Model for participative management in Botswana's secondary schools

S. Boitshwarelo

ID: orcid.org 0000 0003 3640 6425

Thesis submitted in fulfilment of the requirements for the degree

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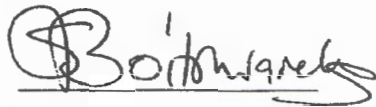
Promoter: Prof. T.E.B. Assan

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Student number: 26376644

DECLARATION

I hereby declare that: *MODEL FOR PARTICIPATIVE MANAGEMENT IN BOTSWANA SECONDARY SCHOOLS*, is my work and that all the resources used or quoted have been indicated and duly acknowledged by means of complete references.
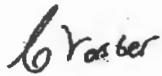
Shadreck Boitshwarelo

Date: 31/05/2018

DECLARATION

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Title of the mini-dissertation: Model for participative management in Botswana's secondary schools

C Vorster

22 May 2018

_____   _____

C Vorster   Date

9 Sunbird Place

Arendskloof

Safari Gardens

Rustenburg

15/08/2019

This is to certify that the thesis entitled

MODEL FOR PARTICIPATIVE MANAGEMENT IN BOTSWANA SECONDARY SCHOOLS

Submitted by   **SHADRECK BOITSHWARELO**
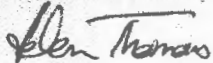
ID: orcid.org 0000 0003 3640 6425

For the degree of   **DOCTOR OF PHILOSOPHY (EDUCATION MANAGEMENT)**

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Has been edited for language by

Mary Helen Thomas (B.Sc. Hons. PGCE)

DEDICATION

I, Shadreck Boitshwarelo, humbly dedicate this thesis to:

1. Thokgamo Boitshwarelo, my wife and fellow doctorate student at the faculty of Nursing at NWU, Mafikeng for her support & inspiration throughout the study.

2. My two sons, Chenamani & Loeto and to my two daughters, Bonolo & Gofaone, for their love, support and encouragement.

3. My granddaughter, ChenTjen Arenaya Gaba.

4. My brethren in the Lord's church, the Church of Christ for their spiritual support.

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4. To my young brother for his feedback throughout my studies, Dr. Bopelo Boitshwarelo at the University of Darwin, Australia.

ABSTRACT

This study explored participative management in secondary schools in Botswana and in particular examined the different levels of participation in school management by senior management, middle management, teachers, student leadership, PTA and other stakeholders. Participative management in secondary schools allows for inclusion of key stakeholders in managing schools and the study specifically explored participants' views on the nature and level of participation in school management. The study further examined the implementation of the Ministry of Education and Skills Development's Pastoral Policy of 2008 which acts as the preferred model for stakeholder participation.

Through the study of seven (7) senior secondary schools in the central district of Botswana, participative management in these schools was analysed from the responses of the 105 participants who took part in this study. Data was collected from school heads, deputy school heads, and heads of department, senior teachers, teachers, student leadership and PTA chairpersons.

However, as established in this research study implementation of the Pastoral Policy (PP) in the participating schools has been very minimal even after eight years of the policy's existence. The major achievement in the implementation of the PP has been the dividing of schools into mini-schools named houses which was accomplished in all schools. However, the major strategies of the PP, that of setting up coordination and monitoring structures has not been accomplished and hence no checks and balances for its implementation.

The study employed a qualitative research method, following a phenomenological case study design. The data collection strategies included group interviews and questionnaire for student leaders and individual interviews for all other participants. Data analysis for the study employed the thematic content analysis.

The study also engaged on a review of key documents such as the education policies, the pastoral policy, staff manuals, national development plans, school prospectuses and PTA guidelines.

Drawing from the study findings and the literature review, the study proposes a Model for Participative Management (MPM). The model will be of particular use in the implementation of the Pastoral Policy and especially in guiding school management on bringing on board and coordinating all relevant stakeholders. The model builds on the current policies that provides for inclusive participation of all stakeholders, teachers and parents in school management.

Key Words:

School leadership, participative management, stakeholder participation, pastoral policy, school governing structures, student leadership, school head leadership styles, participative leadership, participative models

GLOSSARY OF TERMS

BOTHO   Botswana principle for moral character

TSWAPONG: Region in Botswana

GABORONE: Capital city of Botswana

MMADINARE: Name of a village in Botswana

MOOKANE: Village in Botswana

ACRONYMS & ABBREVIATIONS

DDP	District Development Plan
DSE	Department of Secondary Schools
HOD	Head of Department
HOH	Head of House
MP	Member of Parliament
MOE	Ministry of Education
MOESD	Ministry of Education & Skills Development
NDP	National Development Plan
NGO	Non-Governmental Organisation
NWU	North West University
PS	Prefect System / Prefectship
PTA	Parent Teachers Association
PP	Pastoral Policy
RNPE	Revised National Policy on Education (1994
SCC	Stakeholder Coordination Council
SMT	Senior Management Team
SRC	School Representative Council
SPC	School Pastoral Council
NPE	National Policy on Education
UN	United Nations
UNESCO	United Nations Education, Science, & Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
VDC	Village Development Committee

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CHAPTER 1: INTRODUCTION AND BACKGROUND

1.1 Introduction

The study explored how different levels of school management and stakeholders are included in participative management in senior secondary schools in Botswana. This chapter introduces the focus of the study by giving a background to the study and outlining the development of participative management in senior secondary schools in Botswana. An overview of the Pastoral Policy which is the current framework for participative management in secondary schools is given. The problem statement, research questions and objectives of the study are also given in this chapter. The philosophical worldview of the study and some theoretical statements and theories that form the foundation for participative management are also presented in this phase of the study.

1.2 Background

When Botswana attained independence in 1966 the country adopted democracy and became committed to the ideals of a democratic society (Botswana, National Development Plan 9, and NDP 10). According to Mokone (2014), democracy implies the involvement of all stakeholders in matters that affect them. The country recognised the role that education can play in reinforcing and nurturing the ideals and values of democracy and hence it became necessary for government to ensure that education embraces participative management in senior secondary schools. Democratic ideals and values would emphasise collaborative, inclusive and participative approaches to school management (Deenanath, 2013:2).

Education plays a key role in the development of the country and its people. This is because through education countries can develop their manpower needs, thereby ensuring the development of the country's economy and improving the lives of citizens (Somech, 2010).

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Education has therefore been perceived as a sure way to improve the quality of one's life and ensure a better life.

Globally educational institutions and the formal education systems are key in the development of a nation including its human resources. In view of this role played by education, the Universal Declaration of Human Rights stipulates that everyone has a right to education and furthermore, that education should be free and compulsory for everyone (Declaration of Human Rights, 1948: Article 26/1).

1.3 Development of participative management in Botswana schools

Two policy documents were used to form part of data collection and these were the Revised National Policy on Education and the Pastoral Policy. The two documents are discussed in this section of the study.

1.3.1 The Revised National Policy on Education (RNPE)

The Botswana Revised National Policy on Education was adopted in 1994 and became the road map for realigning the goals of the country's education system with the global initiatives (Government of Botswana, 1994). The policy raised issues of community participation in the development and management of education through consultations with Board of Governors, Parent Teachers Associations (PTA), student representation and other relevant bodies in the community (Botswana, 1994:11). The concept of school governance also embraces the laws and regulations within whose context the school operates in addition to the bodies and agencies which form part of the governance (Commonwealth Secretariat, 1993). Schools being public calls for participation of various stakeholders to represent public bodies interests at large (Boitshwarelo, 2010).

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1.3.2   The Pastoral Policy

In 1995 the Department of Secondary Education (DSE) in Botswana's Ministry of Education produced a paper in an attempt to include students in decision-making. The paper provided for student councils for student representation. According to Boitshwarelo (2010), the idea never real took off since only a few schools implemented the paper. To implement Botswana's Revised National Policy of Education of 1994, the DSE in the Ministry of Education and Skills Development introduced the 'Pastoral Policy (PP)' in all secondary schools. The rationale of this policy includes "the involvement of students in school governance and a call for total participation of staff and other stakeholders in the school pastoral programme" (Pastoral Policy, 2008:3).

The Pastoral Policy offers a model through which stakeholders can participate in school management through the School Pastoral Council (SPC), an advisory body made up of representatives of all stakeholders (Pastoral Policy, 2008:8). Prior to the PP, efforts were made by the DSE to include students in decision making in schools. According to Boitshwarelo (2010), a paper produced by the Department of Secondary Education in 1995 advocated for the strengthening of communication channels to improve treatment of student grievances, and this provided for schools to establish student councils through which students would be included in school management; however this initiative was embraced by just a few schools. Education policies for countries like Botswana and South Africa advocate for devolution of decision making in schools (South Africa Department of Education, 1996; Botswana Government, RNPE 1997). Also, as pointed out by Van der Mesch and Tyla (2008), the approach enables a broader participation by the relevant stakeholders who are dealing directly with the issues needing to be resolved.

1.3.3 Research on Botswana relevant to this study

Research studies on Botswana have shown that at the inception of school leadership in Botswana secondary schools, the Ministry of Education adopted a practice of appointing school principals based primarily on their teaching experience (Pheko, 2008). However, school principals in Botswana found themselves inadequately skilled to exercise participative democratic leadership and accordingly most schools were organised along the authoritarian-bureaucratic models which were undemocratic and violated the operations of true democracy (Morapedi & Jotia, 2011).

Therefore, with all developments in the education sector it became necessary for the principal to transform from being an instructional leader to encompass leadership and management tasks (Pheko, 2008). The current policies require educational managers who can work in democratic and participative ways to build relationships and ensure the effective delivery of education (RNPE, 1994; Pastoral Policy, 2008). It has been noted that where schools are democratised there is an increased participation in school governance. However, available literature indicates that research on school leadership and management in Botswana is very sparse (Pheko, 2008:71).

1.4 Problem exploration

Although Botswana's MOESD introduced the Pastoral Policy in all secondary schools to ensure the involvement of students in school governance and the participation of staff and stakeholders in the school pastoral programme, participative management in Botswana secondary schools has not been adequately researched. For example, some research has been done on the participation of learners in certain aspects of school management (Morapedi & Jotia, 2011) and other related topics such as 'leadership models for motivating secondary school teachers' (Mphale, 2014b). However not much has been researched and hence there

is a paucity of information on participative management in Botswana's secondary schools. Furthermore drawing from existing research (Pheko, 2008; Morapedi & Jotia, 2011), a gap is revealed between the stated objectives of the Pastoral Policy and its implementation.

