

**A SURVEY OF BUTTERWORTH SENIOR SECONDARY SCHOOL TEACHER'S
VIEWS ON THE RELATIONSHIP BETWEEN TEACHER INVOLVEMENT IN
DECISION-MAKING AND MORALE.**

BY

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION
(EDUCATIONAL LEADERSHIP AND MANAGEMENT) OF RHODES
UNIVERSITY.**

RESEARCHER'S LETTER OF SUBMISSION

In my final research year (May/June 1999), I submitted three research projects.

Their topics are as follows:

- 1. A SURVEY OF BUTTERWORTH SENIOR SECONDARY SCHOOL TEACHERS' VIEWS ON THE RELATIONSHIP BETWEEN TEACHER INVOLVEMENT IN DECISION-MAKING AND MORALE (MAY/JUNE 1999).**
- 2. TEACHER INVOLVEMENT IN DECISION-MAKING BOOSTS SCHOOL TEACHERS' MORALE (LITERATURE REVIEW) 1998.**
- 3. ANALYSIS OF VULI-VALLEY SENIOR SECONDARY SCHOOL (BUTTERWORTH 1998).**

Research project one is related to research project three in that research project one covers a literature review connected/related to research project three. In a thesis, this is treated as chapter two. Research project two is an analysis of Vulji-valley S.S.S. where the researcher is a teacher. This completes the research requirements of three research projects to fulfill the (M.Ed.) ELM course requirements.

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DECLARATION

I TOZAMILE JOHNSON NONGWE of the Faculty of Education RHODES UNIVERSITY, sincerely declare that this copy of the Research dissertation submitted by me in 1999 (in Partial Fulfillment of M. Ed. ELM) is original.

This work has not been accepted in substance for any other degree and it is the product of my effort through the professional guidance of the recognised supervisors whose names appear hereunder.

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ACKNOWLEDGEMENTS

First, I wish to extend my sincere gratitude to my supervisors (Dr. C. Smith and Dr. H. Van der Mescht) for all the assistance, co-operation and guidance they gave me throughout this exercise. Their wide experience, strict supervision and encouragement made this research work possible. I therefore, cannot forget their inspiration.

Secondly, I gratefully acknowledge the principals and teachers of Vuli-Valley, Butterworth, Pakamani and Lamplough Senior Secondary Schools whose help and participation made this research study possible.

Thirdly, I also wish to thank my family whose assistance and encouragement made my work bearable. I thank them for their moral support while I was involved in the research project.

Lastly, I cannot forget to acknowledge with appreciation once again the inspiring lectures received as a student of Dr. Clive Smith and Dr. Hennie Van der Mescht in Educational Leadership and Management. The impact of these lectures kindled my interest in the subject which since motivated the production of this work.

ABSTRACT

The purpose of this survey was to investigate Butterworth Senior Secondary School teachers' views on the relationship between teacher involvement in decision-making and morale.

Out of four Butterworth Senior Secondary Schools with a population of about eighty six teachers, thirty teachers were willing participants in the research study. The teachers come from a homogeneous background (Xhosa-speaking).

Questionnaires were administered to the sample subjects (population). The results (responses) of these teachers (respondents) were then analyzed. After the analysis of their results, it became clear that there is a relationship between teacher involvement in decision-making and morale. Thus, the findings did not support the null hypothesis which stated that Butterworth Senior Secondary School teachers see no relationship between their involvement in decision-making and morale.

DECLARATION

ACKNOWLEDGEMENTS

ABSTRACT

TABLE OF CONTENTS

CHAPTER ONE

INVESTIGATING THE PROBLEM

1.1 Introduction	1
1.2 Historical background	1-4
1.3 Purpose of the study	4
1.4 Rationale of the study	4-7
1.5 Limitation of the study	7
1.6 Hypothesis	7

CHAPTER TWO

2.1 Research tradition	8-9
2.2 Sample	10-13
2.3 The measuring instrument	14
2.4 Instrument reliability	14--15
2.5 Data collection procedure	15-16
2.6 Questionnaire	16-17

CHAPTER THREE

3.1 Data analysis and interpretation	18
3.2 Personal particulars' tables	19-22
3.3 Results, literature and discussion	23-30
3.4 Suggestions for further research	31

CHAPTER FOUR

4.1 Introduction	32
4.2 Conclusion	32-35
4.3 Recommendations	36

(vii)

REFERENCES

37-38

QUESTIONNAIRE

APPENDIX A: Copy of letters sent to schools

APPENDIX B: Reply to the letters

CHAPTER ONE

INVESTIGATING THE PROBLEM

1.1 INTRODUCTION

Through this research project (survey), the researcher wanted to test the hypothesis that there is NO relationship between involvement of teachers in decision-making and morale in senior secondary schools in Butterworth. Explaining the survey method that involves a mass of humanity Leedy (1993:185) stated that, the survey study includes among other things:

To look beyond the fact, to observe, to go beyond observation.

Look at a world of men and women and you are overwhelmed by what you see. Select from the mass of humanity a well chosen few, and these observe with insight and they will tell you more than all the multitudes together.

STATEMENT OF THE PROBLEM

1.2 HISTORICAL BACKGROUND

This historical background is merely a transcript of the restless and ever-flowing stream of events and the inexorable changes in human life and its institutions.

Leedy (1993:223) concured with this when he said that:

It looks intently at the currents and countercurrents of present and past events and at human thoughts and acts and seeks to trace them through the tangled web of life, with the hope of unravelling some of its knots, of discerning dynamics that add rationality and meaning to the whole.

The South African education system has its own educational leadership and management history where the principal as the head of the school used to decide alone what should be done, how this should be done, for whom and when this should be done at school without the involvement of the teacher. The principal used to be a disciplinarian, manager, instructional leader, evaluator, human relations facailitator and conflict mediator.

While it was unlikely that he would be required to enact all of these roles simultaneously, he had to attempt to become competent in each role so that he could perform it effectively when and if the situation required. The principal used to exercise all his powers as a master teacher and an expert in the supervision of all areas of instruction. This is no longer the case.

Some powers are given to school governing bodies which are formed out of students, parents and teachers. The principal is an equal member of this body.

At the school level where day to day professional school activities are carried out, teachers demand recognition and are clamouring for full involvement in the making of decisions in schools. Savery and Souter (1992:10) supported this idea when purporting that:

That old style of one-man leadership does not work in this day and age...People who participate and help formulate a decision will support it, they will work hard to make it go because it is their idea and has become part of their life.

The new school structure which involves teachers in managing some of the general affairs of the school as stipulated by the South African Schools Act (1997:15) has the potential to bring about greater social justice within our school system by correcting the imbalances of the past and enabling teachers in schools to participate in decision-making.

Schooling in South Africa, Black schooling in particular, has increasingly over the past half-century been characterised by an authoritarian and bureaucratic style of management (Hartshorne 1990, cited in NEPI Report 1993:127).

In the context of this historical trend and bearing in mind the authoritarian management style carried out by principals without teacher involvement, I propose to survey senior secondary school teachers views on the relationship between their involvement in decision-making and morale.

1.3 PURPOSE OF THE STUDY

The purpose of the study was to seek the answer as to whether ‘morale’ of teachers depends on the way ‘decisions’ are taken regarding school or educational matters and whether there is any relationship between the two variables.

1.4 RATIONALE OF THE STUDY

Teachers have professional and industrial interest in educational decision-making. As professionals, they are concerned with the quality and efficiency of the educational process. As workers, they have industrial interest in their own working conditions and standard of living.

Declining school performance is not usually recognised to be caused by the inadequacy of traditional school administration practices to meet today’s requirements. We usually look for something wrong with teachers, with children and parents, or with teaching techniques and materials. Seldom do we look for the

cause on the human side of school management (changes in the internal operations and outside circumstances of schools, and how these are impacting on the people involved). Genck (1983:5) was not far from the truth (in particular in our Black schools) when asserting that:

Most people lack the opportunity for enough contact inside schools to understand what is really going on. They see only the external indicators - teachers strikes, school closing, or national media reporting of declining test scores.

It is an undeniable truth that teachers interact with the school situation almost on a daily basis. Therefore, they are important components if we are really serious about school production. Their morale has to be taken into account. Their involvement and non-involvement in decision-making of the schools has to be considered and be looked at. Principals cannot proceed without the full co-operation of teachers. If education or school decisions are made by principals and then imposed on schools where unprepared teachers are expected to carry them out, with neither the inclination nor knowledge to implement them, then teachers will make impolite noises concerning these bothersome decisions.

Manifestly, educational decisions can only succeed when teachers are involved and sufficiently impressed by its validity and thoroughly grounded in the techniques necessary for its implementation.

In short, the teacher is the key to educational decisions that will affect him or her. The teacher is the adopting unit. It is the teachers in the class who are the assault troops. No genuine improvement in schools and education can occur unless the teachers are personally committed to ensuring its success. If teacher morale is low, because of being marginalised in the decision-making affecting him, then the chances of its success are also low. This is to say that high morale of teachers is the key to success in teaching and learning. In this regard, Gross (1980:92) stated:

A basic principle of personnel relations has long been the idea that a satisfied employee, one with high morale, is likely to get along better with co-workers, will be more accepting of decisions taken, will be more committed to achieving organisational goals and in general will be more productive.

It is however, essential for the principal not to lose sight of the fact that his teachers have a diversity in respect of interest, ideals, aspirations, talents and life view. Such diversity should be accommodated in the decision-making process. Decisions in this process should be motivated by the goal of making schools and the total school programme a better place for students.

The principal should also bear in mind that the interests of a group are not more important than those of an individual, just as much as the interest of an individual may have a harmful effect on the school. This therefore, implies that a balance should be maintained between integration and differentiation.

