time superficial. The leaders are not empathetic towards the challenges faced by educators, hence the conflicts and animosity within these institutions.

5.4.3. Objective Three

To determine the nature of participative/ democratic inclusion in these schools:

This objective was achieved in chapter four where the participants detailed the nature of inclusion practices and their impact on teachers' efficacy. The results have shown inadequate involvement practices. The teachers are not involved in most decisions and certain instances, the committee does not report to them. It is evident from the responses that stakeholders need to be trained on their roles, curriculum issues, provision of support, cooperation, and accountability. The conflict and power struggle between the two centres of school leadership; that is the School Governing Body, and the Senior Management Team alienates the teachers even more. Committees are also reported to be dysfunctional when they were supposed to be a link between the school leaders and the teacher. This, in turn, demoralises and demotivates the teachers. Their emotional state affects their efficacy, which in turn affects the school's effectiveness and productivity.

5.4.4. Objective Four

To determine recommended strategies that can be used to enhance and model participative decision-making in these two schools:

This objective was achieved in chapter four where the research recommendations and discussions were presented on the impact of the stakeholders' decision-making on

teacher and school effectiveness. Recommendations from the stakeholders were also presented.

5.5. LIMITATIONS OF THE STUDY

This study was conducted in two Alexandra Township Schools in the Johannesburg District; therefore, it cannot be generalised to other schools in this cluster or district. If conducted in other schools or nationally, there may be wider perspectives.

The study was delayed due to the unavailability of participants. The challenge was due to the rotational school timetable that was put in place because of the COVID-19 restrictions. The researcher's time was arranged to accommodate the participants. Teachers expressed open opposition to participating in the interviews and using a recorder for fear of being victimised. However, after explaining the confidentiality and anonymity clause, they consented. The aim was to determine the kind of decision-making practices in these two schools and how these practices impact teacher and school effectiveness.

5.6. DELIMITATIONS OF THE STUDY

This research was centred around the senior phase because the senior phase collaborates more with the SGB on a variety of challenges, and disagreements are more likely to emerge, hence the exclusion of the foundation phase educators from this research. The research boundaries were that the current SGB was new, and they would not give all the answers needed for this research. Therefore, the previous SGB members were interviewed instead, since they had the sufficient experience needed for this research.

5.7. RECOMMENDATIONS FOR CHANGE

The recommendations from the data findings are about the collected data. These findings proved the importance of participative decision-making on teacher and school effectiveness. Harris' (2003) study also found that efficient leaders have a strong but indirect impact on the efficiency of the school and student accomplishment. The general recommendations from this study are:

5.7.1. School leaders

There is widespread agreement among stakeholders that teachers should be involved in decision-making. As a result, school leaders must ensure that everyone in the institution works together to achieve a common goal for the benefit of the students. Personal issues should not intermingle with work-related issues, as this will prevent all institutions from functioning optimally.

Consultation and regular staff meetings are critical components of school decision-making. Meetings should not be for show; all decisions made must be implemented, and school leaders must ensure this. Working committees ought to be established to assist with decision-making in various management and governance areas. Important problems should be debated and voted on in this manner to make the process more democratic and ensure that everyone owns the decisions made. Teachers have to once again, be given the opportunity to participate in policy and curricular discussions and provide feedback on critical topics. This may be feasible if the correct applicants are chosen throughout the recruitment process, rather than those who are unfamiliar with school rules, gazettes, and circulars, or the regulations that govern them.

Leaders have to exercise discretion in determining what is and is not shareable, yet they must also be transparent to avoid being questioned. More questions indicate that the anticipated teamwork is not taking place in practice. To avoid multiple centres of power within the institution, serious professional issues must be directed to the principal as the Department of Education's representative and the SGB advisor. This will help to reduce confusion and misinformation within the organisation.

The delegation will also ensure that everyone works towards a common goal and that management plans are shared promptly so that teachers can plan and engage on important issues. Delegation of responsibilities should not be seen as a sign of weakness or lowering of standards, but rather of a self-assured leader willing to empower subordinates. It also relieves management and teachers of stress.

Regular training for school administrators should be prioritized. The training should be able to provide these leaders with the mental growth they need to excel in their respective roles.