Globally researchers attest to some benefits of participation by different stakeholders in schools. Participation has been in some instances understood as the "conflation of activities that together represent effective parental/stakeholder involvement in their children's schooling" (Okeke 2014:1). This is the approach that partly runs throughout this study wherein stakeholders are involved in various school activities. Morapedi and Jotia (2011) opine that student participation in the running of schools should result in improved student discipline and furthermore helps in the building of a democratically active society in which students participate in decisions that govern them. Other studies indicate a positive relationship between stakeholder participation and student learning achievements (Makgopa & Mokhele, 2013) and the potential for removing mistrust and distance between stakeholders and schools through nurturing transparency of information and mutual respect (Nishimura, 2017). Mokone (2014:192) noted that involving students in school governance would minimise the number of strikes in schools since students would be part of decisions that are taken and hence they would have ownership of such decisions.

1.5 Problem statement and research questions

Despite the seemingly remarkable progress in the expansion of schools, having policies in place and the continuous educational reforms in the Botswana education system, there is still lack of meaningful involvement of stakeholders in school management evidenced by an emergent trend of learner indiscipline and antisocial behaviours in schools (Garegae, 2008; Oats, 2018). According to Oats (2018:747), "Secondary schools, in particular senior secondary schools, have been plagued with cases of students' indiscipline, which incidents impact on academic results".

The key research question for the study is: What management models are used in Botswana's secondary schools? In this regard, the following questions form the basis for data collection, analysis, interpretation and discussion:

1. What is the nature and characteristics of management styles used by the principals in Botswana's secondary schools?
2. What is the extent of stakeholder participation in school management?
3. What factors influence participation of stakeholders in school management?
4. What is the level of implementation of the Pastoral Policy?
5. What model can be suggested for improved participation of stakeholders?

1.6 Aim and objectives of the study

The study sought to investigate a model for stakeholder participation in management in Botswana's secondary schools.

The following objectives were the points of departure for the research study:

1. To establish the nature and characteristics of management styles used by the school heads and senior management in the secondary schools in the central district of Botswana.
2. To establish the stakeholders' level of participation in school in secondary schools in Botswana.
3. To establish factors that influence stakeholder participation in school management.
4. To establish the level of implementation of the Pastoral Policy in senior secondary schools.
5. To establish participants' preferred model for stakeholder participation in school management.

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1.7 Limitations of the study

The first major limitation for the study was in the use of the qualitative paradigm which can allow for some bias in that captured data reflect the attitudes and perceptions of participants which may inherently bias the results (Cohen et.al. 2011). Another weakness due to the use of qualitative approach is that the researcher's prejudices and bias may influence him/her when assigning meanings to the social reality based on his/her own lived experience and existing knowledge about the phenomenon under study.

The study was limited to one district out of the 11 districts of Botswana and this was also a limitation in that it limits the degree to which the results could be generalised to all senior secondary schools in Botswana. Caution should be taken in the generalisation of the findings to the school sector as a whole. Future research needs to be extended to more regions and more members of participants.

Furthermore data collection was conducted at a time when the Form 4 students were just being admitted into schools and that affected the researcher's schedule and he had to make more trips than initially scheduled. Data collection was also done at a time when some of the school heads were either transferring out or in and deputy school heads had to step in as acting school heads. The deputy school heads were interviewed using the same tools that were initially designed for school heads. This adjustment also assisted in that it became clear that deputy school heads had very important roles of supervising heads of departments and leading academics. Their inclusion also offered for a balanced data collected from school management. However, the absence of most school heads (i.e. 3 school heads interviewed out of the expected 7 schools heads) for interviews was a limitation that can have implications for the study findings.

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In view of these limitations the study primarily attempted to contribute to a better understanding of participative management in secondary schools and to serve as a resource for further research. However, the researcher managed to re-schedule some of the times where a participant seemed not to be ready for the interview or distracted. This was done to enhance the credibility of the study by improving the quality of the responses.

1.8 Delimitations and scope of the study

The study was delimitated to interviewing participants who included school heads deputy heads, heads of departments, senior teachers, teachers, student leaders and PTA chairpersons from senior secondary schools in the central district of Botswana.

1.9 Theoretical and philosophical orientation of the study

In investigating participative management this study solicited participants' understanding of the phenomena leading to the identification and analysis of their varied perceptions and experiences. From the findings a model for participative management was deducted to better facilitate and guide stakeholder participation in secondary schools. The theoretical framework allowed for a critical literature review of the problem being investigated and served to align the key concepts of the study (Cohen, Marion & Morison, 2018). The theoretical framework (figure 2.2) is developed from concepts drawn from literature search and the research participants' responses during data collection.

1.9.1 Philosophical perspectives

The researcher's philosophical approach stems from the understanding that ones' personal beliefs and assumptions influence the research. This is the philosophical worldview or paradigm proposed for this study (Creswell, 2016:42). A paradigm is a general perspective that shapes our understanding and influences how we interpret our world and in turn inform

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our use of theory in qualitative research (Niewenhuis, 2010). This study focused on the dynamic, holistic and individual aspects of the phenomena and the use of qualitative methods allows for different philosophical paradigms. Paradigms or philosophical assumptions (Creswell, 2016:39) address issues such as ontology (beliefs about the nature of reality), and epistemology which refers to the quest for truth and knowledge (Creswell, 2013). The paradigmatic perspective of this study includes the meta-theoretical assumptions (ontological and epistemological dimensions).

1.9.2   Meta-theoretical assumptions: ontological and epistemological dimensions

1.9.2.1   Ontology

Ontology refers to the study of being, reality or existence and its basic categories and relationships, or, as defined by Cohen *et al.* (2018), 'the nature of reality or phenomenon'. The ontological dimension in the context of this research study refers to the researcher's beliefs about the nature, form, structure and status of phenomena, as well as the reality which is being investigated (Koen, 2010:16). The researcher aims to understand and create knowledge through individual or group re-constructions centred on consensus. In view of the ontological perspective for this study the researcher views participants as experts who constructs meaning in participative management in secondary schools.

1.9.2.2   Epistemology

According to Cohen et al. (2018:33), epistemology refers to the quest for truth and knowledge and accordingly deals with nature and sources of knowledge, and the researcher's aim is to "produce research results that approximate the true reality as far as possible" (Koen, 2010:17).

According to Koen (2010:17), the ontological perspective informs the epistemological perspective of the researcher, hence the researcher considers the participants as the experts

of the phenomenon under investigation, namely a model for participative management in secondary schools.

1.10 Theoretical statements

Through various models and theories, it was possible to have a systematic way of looking at the world and describing the events explored in this research study. These models and theories are investigated and used in the research study on participative management in Botswana's secondary schools. The works and views of scholars such as Jean-Jacques Rousseau, John Dewey and Paulo-Freire (1989) and researchers as captured in the literature review in Chapter 2, provided a theoretical foundation for an increased stakeholder participation in school management. Ideas espoused by these thinkers have become the building blocks adopted to form concepts for participative management and the inclusion of stakeholders in the functioning of secondary schools.

Jean-Jacques Rousseau, a French philosopher, espoused the idea of students being at the centre of education and he espoused a notion that children ought to be involved in decisions that affect their learning. According to Boitshwarelo (2010), Rousseau supported that educational theories should be adapted to meet the needs of the learner, and this view forms part of the foundation for student participation in school management.

Another educator and an American philosopher, John Dewey, was a proponent of democratic education and like Rousseau, his views have contributed to the change in educational thought which has led to calls for student participation in the management of schools. According to Sikander (2015:197), "Dewey argues that the centre needs to shift whereby the learner is at the centre". He focused on the notion that children's learning should be seen as a process of problem-solving and proposed a democratic pedagogy in which the child was viewed as an active agent in his or her own learning. Dewey's pragmatism, as it is called assumes that those

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affected by the consequences of collective decision-making should be included in decision-making (Boitshwarelo, 2010; Sikander, 2015). Students, according to this view, must be included when decisions are made because they are most affected.

A Brazilian educationalist, Paulo Freire (1972), supported Dewey's idea of an active and pragmatic learning. Freire, like Dewey, believed that, the students learn best when they actively do something rather than sitting passively and absorbing information from the teacher (Nordgren, 2003). He wanted education to liberate students to become agents of change and was a proponent of active participation of students in all school activities to bring out the best in students. This study investigated the extent to which stakeholders including learners participate in all structures of the school.

1.11 Plan of study

This thesis has 6 main chapters which are sub-divided into sub-sections. Chapter 1 starts with background information on the research study. It also highlights the development of participative management in Botswana's secondary schools and a brief overview of the Pastoral Policy. It highlights the philosophical orientation of the study, theoretical statements and presents the diagrammatic structure of the thesis. Furthermore the chapter highlights the problem exploration and states the research problem, the aims and objectives of the study.

Chapter 2 presents the review of literature relating to participative management. It also reviews participative models of leadership and participative leadership. The chapter further looks at literature on school heads and their leadership styles. There is a literature review on stakeholders' participation in school management. The chapter also gives an overview of policy documents and guidelines used in this study. The final part of the chapter presents the theoretical and conceptual frameworks.

Chapter 3 addresses the research design and methodology. It also explains the case study approach including the multi-case study design. Sample and sampling are discussed in this chapter. It also deals with data collection strategies and gives an overview of interview procedures and protocols. The chapter also addresses the ethical considerations and data analysis the last part gives the demographics of participants.

Chapter 4 deals with the presentation and analysis of data. Data are presented according to four thematic areas with various sub-themes.

Chapter 5 deals with the discussions of findings, and makes recommendations based on the research findings, presents conclusions and suggest areas for further research.

Chapter 6 presents a Model for Participative Management. Different sections of the model are discussed including a description of the model, roles and responsibilities of committees, implementation challenges for the model and the financial implications. The chapter concludes with a summary. At the end there is the reference section which is then followed by the various appendices for the study.