1.5 LIMITATIONS OF THE STUDY

1. Due to lack of time, only a few schools were used for the samples, thus, the study was confined to a small geographical area. Therefore, the results may not necessarily be a true reflection of the situation nationally.

2. The researcher is a full time employed teacher, therefore, his work load demands undivided attention at all times.

3. With all this (research) motion going on, it would not seem unreasonable if the researcher lost sight of the nuances of the problem and subproblems.

1.6 HYPOTHESIS

NULL HYPOTHESIS: Butterworth Senior Secondary School teachers see no relationship between their involvement in decision-making and morale.

CHAPTER TWO

RESEARCH METHODOLOGY

2.1 RESEARCH TRADITION

The researcher conducted a survey exploring the facts, to uncover if there is any relationship between involvement of teachers in decision-making and morale. The researcher worked in the positivist research tradition. Guba (1990:19) agrees with the belief of the researcher when asserting that:

The basic belief system of positivism is rooted in realist ontology, that is, the belief that there exists a reality out there, driven by immutable natural laws. The business of science is to discover the 'true' nature of reality and how it 'truly' works.

The Survey employed a quantitative method and the technique was structured close-ended questions because they are quantifiable.

According to Leedy (1993:139):

If the data is verbal, the methodology is qualitative, if it is numerical the methodology is quantitative...All research methodology rests upon a bedrock axiom: The nature of the data and the problem for research dictate the research methodology. All data, all factual information, all human knowledge must ultimately reach the researcher either as words or numbers. This may not sound true, but it is, and it is such a common phenomenon that we seldom notice it.

Since the researcher quantified his results through tallies, this means that the research results would speak for themselves. The researcher was an outsider in the process but wrested the respondents' view without altering them.

SELECTING THE POPULATION

2.2 SAMPLE

When referring to the sample Leedy (1993:198) purported that the results of a survey are no more trustworthy than the quality of the population or the representative of the sample. The researcher trusts that the quality of the population is good because the population was made out of professionals who know what is going on on the ground.

The researcher surveyed four senior secondary schools in Butterworth with a teacher population of about eighty six (86). The names of the schools are Butterworth, Lamplough, Pakamani and Vuli-valley senior secondary schools.

Thirty (30) teachers were willing to participate in the research study and therefore completed the questionnaire while the remaining teachers cited their busy schedule for school work.

Cohen and Manion (1994:89) agree with this number of the population when saying:

A question that often plagues novice researchers is just how large their samples should be in order to conduct an adequate survey. There is, of course no clear-cut answer, for the correct sample size depends upon the purpose of the study and the nature of the population under scrutiny. However, it is possible to give some advice on this matter. Thus a sample size of thirty (30) is held by many to be the minimum number required. Researchers endeavour therefore to collect information from a smaller group or subset of the population in such a way that the knowledge gained is representative of the total population of the region under study.

These teachers come from one ethnic background (Xhosa speaking) because they are in the majority in Butterworth region (Transkei). This means that the population was homogeneous. Again the researcher chose convenience sampling because of the proximity of the schools.

There were 14 female teachers and 16 male teachers who responded to the questionnaire giving a response rate of 47% and 53% respectively. The teacher ages ranged from 23-56 years. The mean age was 39,5 years. The qualifications ranged from professional teacher's diploma + matric; academic degree and degree + professional teacher's diploma. The length of service ranged from 1-35years. There was 1 principal, 1 deputy principal, 5 heads of department and 23 junior teachers. This means that the views were obtained from a diversity of professionals in the teaching fraternity of the region.

The sample subjects or respondents were told as it is reflected on the outer cover of the questionnaire that all valuable information given will be treated professionally and be strictly confidential, that their names will in no way be connected to the findings of the research study, and that this will not affect their school relationship with the educational authorities. It was also emphasized that participation of individuals is completely voluntary and any one is free to discontinue their involvement in the research at any time.

Bennet and Glatter (1994:93) concur with this when saying:

The ethical codes governing research involving human subjects all require that participation of individuals be completely voluntary. For individuals to be able to voluntarily participate they must be given an explicit choice about whether or not they wish to participate in the study...They must be completely informed of any possible harmful effects of the research and are explicitly made aware that they can discontinue their involvement in the research at any time.

Supporting this, Cohen and Manion (1994:97) went further and said that the purpose of the covering letter is to indicate the aim of the survey, to convey to respondents its importance, to assure them of confidentiality, and to encourage their replies.

2.3 THE MEASURING INSTRUMENT

The researcher employed a questionnaire consisting of two sections, namely: (i) and (ii). Section (i) of the questionnaire aimed at getting personal particulars of the respondents, particulars in respect of age, sex, rank, qualification and teaching experience to reflect the inclusivity of the study. Section (ii) consisted of YES or NO answers. Respondents had to place a tick next to the corresponding answer.

2.4 INSTRUMENT RELIABILITY

To test the reliability of the questionnaire, the researcher pretested it (pilot study) on a small population of (13) teachers to test whether there were any items that they may had difficulty understanding or that did not ask exactly what the researcher was seeking to determine. This led to changes in the questionnaire. After being accepted the research instrument was adopted and administered to the study population. The goal of reliability was to minimize the errors and biases in the study.

In this regard Leedy (1993:188) purported that:

Every researcher should give the questionnaire to at least half a dozen friends or neighbours to test whether there are any items that they may have difficulty understanding or that may not ask exactly what the researcher is seeking to determine...The researcher must never forget that he or she is asking of the addressee a gift of time and effort and the favor of a reply... Make the instrument as simple to read and to respond to as possible. The questionnaire should demand as little effort and time on the part of the respondent as possible.

2.5 DATA COLLECTION PROCEDURE

1. Because of time constraints, an appointment was made with each identified school, by telephone to Phakamani and Butterworth senior secondary schools because principals were easily found on the telephone and simple accepted the researcher's request and in writing to Lamplough and Vuli-valley senior secondary schools because of the strictness of needing to discuss the matter with their staff

first. The researcher agreed with the schools on a week allowance before the proposed date so as to give the schools time to fit the appointment into their programmes.

2. Importance of honesty and genuineness when giving responses was emphasized as reflected on the outercover of the research questionnaire.

3. To gather the necessary data, a research designed questionnaire was administered to the sample subjects of the schools. The researcher took the questionnaire to the respective schools, gave them to the willing sample subjects to complete and collected them right after they were completed.

2.6 QUESTIONNAIRE

The questionnaire items consisted of questions used to discover the nature of the reality (Hypothesis) that there is no relationship between involvement of teachers in decision-making and their morale in schools. Factual information was elicited using simple YES or NO questions.

For the purpose of organising research data, frequency tallies were used. These frequency tallies were obtained through counting. Through frequency tallies, the researcher was able to find out how many teachers responded YES or NO from the

population. These figures were turned into percentages. The number and percentages of those respondents who viewed against the null hypothesis were analyzed and compared with those who responded in the affirmative. Therefore, conclusions were made based on the responses of the population. This took us to the analysis of data and interpretation which is in chapter three.

CHAPTER THREE

3.1 DATA ANALYSIS AND INTERPRETATION

Data was collected on respondents' particulars so as to analyse and discover reality. Because of frequency tallies and the quantification of the number of respondents and their responses, the researcher was able to work out percentages of the respondents whose responses were in the affirmative and those whose responses were NO.

The results link to the study problem and provide an answer to the research question stated in the hypothesis, that these research factors have no influence on each other, that there is no common causal bond that links the phenomenon of both variables in a causal relationship. The question is, does not the co-efficient of correlation indicate what happen? The researcher therefore, will assume on the basis of the correlation co-efficient that one situation (involvement of teachers in decision-making) does not determine the other (morale). This takes us to the next sub-heading made out of results blended with literature and discussion.

3.2 RESULTS, LITERATURE , DISCUSSION AND SUGGESTIONS FOR FURTHER RESEARCH

This sub-section deals with the results, literature, discussion of the data collected and the suggestions for further research. Teacher's personal particulars and their responses to the questionnaire were quantified and organised. Computation and calculation of scores were processed in order to make interpretations and draw conclusions.

3.3 PERSONAL PARTICULARS' TABLES

All the required data were obtained because all the questionnaire items were responded to. The personal details data obtained from section (i) of the questionnaire are presented in the following tables:

SECTION (i) : PERSONAL PARTICULARS OF RESPONDENTS**TABLE 1: AGE OF RESPONDENTS**

AGE DISTRIBUTION	FREQUENCY
Below 25 years	4
25 - 35 years	18
36 and above	8
	N = 30

TABLE 2: SEX OF RESPONDENTS

FEMALES	MALES	TOTAL
14	16	30

SEX RATIO = 14:16

TABLE 3: RANKS OF RESPONDENTS

TEACHER'S RANK DISTRIBUTION	FREQUENCY
Principal	1
Deputy principal	1
H. O. D's	5
Junior teachers	23
	N = 30

TABLE 4: QUALIFICATIONS OF RESPONDENTS

QUALIFICATION DISTRIBUTION	FREQUENCY
Matric + teacher's diploma	7
Academic degree	3
Degree + teacher's diploma	20
	N = 30

TABLE 5: TEACHING EXPERIENCE

SERVICE DISTRIBUTION	FREQUENCY
<hr/>	
Below 25 years	27
25 - 35 years	2
36 years and above	1
	N = 30

The above tables indicate how accommodative the research study was(in this particular context) in the quest of discovering the reality that, there is no identifiable relationship between involvement of teachers in decision-making and morale in schools. This takes us to the next section (section ii). Section (ii) presents results in a tabulated form. This section produced one table (table 6). This table presents the overall responses of the sample subjects.