Thorough and ongoing SGB training is required to understand the logical facts about the school and the knowledge that guides the school's nine key areas, not just finance. Training should focus not only on financial management, but also on ethical leadership, reflective decision-making, and actions to avoid wasteful spending. When a decision is made, there should be a cost-benefit analysis of that decision. Training should also focus on conflict management to reduce stakeholder conflicts, personality conflicts, anger, bitterness, hatred, and hostility. This will ensure collaboration, engagement, and inclusion of all stakeholders. In addition, it will allow them to become part of the larger team. In the same breath, the system should be more vigilant, ensuring that audits are completed on time and those audit recommendations are implemented prior to the election of the next SGB. In this way, each group can answer, and correct issues related to them. Training should encourage the SGB to reconsider their responsibilities. Again, elected parents must be aware of their responsibilities and possess a specific skill or service to contribute to the school.

Furthermore, governance structures need to set an example by setting attitudes, work ethics, and expected levels of work. Good work and attitude produce the same thing. To allow for full system functionality, the obvious faction between the leading structure should be corrected. The School Management Team (SMT) must allow the SGB to perform governance duties, as well as guide and support them, and vice versa. As accounting officers, principals must be well-trained in managerial duties and be able to understand and implement policies.

5.7.2. Teachers

All stakeholders agreed that teachers are the primary drivers of teaching and learning and that they can provide valuable information to help leaders make decisions. Furthermore, they must be allowed to participate in all decision-making structures within the school. But rather than meddling in management and governance issues, teachers should excel at managing their classes in terms of learner discipline, timetabling, and class sharing and then report their challenges regarding class management to the school leaders.

The findings also suggest that the best candidates who are qualified, experienced, and problem-solvers are recruited during interviews. And for that to happen, teachers ought to be informed about opportunities for self-development. Teachers ought to be rewarded and promoted according to their educational level; this may motivate them to invest in their education instead of fighting over posts. Again, this may help them to be more productive, and confident, and to have a broader academic perspective about themselves, not just within the confinements of the school they are employed in.

5.7.3. District officials/ Office

To allow for participatory decision-making, it is recommended that the department gives school administrators reasonable deadlines. The district management plan ought to accommodate and include a plan to allow schools to hold reflective meetings for participatory collaboration.

It is also recommended that the district provides adequate support and guidance on how to resolve issues rather than waiting for problems to escalate. Sending officials into conflict-ridden schools without a solid intervention plan does not help the schools; instead, it creates more confusion and conflict among staff members. The district officials' guidelines must be documented in order to avoid misrepresentation and to allow the schools to move in the same direction.

The study aims to assist administrators, school governors, teachers, and districts in changing negative practices. This research may influence mindset change within the school structure in order to improve decision-making practices.

5.8. RECOMMENDATIONS FOR FURTHER RESEARCH

This study raised more questions than could be researched to get more insight into the schools' practices of participative decision-making. Firstly, this study could be extended to other schools within the district to determine the nature of decision-making practices and the kind of support teachers receive from the leaders and the district. That could give an overview of the kind of support or training if any, that the schools receive from the district to enhance their participative decision-making. A quantitative

study with the use of a survey could be employed to collect statistical data that would give an overview of the support or training given to schools.

Secondly, it is evident from the collected data that efficient leaders influence the efficiency of the school and the accomplishment of students indirectly but effectively (Harris, 2003b). And, while participative decision-making is a system or structure, teacher empowerment represents an internal perception by teachers of having increased authority in their positions (Kipkoech & Chesire, 2011). With that being said, which type of participative decision-making activities promote teacher and school effectiveness? Is it consensus, collective, or democratic participative leadership?

Thirdly, taking from Harris' (2003b) argument that leadership that contributes to effective school progress is placed solely on the school leaders and instead overlooks leadership at other levels in the school. If expectations are directed to the leaders, is that not overlooking the teachers' leadership potential? Again, the study results revealed the teachers' ignorance towards their development; academically or by being involved in financial decisions in the school. Instead, they would rather complain about how money is used yet they are not interested in solutions to improve the financial status of the school. What if they are given leadership opportunities and they refuse them? What if they concentrate on finding faults instead of finding solutions by participating? Another research could be conducted to investigate how the teachers' internal perceptions towards change could weaken the shared decision-making efforts.

