

**COLLEGIALITY AT CARRINGTON HEIGHTS JUNIOR PRIMARY
SCHOOL:
AN INVESTIGATION WITH PARTICULAR REFERENCE TO STAFF
PERCEPTIONS.**

**By
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**submitted in partial fulfillment of the requirements for the
Master of Education (Education Management) Degree
In the Faculty of Community and Development Disciplines at the
University of Natal (Durban)**

OCTOBER 1999

DECLARATION

I declare that this is my original work,
except where specific acknowledgement is made
to the work of others.


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Date: October 1999

Place: Durban

ACKNOWLEDGEMENTS

I would like to express my thanks and appreciation to the people who helped and supported me to make this research possible:

- ◆ Professor Mike Thurlow of the Department of Education for initially opening up collegiality to me and inspiring me to be practical in my research, and then patiently supporting me through it
- ◆ My dear friend and ex-colleague, Janet Thomson, without whose encouragement, enthusiasm, interest and practical support, this research would never have happened
- ◆ The staff at Carrington Heights Junior Primary School who gave this research their time and interest as well as their perspectives
- ◆ My friends and colleagues who gave me articles on the topic and had endless discussions making many suggestions
- ◆ My family for their tolerance and patience enabling me to finally complete this research

TABLE OF CONTENTS

Page

DECLARATION	ii
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	viii
LIST OF FIGURES	ix

CHAPTER ONE

INTRODUCTION	1
Purpose	1
Problems And Issues To Be Investigated	3
Context	4
<i>General context</i>	
<i>Specific context</i>	
Overview of study	7

CHAPTER TWO

REVIEW OF THE LITERATURE	9
Introduction	9

Review of South African Legislation and Policy	9
<i>Preamble</i>	
<i>Relationship between governance and management</i>	
<i>The composition and functions of the governing body</i>	
Models of Education Management	13
<i>Bureaucratic / Formal</i>	
<i>Political</i>	
<i>Subjective</i>	
<i>Ambiguity</i>	
<i>Cultural</i>	
<i>Collegial / Democratic</i>	
Management Relations	22
Summary	24
 CHAPTER THREE	 25
RATIONALE FOR PROMOTING COLLEGIAL MANAGEMENT SELF-REPORTING BY PRINCIPAL	25
Introduction	25
General	25
Practical Applications	27
Summary	32

CHAPTER FOUR	33
INVESTIGATION	33
Introduction	33
Sample selection	33
Research Design	33
Data collection	36
Analysis of data	36
Summary	37
 CHAPTER FIVE	 38
DISCUSSION OF FINDINGS	38
Introduction	38
Discussion	38
Summary	69
 CHAPTER SIX	 72
DEVELOPMENT OF ACTION PLAN FOR ENHANCEMENT OF COLLEGIAL MANAGEMENT IN THE SCHOOL	 72

CHAPTER SEVEN	75
BIBLIOGRAPHY	75
APPENDICES	81

LIST OF TABLES	PAGE
Table 1: Years of teaching experience of staff	39
Table 2: Number of different institutions staff have experienced	41
Table 3: Staff experience of different principals	42
Table 4: The principal should be the professional manager	43
Table 5: The principal needs expertise in all aspects of the school	45
Table 6: The principal should make all decisions	46
Table 7: The staff do not need to share the same goals and values	47
Table 8 : The management structure is vertical	48
Table 9 : Decisions are made by management	49
Table 10 : Authority in the school depends on position not expertise	50
Table 11 : Staff share your same educational goals and values	51
Table 12: Total score for each staff member according to	
University of Leicester ranking scale	52
Table 13: Description of management structure	55
Table 14: Decision-making is through consensus not conflict	56
Table 15: Staff accepts the expertise of colleagues	57
Table 16: Description of teamwork at the school	58
Table 17: Responses to the extent of change to collegial management	59
Table 18: Response to desire of teachers to participate in management	60
Table 19: Disadvantages of participative management	62
Table 20: Advantages of participative management	64
Table 21: Suggestions for improvement	66

LIST OF FIGURES	PAGE
Figure 1: Years of teaching experience	39
Figure 2: Number of different institutions experienced	41
Figure 3: Staff experience of different principals	42
Figure 4: Section B Question 1	44
Figure 5: Section B Question 2	45
Figure 6: Section B Question 3	46
Figure 7: Section B Question 4	47
Figure 8: Section C	53
Figure 9: Section D Question 1	55
Figure 10: Section D Question 2	56
Figure 11: Section D Question 3	57
Figure 12: Section D Question 4	58

CHAPTER ONE

INTRODUCTION

Purpose

The report of the Task Team on Education Management Development (Department of Education, 1996a) indicated that, in line with similar trends in several other countries, the South African Schools Act (84 of 1996) "places us firmly on the road to a school-based system of management: schools will increasingly come to manage themselves" (p28).

The report suggests that self-management must be accompanied by an internal devolution of power within the school. This view accords with that expressed by Caldwell and Spinks (1992,p18), who have written extensively on self-managing schools. They have argued that the devolution of power to institutions ought to be matched by the empowerment of people within the school. The implication of the argument is that school improvement is dependent, to a large extent, on dispersed management within the school as well as devolution of power to the institutional level.

In this connection, it is widely agreed that "the notion of collegiality, which has become enshrined in the 'folklore' of education management, is the most appropriate way to run schools in the 1990's. It has become closely associated with school effectiveness and improvement" (Campbell and Southworth 1993,p61) and has been described by Wallace (1989,p182) as 'the official model of good practice'. Bush (1995,p52) has defined collegiality in the following terms:

Collegial 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.

In spite of the fact that collegial models have become increasingly popular in the literature on educational management and in official pronouncements about school development, there is relatively little empirical evidence of collegial approaches working in practice. Furthermore, some critics (Hargreaves, 1994) have questioned the viability of collegial approaches to management.

However, notwithstanding the critique, such limited empirical evidence as is available suggests that the nature of primary schools is such that there is a greater chance for collegiality to work effectively than is the case in secondary schools, which tend to be larger and have more complex organisational structures. It was therefore considered appropriate to investigate the effectiveness of a shift to a collegial approach in a primary school.

The researcher, who is Principal of Carrington Heights Junior Primary School, has attempted, since her appointment in 1997, to promote a more collegial approach to the management of the school. This investigation is a systematic evaluation of the extent to which this aim is being achieved. In particular, the perceptions of staff in this connection have been investigated.

The purpose of this research, therefore, is to investigate the perceptions of staff in respect of collegial management broadly, and in particular, the extent to which it is being effectively applied in the school.

Problems and Issues to Be Investigated

This study aims to investigate the perceptions of the staff at Carrington Heights Junior Primary School in respect of

- (a) a broad response to the tenets of collegial management and
- (b) the way in which it operates currently at the school.

In this connection, the following will be addressed:

1. A review of emerging South African legislation and policy as they relate to and inform an imperative for a "new approach" to school management, involving a greater degree of participation in the process.
2. A review of models of educational management, with particular emphasis on collegial models including the limited empirical evidence of their operation in practice.
3. A description of the principal's understanding of and rationale for the adoption of a collegial approach to management at Carrington Heights Junior Primary School and her initiatives in this connection.
4. An investigation of staff perceptions of collegial management in general and its effective application at the school in particular.
5. Drawing upon the products of 1 to 4, to construct an action plan for the modification and/or enhancement of management arrangements in the school to promote more effective teaching and learning.

Limitation: This study essentially is a focussed "case study" of management at one school. Its underlying intention is to generate information which may be used to improve the school's management arrangements, in the interests ultimately of improving teaching and learning. Consequently, the findings are unlikely to be generalisable.

Context

General context

There are a huge variety of schools operating in the KwaZulu-Natal region. There are rural schools which are under-resourced and often under-staffed; township schools which are often affected by violence and destruction causing several of them to function poorly; suburban schools which vary according to the community they support, in resources, staffing and curriculum (Department of Education, 1996a, 28).

The South African Schools Act No 84, 1996 aims to build a new democratic national school system offering equal opportunities to everyone. Governance and management are both provided for in the S.A.Schools Act, with all state schools required to have governing bodies. As documented by Potgieter et al. (1997, 11) governance refers to the determining of policy and rules under which the school is to operate, while management refers to the day-to-day organisation of the school in terms of administration, teaching and learning as well as any legally prescribed activities. This transformation requires that schools develop the ability and expertise to manage themselves as "passing a law will not, by itself, ensure that change will occur" (Department of Education, 1996a, 29).

Specific context

Carrington Heights Junior Primary School, is a school comprising 511 learners (12 classes) located in the suburb of Carrington Heights in Durban. It draws very few of its

learners from this suburb, as 95% of them are bussed or taxied into the area daily. It was previously an ex-Natal Education Department (NED) school, (CHJP Log Book, 1971) the intake of which, during apartheid years, was restricted to white pupils. It was closed in 1993 due to declining numbers and amalgamated with another local school, as there were insufficient children in the area to make the running of two schools viable (CHJPS Staff Meeting Minutes March 1993). During 1994, the buildings were used as an after-care centre under the Education and Culture Service Department. In January 1995 the residents from Cato Crest Informal Settlement, approximately four kilometres from the school, requested that the school be re-opened for their children (The Natal Daily News, January 1995). The NED agreed to this request and staff was appointed within a week, with the previous principal of the school appointed as the acting-principal - all assuming duty from 30 January 1995. The staff appointed was a combination of teachers from the ex-NED (Natal Education Department), ex- HOD (House of Delegates), ex- HOR (House of Representatives) ex- DET (Department of Education and Training) and ex - KZN (KwaZulu Education Department) as well as from the private sector. All the members of staff appointed were female.

In 1995, when the school reopened, there were 465 learners, 13 Teachers, 1 Principal, 2 Secretaries, and 3 General Assistants (CHJP Logbook, 1995, 229). The management consisted of the acting-principal and two acting heads-of-department, plus a Management Committee, which was elected in 1995 (CHJPS, 1995 (3)). This committee decided on matters of fees, (CHJPS, 1995(6)) school hours, medium of instruction and uniform (CHJPS 1995 (4), 1995 (5)). It was agreed that the language of communication with the parents would be Zulu (CHJPS, 1995 (6)) but the medium of instruction would be English, (CHJPS, 1995 (1)) despite the fact that none of the learners admitted to the school during 1995, 1996, or 1997 were first language English speakers.

Management meetings were held both at the school and in the settlement, with very poor attendance at both venues. Up until April 1997, the school was classified as a state school, ex-Model D, (CHJPS, 1995 (1)) whereby all domestic accounts were covered by the Department; these included water, electricity, refuse removal, telephone, administrative stationery, learners stationery, photocopy machine hire, postage, selected teaching aids, reading and exercise books. The Department paid all salaries of educators and non-educators. However after April 1997, the Department no longer covered any of the above-mentioned expenses with the exception of staff salaries and a contribution towards the telephone and the water and electricity costs. Many of the parents of the learners were unemployed, and the school depended largely on sponsorship to run effectively and efficiently

By 1998, there were 512 learners enrolled. A permanent principal and a head of department had been appointed the previous year and an academic staff of fifteen had been allocated to the school (CHJPS Logbook, 1998, 256). The management comprised the principal and one head of department.

In accordance with the Schools Act (1996) which was applicable from the beginning of 1997, an election meeting was held on 21 June 1997, and a governing body was elected with strict procedure being followed. The management of this school took responsibility for many of the functions purported to be those of the governing body. This was a result of the parents feeling ill equipped to assume control, though very willing to act in an advisory capacity, together with the historical fact that the principal had always previously presided at meetings and assumed responsibility for all decision making at the school. Thus at the outset the difference between governance and management was not distinct. The election of the principal as treasurer further blurred the functions of management and governance. As no parents lived anywhere near the school, and had no contact with the school apart

from a once a term organised function, this had the potential to retain all governance authority with management.

Overview of the study

In Chapter Two the literature relevant to management in schools is reviewed giving particular attention to different models of management as well as legislation and policies currently applicable in South African schools. This chapter serves as a theoretical framework within which the data collected in this study is interpreted. Despite the literature being largely from outside the country, the researcher believes the findings therein are applicable to schools in general.

In Chapter Three the principal of the school under investigation expounds her rationale for promoting collegial management by drawing both from the literature as well as her own practical experience. Given the limited focus of this study the researcher focuses only on aspects of governance and management in the school.

Chapter Four focuses on the investigation and procedure used to collect data. This study takes the form of a case study, using a questionnaire for the collection of data. The distribution and collection of the questionnaire was undertaken personally by the researcher.

A discussion of the findings and how they relate to the literature reviewed is undertaken in Chapter Five. The responses to the five sections of the questionnaire are collated into tables and graphs for each section. The data are then analysed descriptively.