Figure1.2   Structure of the thesis
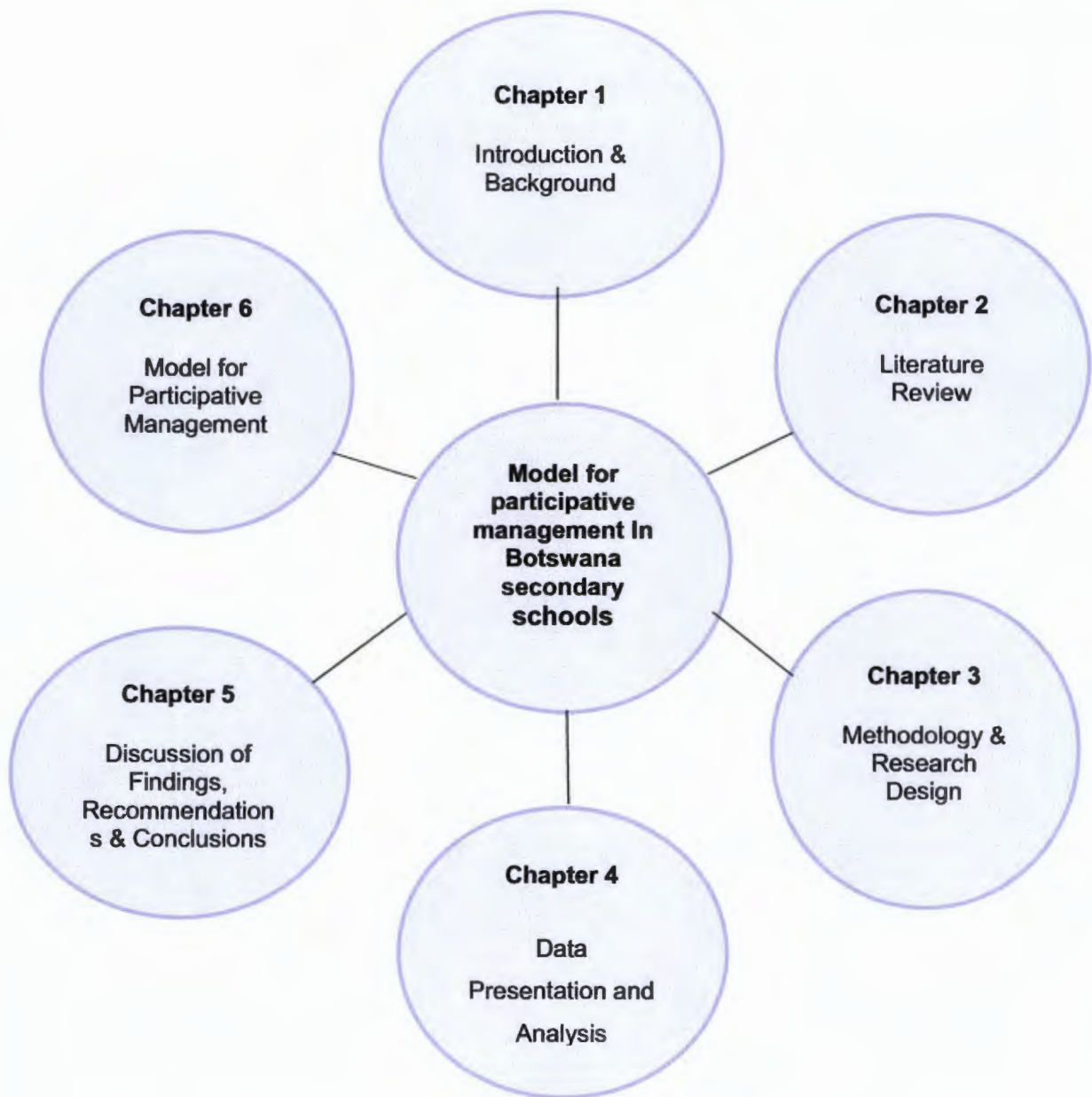
1.12 Concluding summary

In this chapter, the study background was given. An overview of the development of participative management in Botswana's secondary schools was given. The Pastoral Policy was introduced as the preferred model crafted by the MOESD for participative management in secondary schools. The statement of the problem, research questions, and objectives of the study were outlined. The philosophical perspectives and introduction to theoretical statements was made. The structure of the thesis was given at the end of the chapter. The next chapter addresses literature on participative management in schools, school head leadership styles and stakeholder participations and the impact of their participation.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

In chapter one the researcher stated the objectives as: first, to establish the nature and characteristics of management styles used by the school heads and senior management in the secondary schools in the central district of Botswana; second to establish the stakeholders' level of participation in secondary schools in Botswana; third to establish factors that influence stakeholder participation in school management; fourth to establish the level of implementation of the Pastoral Policy in senior secondary schools, and fifth, to establish participants' preferred model for stakeholder participation in school management.

This chapter covers the theoretical background for stakeholders participation in senior secondary schools which partly covers the first objective of the study by giving an overview of models used in the management of secondary schools. Literature on participative leadership and the school head leadership styles are also addressed in this chapter as ways used by school heads to lead and give direction to schools.

The second objective for the study which is 'establishing the stakeholders' level of participation in secondary schools' is also partly covered through the review of literature on teacher participation, student participation, parents and community participation in schools. The last part of the chapter describes the theoretical and conceptual frameworks of the study and gives a summary of the chapter.

2.2 Management models in secondary schools

Educational management is a field of study that deals with the operation of educational organisations and its purpose is to address the aims and objectives of education to give direction to management and administration of educational institutions (Bush, 2011). Effective

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educational leadership and management is a precursor to the quality of education and learning. As pointed out in several studies in the field, educational leadership and management are concerned with and focus on the purposes and aims of education. Theories and models of educational management have been categorised and classified into different groups. For example, six models have been advanced by scholars namely the Formal model, the Collegial model, the Political model, the Subjective model, the Ambiguity model and the Cultural model (Bush, 2011; Sykes, 2015).

Table: 2:1 Characteristics of management models by leadership style and model

Management Elements	Model					
	Formal	**Collegial**	**Political**	**Subjective**	**Ambiguity**	**Cultural**
Leadership Style	The manager sets the goal and initiates the policies	The manager tries to promote consensus	The manager is both participant and mediator	Problematic	Tactical or not involved	Symbolical
Leadership Model Related	Managerial	Transformational	Transactional	Emotional	Circumstantial	Moral

Source: Bush, 2015, p.222.

In this section the researcher will address only two of the five models that have some relevance to this study namely the formal and the collegial models of educational management.

2.2.1 The Formal Model of Educational Management

The Formal model is a combination of the structural, systems, bureaucratic, rational and hierarchical models (Bush, 2011:40-42). These models acknowledge hierarchical structured organisations that pursue objectives based on a rational method. As pointed out by Muraru and Patrasu (2017:126), the Formal model presumes an organisation to be a hierarchic system within which framework the school heads use rational methods to meet set goals. According to Bush (2011:60), the Formal model is linked with the managerial leadership style which focusses on successful management of existing activities. The approach is suitable

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school for leaders in centralised systems (Bush, 2007). The Formal model has a clearly defined structure and top-down leadership with clearly defined positions for those in the organisation (Sykes, 2015). Despite some advantages of the managerial leadership in bureaucratic systems there are also difficulties of its application where principals may just be required to implement innovations that they do not own but which are imposed on them which may result in failure (Bush 2007:395)

2.2.2 The Collegial Model of Educational Management

The Collegial model focuses on policy determination and formulation and advocates for decision-making that stems from the process of discussions, agreements and consensus among all members who have a common set of educational values and objectives and shares power (Bush, 2011:72). This model is linked with the transformational, the participative and the distributed leadership styles (Bush, 2011).

- The transformational leadership concentrates on commitments and competences of members for the attainment of organisational goals and objectives.
- The participative leadership which is also described as collaborative and collegial offers organisational members opportunities to be engaged in the decision making process which is the central focus of the group (Bush, 2007). Ghasemy and Hussin (2014) in reference to Bush (2015) have opined that as a normative theory participative leadership is premised on three criteria which are an increase in school efficiency due to applying participative approach, justification of participation by democratic principles, and availability of leadership to any lawful stakeholders in the framework or context of site-based management.
- The distributed leadership offers members collaborative working environments and is dependent on skills and competencies of members in the organisation.

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Studies have shown that concepts of management, leadership and administration overlap with each other (Bush, 2011).

2.3 Participative leadership and management

The idea of participative management is generally viewed as an ideal style of leadership and management in education today. Furthermore Wadesango (2010) postulates that participative management has been widely promoted as a means of formalising a new conceptualization of management to bring about school improvement (2010:266). Managers who promote stakeholder participation offer and lead platforms and structures for sharing information and fostering dialogue among all actors and according to the PP, an effective Pastoral Policy leader has the skill to coordinate, supervise, monitor the programme, record and analyse the results and generally pull the programme together (PP, 2008:5). A leader must be skilled in involving and enlisting other people. Literature shows that generally there is a move to improve the management of education by devolving certain powers to school level and also a shift from autocratic models of decision-making by a few people to collective decision-making and teamwork. Participative leadership and management entail having different members of school communities becoming involved in decision making regarding teaching and learning and other school activities (Wadesango, 2010)

2.3.1 *Participative leadership*

Studies suggest that a school principal's leadership style that encourages participation of all key stakeholders motivates teachers to put in their best to accomplish the goal, aims and objectives of the school. (Jotia, 2008; Mokone, 2014; De Villiers & Pretorius, 2011) Involvement of stakeholders and teamwork in management and leadership is well supported in literature (Somech, 2010; Adeyemi, 2010) and it has been shown that inclusion of all in decision-making is a key area of research in both business organisations and in schools.

There is extensive literature about stakeholder participation and leadership styles addressing various themes and sub-themes (Somech, 2010; Swanepoel, 2008; Van der Mescht & Tyala, 2008). However, only themes that were most relevant to this study are addressed. The focus of the study therefore was to make general observations from the literature and noting trends that are evident.

Participative leadership was therefore relevant for this study because of its emphasis on the importance of participation and sharing in leadership by staff and stakeholders. Stakeholder participation has a phenomenal impact on the attainment of educational goals, and research in this area shows that parent's involvement in their children's education can enhance their educational attainment (Mncube, 2009; Lemmer, 2009), while it point out that involving teachers in the decision-making process can help in the quality of the decisions made (Somech, 2010).

2.3.2 Participative management

The Botswana RNPE of 1994 spells out the government position on total stakeholder participation as "it is government policy that, as much as possible the community should participate in the development and management of education" and that "such a policy will contain to be encouraged through consultations with boards of government, PTAs and other relevant bodies in the community" (RNPE, 1994:11).

Such a mandate on participative management for secondary schools, calls on the school head and school management to adopt a broad-based approach for inclusion of all stakeholders in managing schools. Such an approach would entail engaging with stakeholders including teachers, parents, students, various departments, the business community and the wider communities in an ongoing dialogue.

Participative management is understood to entail decision-making processes of the group and ought to be the central focus of the group (Bush, 2011). Studies have focussed on different stakeholder participation and the different levels of their participation (Bademo & Tefera, 2016; Elmelegy, 2015). It gives the chance for teachers, staff, students and external stakeholders to "feel the organisational ownership as it generates a kind of self-control on behaviours and practices needed for carrying out their roles and duties" (Elmelegy, 2015:88). However, there is need for a more comprehensive participation by all stakeholders, accordingly coordinated by the school management.

2.4 Leadership and the school heads' leadership styles

2.4.1 School leadership

School leadership is a topic of attraction for many researchers around the world and it is widely believed that it influences the effectiveness of schools (Al-Tanciji, 2012a; Bush 2011). Success in schools can be attributed to effective leadership. Leadership has been described as the ability to get things done with the assistance and cooperation of other people within the school system (Jwan & Kisaka, 2017). According to Demircelik and Korkmaz, (2017:36), leadership is the ability to cope with change and that it is an interaction process where motivation is used to achieve organisational objectives. The leadership styles adopted by school heads are considered central to this study because of the roles that they play in schools. A summary of the roles of school heads as outlined in schools' staff manuals are said to 'ensure the efficient organisations, administration and control of the school, and also ensures that the school achieves the aims and objectives established by the Ministry of Education' (Staff manuals for schools, G & E).