Fourthly, to determine how committees, if strengthened and well trained, could assist in the improvement of inclusive decision-making practices in schools. All stakeholders are represented in the SGB and parents are a majority even though they are not involved in the teaching and learning process. Therefore, in reviving committees, which are led by teachers, then they will be able to provide a proper and directed mandate to the SGB representatives regarding the essential needs of the school.

Lastly, to understand how the district management plan and school support systems are structured and how these are communicated and implemented in schools. And, if these are not communicated, who should take responsibility, and vice versa, if they

are communicated to schools, how are they communicated to teachers, and how is implementation ensured and monitored?

5.9. CONCLUSION

These research findings corroborate what is contained in the reviewed literature, which indicated that teachers are excluded from the school's decision-making processes. It is evident from these findings that teacher inclusion only happens to window dress, but it does not occur in practice. Proper consultation, communication, post-management, and training remain the top challenges. According to Benoliel and Barth (2017), participating in decision-making increases job satisfaction if those decisions have an impact on the work environment. Therefore, teachers' inclusion in decision-making will allow them to be able to "identify themselves, responsibilities, and expectations" (O'Sullivan, 2011). It is no doubt that the school's priority should be consultative and facilitative decision-making, where power is shared amongst all employees (Ngcobo, 2015). Schools are to partner with all stakeholders to formulate and utilise tools such as Whole School Evaluation (WSE) to foster productive teaching and learning (Department of Education, 2001). This could be done through the assessment of the basic standards that are addressed in the WSE, namely: basic functionality of the school, curriculum provision and resources, management and governance relationships, teacher development, learner achievement as well as parents, and community involvement (Mchunu, 2010). The WSE stresses that the school should be thoroughly assessed for challenges if they have to be overcome (Department of Education, 2001). For schools to be able to satisfy all these principles, they need to promote a shared decision-making culture.

The recommendations of this study will need devotion and effort from all stakeholders, including the district's assistance, to be achieved. This study aspires to assist these school-leading structures to effect change in schools.

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APPENDICES

APPENDIX A1- Turnitin Report

THE EFFECTS OF IMPOSED DECISIONS ON TEACHER EFFICACY:
A STUDY OF TWO ALEXANDRA TOWNSHIP SCHOOLS

ORIGINALITY REPORT

13% SIMILARITY INDEX
12% INTERNET SOURCES
3% PUBLICATIONS
4% STUDENT PAPERS

PRIMARY SOURCES

1	uir.unisa.ac.za Internet Source	2%
2	hdl.handle.net Internet Source	1%
3	researchspace.ukzn.ac.za Internet Source	1%
4	vital.seals.ac.za:8080 Internet Source	<1%
5	Submitted to University of Cape Town Student Paper	<1%
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8	erl.ucc.edu.gh:8080 Internet Source	<1%
9	nectar.northampton.ac.uk Internet Source	<1%

APPENDIX A2- Ethical clearance



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE REVIEW FEEDBACK

Date: 2022/04/13

Dear Mrs PK MOKOKA

Thank you for the application for research ethics clearance submitted to the UNISA College of Education (CEDU) Ethics Review Committee (ERC).

The **medium** application was reviewed in compliance with the UNISA Policy on Research Ethics and the UNISA Standard Operating Procedure on Research Ethics Risk Assessment on 13th April 2022. **The application is referred back for revisions and clarifications.** The following comments, emanating from the reviews, are tabled for your attention, clarification and/or amendment:

1.1.1. Research approach-indicate the research approach.

1.1.2. POPULATION- Place an X in appropriate box for Adults (18 years and older).

RESEARCHER'S DECLARATION TO ADHERE TO THE UNISA CODE OF CONDUCT REGARDING THE ETHICS OF THE PROPOSED RESEARCH-The supervisor did not indicate the year on the form. The supervisor wrote 12 March and omitted the year. May you please correct the error.

Put all appendices on UNISA Letterhead, e.g. Appendices B; C; D; E.

The revised application and the supporting documents must be submitted to the College of Education chair Prof AT Motlhabane motlhat@unisa.ac.za for full review by the committee on or before 23 April 2022.