Chapter Six concludes by drawing on the findings to ascertain whether the staff supports research data, and if this is indeed the case, to present a succinct action plan for the enhancement of collegial management in the school.

CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

The aim of this study is to investigate the perceptions of staff in respect of a particular style of management and the extent to which it is applicable in their particular school. Studies with similar aims have been conducted in other countries, particularly over the past decade, with much emphasis on the factors that promote or hinder effective management. However there appears to be very little empirical evidence documented concerning collegial management in particular. This study focuses largely on those aspects of collegiality which have a bearing on the perceptions which have been developed towards it.

This chapter begins with a distinction between governance and management in schools and reviews current South African legislation and policies. These policies allow for management of schools to be determined largely by the appointed team to that school and indicates a move towards practices of other countries, that of self-managed schools.

Thereafter in the chapter, different models of education management are reviewed with a detailed examination given to the collegial or democratic model. The chapter is concluded by considering relevant literature that emphasises the role of relationships in management, as well as management through participation. In particular certain literature is reviewed which is pertinent to the African context.

Review of South African Legislation and Policy

Preamble

A democratic Constitution came into being in South Africa in 1996, this being the highest law in the land. This Constitution recognises that everyone has the right to basic

education and the State has a duty to see that this takes place. The South African Bill of Rights establishes a legal framework for building a society based on equality, justice and mutual respect. Education plays a pivotal role in the creation of a more democratic society, and new South African legislation and policy have made it necessary that the previous education system of the country be transformed (Department of Education, 1996a).

Prior to April 1996, the schooling system in South Africa had been structured by the apartheid system and was one based on race and colour and was as a result very unjust, unequal, and fragmented. There were 17 education departments responsible for schools, sometimes with multiple departments responsible for schools in the same area. Prior to the establishment of the Region of KwaZulu Natal there were five separate departments responsible for the administration of education (Department of Education, 1996a, 17). The S.A.Schools Act is designed in order to change this and to create and manage a new national school system giving equal opportunities to all (Potgieter et al., 1997, 6). It requires that school education be changed and democratised in accordance with the values of the Constitution - equality, non-racism, non-sexism (Act No.84, 1996, Preamble). Education administration is to be devolved from national to provincial levels with much of the decision-making to take place at schools with support from provincial and district managers.

The democratisation of education includes the idea that stakeholders such as parents, teachers, learners and other people (such as members of the community near your school) must participate in the activities of the school.
(Potgieter et al., 1997, 6)

This concept of the partnership requires that all the stakeholders, the State, teachers, parents, learners, private sector, and members of the community should accept their responsibilities in order to improve education for all learners (Potgieter et al., 1997).

Relationship between governance and management

The distinction between governance and management, as outlined by Potgieter et al., (1997) is reflected in the South African Schools Act (Act No.84, 1996,14). The governance of every public school is under the authority of its governing body, while the principal under the authority of the education department, undertakes the management of a public school. The status of every public school is that of a juristic person with the legal capacity to perform its duties (Act No.84, 1996,12). This means that the school can operate under its own name and not under the names of the people associated with the school. However such actions would be performed through the governing body (Potgieter et al., 1997,12).

The principal has delegated powers to control and organise within the school to promote effective teaching and learning. The governing body must support the principal (and educators and other staff) in the performance of these professional duties (Act No.84, 1996,16). Similarly, the Act states that the principal must assist the governing body in the performance of their functions (Act No.84, 1996,16), which are outlined in 2.1.3 below. The principal must serve as a member of the governing body in his/her official capacity. In order for the school to function effectively, all stakeholders must participate in co-operative governance (Potgieter et al., 1997,21).

The Task Team contends that the decentralisation of decision-making and democratisation in the ways in which schools are governed and managed are the essential elements of the new policy and legislation. Their proposed approach to education management substantiates the Schools Act of 1996, in that it is collaborative involving all staff and stakeholders, and integrates all management processes and outcomes. It is founded on consent and consensus (Department of education, 1996a,p30). Governing Body members are not separated from the process but integral to it.

The composition and functions of the governing body

The governing body is a body of people representing the school community, set up under the S.A.Schools Act, to govern a school. It is expected that the governing body will carry out its functions for, and be accountable to, the school (Act No.84,1996,14).

The members of the governing body of a primary school are made up of

- the school principal
- elected members consisting of parents of learners, educators at the school, non-educators employed at the school
- co-opted members to assist in certain specific areas

The exact numbers vary between schools, but in all cases the parents form the majority on the governing body (Act No.84,1996,23; Potgieter et al.,1997,25). Only a parent may be the chairperson of the governing body, and committees may be set up with different portfolios. The chairperson of any of these committees must be a member of the governing body. Members are elected for a period of three years (Act No.84,1996,22).

The governing body must draw up a constitution within 90 days of being elected to office. This constitution must be in accordance with departmental and provincial requirements and function according to the principles and rules therein (Act No.84,1996,14).

Newly elected governing bodies must be trained by the department to equip them to perform their functions effectively (Act No.84,1996,14). The Task Team on Education Management stresses that this training should not be in isolation (Department of Education, p41) but governors should work with principals and staff, as their needs cannot be separated.

The functions of governing bodies are set out in the S.A.Schools Act Section 20. They must

- promote the best interests of the school
- adopt a constitution

- develop a mission statement of the school
- adopt a code of conduct
- support the principal, educators and other staff in their professional functions
- determine the times of the school day
- administer and control the school property and buildings
- encourage parents, learners, educators to serve voluntarily at the school
- recommend to the department on the appointment of educators and non-educators
- under fair conditions allow the school facilities to be used for other programmes not organised by the school
- carry out all other functions given to the governing body by the S.A.Schools Act or in the Provincial Gazette

Having outlined the reciprocal role between governance and management, it is useful to consider the various models of education management a school could adopt.

Models of Education Management

There are a number of different theories of education management discussed by different writers and given different names. Cuthbert (1984,39) describes the study of education management as an 'eclectic pursuit'. This review follows the classification of Bush (1995) where the main theories and approaches are classified into six major models of education management. These models are: -

- ♦ ***Bureaucratic / Formal***
- ♦ ***Political***
- ♦ ***Subjective***
- ♦ ***Ambiguity***
- ♦ ***Cultural***

♦ **Collegial / Democratic**

Bureaucratic or Formal Models emphasise the official structure of the organisation, with recognised and accepted relationships between members. The organisation is hierarchical, vertically rather than horizontally. Generally bureaucratic models have explicit goals which guide decisions taken in an institution. The authority of the leaders is vested in them by virtue of their position and they are accountable to their immediate superior. Principals are accountable for every aspect of the school. The limitations of the formal model are:

- their emphasis on goals, which are not always easily attainable or measurable or identifiable
- decisions are assumed to be taken by means of a rational process when in practice decisions are often based on experience or intuition
- the contribution of the individual is often ignored
- the vertical hierarchy presumes that the leaders are the most competent
- the leaders assume compliance from the organisation

The Political model focuses on group activities rather than the institution as a whole and interaction between groups is one of the essential aspects. This model is concerned with interest groups and interests which are personal, professional and political. They recognise and stress the existence of conflict within institutions and the capacity of individuals to confront one another. Goals are a central feature because they are unstable and highly contested. Decisions are only reached after a complex process of bargaining and negotiation and are determined according to the complex power relationships within the organisation. Limitations of this model include:-

- too much emphasis on conflict and too little on collaboration

- the routine aspects of the organisation are neglected
- the focus is on the formulation of policy rather than on the implementation
- too much prominence is accorded to interest groups rather than to the institution

The Subjective model focuses on individuals, their different backgrounds, experiences and values rather than on the institution. This model depends on the different meanings ascribed to events, by individuals, and these are often confused with organisational objectives. The organisation takes its structure through the members. Limitations include:

- there is no clearly defined character to the organisation
- there are no guidelines for management other than their own ideas and experiences
- In reality, meanings are not always only individual as there can be valid common perceptions about the organisation

The Ambiguity Model emphasises that organisations are unstable and unpredictable. The goals of the organisation are considered to be vague and are used to justify any behaviour. This model is fragmented and unstructured, as there are problems regarding the power of the different stakeholders and the processes within the institution. Participation in management varies and decisions are frequently unplanned. This model assumes that problems are foremost and thus should dominate and that other theories underestimate the complexity surrounding decision making. Limitations of this model include:-

- an exaggeration of the problems in institutions
- little guidance is available to leaders
- being inappropriate in stable institutions or in times of stability in institutions, as it is operative only under changing or unpredictable circumstances

The Cultural Model emphasises the informal rather than the official aspects of organisations. They focus on the values and beliefs of members, assuming that these values become shared through interaction with one another. Ceremonies and rituals are common and they assume the existence of heroes and heroines who personify the values and beliefs of the organisation. These figures help to sustain the unity of the organisation. The culture of the school is expressed through its goals and reflected in its structure. Leadership has the responsibility for sustaining the culture, which is largely reinforced by the external environment. Limitations of this model include:-

- the values of leaders may be illegitimately imposed on others
- subcultures may emerge which are inconsistent with the predominant culture
- the overemphasis on ceremonies and rituals detracts from essential functions

✓ **Collegial or Democratic Models**

Much of the literature on educational management makes reference to Collegial models in official pronouncements about school development (Caldwell and Spinks, 1992; Campbell and Southworth, 1993; Wallace, 1989; Bush, 1995).

Collegial 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.

Bush (1995, p52)

This definition highlights the central features of collegiality in that it is assumed that decisions are made through a process of discussion leading to consensus; power is shared among members of the organisation; and the objectives of the institution are thought to be mutually agreed upon.

Becher and Kogan define the collegial model as

Collegium designates a structure in which members have equal authority to participate in discussions, which are binding on them. It usually implies

that individuals have discretion to perform their main operations in their own ways, subject only to minimal collegial controls .

(Becher and Kogan, 1991)

The main features and advantages of collegiality

One of the central assumptions of collegiality is that participation in the decision making at education institutions, and in the initiation and implementation of practices promotes ownership, and this in turn leads to more effective schooling (Campbell and Southworth op.cit. p61).

Bush (1995,p48-50), identifies the main features of collegiality as:

- 1 It is strongly normative reflecting how institutions should be managed, not necessarily what takes place in them i.e. it is an ideal model

- 2 Authority in the institution depends on specialist expertise and not position.

Authority originates from knowledge and skills and not from position i.e. it is an authority of expertise. It is assumed that staff have a right to share in the wider decision making process and need to collaborate for teaching and learning to be effective. Bush (1995) stresses this by saying:

Collegiality owes much to the notion of teacher collaboration...This (collegial) model appears to depend on shared professional values leading to the development of trust and a willingness to give and receive constructive criticism in order to enhance the quality of education of the children or students.

Campbell and Southworth (in Bennet and Crawford 1992,p62) believe that in order for a culture of collaboration to exist, it needs to be built on four interacting beliefs viz. individuals are valued as people, valued for their contribution to others, valued for their interdependence as a group and valued for their interdependence as a team.

The Task Team on Education Management (Department of Education, 1996a, p51) highlights working together, sharing information and expertise, as consistent with an open democratic education service.

3 Staff share the same educational goals and values.

It is assumed that the members of the organisation have a common set of values, which guide the activities of the organisation to shared educational objectives. This assumption is used to justify how it is possible to reach agreement on goals and policy. West-Burnham (1993), when looking at quality in schools says there needs to be a shared value system, which permeates all aspects of the organisation manifesting itself practically.

4 Decisions are made by staff consensus

It is possible to reach agreement about goals and policies, and all decisions are reached by consensus and not conflict. Decisions are not imposed but made by the very people whose lives are affected by them. Informal staff consultation is not regarded as collegiality.

5 The size of the decision making group is very important. Groups need to be small enough for everyone to participate, and if the staff is large, there needs to be formal representation on decision-making bodies

Application of collegiality in schools

In the 1990's, collegiality is thought to be the most appropriate way to manage schools and in particular, primary schools (Campbell and Southworth op.cit., p62). Little (1990 in Bush 1995,p60) refers to it as a "demanding approach that requires commitment from the staff....and is an elusive model to operate even when staff are committed to the concept".

In large schools there is a need for sub-units/groups in order for staff to have formal representation on decision-making bodies, and there is the assumption that staff have formal representation on such bodies (Bush, 1995).

In looking at the issue of gender and collegiality, it is not possible to suggest that collaboration amongst staff is more prevalent among females than males (Nias, Southworth and Yeomans in Bush 1995, p66), but there appears to be more collaboration in primary schools than elsewhere, and there are more women in primary schools (Al Khalifa in Bush 1995,p66).