According to De Villiers and Pretorius (2011), the complexities of contemporary school leadership require collectiveness and sharing beyond the principal, and it is further opined that newer trends in leadership, such as the charismatic and transformational, aim at achieving desired goals by transforming both people and organisation. The Pastoral Policy maintains that 'where leadership is effective, the relationship among staff members, teaching and non-teaching, students and parents should be cordial, characterised by mutual respect and understanding (Pastoral Policy, 2008:5). All these perspectives on school leadership therefore suggest that effective leadership should strive to ensure positive participation of all stakeholders, and related participation of all stakeholders, and a related inclusion and empowerment of those that are being led.

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2.4.2 School Head/Principal

The school head is tasked with leading the school in the realisation of its vision, objectives and goals amidst the challenges that come with the school community as an organisation and it has been shown that the leadership of the principal is significant and serves as a means for school improvement and that it is essential to school effectiveness (Adeyemi 2011; Bello, Ibi & Bukar, 2016). Principals are responsible for managing staff, non-teaching staff, and implementation of policies, resources, school property and the general culture of the school. The principal therefore represents the single most influential cadre in the school setting who sets the academic tones for all stakeholders and has important roles and responsibilities to play, including providing strategic leadership to ensure and enhance attainment of the objectives of the school (Demircelik & Korkmaz, 2017:36).

Another aspect of effectiveness of school leadership is its influence on student learning. It is the process of influencing thoughts, behaviours and feeling of others in pursuit of common goals (Jwan & Kisaka, 2017). It is the school head's responsibility to lead the school in such a way as to accommodate the rest of the school community and stakeholders. This sharing of power by the school head entails involving others in decision-making and in leading some facets of school programmes and projects (Steyn, 2008). Leadership carries with it characteristics of interaction of the leader with others and accommodation of their views and contribution.

The principal also acts as a link between the Ministry of Education headquarters and the school wherein he/she has duties such as communicating policies to the school community, evaluating implemented policies and representing the school activities and achievements to the Ministry (Botswana Government, 2018). The principal is also an accounting officer accountable to different stakeholders such as the district and regional education officers, parent teacher associations and the community (World Bank, 2008).

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2.4.3   School Head's leadership styles

Leadership styles have been described in various ways but generally they have to do with needs of the leader that motivates his/her behaviour or process through which the leader influences others to attain the organisational goals (Adeyemi, 2011). The leadership styles are approaches used by leaders to provide direction, implement, and motivate people. The school principal's leadership styles are key or essential to promoting an enabling environment for teaching and learning that leads to high performance for both teachers and students (Elmelegy, 2015).

Research findings on teachers' participation in school leadership highlight the need for a shift from individual leadership to collective leadership practices (Naicker & Mestry, 2011). Adeyemi (2011) indicated a relationship between teachers' job performance with the principals' leadership style and further noted that many principals have not considered their styles of leadership as determinants of teachers' job performance in their schools.

According to a study on the principals' leadership Styles carried out in the Ondo State of Nigeria, it was found out that the democratic leadership style was common among secondary school principals. The findings also indicated a significant relationship between this style of leadership and the performance of teachers (Adeyemi, 2010). These findings are consistent with the finding of Hansson and Andersen (2008:8) among the Swedish principals who are said to work as democratic managers, whereby they involve the employees and pupils in the decision-making process. Hulpin and Devos (2010) observed that in high potential schools, school leaders interacted with the teachers on an individual and personal basis to provide job-related support and to encourage teachers to develop themselves professionally.

In a study that was carried out in the Koibatek district of Kenya on principal leadership and its impact on student discipline, researchers Kibet, Kindiki, Sang and Kitlit, (2012) found out that

where staff members, students, parents and other stakeholders were included in the affairs of the school, there was harmony and an enabling learning environment. This study also reported a positive relationship between leadership style and student leadership.

In South Africa post 1994, the site-based management skewed towards and emphasised collective leadership that included the principal and all stakeholders in the school community (Naicker & Mestry, 2011). Scholars like Somech (2010) opined that schools that are effective are usually led by principals who can communicate their goals accordingly, are able to share their decision-making, support their staff members and articulate the vision and mission of the school.

Other studies also found out that where parents are involved in their children's education it enhances their educational attainment (Lemmer, 2009) while it has also been pointed out by Somech, (2010), that involving teachers in the decision-making process can help in the quality of the decision made. Involvement of stakeholders and teamwork in management and leadership is well supported in literature as well as the inclusion of all in decision making as a key area of research in both business organisations and in schools (Adeyemi, 2011; Elmelegy, 2015).

For this study the leadership styles used by the school heads and the senior management team were investigated to establish their influence in enhancing stakeholder participation in secondary schools and in promoting teaching and learning.

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2.5 Internal stakeholder participation in school management

2.5.1 Teachers' participation in school management

Teachers are a core cadre in schools and very important internal stakeholders in regard to the operation and management of senior secondary schools. In line with this assertion, Bademo and Tefera (2016:1237) asserted that involving teachers in decision-making can "improve the productivity and efficiency of an educational organization". Among the expected benefits "it is believed that participation of teachers can expand their authority and influence in the workplace, enhance motivation and morale, foster collegial interaction, contribute to teachers' expertise, enhance commitment and improve performance" (Wadesango, 2010).

With the continual growth and development in today's education system there are various opportunities created for teachers to be a part of decisions that are made within the education sector and in particular in the school set-up. According to Wadesango (2010), participation of teachers in school management hinges primarily on their professional roles and responsibilities in a school set-up. Teachers in senior secondary schools in Botswana have attained a bachelor's degree and a graduate diploma in education (Table 3.4) and professionally this places and empowers them to "participate in decisions regarding classroom and school policies, governance and management issues and curriculum development" (Wadesango). Teachers with such professional qualifications and experiences are likely to be better prepared to influence management decisions than those who are less qualified (Perez, 2014).

It can also be noted that research has shown that "most teachers have a higher level of desire to participate in decision-making in their schools, however they have been left out in major decisions that are taken by school management and hence "low level of teachers' participation in decision-making is reported for schools" (Bademo & Tefera, 2016:1241).

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Other researchers have raised questions on the extent of teachers' involvement in decision-making (Wellington, 2012). In as much as teachers are primarily employed for teaching in the classroom, those roles are attached to other related educational issues that support teaching and learning. The staff manuals for Botswana secondary schools present the main purpose of the teaching staff (senior teachers, teachers and assistant teachers) that apart from providing classroom instruction to students, they also assist with the development and presentation of content in the subject area; assist with the administration and resource management tasks for the school and perform any other duties as required to meet the exigencies of the service" (Botswana, 2013:6). Some examples of decisions on policies and other issues for teachers would include classroom discipline policies; selection of learning materials, school discipline, and school time tables (Wadesango, 2010). Other studies have shown that where teachers find enabling and participative environments, they increase the pool of ideas, materials and methods, which will lead to a higher quality of instruction and that such participation in the decision-making process becomes the main base for achieving self-managing schools (Elmelegy, 2015:88).

Hulpin and Devos' 2010 study found that as a result of involvement of teachers in school direction setting, there was a lovely school vision known and accepted by the school team. The main feature of schools that were seen to have high potential was their collective aim to achieve common goals. It has been shown that participative decision-making was common in areas over which the teachers had influence, the school's administration was open to such influence and there was a normative acceptance of these opportunities among the teachers' (Lai, Wang & Shen 2017:318).

2.5.2   Student participation in school management

Learners are key stakeholders in education and their participation in school governance and in influencing policies is very critical (Mncube, 2009). It has been observed that students are very important role-players in school governance, and that they are to be included in the decision-making process in a forum where they can articulate their feelings and concerns (Mulwa, Kimosop & Kasivu, 2015). Student participation in school governance is recognised by the United Nations Convention, Article 12 on the Rights of the Child.

Furthermore, research highlights several positive results and benefits when students' participation is acknowledged and these include; development of learner leadership, 'exerting positive effect on discipline, teaching and learning' and learning management and other skills (Niia, Almqust, Brunnberg & Grunlund, 2015). In some schools in Scotland, students have noted that even through structures for student participation such as student councils, committees and prefects were in place, they observed that "student councils were still tokenistic, and that student council representatives did not accurately represent the majority of opinions in school" (McCluskey et.al., 2013:295). Where students participate in decision making in their schools it usually improves their academic performance and further reduces the frequency of strikes (Mulwa et.al. 2015).

In the context of Botswana, one of the key issues raised in the country's Revised National Policy on Education of 1994, is the need for an effective preparation of students for life, citizenship and the world of work. In line with these key issues, the Pastoral Policy calls for students' involvement in school governance to be an integral part of the Pastoral Policy programme to be realised in the students' council and in various committees wherein the policy advocates for involvement of students in 70% of the committees, (Botswana Government, 2008:7). Students in senior secondary schools exercise leadership responsibilities through various student structures in the schools. Currently there are two student leadership structures

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in secondary schools in Botswana; the prefectship (PS) and the student representative council (SRC). According to Morapedi and Jotia (2011:3), the difference between the two is that prefects are students charged with the responsibility of helping the administration to maintain a friendly and orderly atmosphere amongst the students and in the school in general through guiding and supervising other students. The SRC, on the other hand, is tasked with the responsibility of representing the interests of students, and they are elected by other students who take note of qualities that they possess such as the ability to communicate, intelligence, competence and control.

The leadership positions include being SRC president, school prefects, class monitors, SRC councillors, SRC ministers and house captains. Other leadership opportunities are in extra-curricular activities, where students become captains of various clubs in in schools. These leadership responsibilities accord students opportunities to participate in school management and decision-making processes concerning student welfare in the classroom and in the school.

Participation and the role of students in school governance is a concept upheld not only in Botswana but in other countries in the region and elsewhere. In the South African school system, students through membership of the Representative Council of Learners for secondary schools are mandated to participate in the school governing bodies (SASA Act 84 of 1996). Learner participation can also be through other student structures such as the prefect structure.

2.5.3 Parents and community participation

Parental and community participation in schools is a universal concept in that parents will always have a stake in the education of their children while schools will always impact communities where they are situated. Parental participation in school management entails

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meaningful participation by parents in school activities and student academic learning which is geared towards the promotion of quality in teaching and learning (Bule, 2011). Parents have a desire to have their children receive quality education that will enable them to be successful in life and to be responsible citizens who contribute to the development of their communities. Some studies have showed that for many years parents have participated through membership of PTA through which there are activities such as fundraising for schools and in joint decision-making with school management (Hornby, 2011; Al-Tanciji, 2012).