*Please provide the committee with a **cover letter** explaining how you have addressed the above mentioned aspects. Additionally, the application should be amended to indicate the recommended changes. **Highlight all changes** made on the application document to streamline the review process.*



University of South Africa
Pretter Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

Failure to submit the clarifications and/or revised document/s by the expiry 23 April 2022 will mean that all subsequent submissions related to the project will be regarded as a new application for ethics review.

Data collection activities, as indicated in the application documents, may not commence until final approval has been granted by the CEDU ERC.

It is your responsibility to ensure that the proposed research adheres to the values and principles expressed in the UNISA Research Ethics Policy.

Please note:

If your re-submission does not adhere to the procedure set out above it will not be tabled for ethics review and will be returned to you within 48 hours.

Yours sincerely,

Prof AT Mothabane
CHAIRPERSON: CEDU RERC
E-mail: mothat@unisa.ac.za
Tel: (012) 429-2840

Decision template-referred back

APPENDIX B- GDE Permission to conduct research



GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	25 May 2022
Validity of Research Approval:	08 February 2022– 30 September 2022 2022/206
Name of Researcher:	Mokoka P.K
Address of Researcher:	8 Lewies Street Birchleigh North Ext 3 Kempton Park
Telephone Number:	0768115189
Email address:	kelaetswe@gmail.com
Research Topic:	The effects imposed decisions on teachers efficacy: A study of two Alexandra Township Schools
Type of qualification	Master of Education Degree
Number and type of schools:	2 Primary Schools
District/s/HO	Johannesburg East

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below are met. Approval may be withdrawn should any of the conditions listed below be flouted:

1
Making education a societal priority


Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001
Tel: (011) 355 0488
Email: Faith.Tshabalala@gauteng.gov.za
Website: www.education.gpp.gov.za

1. The letter would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. **Because of the relaxation of COVID 19 regulations researchers can collect data online, telephonically, physically access schools, or may make arrangements for Zoom with the school Principal. Requests for such arrangements should be submitted to the GDE Education Research and Knowledge Management directorate.**
4. **The Researchers are advised to wear a mask at all times, Social distance at all times, Provide a vaccination certificate or negative COVID-19 test, not older than 72 hours, and Sanitise frequently.**
5. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s has been granted permission from the Gauteng Department of Education to conduct the research study.
6. A letter/document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs, and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
7. The Researcher will make every effort to obtain the goodwill and cooperation of all the GDE officials, principals, and chairpersons of the SGBs, teachers, and learners involved. Persons who offer their cooperation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
8. Research may only be conducted after school hours so that the normal school program is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
9. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
10. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
11. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
12. The researcher is responsible for supplying and utilising his/her research resources, such as stationery, photocopies, transport, fares, and telephones, and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
13. The names of the GDE officials, schools, principals, parents, teachers, and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
14. On completion of the study, the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
15. The researcher may be expected to provide short presentations on the purpose, findings, and recommendations of his/her research to both GDE officials and the schools concerned.
16. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a summary of the purpose, findings, and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards


.....

Mr. Gumani Mukatuni
Acting CES: Education Research and Knowledge Management

DATE: 30/05/2022
.....

2

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

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APPENDIX C- Letter seeking permission from schools



College of Education
Po Box 392
UNISA
003 PRETORIA

12 May 2022

The District Manager
Mr/Mrs/Ms.....
..... School

Dear Sir/Madam

RE: Request for permission to conduct research at your schools.

The title of the research study is '**The effects of dysfunctional participative decision-making practices on teacher efficacy in two Alexandra Township Schools.**'

I, Pauline Kelaetswe Mokoka am researching under the supervision of Prof. VT Zengele, a professor in the Department of Educational Management towards a Master of Education degree at the University of South Africa. We are inviting you to participate in a study entitled '**The effects of dysfunctional participative decision-making practices on teacher efficacy in two Alexandra Township Schools.**'

This study aims to investigate the effects of dysfunctional decision-making practices on teacher efficacy in the two Alexandra schools and to empower stakeholders on how to use participative work practices in improving the school effectiveness and teacher efficacy. Your school has been selected because it is an ex-model C public school under the Johannesburg East District in the Alexandra Township Cluster.