The researcher will not rewrite the questions on the tables with the responses, to save time and space, as they are attached but will of course discuss each response as they are reflected on the tables. The researcher wants to be neutral but establish facts and relations to the hypothesis. Interpretation is going to be based on statistical outcomes.

Y = YES; N = NO; T = TOTAL

TABLE 6: OVERALL PRESENTATION OF RESULTS

Question no.	Overall responses		% Results		Total
	Y.	N.	Y%	N%	100%
1.	25	5	83%	17%	100%
2.	26	4	87%	13%	100%
3.	12	18	40%	60%	100%
4.	22	8	73%	27%	100%
5.	29	1	97%	3%	100%
6.	28	2	93%	7%	100%
7.	3	27	10%	90%	100%
8.	26	4	87%	13%	100%
9.	3	27	10%	90%	100%
10.	5	25	17%	83%	100%

Table six represents the overall responses of teachers. At this point in time, the researcher will let the views of the teachers speak for themselves as they are reflected on the table, accompanied by brief discussion and literature where evidence has been discovered.

Question one asked if teachers viewed their involvement in decision-making as a determining factor to morale. 83% of teachers responded in the affirmative while 17% indicated no. This view simply indicates that teachers believe that their involvement in decision-making will affect their morale. This is to say that teachers' perception is that, their level of morale depend on (will be determined by) their level of involvement in decision-making. But there is a group of teachers (17%) who believe that their morale is in no way determined by their involvement in decision-making. Although this is a small group of teachers as compared to the teachers who responded in the affirmative, they were taken note of as they also represent a minority population of the total population.

In response to question two which asked if teachers think that there is any relationship between their involvement in decision-making and morale, 87% of teachers responded in the affirmative while 13% said there is no relationship. This is a strong indication that show no doubt in teachers' minds of the relationship between the two variables.

Therefore, based on this outcome teachers have to be involved in decisions that affect them directly to make this process work . The relationship they see is that one situation causes or relate to the other positively or negatively.

Question three asked as follows: If for one reason or another, you are not involved in the decision-making of your school, does this make you feel part of the decisions taken by your seniors? To this, 40% of teachers responded in the affirmative. This is a large number indeed. We are bound to take note of these teachers as they represent quite a big number of the population who said(in questions one 83% and two 87%), that they view their involvement in decision-making as a determining factor to morale and they believe that there is a relationship between teacher involvement in decision-making and morale respectively. Now all of a sudden in question three, 40% say they can feel part of the decisions taken by their seniors without their involvement. The question is WHY?

The research by Vroom (1984) as cited by Bottery (1992:169) indicated that, teacher involvement in decision-making process increases workload for participants and the frustrations produced by a slower group process. This means that some teachers say, “thank you very much sir (principal) to shoulder the workload alone. I don’t have enough time because of my school work”.

In response to the same question, 60% of teachers indicated that they do not feel part of the decisions taken by their seniors without their involvement. These teachers wanted to be part of the decisions taken at school with the belief that those responsible for carrying out decisions should have a voice in determining those decisions.

In response to question four which asked if teachers view their rate of involvement in decision-making as going hand in hand with the rate of morale. 73% of teachers responded in the affirmative while 27% of teachers stated no. This view agrees with the axiom that says, “what you give is what you get”.

In response to question five which asked if the involvement of teachers in decision-making can bring about team work and harmonious relations in the schools, 97% of teachers responded in the affirmative while 3% disagreed. This positive response is worth noting without disregarding the small number of teachers who disagreed.

This indicates that teachers view their involvement in decision-making as important and that if this can be done by their seniors, it can bring about team work and harmonious relations in schools. In this regard, Dill (1964) as cited by Bottery (1992:170) stated that:

If teachers are involved in decisions which affect them, this would make them feel better; they will therefore feel better about working for the organisation and this will result in better work...Participation allows for the sharing of common goals and the playing down of differences.

In line with this view, Torrington and Weightman (1994:51) purported:

If schools are to have the best chance of responding in an organic, adaptive way to the pressures being imposed on them, the particular talents and interests of every member of staff have to be identified, nurtured and appropriately mobilised, through participative, collaborative, collegial climate and style management.

Question six asked as follows: Can high or low morale affect your school production? In response to this question, 93% of teachers responded in the affirmative while 7% of teachers stated no. This response indicates the view that says, the higher the morale the higher the chances of production and the lower the morale the lower the chances of production. Musaazi (1982:97) agrees with this discovery when purporting that:

Involvement of teachers in the decision-making process is an important factor because it raises the 'morale' of the teachers and increases their enthusiasm for school organisation.

In line with this, Gross (1980:92) stated:

A basic principle of personnel relations has long been the idea that a satisfied employee, one with high morale, is likely to get along better with co-workers, will be more accepting of decisions taken, will be more committed to achieving organisational goals and in general will be more productive.

However, whilst the evidence for participation improving production is strong, there is some 'contrary' evidence which needs to be noted. The research by Vroom (1984) as cited by Bottery (1992:169) indicated that United States managers do not believe involvement of teachers in decision-making to be an automatic benefit to the school. Vroom noted that the major factor behind such decisions was that of the time available.

In response to question seven which reads as follows: In my view, I don't see any relationship between involvement of teachers in decision-making and morale, 90% of teachers disagreed while 10% of teachers agreed with this statement. Once again, teachers indicate that there is a connection between involvement of teachers in decision-making and morale.

Question eight asked if there can be any possibility of one variable affecting the other in a causal relationship. 87% of teachers responded in the affirmative while 13% stated no. Once again the indication is that there is a causal bond between these researched variables in a causal relationship. This is the view of the teachers as they have indicated that one variable affects the other.

In response to a statement which reads as follows: In my view, my non-involvement in decision-making can never be a determining factor to morale, 90% of teachers refuted this statement while 10% of teachers agreed. This again indicates that teachers are sure that their morale is determined by their involvement in decision-making.

Lastly, question ten reads as follows: morale and involvement of teachers in decision-making are two separate things, therefore can never be related. 83% of the teachers disagreed with this statement while 17% agreed. By now we can surely say that teachers do not want these two variables to be separated at all. They see them as inseparable components. We can therefore say on the basis of the findings that there is a relationship between involvement of teachers in decision-making and morale, that one factor determines the other and this once again rejects the null hypothesis of the study which states that Butterworth Senior Secondary School teachers view no relationship between their involvement in decision-making and morale.

3.4 SUGGESTIONS FOR FURTHER RESEARCH

I would point to the following needs. There is a need for:

- # the study to concentrate on different race groups to reflect a national picture.**
- # the study must probe other components that can affect the morale of teachers**

Future researchers might respond to the challenge of these needs by asking the following questions:

- # whether to involve different race groups who reside in rural and urban areas because of different environments and cultures.**
- # whether to study the complex nature of human beings (teachers) and their surrounding that might affect their morale in schools.**

This takes us to the last chapter (chapter four).

CHAPTER FOUR

CONCLUSION AND RECOMMENDATIONS

4.1 INTRODUCTION

This chapter will summarize and conclude the research study, and make recommendations towards the solution of problems identified in the course of the research.

4.2 CONCLUSION

The aim of the research study was to survey Butterworth senior secondary school teachers views on the relationship between teacher involvement in decision-making and morale.

The Literature review cited in the research study disagreed with the hypothesis of this study. Teachers who were involved in the study were of different sex, age, qualifications, age and teaching experience to make the study as inclusive as possible.

The interpretation of the views of the teachers in table six gave a clear indication that the involvement of the teachers in decision-making is crucial and that they want their voice to be heard. Teachers value their involvement in decision-making as they believe that this relates to their morale.

From the research study, it appears that teachers' views are that if they are involved in decision-making, this could bring about team work and harmonious relations in the school. Teachers need to be better informed about school programmes so that they can have greater commitment to making their decisions work. The whole purpose of the process is to improve the quality of educational services and to ensure that schools are more responsive to the needs of students and the community.

More ideas can be generated and analysed when more people are involved.

Involvement of teachers in decision-making involves communication.

Communication is a component of management. That is the case with decision-making. Positive relations between members of the staff make it easy for them to work better. This also makes it easier for them to find solutions to their problems.

It also emerged that, teachers do not want to be left out in matters affecting their profession. It would appear that teachers derive satisfaction from their involvement in decision-making and this increases their morale and productivity. Therefore, they must be given a good hearing to their needs so that the teaching and learning could breed most desired fruit to the nation. These decisions require insight, imagination, vision and courage on the part of the teachers.

It appears that teachers do not want to be reduced to the status of low level employees or civil servants receiving and implementing the dictates, objectives and goals of others situated within the upper levels of either the school or the state bureaucracies.

Teachers must for example take active responsibility for raising serious questions about what they teach, how they are to teach it and what the larger goals are for which they are striving. This means that teachers must take a responsible role in shaping the purposes and conditions of schooling.

It seems once again clear that teacher involvement in decision-making and morale are viewed as desirable factors for school organisations. It also seems reasonable to assume that a dissatisfied teacher with low morale is not likely to be a maximally motivated and productive worker.

Lastly, although literature on the consequences of high or low morale is not conclusive, it would appear that the extent of teacher morale can influence the degree to which school and educational goals can be achieved. For these reasons then, the principal together with teachers (partnership) need to understand better the factors which contribute to high teacher morale and based on that understanding, they should develop conditions which will build and maintain the latter.