In some countries such as South Africa, studies have shown that the context of participative leadership in schools has taken root stemming from the background of authoritarian rule, coupled with racial division and an uneven socio-economic landscape (Brown & Duku, 2008:432). It is further indicated that that where parents are involved in school governance it is usually the middle-class parents. Furthermore, the research findings by Brown and Duku on the dynamics in parents' participation in school governance in rural Cape schools showed that there was tension between values inherent in African traditions/customs and values of modern school policies/legislations (2008:447). The implication is that the leadership style adopted by the school principal must be sensitive to the people's customs and be accommodative.

In other countries such as among the Jewish and Arabs of Israel research shows that by the beginning of the 21st century, the level of participation by parents increased tremendously, however this led to feelings of distrust between teachers and parents (Freund, et. al., 2018:198). This is because parents in these two communities have become active, and they scrutinised school achievements and activities and this in turn has led to teachers arguing that excessive parental involvement is one reason for the declining level of teaching, since it undermines their work.

Studies have shown that participation of parents in their children's education tend to improve student performance (Stier *et al.*, 2011). Parents provide additional resources and support the school which works towards student achievement and commitment which ultimately influence the overall success of both learners and the school. In a study conducted in Botswana by Mannathoko and Mangope (2013), it was identified that active parental participation in schools was key to schools succeeding in exams. However, other studies show that in some cases parental participation has been hindered by employment and other responsibilities, which keeps parents busy with their different social and cultural chores (Pansiri, 2008). Furthermore, parents in remote villages and rural setups are usually inundated with challenges and impediments such as poverty, or lack of education which hinders their participation in school activities and there is a failure on their part to attend PTA meetings (Kimu & Steyn, 2013). In this study the extent of stakeholder participation and its influence on school management were determined.

2.6 Factors influencing stakeholders' participation

At independence, Botswana crafted policies that promoted community participation in all government and national programmes. One of the country's principles of 'self-reliance' was used in the crafting of the education policies in an effort to foster the school-community partnership. In the crafting of the education policies, parental and community involvement in school management was further emphasised and highlighted as stated in one of the objectives of the Revised National Policy on Education, 'to improve the partnership between school and community in the development of education' (Botswana,1994:5).

The establishment of the school pastoral council in secondary schools in Botswana offers a platform for dialogue by all stakeholders and competing interest groups and thereby enhances a common understanding, supports and improve ownership and success in implementation.

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By participating in education various stakeholders influence and contribute to the designing and managing of programmes that are relevant to the needs of both students and the community and meet the nations' educational goals by linking learning to the demands of employment.

Researchers have found out that participation by consumers of education services helps to ensure that education and training programmes are relevant to the conditions and needs of the population they are serving, (Colletta & Perkings, 1995).

It has been shown that in schools where teachers are recognised and feel included in the decision-making can make them have a sense of ownership of the decisions and belongingness to their institutions (Bademo & Tefera 2016:1237). Hence in the study teachers were strongly considered as stakeholders.

2.7 Documents and guidelines

In this section policy documents and guidelines, which include the National Development Plan, District Development Plan, the Revised National Policy on Education, the Pastoral Policy, the PTA Guidelines, Staff Manuals, and the Secondary Schools Prospectus are overviewed.

2.7.1 Review of policy documents and guidelines

Document analysis was used as part of data collection for this study. According to Creswell (2013,) document analysis involves the collection and analysis of published material and information from internal sources. Document analysis has the advantage of bridging the gaps that may be left by the other data collection strategies used. The application of policy documents for the education sector as used in this study was done in conjunction with existing statutes and directives such as the various government Acts, namely the Education Act, Public Service Act, Code of Regulations for Teachers, and the Teaching Service Act.

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The review of documents for this study focussed on those that have a bearing on the phenomenon under study, which is participative management in senior secondary schools (Guest, Namey & Mitchell, 20130; Yin, 2014). The documents included those at national and government level, and these are the National Development Plan, Revised National Policy on Education, the Pastoral Policy, and Vision 2016. There were also documents that are at district and school level, such as the Central District Plan, Staff Manuals and the School Prospectus.

2.7.2   National Development Plan 10 (2009 – 2016) and Vision 2016

The study revealed that the National Development Plan (NDP) was crafted to be "result-based", according various sectors and stakeholders the opportunity to pay more attention to practical expectations and impacts or programmes and projects that they are expected to deliver. It was also revealed that Botswana's Vision 2016, whose theme is "prosperity for all" had one of its 6 key result pillars as, "an educated and informed nation" which formed the foundation for the country's educational strides and skills development. It was further shown that government policies such as the RNPE were crafted to form the policy framework for the implementation of the sector programmes and activities during the NDP 10.

2.7.3   District Development Plan

The study revealed that the Central District Development Plan (DDP) strives to push the Vision 2016 pillar for education, "an educated and informed nation", to give direction to the development of education in the district. It was further shown that the district will, during the DDP,6 advance to involve relevant stakeholders to provide quality education "to produce

knowledgeable, responsible and enterprising citizens through post literacy activities and training with production" (Botswana. 2003:159).

According to DDP6 "provision of education and training in the central district is a shared responsibility between the Ministry of Education, other ministries, the private sector and non-governmental organisations augmenting the efforts of government". It has been noted that of concern to the majority of communities in the central district is the long distance that a significant number of students have to travel for their senior secondary education. (Botswana, 2003:161).

3.7.4 Revised National Policy on Education

The study revealed that two major educational reviews were undertaken, the first in 1976 whose "emphasis was quantitative expansion of the education system" and the second was the 1993 National Commission on Education, which emphasised both access and qualitative issues of the education system and laid down policy guidelines and strategy for future educational development (Botswana, 2003; Botswana, 1994).

It was shown that the RNPE stemmed from the Report of the National Commission on Education of 1993, and its emphasis is the future development of education in the country (Botswana.1994:20). It was found that of the seven key issues identified in the RNPE, one is particularly relevant to this research study namely, effective management of the education system. This key issue postulated that the "increase in the number and spread of educational institutions in the country at secondary school level, poses problems of effective administration in view of the centralised nature of the management structure". The study also revealed the RNPE advocates for stakeholder participation as it states that, "it is government policy, as much as possible the community should participate in the developmental and management of

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Education and that consultations will be done through consultations with Boards of Governors, PTAs and other relevant bodies in the community" (Botswana, 1994:11).

The study also showed that the RNPE postulates that the current structure of management creates problems of communication with teachers in the field, and the following mitigation measures were suggested, that;

a. In order to achieve efficiency in the running of educational institutions and administrative structures need to be reviewed and improved.

b. That the participation by the community in the development and management of education is important for the purposes of its democratisation, quality assurance and relevance.

c. That such participation has potential for generating substantial financial and management resources needed for effective educational development and administration.

d. The role of policies and how they impact on school management operations were investigated as instruments for enhancing the existing model for stakeholder participation in school management.

2.7.5 Pastoral Policy

2.7.5.1 Overview and background

The study revealed that during the last 20 years the number of secondary schools, both junior and senior, throughout the country increased tremendously and at the same time there was a massive expansion of senior secondary schools which brought management challenges in the schools (Botswana, 2008:2). It was further found that in an effort to mitigate this situation the

government of Botswana introduced the Pastoral Policy in all secondary schools in an effort to improve management challenges.

The study noted that some of the major challenges identified during the crafting of the Pastoral Policy were increased misbehaviour of students in schools, and school managers who do not include stakeholders, teachers and students in school programmes and this led to poor relations in schools and to non-committal participation by stakeholders. It was further found that a number of secondary schools experienced destruction of school property such as breaking of windows, destruction of classrooms and laboratory equipment by students it was also observed that all this happens because "students do not appreciate their contribution in caring for school property, since they play a minimal role in the school governance" (Botswana, 2008:2).

The study revealed that the central focus of the Pastoral Policy is the involvement of students in school governance and a call for a total pastoral programme. The PP strategies are geared towards "addressing indiscipline (e.g. vandalism, truancy and substance abuse), poor academic performance and moral decadence in schools" (Botswana, 2008:3)

The study also observed that the tripartite framework for the PP (Fig. 1.1), seeks to achieve the following key result areas:

- Improved school discipline.
- Improved effectiveness and efficiency in leadership and management of schools.
- Improved academic performance.
- Increased stakeholder involvement.

ACADEMIC ASPECT

- Instructional Delivery
- Reception of the Curriculum
- Active monitoring & Supervision

PASTORAL POLICY

PSYCHO-SOCIAL ASPECT

- Guidance & Counselling Programme
- Moral, Spiritual, Emotional & Physical
- Botho

CO- CURRICULAR ASPECT

- Sports, clubs, recreation & entertainment activities
- Mental, social & physical development
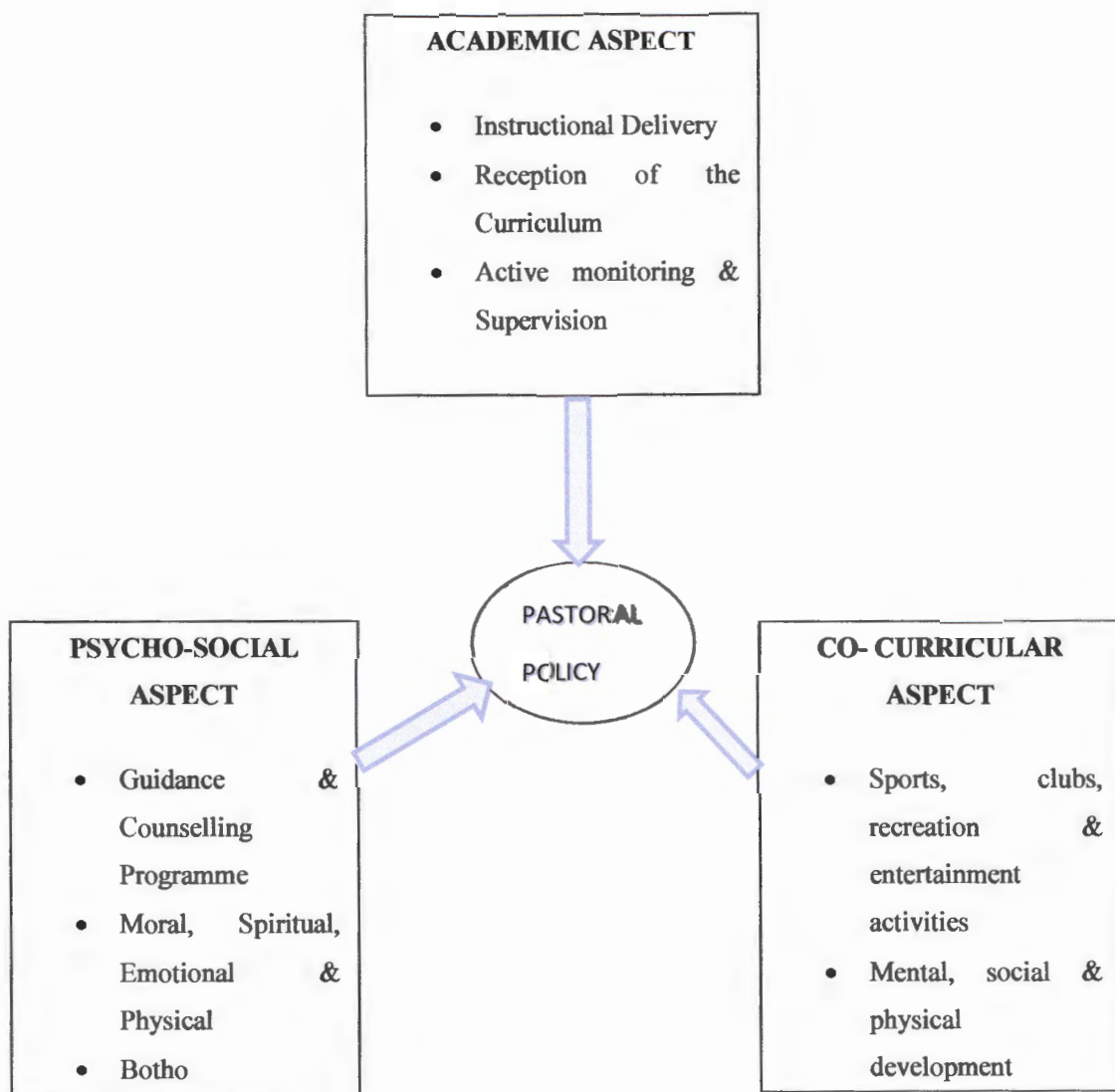
Figure 2.1: Diagrammatic Presentation of the Ministry of Education's Pastoral Policy