Research was conducted by Bush (1995a) at St Meryl Primary School in England where the headteacher (principal), who was committed to a collegial approach, offered to participate. Many collegial features were found in the school, but there were difficulties experienced. Weekly staff meetings were opportunities to discuss issues and reach consensus on many different aspects of the school, but there were occasions when agreement could not be reached. The head encouraged participative management but there was evidence to show that she always made her own views clear. While collaboration was encouraged among the teachers it was not possible to share teaching because of time and financial restraints. A restrictive form of collegiality was found in the school - it was desired, but difficult to implement in practice. Campbell and Southworth (1992, p62) contend that there is a lack of further empirical evidence to support collegiality.

Advantages and Limitations of Collegiality

According to Bush (1995, 58) the main advantages of collegiality are:

- The evidence that teachers wish to participate more fully in the management of their schools. Davies (1983) found that there is evidence that teachers wish to participate in

the management of their institutions. This was supported by research that Bush (1995a) did at St Meryl school in the United Kingdom

- The quality of decisions made is likely to be better when staff participate in the process as it increases the experience and expertise brought in to solve the problem
- Staff participation is important as they usually have the responsibility of implementing any changes.

The main limitations or weaknesses of collegiality according to Bush (1995) are:

- It is so normative it obscures reality
- Decision-making is slow and cumbersome. Meetings are often lengthy with issues often ending unresolved. Time and patience needs to be invested, and this is usually after hours when staff are weary as noted by Campbell and Southworth (1992, p63). They further note that full-time class teachers in primary schools cannot meet during the day nor easily observe each other in the classroom.
- There is no guarantee of unanimity of outcome after participation and debate. It is unrealistic to assume that consensus can be reached as the model underestimates the significance of conflict.
- Tension that exists between different styles of management, as positional authority often surpasses the authority of expertise in reality.
- The accountability of leaders to external bodies or councils often leads to conflict as it is difficult to defend policies that have emerged but do not enjoy the support of the leader, and difficult to establish who is responsible for organisational policy. There is also the possibility of conflict between internal and external bodies.
- Staff participation needs to be at an adequate level for collegiality to be effective. When staff attitudes are not supportive, it will fail. Campbell and Southworth (op.cit., p64) question the desire of staff to work collaboratively

- The heads play a pivotal role and collegiality depends ultimately on them. If they so choose, they can limit the scope of collegiality (Bush, 1995a). They may perceive collegiality as diminishing their power, and perhaps ultimately their identity. (Campbell and Southworth op.cit., p63). The quality of management depends on the personal and professional qualities of those that lead and manage (West- Burnham; Campbell and Southworth). The importance of the quality of management of institutions has increased with the major challenge to institutions manage their own resources. West- Burnham (1993, p137) goes so far as to say that the most important single determinant of the success of any implementation strategy is the action of the senior managers.

Further criticisms and limitations of the collegial model:

- Hargreaves in Bennett et al. (1994) argues that collegiality can be 'contrived' by administrative structures. He describes contrived collegiality as administratively regulated, fixed in time and place, not spontaneous, compulsory not voluntary, designed to be predictable not unpredictable, and not necessarily development oriented but structured for implementation for the leader rather than the participants. This he believed led to inefficiency and inflexibility. He contrasts this with genuine collegiality, describing it as spontaneous, voluntary, unpredictable, informal, without time constraints and geared to development. If collegiality is mandatory, he suggests that it made it difficult for teachers to make individual adjustments to circumstances and children. He cautions of a system which gives responsibility for development and implementation to individual schools where this could be manipulated.
- Campbell and Southworth (1992, p62) believe the term collegiality is used to mean different things at different schools and contest that advocates of it give precedence to the advantages of it and not the practical problems encountered in implementation.

- Referring particularly to the South African context, the Task Team on Education Management (1996a, p51) recognises that collaborative working and sharing of information has not been common practice in this country.
- Dimmock in Harber et al. (1999,p46) suggests a more democratic school structure is likely to improve schools according to a variety of conventional and less conventional outcomes, while Harber concedes that school 'effectiveness' is a highly contested area of debate.

Despite shortcomings and these and other criticisms, Bush (1995) believes collegiality is an ideal likely to become more significant in education management.

However, education management is not only concerned with a particular model of management, but the application of the preferred model.

Management Relations

It is the quality of practical decision-making, and the way in which the implementing of decisions is managed, which makes or breaks an education system. Bad management explains more about Africa's educational failures than anything else...however elegant the policy framework, its utility can only be judged by how it is put into practice.
(Makau et al., 1994, 9)

Management processes in schools are appropriate for analysis
(West – Burnham, 1993, p44)

Many of the problems that occur in schools are due to a break down in working procedures....If the development of these procedures is managed as a quality process in itself, then they are likely to pervade all aspects of school life. In order to achieve this, procedures need to be developed and improved by the teams that will implement them.
(West – Burnham, 1993, p48)

Statements such as these raise crucial issues for those in management positions

If the teachers are motivated, committed, highly valued and working as a team, then they will operate more effectively and find greater job satisfaction (Campbell and Southworth, 1994). Their knowledge, skills and qualities will then be utilised to the optimum (Campbell and Southworth, 1994; West-Burnham, 1992). In order to achieve this motivation and team spirit, transparency, fairness, consultation, participation, trust, recognition of areas of expertise, valuing of initiative, recognition and tolerance of differences, clear and agreed upon goals, all need to be developed (Bush, 1995; West-Burnham, 1992; Campbell, 1994; Little, 1990).

Good relations are essential for effective change (Makau, 1994) and it is important that relations with teachers, who have the responsibility to implement these changes, are highly prized (Bush, 1995). Teachers need to have a sense of empowerment and need to be encouraged to participate in the changes.

Empowering...involves releasing the potential of individuals – allowing them to flourish and grow, to release their capacity for infinite improvement.
(West-Burnham, 1993, p112)

The changes proposed by the Task Team on Education Management (1996a, 28) suggests that the support needed for effective self management in schools will come primarily from the education system and in particular from staff, and that it is important to develop the capacity to manage change.

Self –management must be accompanied by an internal devolution of power within the school and in transformational leadership.
(Department of Education, 1996a, p29)

Management through participation, as proposed by this Task Team, is described as part of a 'new approach' with the purpose of improving the quality of teaching and learning in schools. Graham (1986:16) states "Positive commitment flow from positive involvement". West-Burnham (1993) describes a quality school as one, which is "restless, constantly questioning, never satisfied, and believing that things can always be better". The

effectiveness of communication between groups and individuals is crucial in this regard (West-Burnham, 1993, p89).

Summary

In this chapter the researcher highlights how current South African legislation, particularly through the S A Schools Act (84, 1996), has been designed to create a new democratic school system giving equal opportunities to all. This has allowed for changes not only for learners but also for educators, managers and governors. The devolution of power to school level affords opportunities for all stakeholders to participate (Potgieter et al., 1997). The Task Team (Department of Education, 1996a) identifies essential elements behind decentralisation as collaboration and integration, which in practice are believed to lead to more effective schooling.

The delegation of power to principals to control and organise within their own schools creates a situation where the preferred style of the principal could, with the co-operation of the governing body, determine the model of management of the school. As the personal and professional qualities of managers is so crucial (West-Burnham; Campbell and Southworth), it is important that the rationale behind the principal in question is further explored.

CHAPTER THREE

RATIONALE FOR PROMOTING COLLEGIAL MANAGEMENT

SELF-REPORTING BY PRINCIPAL

Introduction

Whilst management is often regarded as essentially a practical activity, theory can indeed be significant in the development of effective practice (West-Burnham et al., 1995). In this chapter, the principal identifies links between theory and practice and highlights how an appreciation of the worth and individuality of teachers and their collective working as a team can have a significant impact on management practice and effective teaching in the school.

General

In support of statements by West-Burnham (1993)

It is the quality of practical decision-making, and the way in which the implementing of decisions is managed, which makes or breaks an education system

and Makau (1994)

Bad management explains more about Africa's educational failures than anything else

it is clear to the principal that decisions taken and managed can impact on teacher performance, and that they can make the difference between having highly motivated, effective teachers, or contribute to the generally demoralised spirit pervading the teaching profession at present (The Independent on Saturday, 1999). The advent of the increased teacher-pupil ratio (KwaZulu-Natal Education Department, HRM 3, HRM 10) which has led to overcrowded classes, more work and greater stress, requires that it be essential that teachers have a say in the decisions which directly concern them (West-Burnham, 1993; Bush, 1995).

The principal believed that management of the school needed to embrace consultation, participation, transparency, recognition and sharing of expertise, and clearly defined agreed upon goals in order to accommodate the professional, as well as the personal circumstances of each teacher. (Bush; West-Burnham; Campbell; Little).

As each teacher realises they are of immense worth in a professional and personal capacity, enthusiasm and classroom performance is immediately enhanced (Campbell and Southworth). As education in South Africa is in the midst of change with the implementation of Curriculum 2005 (Department of Education, 1997), it is important that good relations with teachers are established and maintained (Makau) and that provision and encouragement is there for them to participate in the changes.

Self –management must be accompanied by an internal devolution of power within the school and in transformational leadership.
(Department of Education, 1996a, p29)

A more collegial approach sees a shift away from the formal top-down management approach practised in many schools, to one where greater participation is encouraged, and an authority of expertise is recognised. (Bush, 1995). The success of a collegial model of management depends largely on creating opportunities for participation, and then creating a climate between management and staff whereby teachers choose to be involved in the running of the school and decision –making. (Makau, 1994; Davies, 1983; Department of Education ,1996a)

(Management) should be seen as an activity in which all members of educational organisations engage.
(Department of Education, 1996a p27)

The principal wished to encourage communication, participation and involvement in order to improve the quality of teaching and learning in schools (Department of Education, 1996a). It is a quality culture as described by West-Burnham (1993) that the principal seeks to foster in the school through collaboration and continuous evaluation in order to

improve processes and the quality of education offered. The delegated powers given to principals through the S.A.Schools Act No 84 (1996) to control and organise within the school made it possible for the principal to institute changes in management structure.

The researcher had studied academic literature on collegial management models prior to being appointed principal of a primary school, and had worked under a manager practising it in the tertiary sector. It was a model she embraced for a number of reasons, not least those summarised by Harber (1999, p53):

In the new democratic dispensation after apartheid an effective school is officially seen as one that upholds the practice of democracy in the wider society by actively promoting democracy through its structures and culture.

Practical applications

Certain structures were already in place at Carrington Heights Junior Primary to allow for such changes. Time had already been allocated each Monday for a weekly staff meeting, and each Wednesday for weekly grades meetings. While the principal saw the necessity to fulfil a professional leadership role herself, she hoped to facilitate opportunities for others to assist in this regard and make this an on-going collaborative process. The principal saw aspects of her role as providing professional guidance, and facilitating discussions. It was important that systems and structures were put in place in order that each staff member was familiar with opportunities available and that communication channels were open. The Monday meetings thus became opportunities for staff development as well as discussion and decision-making meetings. The Wednesday meetings were protected as times for planning and sharing and debating on an academic level. The drawback of both of these meetings were the time restraints; having to start late in the day after lessons and the fact that many staff members were reliant on public transport.

The white-board in the staffroom was used for daily notices to keep staff informed of important daily activities as well as providing information on the whereabouts of the principal. The arrival of staff at 7.30am and the gathering of staff in the staffroom at break also provided opportunities for impromptu meetings. Weekly staff notices were distributed every Monday morning containing matters from the previous week as well as new matters for the coming week and the agenda for that particular weekly meeting.

As the school only had an academic staff of 15 it was not necessary to adopt representative collegiality (Bush, 1995, p54) as the size of the staff was sufficiently small to manage the whole staff as a group. The management of the school (comprising the principal and head of department) met weekly in the morning before each staff meeting. These two members were joined later in the day, each week, by the entire staff to participate in decision-making. Every member was given the opportunity to be involved. This became the main policy-making body. The management process was such that almost all decisions were taken in these staff meetings. Almost no decisions were taken without consultation. Staff participated in policy decisions like homework and discipline and staff appraisal; they participated in purchases like reading schemes and photocopiers; they participated in growth plans for the school like whether the school should expand horizontally adding more classes in the grades, or vertically adding higher grades; they organised and participated in all fund raising; they planned all celebrations for public holidays or special events like Mothers Day; they participated in the allocation of duties like assembly, break duties, taxi and bus duties; where possible almost everything that was part of the life of the school was discussed.

The weekly staff meeting was frequently substituted by a staff development meeting when there were not lengthy matters to discuss. It became the practice that any staff member who had attended a course would provide a comprehensive teach back to the staff. "The team that trains together develops together" (West-Burnham, 1993, p132). Each term a

session entitled "This worked for me" was organised in an attempt to offer staff members the opportunity to observe the workings of colleagues. A full timetable and class responsibilities made it very difficult for teachers to observe one another during the day. The principal continually referred to the expertise within the school and encouraged staff members to share and observe and learn from one another. Visiting speakers were frequently invited to motivate or better inform staff on certain matters of interest or aspects of the curriculum - a speaker from the Epilepsy Foundation, a human movement specialist illustrating how to integrate physical education into lessons, music and dance specialists, technology enthusiasts.