4.3 RECOMMENDATIONS

- 1. In order to enhance teacher morale, the principal must provide meaningful participation for teachers in the decision-making process of the school to allow teachers' views to be heard.**
- 2. The principal must be honest and fair in his interactions with teachers so that their involvement in decision-making becomes meaningful.**
- 3. The principal must attempt on a regular basis to obtain systematic feedback from the teachers as a group on their perceptions of the problems, concerns and issues which they feel affect them personally or the school generally.**

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TEACHER'S QUESTIONNAIRE

I am a M.Ed student from Rhodes University, conducting research in which teachers are asked questions about views of their involvement in school decision-making and morale. The data to be obtained from this research study will perhaps be used to determine whether:

- 1. Morale of teachers depend on the way decisions are taken by principals or educational authorities regarding school or educational matters.**
- 2. There is any relationship at all between the two variables.**

All valuable information you give will be treated professionally and be strictly confidential. Your name will in no way be connected to the findings of this research study and this will not affect your school relationship with the educational authorities. Participation of individuals is completely voluntary and you can also discontinue your involvement in the research at any time. Kindly answer the questions with honesty and genuineness.

I HOPE YOU WILL ENJOY THE QUESTIONNAIRE AND I AM LOOKING FOWARD TO YOUR RESPONSES. THANK YOU.

QUESTIONNAIRE

DATE: 1999

INSTRUCTIONS:

(I) KINDLY COMPLETE THE BLOCKS PROVIDED BELOW.

AGE [] SEX [] TEACHING EXPERIENCE []
RANK [] QUALIFICATIONS []

(I) Choose the responses (YES or NO) which you view or feel corresponds to the statement on the left and make a tick in the appropriate block.

1. Do you view your involvement in decision-making as determining factor to morale?

YES []

NO []

2. Do you think that there is any relationship between involvement of teachers in decision-making and morale?

YES []

NO []

3. If for one reason or another you are not involved in the decision-making of your school, does this make you feel part of the decision taken by your seniors?

YES []

NO []

4. Do you view the rate of teacher involvement in decision-making go hand in hand with the rate of morale?

YES []

NO []

5. Could the involvement of teachers in the decision-making bring about team work and harmonious relations in the school?

YES []

NO []

6. Can high or low morale affect your school production?

YES []

NO []

7. In my view, I dont see any relationship between involvement of teachers in decision-making and morale. Do you agree?

YES []

NO []

8. Is there any possibility that one variable can affect the other in a causal relationship?

YES []

NO []

9. In my view my non-involvement in decision-making can never be a determinant factor to morale. Do you agree?

YES []

NO []

10. Morale and involvement of teachers in decision-making are two separate things, therefore can never be related. Do you agree?

YES []

NO []

**THANK YOU VERY MUCH FOR YOUR ASSISTANCE IN THIS STUDY. I
HOPE YOU ENJOYED THE QUESTIONNAIRE.**

P. O. BOX 911

BUTTERWORTH

4960

FEBRUARY 1999

VULI-VALLEY SENIOR SECONDARY SCHOOL

P/BAG X 04

BUTTERWORTH

4960

Dear Principal

All of us are busier these days than we should be and most of us have hard time keeping abreast of those obligations which are essential and required. But I know that these are our problems and we are definitely going to win.

In any event, I humbly ask for an appointment with you and your teachers. I am conducting a research survey that requires educators to feel in questionnaire. I wish to distribute this questionnaire in a week's time from now so as to allow you time to fit the appointment in your programme. I can assure you sir that this wont consume much of your time as the questions are easy to answer and straight foward.

I'm sure you will try to find +fifteen minutes somewhere in your busy schedule to check the items. Will you help me? I will appreciate your kindness. Thanks.

Yours faithfully



T. J. NONGWE

P. O. BOX 911

BUTTERWORTH

4960

FEBRUARY 1999

LAMPLOUGH SENIOR SECONDARY SCHOOL

BUTTERWORTH

4960

Dear Principal

All of us are busier these days than we should be and most of us have hard time keeping abreast of those obligations which are essential and required. But I know that these are our problems and we are definitely going to win.

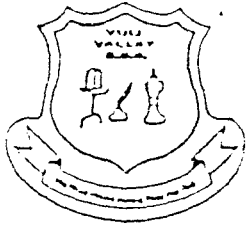
In any event, I humbly ask for an appointment with you and your teachers. I am conducting a research survey that requires educators to feel in questionnaire. I wish to distribute this questionnaire in a week's time from now so as to allow you time to fit the appointment in your programme. I can assure your sir that this wont consume much of your time as the questions are easy to answer and straight foward.

I'm sure you will try to find \pm fifteen minutes somewhere in your busy schedule to check the items. Will you help me? I will appreciate your kindness. Thanks.

Yours faithfully

A handwritten signature in black ink, consisting of a large, stylized 'T' and 'J' followed by a surname that appears to be 'Nongwe'. The signature is written in a cursive, fluid style.

T. J. NONGWE



Vuli Valley Senior Secondary School

PRIVATE BAG X04
BUTTERWORTH
TELEPHONE (0474) 620665

"HE THAT RISETH NEED FEAR NO FALL"

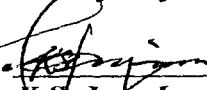
14 February 1999

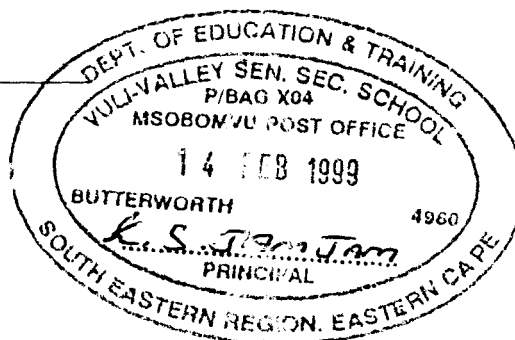
Dear Mr Nongwe

You are kindly informed to visit our school with the aim of conducting your research program.

At the school documents to be perused would be at your disposal. The questionnaire to be completed according to the stated university regulations. We hope that this will benefit your academic requirements. I thank you in anticipation.

Yours faithfully


K.S. Jan-Jam
(School Principal)



LAMPLOUGH SENIOR SECONDARY SCHOOL

Tel: ~~(0474) 3966~~ (0474) 491-3966

P.O.Box 52
Butterworth
4960
Eastern Cape

MOTTO : FIRST AMONG THE FIRST

1999-033-09

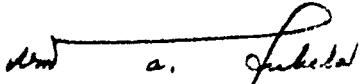
Dear Johnson

I acknowledge the receipt of your letter dated 02-03-99.

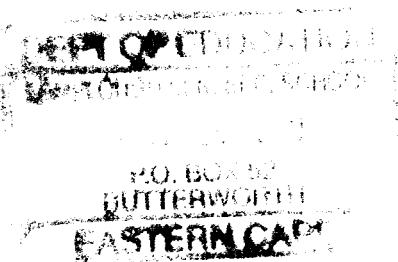
I further wish to inform you that I, together with the Educators of the above-named school, have no problem in you coming to administer your questionnaire(s) here at this school.

Yours Faithfully

LAMPLOUGH SEN. SEC. SCHOOL



MADUBELA, V (MR)
PRINCIPAL



**TEACHER INVOLVEMENT IN DECISION-MAKING BOOSTS SCHOOL
TEACHER'S MORALE**

BY

JOHNSON TOZAMILE NONGWE

**A RESEARCH REPORT SUBMITTED FOR THE PARTIAL FULFILLMENT
OF M.Ed (ELM).**

COURSE : M. Ed. (ELM)

STUDENT NAME : TOZAMILE JOHNSON NONGWE

STUDENT NUMBER : 697NE009

SUPERVISOR/S : DR. H. Van der Mescht and DR. C. Smith

OVERALL STRUCTURE OF LITERATURE REVIEW

2.1 INTRODUCTION

2.2 GENERAL ATTRIBUTES OF ORGANISATIONS

2.3 DECISION-MAKING

2.4 MORALE

2.5 THE NECESSITY TO CONSIDER INVOLVEMENT OF TEACHERS IN DECISION-MAKING

2.6 CONCLUSION

CHAPTER TWO

BRIEF REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

This chapter attempts a review of the literature pertinent to teacher involvement in decision-making and morale. Such a review will be undertaken under the sub-headings: general attributes of organisations, decision-making, morale, the necessity to consider involvement of teachers in decision-making and conclusion.

2.2 GENERAL ATTRIBUTES OF ORGANISATIONS

Newel (1978:116) views an organisation as a group or a co-operative system constituted by the following elements:

- An accepted pattern of purpose**
- A sense of belonging and identity.**
- Continuity of interaction**
- Differentiation of function**
- Conscious intergration.**

According to Newel (1978:177) organisations can be said to aim at:

- Satisfying human interests of both members and non-members**
 - Producing services or goods with an efficient use of scarce inputs**
 - Mobilising the resources needed as inputs and doing all these things**
- in concert with a certain code of behaviour, in a rational manner.**

From the above, it can thus be said that a formal organisation emphasize joint effort aimed at the achievement of a purpose as far as the production of goods and services is concerned. It is an obvious fact that the joint efforts are dependent upon people, material, relationships and interaction within the organisation and between the organisation and the environment.

In line with Newel's view, Musaazi (1982:5) postulates that any organisation has to fulfill two basic aspects: the co-operative aspect and subjective aspect. By the co-operative aspect he means placing of emphasis on the participative and shared effort to fulfill organisational goals.

The subjective aspect refers to the attempts to meet individual needs i.e. work with and through people. This affects their level of satisfaction, morale and productivity.

Musaazi (1982:5) rightfully claimed that the two aspects should be in full force if the organisation is to be productive.

Pigors and Myers (1973:107) concur with Newel (1978:182) that what an administrator does or fails to do affects the organisational health and hence productivity. This is so because for every job incumbent, work can be meaningful and satisfying only when it elicits and stimulates one's inner motivation.

According to Schmuck and Runkel (1994:272):

In an organisation, there should be effective sub-systems, group maintenance, participation, trust, openness, sharing resources, using conflicts constructively, emotional closeness, communication and consensus.