The study will entail: 1) In-depth interviewing of two principals/ Deputy principals, 2 Intermediate/ Senior phase Heads of Department, four teacher representatives, and four School Governing Body members. Each interview is expected to last 45 minutes, and these will be conducted when the teacher is not teaching. The in-depth interviews shall be recorded. Every effort shall be made to ensure that minimum disruption of learning occurs during the research process.

Participating in this study is voluntary and you are under no obligation to consent to participation. If you decide to take part, you will be asked to sign a written consent. You are free to withdraw at any time and without giving a reason.

The potential benefit of taking part in this study is that it can generate important information for the improvement of quality education in primary schools.

You are not going to be exposed to any risks during the course or as an outcome of the research study. There are no anticipated inconveniences of participating in the study. Interview sessions shall be conducted when you and the teachers will not be teaching to avoid disrupting the teaching and learning process.

You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research. Your answers will be given a code name and you will be referred to in this way in the data.

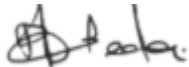
Hard copies of your answers will be stored by the researcher for five years in a locked cupboard in my office for future research or academic purpose. Electronic information will be stored on a password-protected computer. The hard copies will be shredded, and electronic copies will be permanently deleted from the hard drive of the computer through the use of a relevant software programme.

There will be no payments, reimbursement, or any incentives for participation in the research study.

This study has received written approval from the Research Ethics Review Committee of the CEDU, Unisa. A copy of the approval letter can be obtained from the researcher if you so wish.

If you would like to be informed of the final research findings of the study, you can contact me for a hard or soft copy. I would be also prepared to visit your school to share the findings of the study if you so wish.

Yours sincerely



Pauline Kelaetswe Mokoka
Student

Contact details

Pauline Kelaetswe Mokoka (Researcher) 0768115189 or kelaetswe@gmail.com
Prof VT Zengele (Supervisor) 0846028634 or tzengele@unisa.ac.za

APPENDIX D- Consent form

CONSENT TO PARTICIPATE IN THE STUDY (Return slip)

I, confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits, and anticipated inconvenience of participation.

I have read and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty.

I am aware that the findings of this study will be processed into a research report, journal publications, and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.


I agree with the recording of interviews.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname (please print)

Participant Signature Date

Researcher's Name & Surname: Pauline Kelaetswe Mokoka



March 2022

Researcher's signature Date

Contact details

Pauline Kelaetswe Mokoka (Researcher) 0768115189 or kelaetswe@gmail.com

Prof VT Zengele (Supervisor) 084 602 8634 or tzengele@unisa.ac.za

APPENDIX E- In-depth interview guide

1. What is your understanding of participative decision-making in schools?
2. How do the dysfunctional decision-making practices of the school leaders affect teacher effectiveness?
3. What is the nature of participative/ democratic inclusion in your school?
4. Which strategies can be used to enhance and model participative decision-making in schools?

APPENDIX F- Declaration of professional editing



7 December 2022

DECLARATION OF PROFESSIONAL EDIT

I declare that I have edited and proofread a Master's Dissertation entitled: **THE EFFECTS OF DYSFUNCTIONAL PARTICIPATIVE DECISION-MAKING PRACTICES IN TWO ALEXANDRA TOWNSHIP SCHOOLS** by **PAULINE KELAETSWE MOKOKA**.

My involvement was restricted to language editing: contextual spelling, grammar, punctuation, unclear antecedent, wordiness, vocabulary enhancement, sentence structure and style, proofreading, sentence completeness, sentence rewriting, consistency, referencing style, editing of headings and captions. I did not do structural re-writing of the content. Kindly note that the manuscript was formatted as per agreement with the client.

No responsibility is taken for any occurrences of plagiarism, which may not be obvious to the editor. The client is responsible for ensuring that all sources are listed in the reference list/bibliography. The editor is not accountable for any changes made to this document by the author or any other party subsequent to my edit. The client is responsible for the quality and accuracy of the final submission/publication.

Sincerely,



Pholile Zengele
Associate Member

Membership number: ZEN001
Membership year: March 2022 to February 2023

076 103 4817
info@zenedit.co.za

www.editors.org.za