A Grade Co-ordinator was appointed for each grade where there was no head of department present. They served as representatives or spokesperson or messengers for their grade and did not assume any positional authority. As with the St Meryl Primary School (Bush 1995, p60) co-ordinators were not the initiators of ideas and not proactive in presenting ideas to the grade. At weekly grades' meetings teachers planned, prepared, shared experiences and discussed programmes and issues pertaining to the grade. Each grade planned their own programme organisers, excursions, reading schemes, reports; organised teacher aide timetables and duties; apportioned grade resources they had been allocated; decided on the division of classes for their particular grade.

The presence of outsiders observing in classrooms is common, and the principal herself frequently works alongside the class teachers. Due to the restraints placed on teachers by their own class responsibilities and the fact that there are almost no free periods, skills and expertise are more easily shared with outsiders as they visit classes. However staff discussions and grades meetings offer many opportunities for exchanges of knowledge. Certain areas of expertise were recognised within the staff (for example music, costume

and prop creations, tuckshop organisation, technology skills) but most of these involved activities outside the classroom.

In 1997, the school entered the process of drafting formal statements of values, procedures, policies and rules for the school.

- A Code of Conduct was drafted by the full staff together with input from the parents through their Governing Body representatives. This was presented to the general parent body at an open Parents Meeting in November 1997 (CHJPS minutes, 1997) where it was debated and approved. This Code of Conduct set out clearly the disciplinary procedures to be followed in the school. This involves all staff members with the final stage being that the principal calls in the parents of the offending learner.
- The School Rules were redrafted by the parents and staff and accepted at this meeting. Clear procedures to be followed were outlined and agreed upon and comply with the Department criteria laid down (Schools Act No 84, 1996).
- In December 1998, the school mission statement was reformulated at a Planning Day and a partnership between the school and the community was highlighted.

All these have been published in a small School Prospectus booklet, which is given to each family and staff member of the school community, as well as their being framed and hung in the foyer of the school administration block.

Planning Days were instituted to be an annual event when staff were gathered to brainstorm issues and plan for the forthcoming year. All decisions taken were only arrived at after discussion had taken place and consensus reached. At this time celebrations, concert themes, excursions, reporting and parent interviews were all agreed upon. Suggestions were made for the academic programmes in order that cognisance was taken

of historical, cultural or generally important events like elections, the new millennium. Procedures were refined to correct errors or criticisms and policies revisited to check their relevance.

The admission of new learners to the school, while undertaken largely by the principal due to classroom commitments of teachers was organised by the whole staff. Open Days were held and interviewing panels put in place. Agreed upon criteria in terms of age and residency were used for selection. There were generally 200 new applicants per annum and very rarely was anyone refused admission.

Staff had two educator representatives on the governing body thereby assuring that they had ample opportunity for participation in school governance. Most of the issues raised at governing body meetings were either previously discussed at staff meetings, or staff were informed of them in report-back sessions later.

Different committees were formed to take responsibility for various areas around the school. There was an assumption that all educators shared the same values and goals for areas around the school and so any member could volunteer for any committee. No educator was forced to participate on any committee, and this generally resulted in motivated willing workers.

Transparency was at all times of paramount importance especially as the principal wished to see management as an activity which engaged all members of the institution (Department of Education, 1996a).

Summary

The principal testifies to how theory, and in particular collegiality theory, influenced her practice. The organisational structures reported in the school illustrate an attempt at lateral relationships rather than 'top-down' initiatives.

The approach described requires an involvement and commitment from staff in order to bring about effective change. West-Burnham et al. (1995) suggest that the collegial model is difficult to implement even when staff are committed to it. The following chapter reflects on the teachers' perception of the management and structure at the school and its effectiveness, thereby indicating whether this theory has in fact impacted on the practice at the school.

CHAPTER FOUR

INVESTIGATION

Introduction

The principal has indicated her preference for and rationale behind promoting collegial management at her school. In order to investigate the effectiveness of this in practice, this chapter focuses on the response, obtained from questionnaires, of academic staff members at the school. The aim of this is to investigate the perceptions of the staff at Carrington Heights Junior Primary School in respect of a broad response to the tenets of collegial management and the way in which it operates currently at the school.

The chapter also discusses how the research was designed and how the data was collected and analysed.

Sample selection

This investigation was limited to the data obtained from all the questionnaires that were returned by the academic staff of Carrington Heights Junior Primary School in November 1998

Research Design

This investigation took the form of a case study, which used a questionnaire for the collection of data. This method was appropriate for the collection of data which would be easily quantifiable and suitable for analysis, whilst also being structured to provide information for qualitative analysis in the final section of the questionnaire.

In order to provide the opportunity for free expression, it was decided to keep the questionnaires anonymous. It was assumed that this would prevent the staff from feeling pressured into giving responses to gratify the principal.

The principal distributed the questionnaires to each staff member, requesting that they be returned by a particular time to a box provided in the staffroom. The confidentiality of the responses was assured, though the identity of the teachers was obviously known to the principal. Any explanation of terminology that was needed was freely offered.

The questionnaires (Appendix 2, 82) were designed to explore general perceptions of collegiality, specific features of collegial management at Carrington Heights Junior Primary School, and rating the perceived management model of the school on the University of Leicester bureaucratic-collegial continuum (Bush, 1996). This 'University of Leicester bureaucratic- collegial continuum' referred to is not a formal instrument of measurement but one adapted from the University of Leicester Education Management Development Unit documents presented to the management Association, University of Natal in 1996. It was largely from these documents that the questionnaire was designed. The specific features that were focussed on, were management structure, decision-making bodies, goals and values and authority within the school.

Questions were of both the open and closed varieties. The questionnaire was designed in English. Despite English not being the first language to some of the staff members, all were well versed in it.

The first section, A of the questionnaire was concerned with background data of the staff, namely number of years of teaching experience, number of years at this institution,

number of different institutions experienced, and the number of different principals that staff had worked under.

The second section, B used the Likert (1932) method of attitude evaluation. These statements expressed a certain attitude towards management, decision-making, authority, and goals and values in general with no particular reference to their school. Staff had to indicate agreement varying on a scale as follows: 1: strongly agree, 2: agree, 3: undecided, 4: disagree, 5: strongly disagree. Similar questions were asked in other sections of the questionnaire but those were specific to the institution.

The third section, C of the questionnaire was adapted from the University of Leicester Education Management Development Unit, using their rating scale for placing a school on the bureaucratic-collegial continuum. These questions referred specifically to the school under discussion whereas similar questions of the previous section, B, had referred generally to the four features under investigation.

The fourth section D was similar to section C, but was used to see if responses elicited were consistent and to establish staff perceptions on the basic features of collegiality in their school.

In both section C and D, questions of the same content were placed in the same order:

Question 1 referred to management structure

Question 2 referred to decision making

Question 3 referred to authority

Question 4 referred to shared goals.

The fifth section E was to provide staff with an opportunity to contribute in a qualitative way to the issue under discussion, and to identify areas of concern/opportunity for the future.

All 14 members of the staff were issued with a questionnaire.

The researcher, though the principal of the school and thus a staff member, did not complete a questionnaire as there was a whole section allotted to her rationale and she did not wish to influence the findings in any substantial way.

Data collection

Returned questionnaires numbered 12 out of a possible 14, which represented an 86 % return. This was regarded as sufficient to provide reliable data

Analysis of data

The limitations of this investigation were that

- Some staff members answered questions inconsistently. It is possible they were reluctant to divulge information, which they perceived may have had negative implications for themselves. However it was assumed that the degree of inconsistent information supplied would not be sufficient to reduce the significance of the findings.
- It is possible that not all aspects of collegiality were fully understood by the staff members.

Each of the five sections of the questionnaire was analysed. The data were analysed descriptively. Where possible, figures and percentages were entered into tables. Using the Microsoft Excel 1997 programme, the data in these tables were then converted into either bar, column or pie charts depending on which graph gave the clearest representation.

In Section C each of the statements was analysed separately, and then each staff member's questionnaire was scored in total for all four statements. The final score was

then placed according to the rating scales on the Leicester University bureaucratic-collegial continuum.

Analysis of Section E, the qualitative part of the research, was largely a subjective analysis by the researcher using the writings of the staff to substantiate the findings.

Summary

It is not possible within the scope of this study to conduct an exhaustive analysis of all aspects of collegiality. The analysis thus concentrates on four significant features of collegiality, which aim to determine whether it is in fact operative in the school. As very little empirical evidence is available on such investigations, the researcher focused on the overt features of collegiality, which were identifiable and quantifiable in terms of graphs and tables as well as any significant comments from the teachers, which were then discussed.

CHAPTER FIVE

DISCUSSION OF FINDINGS

Introduction

In this chapter the findings are discussed. Where possible responses obtained from the questionnaires have been compared, and where similar responses were given these have been grouped together. This analysis is based on the staff employed at the institution at the time, and perhaps further research a few years hence could further validate the findings. However the discussion of the findings are extremely relevant for this institution and this principal at this time.

The results of this investigation are presented in five sections as per the questionnaire. A summary is then given at the end.

Discussion

Analysis of Section A of the questionnaire - General Information

QUESTION 1: How many years of teaching experience do you have?

Table 1: Years of teaching experience of staff

No of years	0 to 9	10 to 19	20 to 29	+30
No of staff	4	6	1	1

The largest group in the staff came from teachers who had between 10 and 19 years of experience, closely followed by teachers with under ten years experience. Two members of staff had over 20 years teaching experience.

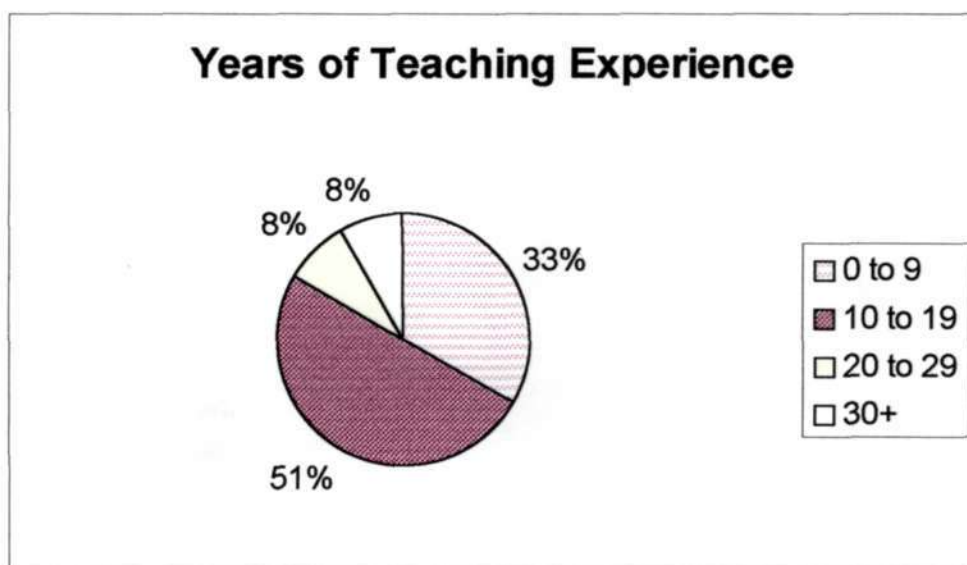


Figure 1: Years of teaching experience

The staff was thus very experienced with a combined total of 162 years.

QUESTION 2: How many years have you been teaching at Carrington**Heights Junior Primary?**

Of the 12 staff members, 10 staff had been appointed when the school reopened in January 1995, whilst one had been appointed in January 1996 and the other May 1996. Thus ten staff members had been teaching four years at the school, one had three years at the school, and the other had two and a half years teaching at the school.

The staff was thus very stable and did not display much movement. This indicates some form of commitment to the school and vindicates the initial selection procedure to handpick staff who wanted to contribute in such an environment.

QUESTION 3: How many different institutions have you taught in?

Table 2: Number of different institutions staff have experienced

No. of institutions	1	2	3	4	5	6	7	8	9	10
No. of staff	1	2	1	2	2	2	1	0	0	1

For one member of staff this was the only school she had ever taught at, however there were two members of staff who had taught at two institutions, two who had taught at four institutions and two who had taught at six institutions. There were a further three individuals who had taught at three, seven and ten institutions respectively. This indicates a high degree of experience of other institutions, which would obviously impact on the contribution by staff in their current institution.