Communication and information are important to all phases of managing. It can be a way by which behaviour is modified and change effected. Whether we consider church, school, family or business, the transfer of information from one individual to another is absolutely essential.

Some evidence exists to support the claim that when a manager helps to release and develop hitherto neglected human talents by offering opportunities for psychological growth on the job, employee satisfaction, morale and productivity can be increased, thus, contributing to organisational effectiveness.

2.3 DECISION-MAKING

Much has been written about decision-making, its meaning, essential nature and relevance to educational management. There seems to be strong evidence that open decision-making involving a principal and his teachers contributes to effective participation by the relevant groups. With respect to this premise, Mill (1982:20) argues that:

A person who has a strong opinion must admit the possibility that his opinion may be false...However true, if it is not fully, frequently, and fearfully discussed, it will be dead dogma, not a living truth.

Again, we are living in a rapid-changing world. Changes brought about time take place in all walks of life including in our schools. e.g. change in curriculum, methods of lesson presentation, content, societies that reflect themselves in schools and school management.

This is one of the reasons for a need for constant and continuous research in education so as to adapt to these changes. The way we interpret these changes whether in schools or society at large differ from individual to individual, from group to group, from society to society and from researcher to researcher for that matter. All these changes end up in our schools as the schools represent the societies where we live. When these changes come to the schools, they bring some of the problems that need to be solved by teachers in the quest of finding answers.

In this regard Schmuck and Runkel (1994:267) asserted that:

Solving problems requires that proposals for action be generated.

Because educators have different values, see the same circumstances in different ways, and think differently about different plans, choices among alternatives become necessary.

Making decisions can be defined as choosing among alternatives.

It also needs to be stated that the principal is not a repository of all wisdom. He can never be everywhere at any point in time. Teachers are professional people in their own right and are paid for the services they render to schools, public and government.

They must prove themselves by participating in school programmes. The principal must facilitate this through decision-making. He must be able to allocate jobs to teachers according to sex, age, aptitude etc. and involve teachers in the process.

According to Cawood and Kapp (1989:58) every teacher should be given an opportunity to express his views, and those who disagree openly should express their willingness to give the decision a fair chance and abide by the staff decision.

The most important factor in this respect is the administrator's attitude towards the people whom he is likely to involve in decision-making. In this regard, Bennet et. al. (1994:23) state that:

Principals must develop within schools a more participative and involving management process. If decisions are not shared this can also suppress the quality of imagination and creativity that tend to be aroused when people work together.

Musaazi (1982:76) admits that decision-making is a process of arriving at what is to be done, implemented and evaluated. Teachers as participants in the teaching and learning process have to decide for example what subjects they are going to take, and how much time they are going to spend studying those subjects so that they succeed at the end of the programme.

In a school environment, where the principal does not communicate with his staff during decision-making, the staff normally tends to respond negatively to his instruction as what is claimed by the staff of the University of Transkei (Skweyiya report November 1998) on University Management. March and Simon (1958) as cited by Schmuck and Runkel (1994:272) theorised that:

Expanding the influence of lower echelons not only increases the power of those members but also allows management to participate more fully...According to Likert (1961-1967) who described much the same phenomenon in connection with his link-pin model for organisations, more influence is given to subordinates by communicatively linking all organisational levels.

This implies that interaction between the staff and a school principal is essential for ensuring fruitful decision-making. According to Schmuck and Runkel (1994:279):

A decision, therefore, is a channel of influence when a group decides that it will do something the group members are seeking to influence themselves as a collectivity.

To conclude, it can be noted that the system (of one-man show) used previously by administrators to dictate to teachers, students and parents has no room in this day and age. So teachers including principals have to develop transformational (changing) skills in order to adapt to this change. Decision-making is therefore an important tool to be used positively by educators to achieve school objectives. The results of decision-making process are among others policies, rules and regulations that guide the subsequent behaviour of the school community. Our next question is why is it necessary to consider teacher involvement in decision-making and morale.

2.4 MORALE

Morale as viewed by Meyel (1972:30) refers to a group's welfare or collective attitude towards work, management and the whole composite of conditions that define the relationship among workers with respect to the organisation.

Herr (1980:329) refers to morale as a sense of doing a worth while job and doing it well and the willingness to perform even the less pleasant tasks that are part of every job.

Caplov (1976:156) asserted that:

Indicators of a high level of morale vary somewhat from organisation to organisation, but generally they encompass absence of cluster of people who scatter furtively at the management approach

Getzels (1983:130) and Sergiovanni and Carver (1969:174) referred to morale as

A feeling of belonging to a group and an identification with the aspirations of the group. Morale can be perceived as a pattern of behaviour underlying effectiveness, efficiency and satisfaction. Morale by its very nature, can be comprehended as being an interplay of role expectations, need dispositions and aspirations of the establishment

Ovard (1966:215) purported:

Improvement of morale is essential as most educational studies show that teacher morale and educational achievement are related.....where morale is high, teaching and student achievement are good.

Some of the specific findings and interesting implications with reference to morale have been claimed by Ovard (1966:216) to entail the following:

- Reduction of turnover, absenteeism and tardiness as in his study low morale teachers missed school more often than high morale teachers
- Reduction of number of grievances
- Improved quality of decisions made by those in responsible positions
- A greater readiness to accept change which is the most significant quality expected from the principal and staff.

It has been observed that the leadership style of the manager of any organisation has a bearing on the morale of subordinates.

Vitelles (1954:174) referred to research that had been conducted by the Human Relations Research group, Institute of Industrial Relations in Britain. The research was targeted at the investigation of the influence of permissive versus restrictive leadership upon job satisfaction, productivity and morale. In the research, two groups, A & B were studied.

Group A had a manager using restrictive styles, whilst B had a permissive leader. The research findings showed that a higher proportion of the group headed by a permissive leader considered themselves to be satisfied in their jobs. A higher proportion of the members of the group headed by a permissive leader rated their morale as being high, with their productivity being above average as compared to the group led by a restrictive leader

The leadership style also determined the involvement of teachers in decision-making in line with what Chernow and Chernow (1976:17) rightfully claim namely that a school administrator must be a catalyst for keeping information flowing through the school. It is the administrator's role, they maintain, to make certain that every school group has some input in the decision making.

Seifert (1983:319-322), Gruneberg (1979:10), Hoy and Miskel (1978:98-99), Newel (1978:130), to mention a few, concerned themselves with what people need from their jobs that will boost their morale and improve productivity. Howarth (1984:13), Koontz et. al (1972:386) and McGregor (1966:18) seem to agree that the attitude held by managers towards professional employees is an important attribute of production.

The array of attitudes reflected by managers is portrayed by McGregor's X and Y theory. Theory X is viewed by Hoy and Miskel (1978:124) as a hard cell where authoritative and coercive power could be exerted, while theory Y promotes human relations.

2.5 NECESSITY TO CONSIDER TEACHER INVOLVEMENT IN DECISION-MAKING.

Once again, educational management cannot be restricted to the principal only. Van der Westhuizen (1994:58) stated that management manifests itself chiefly with people (i.e. the teacher) in the school and it is clear that educational management at school level will constitute the greater part of the principal's task in the quest of achieving school goals and objectives.

Therefore, the assumption of the sub-topic is based on the belief that if teachers are involved in decisions that affect them, they will understand what takes place around them. This will reduce or eliminate suspicion, friction and disruption within the school.

Teachers can participate in meaningful decision-making in various ways. First, the principal can involve his teachers in decision-making by way of discussions. By this technique the principal will be sure that his teachers are aware of the problem and that a decision about the problem must be made. For example he can discuss with his teachers the problems of students not buying the necessary books they are supposed to use at school. Should the principal make his own decision after he had discussed the matter with his teachers, they are likely to accept more readily than if he were simply to tell them about his decision before any discussion.

Schmuck and Runkel (1994:277) refer to three modes in decision-making.

1. Decisions made by a single person or by a minority .
2. Decisions based on the ability of a majority to overrule a minority and
3. Decisions based on acquiescence and support of the total group after discussion and debate.

This means that there are lots of techniques that one can use to involve teachers in decision-making. If for example the principal sees fit, he can involve his teachers by obtaining the information related to the problem from the teachers so as to place himself in a better position to make more intelligent decisions.

The most common is that of presenting the problem to the staff. The principal then asks for suggestions, reactions and ideas. Musaazi (1982:96) stated that in the end teachers themselves, with the guidance of the school heads come out with a decision.

Van der Westhuizen (1994:340) purported that research indicates that increased personnel autonomy and especially participation in policy making leads to better decisions, less conflict and better staff morale. He goes on to say that problems will be encountered should management and administrative responsibilities be completely shared with staff members. This becomes tricky as one has to know where to draw the line. Even though this is true, it remains a fact that organisational stress decreases when the teaching corps participate in the decision-making process. According to Schmuck and Runkel (1994:272):

Developing a group in which work is shared, participation is widespread, trust and morale are high and personal ties are strong is a way of managing our own powers through the powers of the group.

The question for involvement of teachers in decision-making is compounded by the diversity and competitiveness of expectations generated by the process of change. There must be undertakings by principals and teachers that should ensure the notion of pluralism, shared agreement and participative management. Such undertakings would avert conflicts. The upsurge of interest in shared leadership and decision-making should not be construed as a panacea for educational crises in our schools.

Schmuck and Runkel (1994:276) provided some of the best evidence that teacher involvement in decision-making produces more acceptable decisions of higher quality than those made by individuals. This in turn enhances morale and organisational effectiveness because people who feel the support of a group are more willing to take risks in pursuit of creative solutions. Another reason is that the possibility of finding the best solution is greater in a group than with an individual.