(Researcher's Illustration)

2.7.5.2 Pastoral Policy Implementation strategies

The review of the Pastoral Policy revealed that the implementation strategies adopted for the PP include the house system, establishment of the regional cluster and the school pastoral council. It has also been noted that the Pastoral Policy as an approach should be understood as an initiative to be implemented within the existing structures of a performance management system (Botswana, 2008: 9).

1. **House system**

The study revealed that as an implementation strategy the PP adopted the house system wherein schools are divided into mini-schools, named houses for ease of management, staff is distributed equitably across the houses and accordingly balancing the numbers at all levels of staff. It was found out that the management of houses is partly similar to the management of the whole school hence the use of the phrase 'mini-schools'. In a house the head of house (HOH) is the Head of Department (HOD) who is equivalent to the school head in roles and responsibilities. The senior teachers' grade 1's deputise the HOH and form the management of the house, who also oversee and supervise the lower cadre, namely senior teacher 2's, teachers and assistant teachers. It was also observed that unlike in the whole school for the mini-school there is not a designated deputy head for the house. The analysis also revealed that responsibilities and accountability for the overall implementation of the Pastoral Policy lies with the Education Officers and school managers.

2. **Establishment of the School Pastoral Council**

The study revealed that as part of the strategy for involvement of various stakeholders in the running of schools School Pastoral Councils (SPC) shall be established in secondary schools to offer a platform for representatives of stakeholders in school management. It was shown that the council shall comprise representatives of students, staff, parents and other strategic

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members. It was further noted that the SPC acts as an advisory body that oversees the overall progress of a given school in accordance with existing government statutes.

3. Establishment of the regional cluster

The researcher did not find any document that expanded on the nature and functions of the pastoral regional cluster. Despite its mention in the PP, there was no mention of the regional cluster by any of participants during the interviews. Furthermore on examining other documents such as the staff manuals and school prospectus that mentioned both the pastoral policy and the pastoral council, there was mention neither of the regional cluster, its composition nor its functions.

The PP adopted a three-pronged aspect to implementation (Figure 1.1) as presented below:

- The academic aspect deals with instruction, the curriculum, monitoring and supervision.
- The psycho-social aspect addresses issues of guidance and counselling and the social issues.
- The co-curricular aspect addresses sports, recreation and the mental, social and physical development.

As part of the implementation strategy of the policy (2.7.5.2) heads of department and senior teachers were trained as an orientation for the Pastoral Policy implementation in schools. It is important to note that the use of a pastoral model in Botswana's secondary schools has been the practice over many years. This study intended to examine critically the existing practice as a means to enhance efficiency and effectiveness in school management and also improve upon the stakeholder participation model.

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2.7.6 PTA G Guidelines and Constitution

The study established that the PTA Guidelines is a document that stemmed from recommendation 118 of the RNPE of 1994 which emphasized that "it is accepted that Parent-teachers Associations provide an effective forum for secondary schools to keep in close contact with the communities that they serve and to ensure that parents take an interest in and contribute to the education of their children. It was further revealed that the guidelines outlines 10 areas of co-operation between teachers, parents and pupils and that it should be geared towards shared responsibility, support and promotion of cultural norms that should lead to the production of a rounded responsible citizen. The proposed areas of co-operation are:

- Cultural Issues

- School curriculum

- Guidance and counselling

- Interpretation and enforcement of law/school regulations

- Child welfare

- General attendance

- Emerging issues

- Implementation of policies/programmes

- School ceremonies

- Discipline

Guidelines call for promotion of frequent flow of information to all members on policies, laws and regulations through channels such as:

- Regular meetings

- School ceremonies

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- Kgotla meetings

- Spot announcements

- Reports (terminal & annual)

- Magazines

- Circulars

- Use of notice boards

The study established numerous duties for the PTA stipulated as follows: (PTA, 2001:18)

- Act as a link between the school and the community in enhancing partnership in education and welfare of pupils on a day-to-day basis.

- Promote educational, social, Botho, career, personal, moral and cultural development of the pupils.

- Be actively involved in the implementation of the academic and co-curriculum including emerging issues like, population and family life education, environmental education and HIV/AIDS.

- Provide facilities necessary for the sound education and comfort of the pupils/students in addition to the facilities provided by the recognised education authority.

- Assist in sensitising the general community to actively participate in school activities.

- Raise funds for the development of the school.

- Be instrumental in encouraging other parents to attend PTA meetings and general participation in school activities.

- Assist the school in the maintenance of discipline and protection of school property.

In this study the extent and impact of the PTA's on the school management system was investigated. In addition the efficiency and effectiveness of PTA within the pastoral model and other strategies to enhance the existing stakeholder management system were investigated.

2.7.7 Staff Manuals

The study noted that the secondary schools are supposed to have Staff Manuals; however, for this study, only two schools were found to have the manual (School C & School G) but the rest claimed they were in the process of compiling the document. It was revealed that secondary school staff manuals that outline the administrative structure of the school, its operations and the roles and responsibilities of staff members. The staff manual also outlines school management structures and the academic organisation which includes the school curriculum and daily schedules for the school.

The study showed that management structures include the Senior Management Team (SMT) comprising the School Head, Deputy School Head and six Heads of Department. Furthermore, the Middle Management or the Extended Senior Management Team comprises the SMT and all Senior Teacher Grades 1, Principal Supplies Officer, Boarding Master and Senior Account Officer. The general roles and responsibilities for different cadres is presented in the manuals as per Table 2.2 below. This manual is intended to ensure that the stakeholder management system is not deviated from. The study examined how the manual is operationalized and its role in the existing model. The study also examined other factors which would further enhance the existing model.

Table 2.2: Roles and responsibilities of staff

#	CADRE	ROLES AND RESPONSIBILITIES
	School Head	• To ensure the efficient organisation, administration and control of the school: its staff, teaching, non-teaching and students. • The school head ensures that the school achieves the aims and objectives established by the Ministry of Education.
	Deputy School	• Deputises the School head • Main duties are to ensure the efficient organisation, administration and control of the school, its staff and students to achieve its goals and objectives. • Assisting the School Head with the planning and development of the formal and informal programmes. • Co-ordinating the school's academic programmes. • Co-ordinating the drawing of the school time-table based on curriculum requirements.
	Head of Department	• To ensure the efficient organisation, administration and control of a house, its staff and students, to achieve the goals and objectives of the school.
	Senior Teacher Grade 1 (Academic)	• Work directly with senior teacher II and subject teachers. • Co-ordinating a given department and chairing departmental meetings.
	Senior Teacher Grade 1 (Guidance & Counselling)	• Co-ordinating the work of guidance programmes, supervising and directing the work of other teaching staff. • Guiding students on future career • Assist in the selection, training and empowering of prefects.
	Senior Teacher II	• Teaching, developing teaching schemes from prescribed syllabi.
	Teacher	• Provide classroom instruction
	Class Teacher	• Ensure cleanliness of the classroom. • Give attendance marks on the attendance register • Check lesson attendance registers

2.7.8 Secondary Schools Prospectus

The study revealed that senior secondary school prospectus gives the history and structure of the school. The prospectus presents the school's vision and mission statements, school curriculum, schedules of various activities, sports and clubs. It was further showed that the prospectus also outlines the school rules for students which includes dress code, code of conduct which also deals with various offences, indiscipline and extreme cases. The prospectus also introduces the sports and clubs and various activities of the schools.

The study also revealed the organised structures for the running of the school which are presented as follows:

1. **School council** – comprises the school head, the deputy, head of houses, representative for teachers, senior teacher grade 1 (sports), senior teacher grade 1 (guidance and counselling), senior teacher grade 1 (library), senior teacher grade 1 (staff development), the matron, the boarding master, the head-boy, the head-girl and a representative from each class.

2. **The prefects and the SRC** – the two student structures are also introduced in the prospectus and their main function is to articulate the common interest and general welfare of the student body to school authorities.

3. **Pastoral council** – the Pastoral council is introduced as comprising the school head, the deputy school head, heads of houses, senior teacher grade 1 (academic), representative of teaching staff, non-teaching staff representative, boarding staff representative, student representatives (3 per house), a parent, senior teacher grade 1 (co-curricular activities), representative for guidance and counselling, library, computer studies, staff development and a co-ordinator for environmental issues. The school prospectus is an operation manual for students intended to ensure that students

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appreciate the school set-up and their participation therein. This study examined how the prospectus is used to enhance student participation within the existing model.

2.8 Theoretical and Conceptual framework

2.8.1 Theoretical framework

The theoretical framework places the problem of study in existing theoretical bases and for this research the framework guided the researcher in greater understanding of participative management in senior secondary schools. The school head is the chief executive officer in the school set up and his/her management and leadership style determines the level of stakeholder participation in school management (2.4.2 & 2.4.3). According to Plowright (2011:3, 12), the theoretical framework is based on a search and review of relevant and appropriate literature that is focussed on the substantive topic of research and it structures our thinking about research.