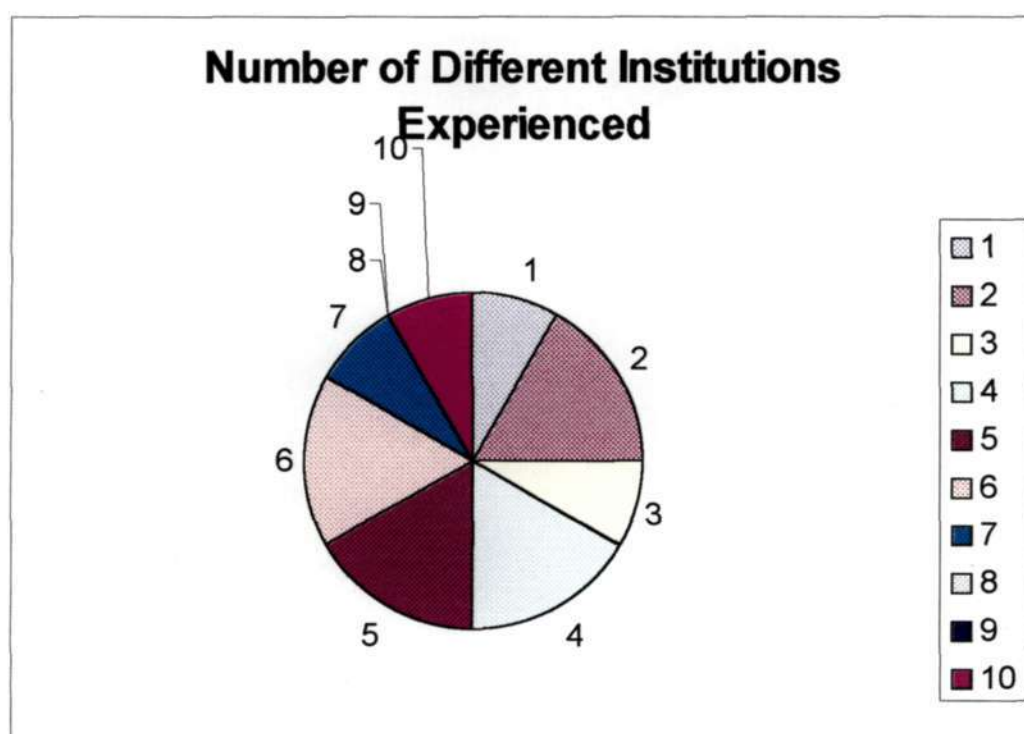
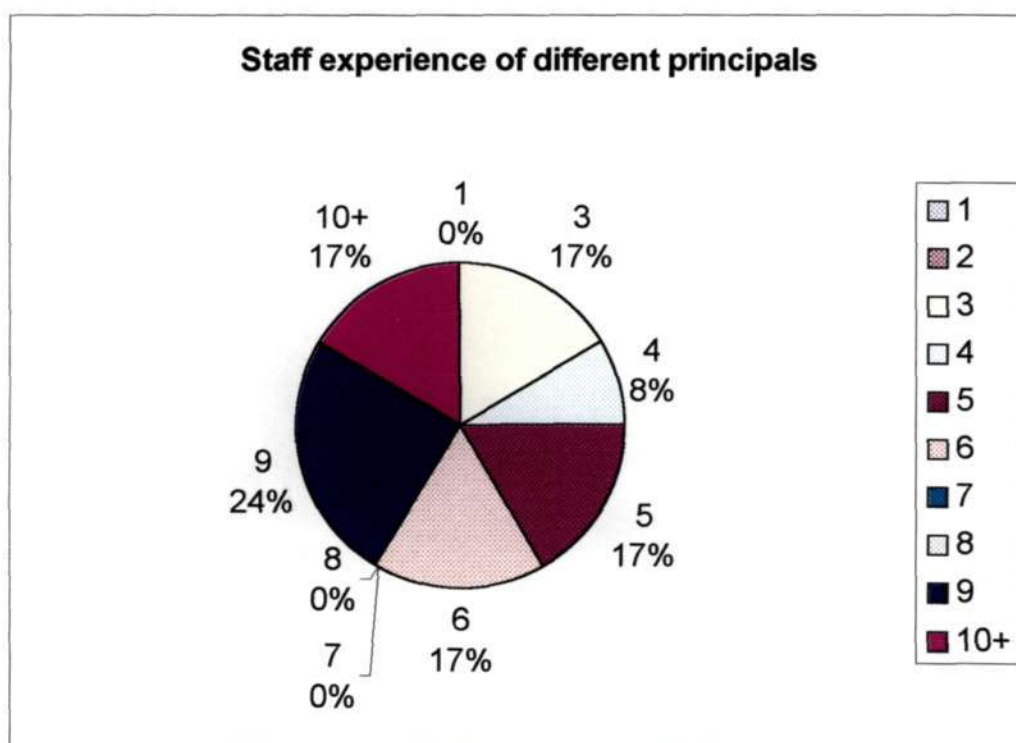


Figure 2: Number of different institutions experienced

QUESTION 4: Under how many different principals have you worked?**Table 3: Staff experience of different principals**

No. of different principals	1	2	3	4	5	6	7	8	9	+10
Staff experience of different principals	0	0	2	1	2	2	0	0	3	2

Only two members of staff had taught under more than ten principals, while three had worked under nine different principals. There were two members who had worked under six principals, two who had worked under five principals, two who had worked under three principals and a further one who had worked under four principals. For each of the staff members, three of the principals had been at Carrington Heights Junior Primary School, as the researcher is the third principal there since the school reopened in January 1995. This signifies a wealth of experience of different styles of management by principals and would impact on staff perceptions of what was construed as being successful or not.

**Figure 3: Staff experience of different principals**

Analysis of Section B of the Questionnaire

In this section each staff member had to say to what extent they agreed or disagreed with given statements. The given statements were not written presenting collegial features.

STATEMENT 1: The principal should undertake the professional management of the school.

Table 4: The principal should be the professional manager

Strongly agree	4
Agree	8
Undecided	0
Disagree	0
Strongly disagree	0

All the staff agreed that the principal of the school should undertake the school's professional management. This is not in agreement with Becher and Kogan's (1991) description of a collegium where members have equal authority to participate in discussions which are binding on them, and the controls on members are minimal, nor Bush's (1995) main features of collegiality where authority is seen to originate from knowledge and skills not from position. This could however confirm Campbell and Southworth's (in Bennet, N. et al., 1994) research that the power and identity of the principal could be perceived to have diminished should they not be playing a pivotal role. Because many of the staff has never been a part of a collegium before, they might not perceive it possible that the principal would not be the professional manager of the school. Alternatively they may have interpreted this question that the principal should be a part of whatever professional management there is in the school.

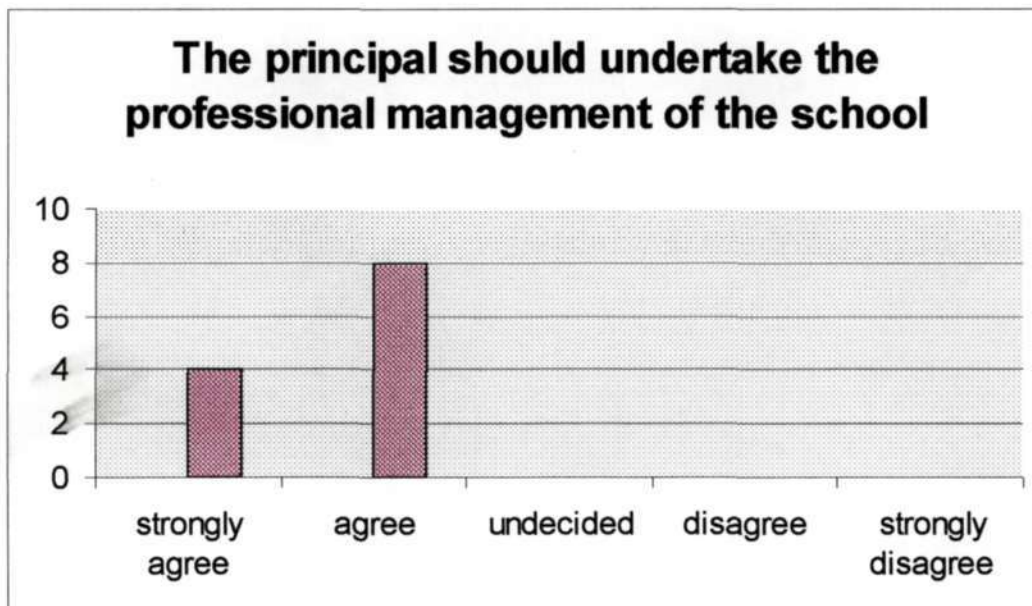


Figure 4: Section B Question 1

STATEMENT 2: Principal's should become experts in all aspects of the school if they are to manage effectively.

Table 5: The principal needs expertise in all aspects of the school

Strongly agree	4
Agree	3
Undecided	2
Disagree	2
Strongly disagree	1

58% of the staff believed that the principal needed to be an expert in all aspects of the school in order to manage effectively, 25% disagreed with this, while 17% were undecided. This reflects a misunderstanding by more than half the staff on one of the general features of collegiality outlined by Bush (1995). Positional authority could differ from an authority of expertise.

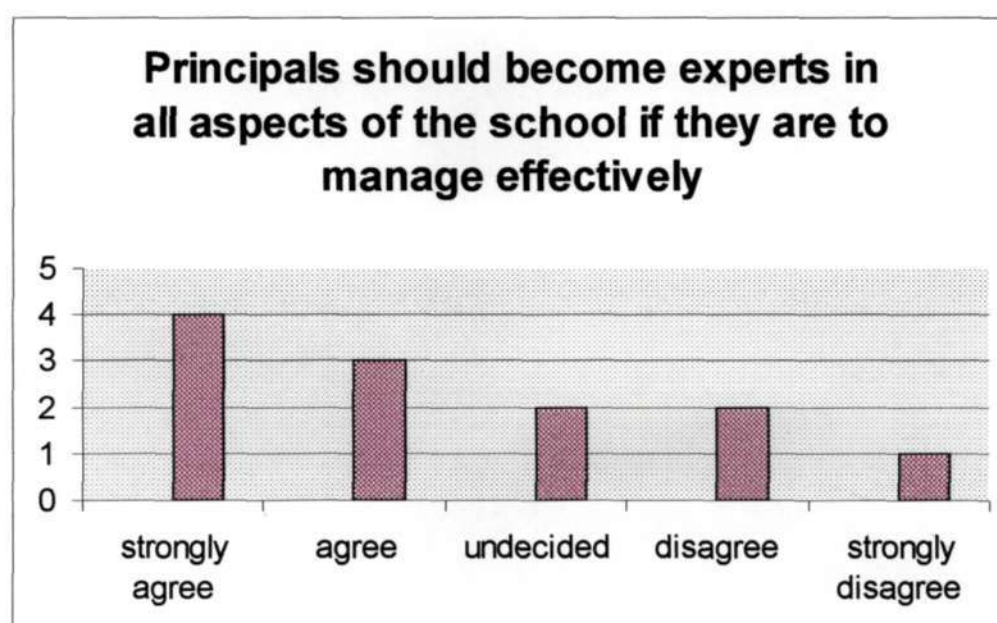


Figure 5: Section B Question 2

STATEMENT 3: Principals are ultimately responsible to the Education Department for the running of the school, so they should make all decisions, as they will be accountable for them.

Table 6: The principal should make all decisions

Strongly agree	0
Agree	0
Undecided	1
Disagree	9
Strongly disagree	2

No member of staff believed that the principal should make all decisions despite being accountable for them. 92% of the staff disagreed with this statement while 8% were undecided. This displayed a belief in the necessity of staff to participate in decision-making and concurs with the research findings of Bush (1993) at St Meryl's school in the U.K.; with Davies (1983) whose experience it was that staff were willing to be involved in decision-making, and with Becher and Kogan (1991) who state that all members should have equal authority to participate in discussions.