Savery (1992:18) stated that in these 'close' areas the teachers apparently feel that they have the expertise to participate in the decision-making process on an equal footing with the management.

But research by Schmuck and Runkel (1994:283) found that:

Some staff did not wish to be involved in decision-making.

The latter viewed the process as too complicated, time consuming and frustrating...it is not surprising that many members of a college or school faculty may themselves lack motivation or competence needed to make decision-making work. Some faculty members might lack commitment to institutional goals, distrust the formal leader's motives or otherwise have little investment in finding solutions or taking action.

Certainly, it becomes an undeniable fact that, so much can be achieved by involving the teachers in the decision-making process. Teacher involvement does not only increase the number of different view points and ideas which might be relevant to the decision required, but also makes better utilisation of the available expertise and problem solving skills which exist in the school.

In this regard Imber (1985:90) expressed the view that:

Teacher participation in school decision-making has recently been touted by educational reformers as a way to improve schools. Reformers argue that, to professionalize teaching and improve its status, teachers need more authority over decisions that directly affect their classrooms and work.

Mutual understanding is increased, team identity is strengthened and co-ordination is facilitated, and the school climate which is characterised by these attributes encourages effective educative teaching, which is the ultimate aim of every school.

In this regard Savery and Souter (1992:19) asserted:

People who participate in and help formulate a decision will support it...they will work hard to make it go because it is their idea and has become part of their life. They have been empowered to become leaders themselves.

The practice of involving teachers in decision-making calls for a greater deal of skill on the part of the teachers and the principal. If he lacks skill it can have harmful results. It can have unfavourable effects on the teachers, especially the young ones who still need a lot of guidance.

For example research carried out by industry, voluntary organisations and schools alike has demonstrated that the satisfaction of organisation members increases when they can influence decision-making. This in turn boosts their morale and productivity.

This suggests that high teacher morale is the key to success in teaching and learning. High morale will be achieved when the teacher is part and parcel of what takes place around him and is an active participant in decision-making. High teacher morale could therefore, be considered either as end or as necessary condition for achieving the educational objectives of the school.

CONCLUSION

In a nutshell, it can be deduced from all the views expounded above by different theorists and researchers that generally, there is a positive relationship between teacher involvement in decision-making and morale.

By involving members of the staff in decision-making, we seek to satisfy teachers, enhance morale, increase productivity, maximise effort, perpetuate the process, maintain its internal integrity, preserve and enhance its position and help it progress and expand. Another reason is that the possibility of finding the best solution is greater in a group with high morale than with an individual.

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COURSE : M. Ed. (ELM)

STUDENT NAME : TOZAMILE JOHNSON NONGWE

STUDENT NUMBER : 697NE009

SUPERVISOR/S : DR. H. Van der Mescht and DR. C. Smith

ANALYSIS OF VULI-VALLEY SENIOR SECONDARY SCHOOL

(BUTTERWORTH 1998)



BY

JOHNSON TOZAMILE NONGWE

AN ASSIGNMENT SUBMITTED FOR THE PARTIAL FULLFILMENT OF

M. Ed. (ELM)

**MY ORGANISATION (VULI-VALLEY S.S.S.) ANALYSIS AGAINST TONY
BUSH MANAGEMENT MODELS AND OTHER MANAGEMENT THEORIES,
MODELS AND METAPHORS.**

INTRODUCTION

Through this assignment, I wanted to analyse my organisation in terms of management models described by Tony Bush (1994), referring also to other management theories and metaphors.

HISTORICAL BACKGROUND OF MY ORGANISATION

My organisation (Vuli-Valley S.S.S.) was established in 1984 with 17 classes. The school was built and fenced by Anglo American Company as a donation to the Butterworth industrialized community. Initially, the school was built as a technical high school. It stood as a white elephant without being used for almost three years because of disagreements among stakeholders.

During this period, influential members of the community as well as an experienced educationalist (Mr. K.S. Bongela) met and arranged that the premises be used to house an ordinary high school. This move would help the adjacent Ibika township community which had no high school in their vicinity. Vuli-Valley would therefore be nearer their homes and their children would benefit. The then Transkei education department allowed the community to establish Vuli-Valley Senior Secondary School as a public school. The school is +4km away from town. Mr. Bongela then became the first principal of the school.

Two standard eight (8) classes were immediately organised and the school was formally established with about five teachers with an enrolment of about seventy (70) students. This meant that many classes remained unused as the school had few standard eight students. Even though it had such a shaky start, it soon began to expand into many streams and classes such as English, Xhosa, History, Biology, Home economics, Needlework, Physical science, Mathematics, Economics, Business economics, Accounting, Music, Vocational guidance, Geography, Fine art, Technical drawing and Woodwork.

The school is well constructed with proper infrastructure, well ventilated, enough water and electricity supply, healthy toilets, good playing grounds, reasonable shelters and it is also well fenced.

Today, the school has twenty nine (29) teachers and an enrolment of four hundred and ninety eight (498) students (eighty five less than last year due to strict admission) as well as a variety of the mentioned streams which act as latest curriculum extension drive additions. The basic aim is to transform the institution into a comprehensive public school. The handson curriculum is being pursued as part of the school mission. This useful background allows me to display the current management structure and brief analysis of my school as an organisation blended with some relevant management models.

MY SCHOOL AS AN ORGANISATION

My school is a social organisation. Without human interaction and commitment it cannot function effectively, smoothly and efficiently.

Vuli-Valley Senior Secondary School is headed by the principal followed by the deputy principal, six H. O. Ds, 21 teachers, 3 non-teaching staff and 498 students.

The total school community is 530. Certainly, this community is there to help our learners develop among other things skills of logical thinking, minds which can cope with the problems of living in a rapidly changing South Africa and the world, capacity of problem solving, competent citizenship and develop an enquiring and experimental attitude.

This being the case, my organisation is operating within an environment. This environment includes teachers, students, parents, education department and community. Indeed, this environment influences the running of my organisation. This influence determines the way in which my organisation is managed. I refer to management as achieving objectives of my organisation (utilising the people,

materials and means to achieve certain aims and goals), management as a series of consecutive actions (which form a continuous cycle of planning, organising, leading and controlling in order to reach previously set goals), management as decision-making (how decisions are reached), management as coordination (continual reconciliation between the conflicting interest in my organisation to facilitate the achievement of goals through the co-ordination of diverse tasks) and management as leading (influencing people in such a way that they work willingly and strive towards achieving my organisation goals).

My organisation has fundamental elements which it sticks to when it comes to its management and administration. These fundamental elements include thorough planning, organising, controlling, delegating, budgeting etc. Henry Fayol and Colonel Urwick envisage the same elements of management.

Fayol defines the fundamental elements of management as being “to forecast and plan, to organise, to command, to co-ordinate and to control” (Hughes, 1985:4). He further formulated the general principles of management which begin with an

insistence on division of labour and specialisation and end by proclaiming the desirability of management actively fostering the morale of employees (Ibid:5).

Colonel Urwick drew substantially on Fayol's work and mentioned seven distinct tasks of a top executive as planning, organising, staffing, delegating, co-ordinating, reporting and budgeting. Hence the acronym (POSDCORB). These elements set out the pattern for what should become of my organisation (Vuli-valley Senior Secondary School).

Concerning my organisation, human relations are more significant. Inclusivity, peaceful co-existence, transparency and joint-problem solving and joint-decision-making are some of administrative techniques that are constantly applied.

In my organisation, my principal as the administrator has to draw knowledge from various fields of study including psychology, sociology, anthropology and so on if he wants to be effective and succesful in his job. For example he needs to know why educators, learners and parents behave the way they do. It is clear therefore, that

organisational rationality involves input activities and in the case of my organisation my principal needs input from the teachers, students, parents and ministry of education. This remark tallies well with Thomas Sergiovanni, (1992:41) when he asks, should school be understood as formal organisations or as communities?

Behind this question there is a belief and understanding that the school as an organisation is made out of different communities who have interest in the running of the school. Besides the department of education, teachers and students there are other communities who brought their children to school to be what they want them to be (parents have interests and expectations), there are communities who support the school financially and with material resources (parents and business world). Therefore, the school is made out of these different communities. This applies to my organisation.

In my organisation there is a great atmosphere of collegiality, where teachers sit together in the same staff-room, share jokes, enjoy tea together, co-ordinate their lessons, discuss ways of participating in meetings to make them successful and criticize each other constructively. Sergiovanni and Bush have also this to say about collegiality:

Teachers are considered to be true colleagues when they are working together, debating about goals and purpose, co-ordinating lessons, observing and offering and critiquing each other's work, sharing success and offering solace (Sergiovanni, 1992:43).

Bush (1986:50) shares the same ideas with Sergiovanni when he deals with democratic models in higher education.

Collegium designates a structure/structures in which members have equal authority to participate in decisions which are binding on each of them. It usually implies that individuals have discretion to perform their main operations in their own way, subject only to minimal collegial control (Bush, 1986:50).

Moving further on, I will give a very brief description of Bush's management models. My aim is to remind myself of the theory behind these models. I also want to check if there is any one of them that have certain features that are related to my organisation (Vuli-valley S.S.S.).

BRIEF DESCRIPTION OF BUSH MANAGEMENT MODELS

FORMAL MODELS

Formal model is an umbrella term used to embrace a number of similar but not identical approaches. These theories emphasize the official and structural elements of organisations. They pursue institutional objectives through rational approaches. Organisations are hierarchical and managers use rational approaches to pursue goals. They tend to treat organisation as a system.

DEMOCRATIC MODELS

According to Bush (1986), democratic models assume that organisations determine policy and make decisions through a process of discussion leading to consensus. Power is shared among some or all members of the organisation who are thought to have a mutual understanding about the objectives of the institution.