The theoretical framework for this study is based on participative management practices as shown in a number of studies (Hornby, 2011; Lemmer, 2009) and from the findings of the current study (5.1; 5.20). For example in Botswana senior secondary schools are divided into mini-schools named 'houses', to enhance participative management by delegating school leadership roles to heads of departments and senior teachers (5.4). This arrangement promotes collaboration and teamwork among the school community and promotes shared responsibility between the school head, management, staff and students.

Studies show that participative models of management promote decision-making processes of the group as central and have a phenomenal impact on the attainment of educational goals (Elmelegy 2015; Hansson & Anderson, 2008). Participation involves creating opportunities for all members of a particular group to make a meaningful contribution to decision making. Schools are communities where everyone shares information, the role of parents in the education of their children receives attention, learners learn according to their abilities and school governance is enhanced (Corrigan, 2011:78). In addressing participative management

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in secondary schools, the literature review focussed on various management models in secondary schools (2.2; 2.2.1; 2.2.2) from which a number of participation concepts were drawn to guide this study. Two direct theoretical models of democracy were also identified as relevant for this study namely the 'deliberate model' and the Participatory model (Smit & Oosthuizen, 2011:60) which are discussed below.

- **Deliberative model**

Characteristics of the deliberative model include constantly debating the day to day issues of the running of the school. With this model, schools allow for continual deliberation by stakeholders. The model commits to majority values and aims and allows participants to base issues on what is morally correct, and are governed by norms of equality symmetry and open debate (Cohen, 2010:107).

- **Participatory model**

The participatory model emphasises the broad participation of constituents and according to Corrigan (2011:10), it for allows the use of collective intelligence of all people to deal with complex issues. The model allows all members of a group opportunities to make a meaningful contribution to decision-making. Hence the model allows for involvement of all stakeholders to make and contribute to decisions in school management (Smith, 2011:23). Corrigan (2011:78) observed the relevance of the model in education where schools are communities where everyone shares information, and where parents participate in the education of their children, all of which enhances school management. Drawing from the literature review on various models of educational management and leadership (2.2), it is evident that there is no single leadership style which is appropriate for all situations. It is therefore imperative for school heads and school management to develop styles most favourable for inclusion of all stakeholders in decision-making (David & Maiyo, 2010:1230). The theoretical and conceptual

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frameworks for this study (figure 2:2) posits for a structure wherein the school head promotes a consultative environment in which stakeholders have a say and contribute towards the final decisions taken in schools.

In this study, the theoretical framework serves as the point of departure on which the study was grounded. The aim and objectives of this study therefore have both practical and theoretical significance in the sense that the improvement of the existing situation through this study would have a theoretical significance in this respect. In addition, the conceptual framework indicated below serves to provide the relevant meanings of the appropriate concepts. In this regard to this study, therefore, Figure 2.2 below serves to define the theoretical and conceptual framework.

2.8.2 Conceptual framework

Based on concepts drawn from the review of literature the conceptual diagram (Figure 2:2) was proposed to provide aspects that influenced participative management as presented in this study. The conceptual model proposes input and participation of teachers, students, parents as well as the school head in decision making. Participative models of management proposed as the point of departure for the study carries with them management concepts drawing from the literature of collective leadership, collective decision making, consultation, collaboration, communication, motivation, teamwork, harmony. Challenges facing the school head in implementing participative theories entails bringing synergy of ideas and viewpoints of all role players in an effort to maximise stakeholder participation.

The school head's lleadership in a democratic process allows for the unique contributions that all stakeholders bring into the school system. The roles played by various actors such as parents, community and political leadership, government departments, the business

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community and the private sector creates opportunities for them to make meaningful contributions to school management. It has been highlighted that collective leadership incorporates and harnesses views of others by distributing authority and the voice of stakeholders. The school management according to Corrigan (2011:78) allows everyone to share information and all stakeholders roles receive the necessary attention, and thereby enhancing school governance.

Through the conceptual framework (Figure 2:2), the researcher was able to link his research goals to existing literature. Where the school head solicits participation and input of stakeholders, it is shown that decisions that are taken enhance student behaviours and performance, and work for the attainment of the educational goals. Furthermore teachers are motivated and learning environments are enhanced (Figure 2:2).

The government of Botswana has in place policy guidelines and strategies for the development of education which envisioned schools that allowed for participation of stakeholders in the development management of education for the purposes of its democratisation, quality assurance and relevance (RNPE, 1994). Botswana's Report of the National Commission on Education of 1993 made a recommendation for the decentralisation of the Ministry of Education which according to the report means, "the transfer of ministry officers from headquarters to ministry offices in the districts" which is "concerned with the broader issues of the organization and administration of the whole education system" and that for "maximum effectiveness the education system needs to be considered as a whole and not as separate sections" (Botswana, 1993:384) This exercise would result in the establishment of "district-level education officers under the supervision of an officer of the rank of a Chief Education Officer" (Botswana, 1993:385). Samad (2000) noted as quoted by Mulwa, Kimosop and Kasivu, (2015:59) that "the transfer of decision making authority to the school level promotes democratization in education sector, and gives broad opportunities for educational

stakeholders in schools to participate in the management of educational programmes and to a great extent eases the central government burden". According to Bello, Ibi and Bukar (2016:64), in participatory management, the designated manager/principal still has the final responsibility for making decisions and answering for them but staff are involved in the process.

POLICY DOCUMENTS & GUIDELINES

- National Development Plan
- District Development Plan
- Revised National Policy on Education
- Pastoral Policy
- Staff Manuals
- PTA Guidelines
- Schools Prospectus

School Head & Management

Parent Teachers Association

- PTA Executive committee
- Parents

- Teachers
- Students

PARTICIPATORY MANAGEMENT THEMES

- Collaboration
- Communication
- Motivation
- Teamwork
- Collective leadership
- Harmony

GOVERNMENT DEPARTMENTS

- Botswana Police
- Ministry of Health
- Botswana Defense Force
- Social workers

FINAL DECISION

PRIVATE SECTOR & BUSINESS COMMUNITY

- Choppies
- BUIST
- Majoka
- BPC

COMMUNITY & POLITICAL LEADERSHIP

- Dikgosi
- Headmen
- MPs
- Councilors

RESULT/OUTCOME

- Leadership effectiveness
- Motivated teachers
- Improved student performance
- Improved student behavior
- Parental involvement
- Enabling learning
- Attainment of educational goals
- Improved stakeholder feedback

Figure 2.2: Theoretical & conceptual frameworks

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2.9 Concluding summary

This chapter dealt with the conceptualisation of participative management. Literature on participative management was reviewed focussing on participative leadership and stakeholder participation. The first part of the chapter looked at the overview of democratic models and participative models. The literature review also looked at participative school leadership and the school head leadership styles. The review also focussed on stakeholder participation, especially students, teachers, parents and the community. The last part of the chapter focussed on the theoretical and conceptual frameworks. The next chapter deals with the methodology and research design.

CHAPTER 3: METHODOLOGY & RESEARCH DESIGN

3.0 Introduction

Chapter 2 demonstrated and discussed literature on participative management. Review of literature provides a framework for an understanding of the problem of the study and also helps place the study results in a historical perspective (Creswell, 2013:30). Chapter 3 discusses the research design, methodology, research instruments, and presents the techniques used for analysis and interpretation of data.

The research design focuses on the researcher's chosen conceptual map for carrying out this inquiry. This section describes the qualitative research design and methodology that was used in the development of this research. The first part of this section describes the basic assumptions of both the qualitative approach and the phenomenological case study framework used for this enquiry.

The second part of this chapter describes the sampling procedures, data collection instruments and recording procedures, data analysis, and the ethical issues. This section also highlights the pilot study for the research.

3.1 Research paradigm

The paradigm advanced for the study is the interpretivist approach, wherein participants were interviewed to establish their views and conceptualisation of participative management in senior secondary schools. In following the interpretive approach, this study used case studies of factors influencing stakeholder participation in secondary school management. An interpretive perspective is based on the idea that qualitative research efforts should be concerned with revealing multiple realities as opposed to searching for one objective reality (Guest, et.al., 2013:6; Denzin, 2010:271). The use of this paradigm allowed the researcher to

sit down with participants in interviews and listen to their perceptions and views on participative management in senior secondary schools. The paradigm also helped the researcher to understand the leadership styles exercised by the school heads and school management in secondary schools by getting first-hand information through interviews capturing the richness of the participants' views and experiences. Ideally the qualitative research paradigm is a means of exploring and understanding the meanings that individuals or groups ascribe to a social or human problem (Creswell, 2013). For this study the researcher's focus was the analysis of the meanings that participants ascribed to their own experiences and other activities.

The study was situated within the interpretivist research paradigm in contrast to the positivist approach which focuses on scientific methods to gather and interpret data (Guest, et.al. 2013). This paradigm provided the relevant platform for the researcher to develop and execute the research processes efficiently and effectively. The paradigm therefore supported the selection of population and sample including the sampling techniques. The instruments and data analysis were also selected based on this research paradigm. The paradigm contributed towards enhancing the credibility of the entire research project.

3.2 Research Design

This is a phenomenological case study that utilised the descriptive and explorative design to examine participative management in senior secondary schools in the central district of Botswana. Research design is a strategic framework for action that serves as a bridge between research questions and the execution or implementation of the research (Creswell, 2013). The qualitative data unearths deep meanings and follows a flexible design that is based on ongoing data collection and analysis (Creswell, 2014; Wiersma & Jurs, 2009). This study used this design in order to support the intended purpose and thereby enhance the credibility of the study.

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3.3 Qualitative and phenomenological case study inquiry

The study employed qualitative research methods. Qualitative methods are a multi-perspective approach that aims at describing and interpreting meanings that participants in the sample population attach to it (De Vos, 2011). The use of qualitative approaches enabled the production of knowledge in an active partnership with school principals, teachers, students and stakeholders who are affected by that knowledge (Giorgi, 2009).

The use of qualitative research methods offers a natural setting where participants are able to voice their opinions, perceptions and experiences as they are experienced (Giorgi, 2009). In exploring participative management in schools, participants were able to describe and explain their knowledge base in school governance on a personal level and in a natural setting which enabled the researcher to produce a full and integrated description of their experiences (Creswell, 2014; Johnson & Christensen, 2017). This approach therefore helped the researcher to understand and explain the meaning of the research by various stakeholders in senior secondary schools.

The qualitative research methods gave the researcher the opportunity to study the emergence of patterns and to participate in uncovering the meaning of these experiences as humanly lived as he interacted with participants, which enhances the quality of information obtained from which to draw patterns and theories (Creswell, 2014). This means that the researcher directly interacted and engaged with the relevant stakeholders who are the sources of appropriate information and hence was able to understand their views. The use of phenomenological approach also allowed the researcher to transcend past knowledge and experience to allow for complete freedom from assumptions to enhance understanding of a phenomenon at a deeper level (Johnson & Christensen, 2017). This was possible through "bracketing', a process of setting aside one's beliefs, feelings and perceptions to be more open or faithful to the phenomenon (Creswell, 2007:269).