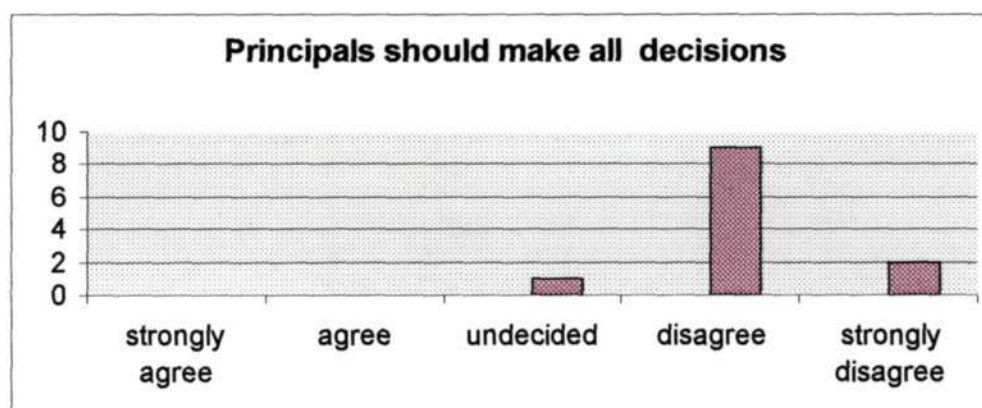


Figure 6: Section B Question 3

STATEMENT 4: Staff do not need to share the same educational goals and values for effective objectives to be attained in an institution.

Table 7: The staff do not need to share the same goals and values

Strongly agree	0
Agree	1
Undecided	0
Disagree	8
Strongly disagree	3

Only one member of staff believed mutually shared goals and values were not essential for objectives to be attained. It appears that this was an inconsistent response because the same staff member stressed later in the questionnaire the importance of clearly established agreed upon objectives, which could be continually referred to. The staff showed an overwhelming agreement in the need to share goals and values in order for effective teaching and learning to take place. This reflects Bush's (1995) assumption for shared professional values, and West Burnham's (1992) assertion that when looking for quality a staff needs a shared value system.

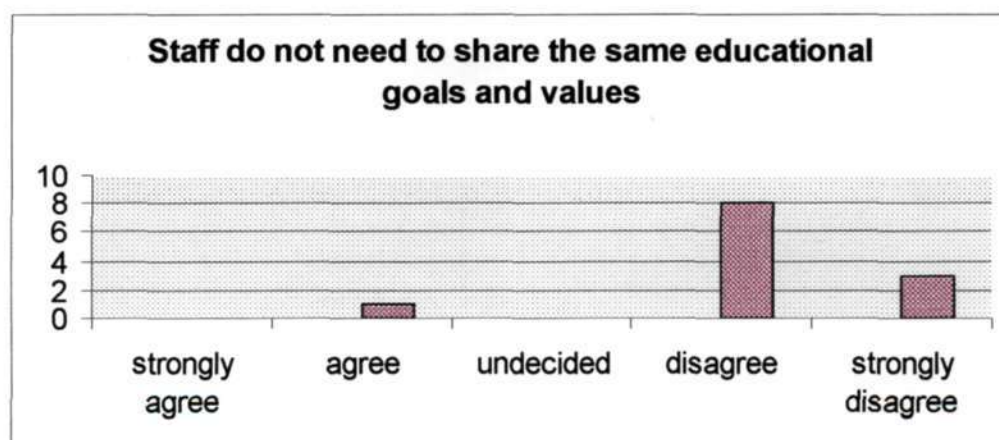


Figure 7: Section B Question 4

Analysis of Section C of the Questionnaire – Rating Scale

In the analysis of the following section, the responses for each statement have been ranked on the University of Leicester bureaucratic- collegial continuum, and are scored in the right-hand column of the table. A total score was then calculated for each staff member reflecting whether their responses classify the school as being bureaucratic, collegial, or having some bureaucratic and collegial features.

STATEMENT 1: The management structure of Carrington Heights Junior Primary School is vertical rather than horizontal.

Table 8 : The management structure is vertical

<i>Frequency</i>	<i>Staff</i>	<i>Ranking</i>
All of the time	0	1
Most of the time	3	2
Some of the time	3	3
Seldom	5	4
Blank – did not enter a response	1	

Forty-two percent of the staff believed the management structure was seldom vertical, while 25% believed it was some of the time, and 25% believed it was most of the time. One staff member did not fill in a response. The results reflect that 50% of the staff perceive a formal hierarchical management structure (Bush) is operative at times.

STATEMENT 2: Decisions are made by management rather than staff consensus.**Table 9 : Decisions are made by management**

Frequency	Staff	Ranking
All of the time	0	1
Most of the time	1	2
Some of the time	4	3
Seldom	7	4
Blank – did not enter a response	0	

No staff member perceived that decisions were made by management all of the time, but one member perceived this to happen most of the time. This response contradicted a further response from this staff member when she perceived that decisions were reached by consensus most of the time. She further suggested that if decisions needed to be made suddenly it would be better if the principal made them alone rather than consult a selected few staff members. Fifty-eight percent of the staff perceived that it was seldom the case that management made decisions without staff consensus, while 33% perceived it to happen some of the time. This concurs with Bush (1995) where informal staff consultation was not regarded as collegiality.

STATEMENT 3: Authority in the school depends on the position of leaders rather than specialist expertise.

Table 10: Authority in the school depends on position not expertise

<i>Frequency</i>	<i>Staff</i>	<i>Ranking</i>
All of the time	1	1
Most of the time	3	2
Some of the time	3	3
Seldom	4	4
Blank – did not enter a response	1	

Four of the staff members (33%) perceived that the authority in the school rested with those in positions of authority. It was noted that two of these staff members confirmed this in a later question by stating that they did not believe the staff are open to accepting the expertise of colleagues, but the other two staff members believed that the staff were open to the expertise of colleagues. However 58% of the responses reflect a belief that the authority of expertise is recognised in the school.

STATEMENT 4: The staff of the school shares your same educational goals and values.

Table 11 : Staff share your same educational goals and values

<i>Frequency</i>	<i>Staff</i>	<i>Ranking</i>
All of the time	1	4
Most of the time	5	3
Some of the time	6	2
Seldom	0	1
Blank – did not enter a response	0	

There was 100% agreement from all staff members that educational goals and values were shared on the staff some of the time. There was no member of staff who perceived that goals and values were never shared. Six members of the staff (50%) believed that this occurred most of the time, with one of these members believing that staff shared the same educational goals and values all the time. Sharing of goals and values is an essential feature of collegiality (Bush, 1995) so it is important that no member of staff perceives this as never happening. Bush believes that the sharing of values leads to the development of trust and a willingness to give and receive criticism which is also important in terms of improving the quality of education service offered.

Each questionnaire was scored individually for each statement. This was then totalled and reflected below.

**Table 12: Total score for each staff member according to
University of Leicester ranking scale**

Random order of staff	Total ranked score on all four statements
Staff member 1	15
Staff member 2	11
Staff member 3	13
Staff member 4	15
Staff member 5	13
Staff member 6	8
Staff member 7	13
Staff member 8	11
Staff member 9	12
Staff member 10	13
Staff member 11	9
Staff member 12	10

These scores were then interpreted against the given continuum as follows:

Interpretation of scores:

Scores 4-8 Bureaucratic school

Scores 9-12 Bureaucratic and collegial features

Scores 13-16 Collegial school

The final results were as follows:

- One staff member rated it as a bureaucratic school.
- Five staff members rated it as having bureaucratic and collegial features.
- Six staff members rated it as a collegial school.

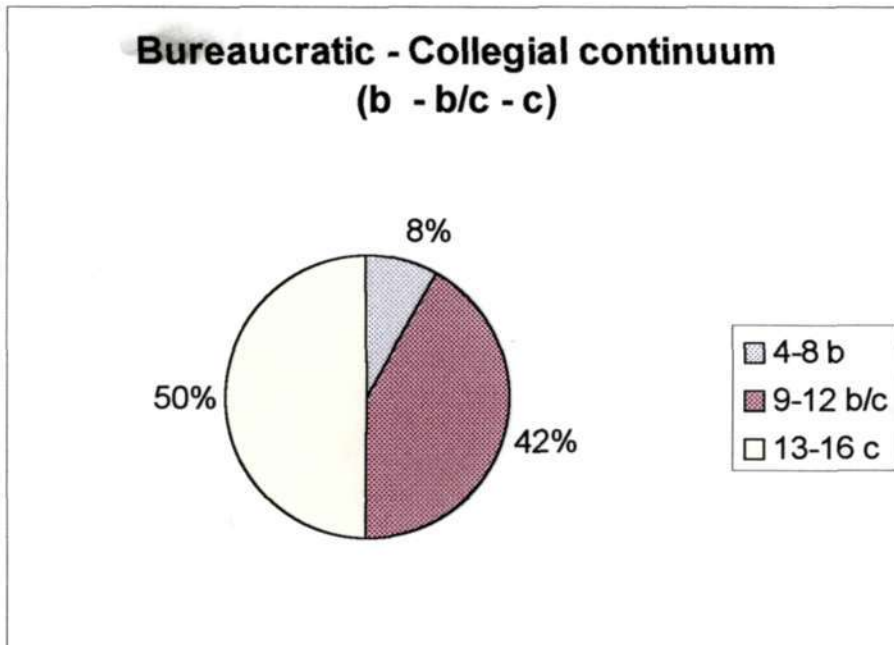


Figure 8: Section C

This was possibly the most significant of all the sections on the questionnaire, as the researcher was able to analyse the results quantitatively against a given scoring scale. It was interesting to note from the questionnaire that the staff member who rated the school bureaucratic, did not answer one of the questions in this section. Should this have been done in error, any score she achieved from that question would have placed her in the range of 'bureaucratic and collegial' features as she was at the upper extreme of the bureaucratic scale. Referring to this same staff member on the qualitative analysis, it was noted that she believed there had been a great shift towards collegiality at the school, and extended praise to the principal for this. Disregarding the possibility of error, it is noted that 50% of the staff rate the school as being collegial, with a further 42% rating it as having bureaucratic and collegial features. It is important to remember that Bush (1995)

states that it is a limitation of collegiality that decision-making is slow and meetings often end unresolved. Thus the perception of 42% of the staff that the school has bureaucratic features could be seen as important in terms of output and action in the school.

Analysis of Section D of the Questionnaire

QUESTION 1: How would you describe the management structure of the school?

Table 13: Description of management structure

STYLES	NO. OF STAFF RESPONSES
Formal	0
Consultative	5
Democratic	7
Laissez-faire	0

42% of the staff perceived the management to be consultative, while 58% perceived it as being democratic. No one perceived it as being formal or laissez-faire. It is interesting to note that when a similar statement on management structure was analysed in Section C above, the results reflected that 50% of the staff perceive a formal hierarchical management structure to be operative at times. This would then reflect that while staff did *at times* perceive a formal management structure, the overarching perception was that it was not formal.

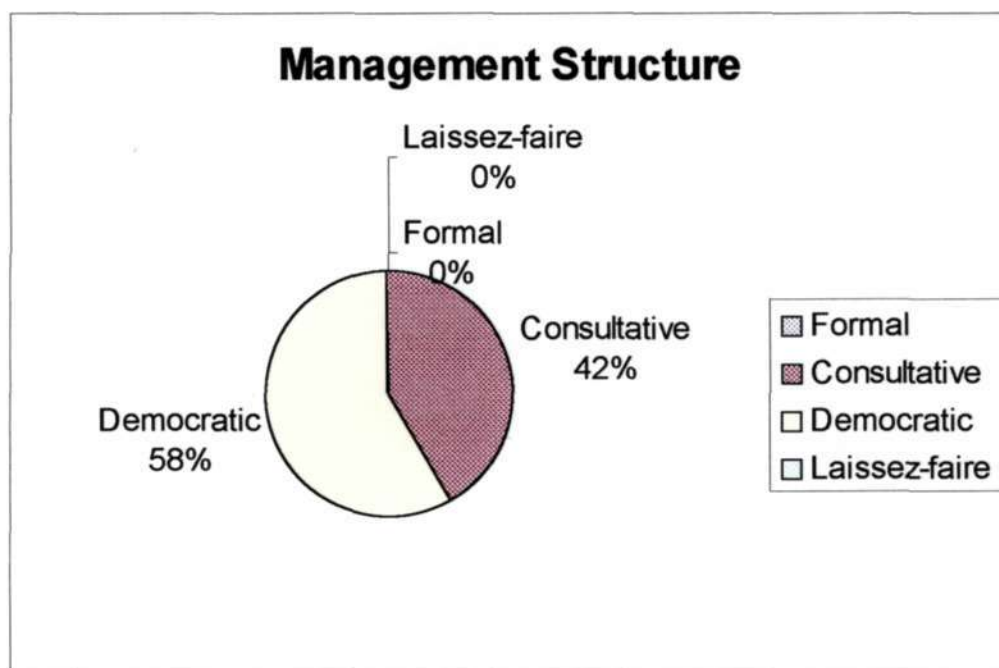


Figure 9: Section D Question 1

QUESTION 2: How often do you think decisions are reached by consensus rather than conflict?