POLITICAL MODELS

Political models assume that in organisations, policy and decisions emerge through a process of negotiation and bargaining. Interest groups develop and form alliances in pursuit of particular policy objectives. Conflict is viewed as a natural phenomenon and power accrues to dominant coalitions rather than being the preserve of formal leaders.

SUBJECTIVE MODELS

Subjective models tend to focus on the belief and perceptions of individual members of organisations rather than the institution. They are also concerned with the meanings placed on events by the individual members of the organisations. People assign meanings to situations and to the actions of others and react in terms of the interpretation suggested by these meanings.

AMBIGUITY MODELS

They lack clarity about the goals of the organisation. Pupils are not seen as clients.

This state of affairs can lead to parent dissatisfaction. It can also lead to an environment where pupils will disrespect authority. It is also characterized as having uncertain goals, unclear technology and fluid participation in decision-making (Bush, 1986:108).

After a careful analysis of these management models, I found that, on the whole they provide some guidelines and are based on certain realities. The question is, which Bush management model/models apply or are relevant to my school?

BUSH'S MODELS WHICH APPLY/ARE RELEVANT TO MY ORGANISATION

I see three of Bush's management models very clearly because they apply and are relevant to my organisation. They have certain features that are related to the current situation and management of my school. These three Bush's management models are:

- (a) Formal model**
- (b) Democratic model**
- (c) Ambiguity model**

Let me state further that, it is not these three Bush management models alone that fit the management of my school. There are also a range of other management theories that are relevant to my organisation. First to consider will be formal models, followed by democratic models, ambiguity models and the metaphor. This will be followed by a critique of Bush management models/theories and conclusion.

**MY ORGANIZATION (VULI-VALLEY S.S.S.) AGAINST FORMAL
MODELS AND CERTAIN RELEVANT MANAGEMENT THEORIES**

Formal model is a term that is used to embrace a number of similar but not identical approaches. The emphasis is on the official and structural elements of the organization (Bush,1986:22).

My organization is also official in the sense that it is known and approved by the department of education. All the educators are qualified and are in the central register of the department. Furthermore, my organization has structural elements because it is headed by the principal, deputy principal, teachers, students and parents. It involves both vertical and horizontal elements because there is a formal structure from the principal to the students (top-down) and horizontal structure because the principal shares ideas in decision-making with other stake-holders.

My organization was established for the purpose of achieving certain goals. For example, as an educational institution my organization produces teachers, lawyers, engineers, accountants, economists etc. What serves as a guidelines are agreed school rules and procedures laid down within the framework in which my organization functions. My organization also has written documents which facilitate the work at all levels, as duties and responsibilities are laid down.

Musaazi (1982:10) concured with this when he stated that formal organization have written documents as their statutes or constitutions.

Formal models tend to treat organizations as systems made up of interdependent subsystems and they are themselves part of a larger system.

In my organization my principal doesn't work alone. He works with a variety of people including students, teachers and parents. These components carry out and manage different tasks with the aim of achieving the set goals of my organization. It is therefore true to say that, in my school, educational management is not restricted to my principal. It manifests itself on all levels of the hierarchy.

In my organization formal chart where each person is indicated in the hierarchy, vertical relationship between staff and stakeholders (governing body) is shown where each person has his area of responsibility written down and defined. e.g. principal, deputy principal, H.O.Ds, teachers, administration staff, learners and the governing body. This makes the running of the school easier as people are divided into areas of responsibility instead of giving everything to the principal (division of labour). The principal, deputy principal and H.O.Ds meet regularly to see whether set objectives are met or whether deviations have occurred so that corrective measures can be taken. This process also facilitates co-ordination of work.

In support of this practice, classical organisational thought, often called administrative management theory concentrates on the broad problems of departmental division of work and coordination.

According to Hoy and Miskel (1987:9):

The more a task could be broken down into its components, the more specialised and, therefore, the more effective the worker would be in performing the task.

In all, none of these components of my organization can work

perfectly without the assistance of the other. Certainly, my formal organization qualifies to be identified and called a system (school) with interdependent subsystems/units (departments) as the structure has shown. When putting together all those subsystems, they make 'my organization'. This view was supported by Bush (1986:22) when he purported that:

Formal models tend to treat organizations as systems that consist of a set of interacting parts and exhibit some kind of integrity as a whole.

This shows that all the components (subsystems) in my organization are equally important and are related. According to Moran (1972) as cited by Bush (1986:22):

The emphasis on interdependence implies that sub-units such as departments or pastoral units are systematically related to each other and to the institution itself.

Formal models are goal-seeking organizations. The institution has official purposes which are accepted and pursued by the members of the organization. Every organization, including mine, has a goal towards which it strives. In formal organizations, decisions are made through a rational process.

Even in my organization options are considered and evaluated by stakeholders in terms of the goals of the organization. Joint decision-making is the order of the day (although difficult in practice). The principal, deputy principal and H.O.Ds possess authority over other staff members because of their formal roles within the school. They exercise authority by virtue of office held at a particular time. Be that as it may, they take decisions jointly with other stake-holders.

Formal models also emphasize accountability of the organization to its sponsoring body. My organization, as it is an educational institution, is accountable to the local district office and regional office. It is also accountable to local community.

Because of the above features, formal models apply and are related to some extent to the current structure of my school. This takes us to the next stage which is my school as against democratic models and certain relevant management theories.

**MY ORGANIZATION (VULI-VALLEY S.S.S.) AGAINST DEMOCRATIC MODELS AND
OTHER MANAGEMENT THEORIES.**

The emphasis in democratic models is on power sharing and decision-making which should be shared among some or all members of the organization. The school makes decisions through a process of discussion leading to consensus. The principal is not the only decision-maker. The principle of transparency and inclusivity is more pronounced in democratic models. This means that the principal does not hide anything from the teachers, students and parents and that all relevant stake-holders are included and involved in school decision-making.

Democratic models are founded on values and beliefs but may not be grounded in reality. This means that the democratic models assume a common set of values held by the members of the organization. Bush believes that the common background and education of participants form part of the justification for the normative assumption that it is always possible to reach agreement about goals and policies (Bush, 1986:49). But from my experience this is not always the case. In my organization, consideration is taken about what kind of information is needed to run the organization smoothly. This information includes the school

itself, the learners, teachers, communities, administrative staff etc. Certainly, our professional teachers play a big role in this regard. Our teachers use their knowledge, experience, skill, ability and expertise without being forced in my organization. Teachers are democratically elected to certain positions. We normally elect a professional teacher who has signs of ability to carry out a particular task and who shows interest in the task. In this regard Bush (1986:49) assumed that:

.....democratic approaches are particularly appropriate for organization with significant numbers of professional staff. Professionals possess authority arising directly from their knowledge and skill.

In addition, my organization involves every interested party/stakeholder in decision-making (governing body). This might provide satisfaction for members' needs. Professional teachers in my organization work on behalf of themselves, the school and the community. The formal position is that, heads of my school are also responsible for the organization and management of the school. Heads, teachers and students are free to interact and coordinate their activities whenever there is a need. When management decisions are taken, teachers are formally represented by their heads of department. When the governing body is sitting, there are parents, teachers and student representatives. This view is supported by Bush. According to Bush (1986:49):

.....democratic models are built on the assumption that staff have formal representatives within the various decision-making bodies.

Furthermore, our principal is followed by the deputy principal, six heads of department and twenty one teachers. There is no monopoly of power and wisdom. Indeed, nobody is a repository of all wisdom. Power is shared with staff.

All members have equal authority to participate in decisions which are binding on each of them. Bush (1986:50) agrees with this state of affairs when he purports that power is shared with staff in a democracy rather than remaining the preserve of the leader. In addition, individual heads and teachers have autonomous discretion to perform their duties in my organization. As professionals, teachers enjoy considerable discretion in their class-room activities.

Furthermore, heads of department, teachers and students are free to consult on work assignments and are also involved in school decision-making. Teachers and students are free to contact each other on matters affecting them and the school, formally and informally. The concept of informal organization was introduced by Barnard (1938:115) as cited by Hughes et.al (1985:7) when he stated that “informal organization is a necessary concomitant of every formal organization”.

Since staff have formal representation within the various decision-making bodies like site committee, SCM and conflict resolution/disciplinary/management committee, decisions on a whole range of issues take place within these committees rather than being the right of the principal.

In my organization we always emphasize that our issues must be resolved by agreement or compromise rather than resorting to voting or violence.

Clearly, these features show the relationship between this model and my school. Now we are going to look at the third and the last model (ambiguity model) and relevant management theories and their relationship to my school.

MY ORGANIZATION (VULLI-VALLEY S.S.S.) AGAINST AMBIGUITY

MODELS AND RELEVANT MANAGEMENT THEORIES.

In my organization, teachers want security, good human relations, unity, harmony, professional ethics, co-ordination, efficiency and order. My organization wants to achieve this through strong organisational structure and control and through happy and congenial work groups. But what happened in the last months is devastating to teachers in my organization. Department packages and redeployment issues brought fear, uncertainty, confusion, anger, pain and unpredictability into my institutional life; this is a national issue.

These issues have negatively affected my organization and its management. Our teachers are not working with open hearts. They do not know what is going to happen to them tomorrow. Even the parent component of our governing body is not happy about the situation as it affects the mood, decision-making and the tone of my organization.

In my organization, teachers feel that this new government and its new educational officials are (most of them) ignorant, incompetent and unpredictable. This state of affairs reflects itself in my organization. This was born out by the fact that a number of new educational administrators had been appointed to the public service since the democratic elections. Many of these educational

administrators are returnees from exile who have never experienced educational administrative life or process yet (now) they are in charge of educational administrative functions, conducting conflicting administrative functions through press, issuing conflicting statements (no co-ordination) and amending circular after circular, day after day and month after month. The net effect of this is instability, unpredictability, confusion, unclear objectives, fear and uncertainty among teachers of my organization.