Table 14: Decision-making is through consensus not conflict

Responses	All of the time	Most of the time	Some of the time	Seldom
No. of responses	0	6	3	2

All of the staff members reported that there were times of consensus though 17% perceived it as being seldom. Fifty percent however, perceived it as being most of the time. This concurred with the earlier statement on consensus in decision-making except for the one contradiction which has already been discussed. The qualitative returns confirm that staff perceives there to be much discussion, but not always consensus. This concurs with Bush's research at St Meryl's Primary School, where staff reported times of not being able to reach agreement and had told the headteacher (principal) in such a situation "...this is one for you." (Bush 1995, p60).

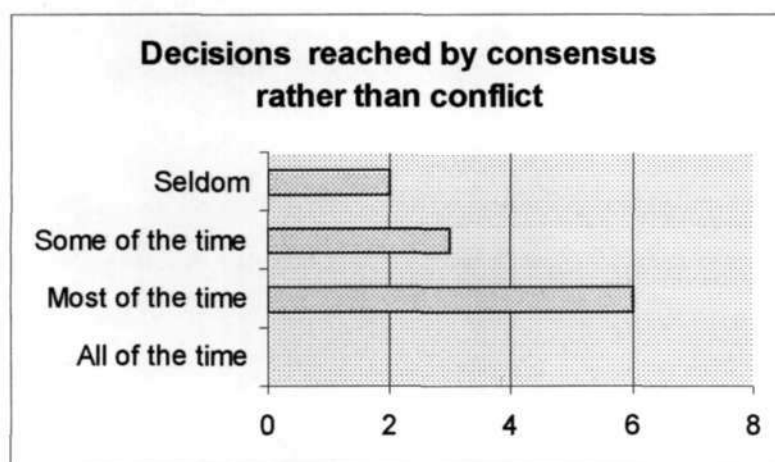


Figure 10: Section D Question 2

QUESTION 3: How open do you believe the staff is to accepting the expertise of colleagues?

Table 15: Staff accepts the expertise of colleagues

Responses	All of the time	Most of the time	Some of the time	Seldom
No. of responses	0	4	3	4

One member of staff failed to respond to this question. 33% of the staff believed that expertise is accepted most of the time, while a further 33% believe that it is not accepted most of the time. There are 58% of the staff, as was reflected in Section C above, who believe there are times of acceptance of expertise. This is not conclusive and perhaps it is a result of the timetable pressures on staff, as reported in the principal's rationale, that they are not exposed enough to the expertise of one another.

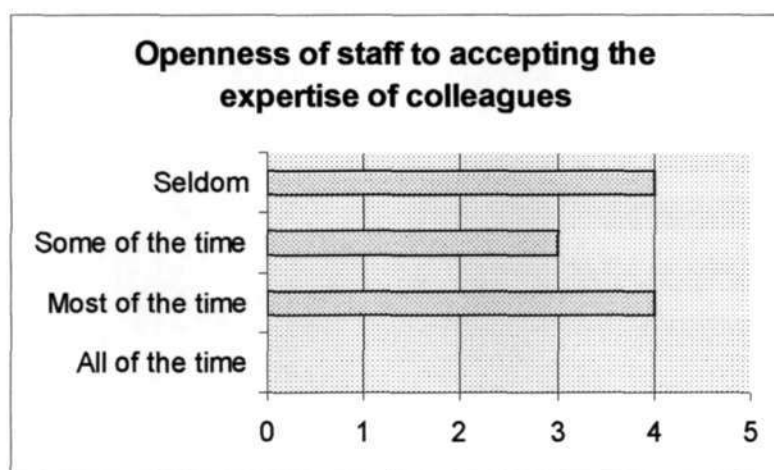
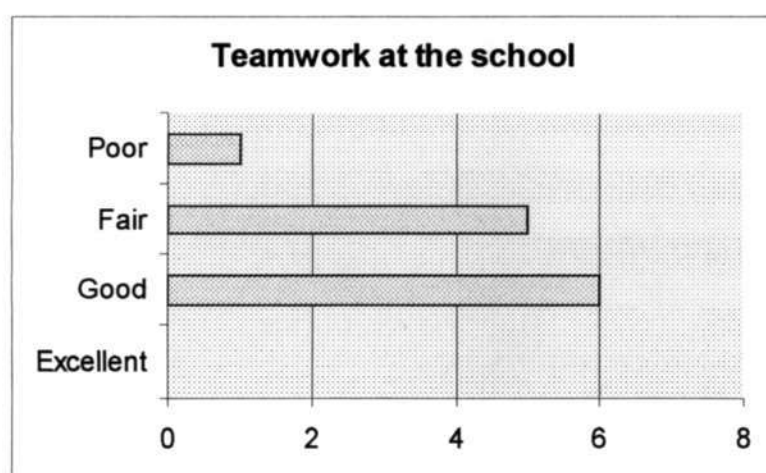


Figure 11: Section D Question 3

QUESTION 4: How would you describe the teamwork at the school?**Table 16: Description of teamwork at the school**

Responses	Excellent	Good	Fair	Poor
No. of responses	0	6	5	1

50% of the staff regarded this as good, while a further 42% regarded it as fair. The staff member who regarded it as poor was the same member who considered the expertise of the staff to be seldom recognised. This result is not consistent with Question 3. Perhaps the majority of the staff do not perceive expertise of one another to be important for effective teamwork, particularly if the staff are able to meet with outside specialists as stated in the principal's rationale. However one staff member regards that recognition of expertise is important for teamwork. This concurs with the research of Campbell and Southworth (1994). The converse is highlighted by West-Burnham (1992) that if teachers are highly valued and working as a team, then they will operate more effectively and their knowledge, skills and qualities will then be utilised to the optimum (Bush, 1995; West-Burnham, 1992; Campbell, 1994; Little, 1990).

**Figure 12: Section D Question 4**

Analysis of Section E of the Questionnaire – Descriptive Qualitative Analysis

The responses to this section have been placed initially in tables highlighting common responses and then briefly discussed.

QUESTION 1: To what extent have you seen a shift to the collegial pattern of management at CHJPS?

Table 17: Responses to the extent of change to collegial management

Agreed there has been a shift	4
Believe the shift has been to a great extent	6
Improved morale and better atmosphere	3
More discussion and comment and staff involvement	4
Principal approachable and available/open line of communication	3
Shift from authoritative structure leads to more creative solutions	1
Individual lobbying by teachers makes consultation difficult	1
Some issues unresolved and carried over year to year	1

One staff member left this section blank but the others all recorded seeing a shift. Several of the responses reflected appreciation of the shift.

- "I appreciate the open door policy"
- " This has been done to a great extent which is really good"
- " (This) means they are more comfortable with (this) system"

QUESTION 2: Do you believe teachers want to participate in the management of the school?

Table 18: Response to desire of teachers to participate in management

Yes	11
Affected by decisions therefore can/ want to contribute	3
Principal still needs to lead	2
Easier to be told what to do	2
Limited participation- principal manage	2
Not real understanding about democratic process	1

Eleven of the staff members (92%) believed that teachers wanted to participate in management supporting the finding of Davies (1983). One member believed that it was difficult for teachers to break from their experience of traditionally authoritative styles of management regardless of how their own personal work situation had changed. Several of the responses qualified their agreement about teachers wanting to participate:

- "Yes, if they are all involved in decision making"
- "Yes, to a point"
- "Yes, however each one wants their opinion to carry more weight"
- "Yes although it is more evident in some than others"

Two staff members said that while they supported participation, it was the role of the principal to manage and lead the direction of the school. These members display a desire for the behaviour of the principal as recorded in Bush's (1995) research at St Meryl's school where staff said she made her views quite obvious during discussions.

It appeared from several responses that a limited participation was desired supporting a more consultative management style than democratic.

Another staff member felt that because teachers were in the classroom all the time, they had a real awareness of particular problems, and believed it was right to allow them to participate in suggestions for solutions. This supports Bush (1995) where decisions were not to be imposed but "made by the very people whose lives are affected by them."

QUESTION 3: What do you think are the advantages and disadvantages of participating in decision-making and management of the school?

Table 19: Disadvantages of participative management

Takes too long to make decisions/time consuming	5
Democratic decisions don't please everyone	3
Difficult to change decisions afterwards/ difficult to reach consensus	2
Personality clashes/expose oneself/over sensitivity	1
Petty issues become important	1
Want to make decisions but avoid responsibility for them	1
Power of management curtailed	1

Forty-two percent of the staff referred to how time consuming decision-making was. This supports the findings of Bush (1995). One staff member believed the time could be better spent on the actual task than talking about the task. Bush (1995) lists this as one of the limitations of the political model where the focus is on the formulation of policy rather than on the implementation, as well as a limitation of the collegial model where participation and debate do not guarantee unanimity of outcome. This is true for example on the issue of staff appraisal where much time has been spent discussing suitable and satisfactory methods of appraisal with no real consensus reached on how it should be done.

Twenty-five percent commented on how the decision reached was not always pleasing to everyone, and how it was not always possible for people to work together in teams.

A need was expressed for the staff to be educated in the consensus-based management process, as some displayed their dissatisfaction when their particular suggestions were not carried. This member succinctly described this as "Everyone wants the right to decide not

only to make input". This comment reflects a feature of the subjective model as described by Bush (1995) where the focus is on the individual rather than the institution.

Two members commented on how, at a later stage, it was much more difficult to change decisions that had been reached by consensus. Decisions were thus perceived to be more binding if reached in this way. This concurs with the definition of collegiality given by Becher and Kogan where " ...members have equal authority to participate in discussions, which are binding on them."

It was perceived as a disadvantage that this form of decision-making prevented management from dictating the solution. It was interesting to note that this response did not come from either of the staff members who previously had said that it was the role of the principal to manage and lead the direction of the school. However a fourth respondent said that decisions which could not be reached by consensus should simply be taken by the principal. This was in fact the case for issues like taxi duties and final class allocations of learners.

The danger of opening discussion to petty issues when all are able to participate was further expressed, as well as the feeling of vulnerability when exposing ones position and views to others. This had the possibility of leading to clashes or people being over sensitive to what had been said. A feature of political models (Bush, 1995) is where they recognise and stress the existence of conflict within institutions and the capacity of individuals to confront one another. Bush (1995), however stressed the need for teacher collaboration in collegiality and a willingness to give and receive constructive criticism.

Table 20: Advantages of participative management

Advantages	
Support/Take ownership for decisions	4
Different views promotes understanding	5
Knowledge of school issues/activities	3
Encourages thinking/expressing of opinions	1
Builds a sense of self worth/confidence/belonging/happiness	5
Promotes creativity	1
Teambuilding/caring	3
Contribution of skills and expertise leads to growth	3
Power sharing/empowerment	2

Fifty percent of the staff had more advantages listed than disadvantages while the other 50% had an equal proportion of advantages and disadvantages listed.

Thirty-three percent believed that decision taken in this way made the staff more supportive of them and ready to take responsibility for them. It also meant, as one staff member elaborated, that no fingers could be pointed at anyone. This supports the research of Campbell and Southworth (1994) into effective schooling where participation in the decision-making of education institutions, and in the initiation and implementation of practices promoted ownership.

Forty-two percent felt that discussion allowed for different views to be expressed and this promoted understanding of different viewpoints and of the decision taken. Twenty-five percent of the members felt that this understanding helped to bind the staff together as a team and promoted caring for one other. Another member pointed out that it also forced people to think about issues which previously may have been dictated to them, as well as making them form their own opinions on issues. Two members stated that participation

and discussion helped the staff have a better knowledge of the issues and activities of the school.

Forty-two percent of the staff commented on how this process led to a sense of staff members being valued and this in turn built confidence and contributed to a sense of belonging and a happy working environment. Two members commented on the power sharing which takes place. Bush (1995) uses this as one of the features to determine if a model is collegial.

Twenty-five percent of the staff stated that it provided an opportunity for an authority of expertise to be recognised. The contribution of skills and expertise was thought to contribute to the growth of the institution and the individuals. One member believed it promoted creativity.

QUESTION 4: Make suggestions, which you consider important for the improvement of the management of CHJPS

Table 21: Suggestions for improvement

Clear agreed upon vision/objectives – used as a yardstick to challenge	5
Stick to decisions taken	2
Authority needed in some situations/ enforce rules	2
Encourage all to participate – value all	2
No corridor consultations/ No selective discussions – remain professional	3
Less sensitivity	1
Responsibility towards school and others	1
Sudden decisions should be principals	1
Avoid specific praise	1
Encourage team work	1
Formal chains of communication vertical and horizontal	1
Create active learning environment to meet current and future needs of children	1
Wonderful job/ Thanks	2

Many of the suggestions for improvement were individual, however 42% of the staff felt that it was necessary to have clearly established objectives or goals. It is a feature of bureaucratic models of management (Bush, 1995) that explicit goals guide decisions and it is an assumption of collegial models that the members have a common set of values, which guide the activities of the organisation to shared educational objectives. One of these members stressed that management should use these agreed upon goals to challenge ideas or objectives that are contrary to them. This member questioned whether

the staff did currently have mutually agreed-upon objectives. The need conveyed by this member was in agreement with West-Burnham (1993) where a shared value system needs to permeate all aspects of the organisation.

Two members stressed that agreed upon decisions must be upheld, while two other members said that there were certain situations when authority was called for and rules should be enforced in a non-threatening way. Again it is interesting to note that these were yet again a different two members of staff calling for authority of management in certain situations. Thus 50% of the staff voiced at some stage a time for authority over staff participation. This indicates that, at times, half the staff would like positional authority to supersede anything or anyone else. One of these members also suggested that teams of people of different grades be used to solve problems. This suggestion leans towards that of political models (Bush, 1995) where the focus is on groups rather than institution as a whole.

One member urged that others be further encouraged to express their opinions and realise that each opinion was of value. A different member cautioned about directing praise to specific staff members, as all were "desirous of the principal's high regard". This concurs with Campbell and Southworth's belief (1992) that in order for a culture of collaboration to exist, individuals need to feel valued as people, for their contribution to others, for their interdependence as a group and for their interdependence as a team.

Another member suggested that a further shift was needed to encourage all staff members to actively create a learning environment, which considered the specific needs of children today, as well as equipping them for demands of the future. Underlying this concern is perhaps a relevance of the current curriculum to the future needs of the learners.

One member suggested that formal chains of communication be put in place both vertically and horizontally to avoid anyone feeling they were not consulted over an issue.

This suggestion could be interpreted as a request for structures as found in formal models of management but I believe it was intended to refer to representation on all decision-making bodies as reflected in Bush (1995), when circumstances made it impossible to consult the whole staff on an issue.

One member felt that there needed to be a greater sense of responsibility towards school property and towards each other.

Three members of staff commented on the 'meetings after the meetings' syndrome or 'corridor consultations' which took place by staff and management and there was a call to renew commitment to professional conduct. Bush (1995) stresses that informal staff consultation was not regarded as collegiality. 'Corridor consultation' is clearly exclusive and therefore contrary to collegiality.

Two members offered no suggestions but compliments and thanks.

Summary of findings

The words used by Little (1990) when referring to collegiality were "...demanding, ... commitment, ... elusive " and they certainly appear to be reflected in this investigation at Carrington Heights Junior Primary School.'

This study aimed to investigate the perceptions of the staff at Carrington Heights Junior Primary School in respect of

- 1 Staff response to the tenets of collegial management
- 2 Staff perception to the way in which collegial management operates currently at the school.

Staff response to the tenets of collegial management

- The principal should not make all decisions
- Staff should have equal authority to participate in decision-making.
- Staff need to share goals and values in order for effective teaching and learning to take place.
- There was little understanding that positional authority could differ from an authority of expertise.

Staff perception to the way in which collegial management operates currently at the school.

From the analysis of the findings of the investigation the following conclusions appear warranted:

Management Structure

The management structure reflects that there is an internal devolution of power within the school. There is evidence that the stakeholders represented by parents and teachers have participated in co-operative governance of the school. The delegation of power to the principal, provided for in the Schools Act No 84 of 1996, has allowed for a restructuring within the school to promote effective teaching and learning. The absence of a demand for accountability from the governing body has made this restructuring easier.

Decision-making

Decision-making is through discussion generally leading to consensus.

Weekly staff meetings provide opportunities to discuss issues and reach consensus on many different aspects of the school, but there are occasions when agreement cannot be reached and occasions when decision-making is perceived to be slow and time-consuming. There is however far more evidence of collaboration than conflict thus a far greater emphasis on the collegial rather than the political model.

Authority

The principal encourages participative management but there is evidence to show that there is a desire from certain staff members for authority to rest more with management at times. It is recognised that there is a shift away from the autonomy of the principal and this appears to be appreciated by all. Clearly a tension does exist between a bureaucratic and collegial style of management both in perceived practice and in what is desired by some of the staff. The authority of expertise is still in its infancy.

Shared goals

Shared goals are important and there is evidence of this occurring. However it is debatable whether this occurs most of the time or only some of the time.

General

There is evidence to support Hargreaves (1994) argument about contrived collegiality. The staff meetings at Carrington are administratively regulated by the principal who structures the agenda with very little allowance for additional items. Meetings are fixed in time and place, compulsory not voluntary, and are designed to be predictable in that it is expected that by the end of most meetings, decisions be reached. However this does not appear to be inefficient or inflexible as suggested by Hargreaves but has provided greater participation in the management of the school. It is clear however, that the principal can limit the scope of collegiality as found by Bush (1995)

While there is evidence of aspects of the subjective and political models operating in the institution, there appears to be no evidence of the ambiguous or cultural models.

Empirical evidence from this investigation confirms that theories of collegial models reflect what should take place and not necessarily what does. While it is clear from the results that it would be wrong to describe Carrington Heights Junior Primary School as a model of collegial management, the process of change has begun and there is evidence of noteworthy benefits of operating in a more democratic manner. Staff participation is at an adequate level and a restrictive form of collegiality is operative in the school. It appears to be welcomed by the staff. There are difficulties in the practical implementation of it to be worked through, and suggestions are made in the next chapter, but the investigation reveals that there is clearly a willingness and satisfaction from staff to participate and pursue this model.

CHAPTER SIX

DEVELOPMENT OF ACTION PLAN FOR ENHANCEMENT OF COLLEGIAL MANAGEMENT IN THE SCHOOL

In this research the perceptions of staff at Carrington Heights Junior Primary School have been investigated with particular reference to a broad response to the tenets of collegial management and the way in which it operates currently at the school. The research focused specifically on four main features of collegiality, namely the lack of a formal authoritative management structure, a democratic decision making body, an authority of expertise not position, and staff sharing the same educational goals and values. From the analysis of the data and discussion of the findings it is important to conclude whether the purpose of this research has been achieved. Various recommendations and suggestions have been made through the investigation and it is in this light that an action plan incorporating these, needs to be developed.

The underlying purpose in investigating the perceptions of the staff was not for any sense of self-justification on the part of the principal, but rather, as was stated in the introduction in Chapter One, an attempt to be part of an effective school trying to improve itself as described by Campbell and Southworth (1993). As the report of the Task Team on Education Management Development (Department of Education, 1996a) indicates, the current context in South Africa provides opportunities for change and advancement. The role played by principals is pivotal in allowing such opportunities to be developed through the way in which they manage their schools (Makau; West-Burnham et al.), and thus the importance of such an investigation cannot be minimised.

Research confirms that leadership which empowers staff is likely to be more effective than other forms of management (Bush, 1996) but for some of the Carrington Heights staff, the process of empowerment has required a paradigm shift in their perceptions of management in operation. The investigation has shown there is evidence of an internal devolution of power and a school "on the road to a school-based system of management" (Department of Education, 1996).

The investigation further confirmed that one couldn't assume an underlying understanding of the broad tenets of collegiality. An example of this is whilst there was clear support for staff participation, the interpretation of this varied from staff member to staff member. This was indicated by a need being expressed for the staff to be educated in the consensus-based management process, and the displays of dissatisfaction when individual suggestions were not carried.

This attempt by the principal to uphold the practice of democracy by promoting democracy through the structures of the school needs to be enhanced. The following suggestions are made with regard to enhancing collegiality at Carrington Heights Junior Primary School:

- 1 The management of the school has undertaken many of the governance functions. There is little empirical evidence of the governing body being involved in much of the governance of the school and this needs to be addressed. The principal is accountable to the governing body, and whilst the current governing body may not require detailed explanations of policies, the devolution of power to this particular sector also requires development.
- 2 A commitment to professional conduct in dealing with all matters of the school is required of staff and management.

- 3 There needs to be clarity and agreement on the specific objectives or goals of the school. Whilst there is evidence of shared goals, the fact that there is an element of uncertainty in this area, reflects in itself a lack of "mutual understanding" about the objectives of the institution (Bush, 1995).
- 4 Staff need to be educated in the consensus based management process. This education would incorporate an understanding that each individual cannot unilaterally determine the solution to decisions but can contribute to consensus being reached. It would further incorporate an understanding that decision-making can be very time consuming and an agreement that staff are prepared to sacrifice the time in order to reach the best possible solutions for the school and its stakeholders. It would also need to develop an understanding that shared participation leads to shared responsibility.
- 5 The expertise and skills of different staff members needs to be recognised and shared. Further emphasis needs to be placed on the value of individuals and their contribution to the organisation. Bush (1995), Campbell and Southworth (1992), the Task Team on Education Management (Department of Education, 1996a) concur on this aspect of teacher collaboration being fundamental to a democratic education service.

Despite the criticisms towards collegiality by researchers and at times some Carrington staff, there appear to be many advantages in pursuing what is described by Wallace (1989,p182) as 'the official model of good practice'. However for Carrington Heights Junior Primary to be deemed a collegial institution, collegiality needs to be embraced by all who teach, govern and manage there, and not lie solely in the hands of the principal. Without this, it is at best the interpretation of an individual to improve teaching and learning at an institution, and at worst contrived to suit the preference of the principal.

CHAPTER SEVEN

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APPENDIX 1

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Carrington Heights Junior Primary School
52 Mountain Rise
Durban
4001

Dear Teachers

Research – Perceptions of collegiality at Carrington Heights Junior Primary School

You have been selected in connection with a research project to establish the perceptions of collegiality at Carrington Heights Junior Primary School. The ultimate value of the research will depend on your contribution.

The research is being done for a M Ed thesis entitled "Staff perceptions of collegiality at Carrington Heights Junior Primary School" under the auspices of the University of Natal, Durban's Department of Education.

Your name does not appear on the questionnaire. After completing the questionnaire, I would ask that you place it in the box provided for them in the staff room of the school. I realise that answering this will mean that you sacrifice your time on my behalf, but believe that ultimately this will have been for the benefit of all who work and study at Carrington Heights Junior Primary School. I hope that with the learners having completed their year, you teachers are under less pressure now, and will have more time to give to the questionnaire.

Your honesty and insight into the school in the completion of this questionnaire will be highly appreciated.

I thank you in anticipation of receiving your returns.

Yours in education

Judy Tate

APPENDIX 2

Questionnaire

Section A – General Information

- 1 How many years teaching experience do you have?
- 2 How many years have you been teaching at Carrington Heights Junior Primary?
- 3 How many different institutions have you taught in ?
- 4 Under how many different principals have you worked?

Section B

This is not a test of competence. Mark your opinion by ticking the appropriate number on the scale provided for each question.

To what extent do you **agree/disagree** with the following statements?

- 1 The principal should undertake the professional management of the school.

Strongly agree
strongly disagree

1	2	3	4	5
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- 2 Principals should become experts in all aspects of the school if they are to manage effectively.

Strongly agree
strongly disagree

1	2	3	4	5
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- 3 Principals are ultimately responsible to the Education Department for the running of the school, so they should make all decisions, as they will be accountable for them.

Strongly agree
strongly disagree

1	2	3	4	5
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- 4 Staff do not need to share the same educational goals and values for effective objectives to be attained in an institution.

Strongly agree
strongly disagree

1	2	3	4	5
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Section C**For each question tick one box only**

- 1** The management structure of Carrington Heights Junior Primary School (hereafter referred to as CHJPS) is vertical rather than horizontal.

All of the time	Most of the time	Some of the time	Seldom
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- 2** Decisions are made by management rather than staff consensus.

All of the time	Most of the time	Some of the time	Seldom
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- 3** Authority in the school depends on the position of leaders rather than specialist expertise.

All of the time	Most of the time	Some of the time	Seldom
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- 4** The staff of the school shares my same educational goals and values.

All of the time	Most of the time	Some of the time	Seldom
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Section D**In your opinion**

- 1** How would you describe the management structure of the school?

Formal	Consultative	Democratic	Laissez-faire
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- 2** How would you describe the teamwork at the school?

Excellent	Good	Fair	Poor
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- 3** How open do you believe the staff is to accepting the expertise of colleagues (fellow teachers)?

Always	Often	Sometimes	Never
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- 4** How often do you think decisions are reached by consensus rather than conflict?

Always	Often	Sometimes	Never
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Section E

- 1** To what extent have you seen a shift to the collegial* pattern of management at CHJPS?

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*Tony Bush from Leicester University describes institutions which are assumed to be collegial as those where policy making and decisions are determined through a process of discussion leading to consensus, and power is shared among members of the organisation who are thought to have a mutual understanding about the institution and its objectives.

(Bush, Theories of Education Management, 1995,52)

- 2** Do you believe teachers want to participate in the management of the school?

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- 3** Make suggestions, which you consider important for the improvement of the management of CHJPS.

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Thank you for completing this questionnaire