In addition, if you go to my organization's governing body, the parent component is dominating. Nowadays teachers including ours demand recognition and are clamouring for full and 'equitable' involvement in the making of decisions in schools. In my organization, teachers feel that they are the assault troops. Because of their daily involvement in school activities they know best what is needed at school. Therefore, if there can be 'equitable' distribution of human resources in the school governing body they can help to clarify and formulate the goals of the school and also the discipline of pupils. The question is, why is there unequitable distribution of human resources?

Indeed, our teachers are no longer clear about the goals of my organization because of the domination coupled with influence of the parent component. In this regard, Bush's ambiguity models (1986:109) purports that, there is lack of clarity about the goals of the organization.

Furthermore, students no longer see themselves as immature (educand) but as equal members in my organization with full rights to participate in any decision-making.

In my organization, teachers feel that students see the introduction of the representative council of learners (RCL) which replace (SRC) and their equal involvement in the governing body as a forum for complaints, grievances and protest only. The belief is that our students would never take active participation in the maintenance of discipline observation order. They do not lead by example but instead are fault finders. They do not expect to be regarded as students in their own right who still have to obey teachers but take teachers as their equals.

The awareness of student rights (RCL) constitution has made things very difficult in my organization. Students never help our teachers to monitor student behaviour. Indeed, this affects the goals and the management of the school. In this regard, Bush's ambiguity models (1986:109) suggest that goals are so vague that they can be used to justify almost any behaviour.

My organization experiences problems with different committees (fragmented groups) where some responsibilities overlap with one another e.g. site and disciplinary committees and that of the management 'loose coupling' as Bush (1986:110) uses the term to describe relationships between subunits.

Furthermore our teachers respond daily to student needs. As professionals our teachers make individual judgement regarding the needs of the student (in the classroom, playground and school ground) and do not act in accordance with the principal's prescriptions. The principal is not everywhere and does not see everything that takes place at school. So the teacher is there to make an individual judgement and afford service to students. According to Bush (1986:111):

Ambiguity models tend to be particularly appropriate for professional client-serving organizations.....teachers are expected to be responsible to the perceived needs of their pupils rather than operating under the direct supervision of hierarchical superordinates.....the requirement that professionals make individual judgements, and do not necessarily act in accordance with managerial prescription, leads to the view that larger schools and colleges are correctly portrayed as machines.

At Vuli-valley Senior Secondary School participation and membership in the representative council of learners and governing body is fluid. Members come and go. Some students and members of the community leave or resign in the governing body for various reasons e.g. students may drop out, pass standard ten and go to another school while the parent component could resign, change work and transfer. In this regard, Bush (1986:112) purports that the ambiguity perspective emphasizes that there is fluid participation in the management of organizations.

Indeed, this suggests that individuals are part-time members of policy making groups who move in and out of the picture. Having said that, it is true that my organization lives in changing world full of problems. These problems come minute after minute, hour after hour, day after day, week after week, month after month and year after year. My organization is part of that world and experiences these unplanned problems.

So whenever, there is an unplanned problem, it will definitely need an unplanned and undivided attention, unplanned decisions and solutions to remedy the unplanned problem will follow. In this regard, Bush (1986:114) states that ambiguity models emphasize that decisions are often unplanned.

He goes on to say that formal perspectives assume that problems arise, possible solutions are formulated and the most appropriate solution is chosen.

Furthermore, my organisation's formal structure combined with its democratic structure (inclusion of some parents who have got political motives which are not in the interest of the school) is what makes it ambiguous at this stage. They bring in influences that affect the goals of my school. One sometimes feel that some of these parents are planted by politicians to influence decisions and also to be their watchdogs. My organization is not designed to fit into the ambiguity model. It is essentially designed to fit into the formal and democratic model. The lack of maturity of some of the members of the governing body and the highly political nature of the make-up of the department have led to the ambiguity model being a description of my organization.

I do not believe that the ambiguity model goes far enough to describe what is essentially an unclear and reasonably chaotic organization with unclear goals, teacher-parent dissatisfaction and where pupils disrespect authority.

Today there is what is called "political posts" filled by political appointees. This situation runs short of saying the appointee is placed so as to serve the interests of his or her political organization irrespective of his or her qualification, knowledge and experience.. My organization is also the victim of this. Pupils are not seen as clients but immature future politicians.

Last but not least, my organization functional structure has indicated six departments with six departmental heads and twenty one professional teachers.

These departments have the autonomy to decide on issues affecting them. Whenever there is a change in syllabus or textbook etc. the department concerned has to effect that change and adapt to the new system in my organization without waiting or letting the school or principal to effect change for them. One who knows best is likely to act best. In this regard Bush (1986:113) states that:

.....ambiguity models stress the advantages of decentralisation. Given the complexity and unpredictability of organizations, it is suggested that many decisions should be devolved to sub-units and individuals. Individuals and departmental autonomy are seen as appropriate for professional staff who are required to exercise their judgement in dealing with clients.

METAPHOR

HUMAN BODY AS A SCHOOL ORGANIZATION

My school can also be understood in terms of the metaphor-Human body.

According to the metaphor, organizations are complex and paradoxical phenomena that can be understood in many different ways. According to Morgan (1986) the use of metaphor implies a way of thinking and a way of seeing. We use metaphor(s) whenever we attempt to understand one element of experience in terms of another.

My school structure is made up of different systems which are highly coordinated. These systems are also interacting with the external environment. These systems are working like the systems which make up the human body. Should there be a failure in one of the systems the body is disturbed, therefore, loses its state of equilibrium.

In the case of my organization, the same applies. When there is no cooperation or coordination from teachers, students or community, the whole organization is due to fail. To be precise the failure of the student body would mean that there is no one to be taught and therefore the whole organization collapses. If the teachers are not at school or fail to do their job then there is no teaching and learning and therefore, the organization fails.

In my school the parents, the government and other stake-holders provide the resources so they have a stake in the overall performance of the organization. They want to make sure that their resources have been put to better use. From resources one is able to build the infrastructure and having built the infrastructure get students. From there there are officials (principal, deputy-principal, H.O.D's and teachers).

The administrators have to see to it that all other organs of the school have a smooth running and sufficient cooperation. Focusing on the relation of this systematic coordination of the school organization, I noticed that it is similar to that of the human body. The body is also an organism made up of various systems. These systems are made up of organs. The organs are made up of tissues. Tissues are made up of cells. These systems are controlled by the central nervous system more especially for a rapid response. There is also another coordination which is chemically coordinated by the hormonal system.

All these systems play a very important role in the maintenance of internal environment, e.g. if the circulatory system is not working there would be no distribution of gases, nutrients etc. If there is failure in the excretory system, there will be malfunctioning of the body due to accumulation of waste material. Again, osmoregulation would be impossible and diseases due to excess water in the body would develop. Thus, the body is in contact with the external

environment from which it gets the stimulus. The body is always trying to counter the effect of the external environment such that the state of the internal body is at equilibrium.

Therefore, it is true to say that my school as a social organization functions like human body (the understanding of one element of experience [my school] in terms of another [human body]). This brings us to the critique of Bush's management models/theories.

CRITIQUE OF BUSH' MODELS

Although Bush's management models offer a useful analytical tool to understand an organization and how it functions, the models must be seen as over simplification of very complex organisms. The models are umbrella definitions for a range of derivations which can fit under their broad canopy.

A further consideration when applying the models to analyze an organization is the level or depth of analysis being applied and the fact that organizations will exhibit characteristics of different models at different levels.

The most striking cross over would be an organization fitting into the democratic model with management by agreement and consensus decision-making, yet if one were to move out of the committee rooms one may find a complex, covert web of

political bargaining, caucusing and power relationships, which the leader may not be aware of and party to and which may not be visible to anyone. Influential teachers who are also friends may decide at night a day before the meeting on what to agree and disagree on in a meeting.

There may be in existence a set of norms and values which have been created through various processes in the history of the organization and these act more as the parameters into which members of the organization must fit, as opposed to heart felt shared norms and values.

Management by agreement is often a tactic of an authoritarian management elite to win over the staff of an organization through allowing them to feel included in a decision which is however going to be dominated by a rational intellectual decision.

Bush's work is based on an education environment in the United Kingdom.

There are gaps in his models in that they are mainly based on homogeneous groups. His situation and that of South Africa are completely different. His models do not cater for heterogeneous racial groups as they exist in South Africa.

In South Africa there are also cultural and language differences and common values which need to be taken into consideration. For example, all the different racial groups believe in good education for their children.

CONCLUSION

In my organization, school and educational management is not restricted to the principal. It manifests itself on all levels of the formal hierarchy (inside the school and outside the school). To realise my organization goals, stakeholders pursue different tasks.

These are interwoven, inseparably bound to each other and mutually dependent upon each other. The various management tasks of my organization are mutually inclusive although some are performed by different components but they are not carried out separately from one another.

My organization realises its objectives through complex systems involving policies and programmes, administrators and teachers, learners and supporting services, buildings and equipment, and interactions with the community.

An organisation is needed to provide a structural framework for communication, command and the co-ordination of activities and people's efforts.

No organisation can operate successfully when duties are so vaguely defined that everybody can meddle in everything and nobody is responsible for anything.

Therefore, to operate successfully a school must have an organisational structure which provides for the allocation of responsibilities to the various sections. A good organisation establishes clear lines of responsibility and communication, and limits the span of authority and command so that no one person takes responsibility for everything.

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