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However there were some drawbacks in the use of this approach because the data collection period coincided with the enrolment of the Form 4 students' intake in schools and therefore some of the participating staff were always eager to complete the interviews so that they could attend to some of the orientations for the incoming students. This therefore partly affected the quality of responses in some cases where respondents could have expanded on their answers.

3.3.1 *Case study approach*

The case study approach that was chosen as a strategy of inquiry for this study allowed for an in-depth study of a bounded system, and its basic assumption is inquiry into meaning that participants give to their experiences (Yin, 2014).

The case study approach chosen for this research allowed for use of varied methods in exploring a contemporary situation (Yin, 2014). Yin has pointed out that there are three types of case studies-namely, exploratory case studies, explanatory case studies and descriptive case studies-that can be used to research the phenomena. This research study utilised a descriptive phenomenological case study approach to investigate participative management in Botswana's secondary schools. According to Yin (2014), utilising a descriptive case study assists in documenting the procedures such as the implementation of a model such as the Pastoral Policy.

The phenomenological case study was appropriate for this inquiry because it allowed the researcher to fully develop and understand the case at hand which according to Stake (2011), is the first obligation in case study research.

According Niewenhuis (2010:76), a key strength of the case study method is the use of multiple sources and techniques in the data gathering process. A case study is the most appropriate method for a study that allows for the examination of multiple qualitative sources.

This study examined the phenomenon to discover how the strategies, methodologies and school management styles promote stakeholders participation in the running of senior secondary schools in Botswana.

3.3.2 Multiple –case study design

The case study method can adopt either a single-case or multiple case designs (Merriam, 2009). For this study the researcher adopted a multiple-case study or multi-site case study (Yin, 2014). The multiple-case design involved analysis of several sites using cross-case comparison to analyse data and according to Creswell (2013), where multiple cases are used, this often provides a detailed account of each case either in prose or tabulated summary, and then some form of cross-case comparison. According to Baxter (2008), if a study contains more than one case, then it is necessary to employ a multiple case study approach.

For this study each of the seven participating schools was considered a case in which participative management in schools was the phenomenon for investigation (Stake, 2011). Miles, Huberman and Saldana (2014) suggested a minimum of 5 cases for multiple-case study for the data to be manageable. A school as a case provided a suitable environment for understanding participative management in senior secondary schools in the central district of Botswana. According to Stake (2011), an in-depth understanding of the case or the function of the school done in each of the school helped the researcher to understand participative management in schools. For this study the school provided a supportive role for the researcher's investigation and understanding of the model for participative management (Stake, 2011). Furthermore, the schools were used to understand how the various stakeholders participated in the management and the running of schools.

The use of multiple case study design allowed the researcher to analyse data within each setting and across settings, which helped the researcher to examine several cases in order to

understand the similarities and differences between the cases (Baxter, 2008; Miles, Huberman & Saldana, 2014). For this study, six of the seven schools were classified in three groups of two, representing rural, semi-urban and urban. The other school although semi-urban was treated as a stand-alone and as a pilot site. After piloting, and since the questions did not change, the school was included as a research site. According to Yin (2014), acknowledging multiple realities in qualitative case studies involves clarifying the various perspectives of the researcher, the case/participants, and others which may or may not converge, which, according to Merriam (2009), gives credibility to a study. Overall, the evidence created from this type of study is considered robust and reliable (Baxter, 2008).
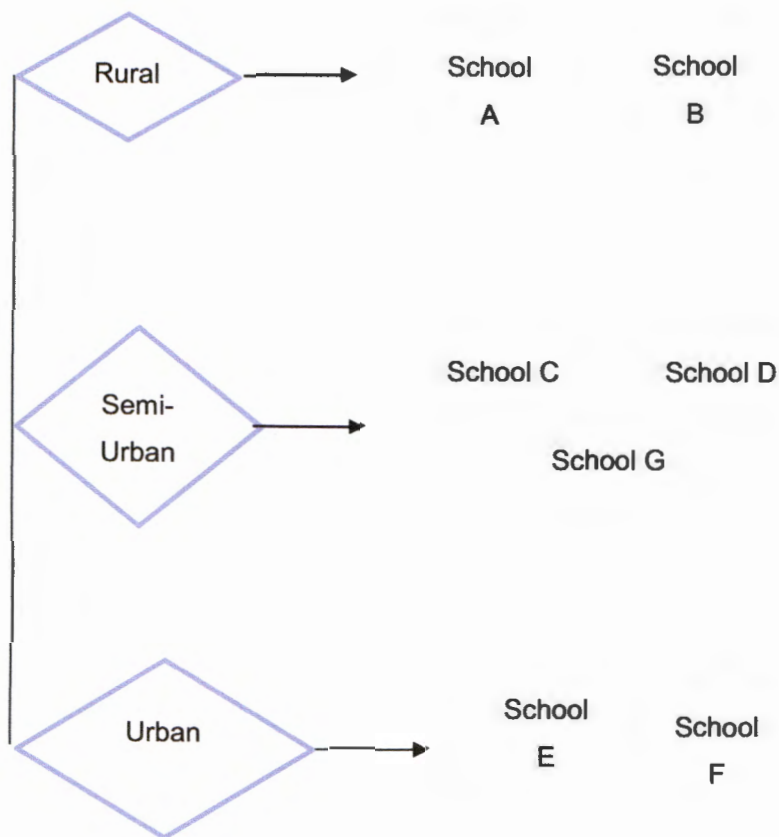
Figure 3. 1: Multi-case study used for this research

(Researcher's illustration)

Figure 3.1 is a diagrammatic presentation of the seven schools and their different environmental and socio-economic settings. The use of multiple-case in different settings allowed for not only cross-case comparison but also for replications across sites which according to Baxter and Jack (2008), increases the reliability and robustness of the study findings. According to Yin (2009), replication strategy strengthens the precision, validity, stability and trustworthiness of the findings. Data from the rural schools A & B were compared and similarly data from the semi-urban schools C, D & G and from the urban schools E & F.

The use of multiple sites tends to be expensive and time consuming because schools were considered as cases and most of the schools in the central district are scattered across the district which covers a vast area (3.3.2). To overcome this challenge, participating schools were chosen from adjacent sub-districts which are in the lower part of the district. This arrangement allowed the researcher to cluster schools for data collection since it involved a many individual and group interviews. The researcher would interview participants who were ready at that time in one school and then proceed to the next school, and later, or the following day return to the school for other interviews. Distances between clustered schools ranged from 50 kilometres to 200 kilometres.

Figure 3. 2: Map 1: Location of Botswana in Africa
(Source: http:/Wikipedia.org/wiki/Districts of Botswana)

3.4 Research sites & selection

3.4.1 Brief country profile

Botswana, a landlocked country measuring 581,730 square kilometres, is in Southern Africa and has a population of 2,300,000 (Central Statistics Office, 2011). Botswana was a British Protectorate from September 30, 1885 until September 30, 1966, when the country gained independence. At independence the country adopted multi-party democratic rule, holding elections every five years. The democratic principles adopted by the elected government on

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coming into power were to be up-scaled to all government operations including government departments, government parastatals and civil society organisations.

Botswana has borders with five countries namely South Africa to the south and to the east, Namibia to the west, Zambia to the north and Zimbabwe in the north east.
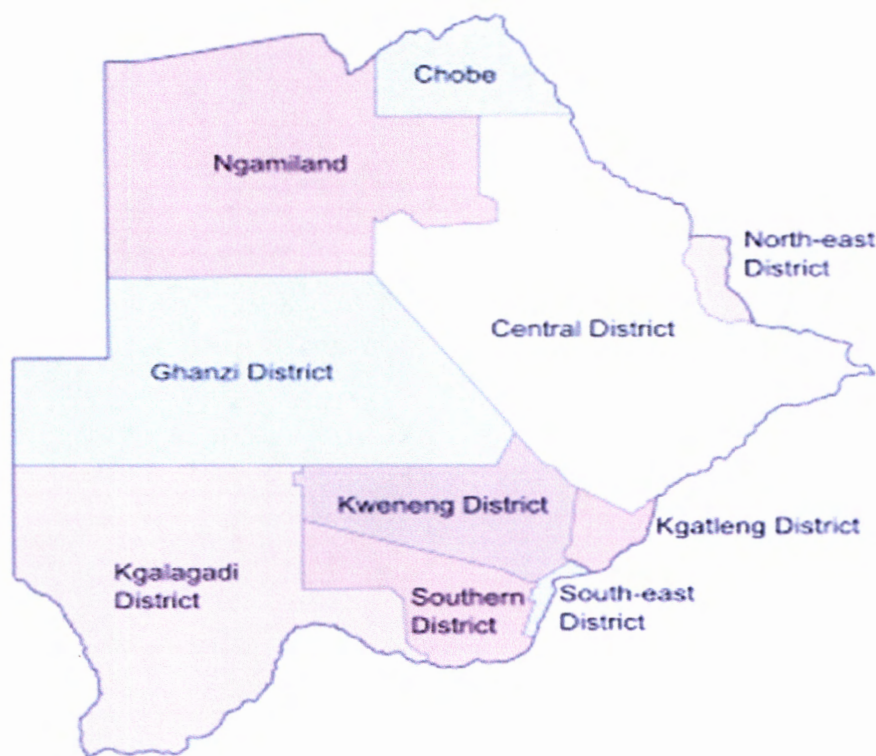
Figure 3. 3: Map 2: Location of Central district in Botswana
(Source: http://Wikipedia.org/wiki/Districts of Botswana)

3.4.2   Site selection

The Central district is the largest of the eleven (11) districts of Botswana (Figure 3.3). The district covers an area of 146,531 km squared which is approximately one third of Botswana (DDP -6). The district, which is divided into five administration sub-districts has a population of 501,381 and a total of 12 senior secondary schools located in its towns and major villages (DDP – 6). Three sub-districts were selected from the five, and from these seven schools were

purposely selected. This study focused on seven senior secondary schools situated in different geographical settings namely urban, semi-urban and rural, which allowed for comparison based on the different socio-economic settings of these schools in the central district of Botswana. Having schools classified as rural, semi-urban and urban contributed to a variety of experiences since the wide student catchment areas allowed for a wide range of geographical and socio-economic backgrounds. The different settings offered a range of factors that influences participative management in senior secondary schools. The phenomenon under study was compared under the different settings and that assisted in providing a broad scope in the analysis and verification of the study findings.

The criteria used for the selection of schools included being a government public school in the Central district and in the sampled sub-districts namely Serowe/Palapye sub-district, Mahalapye sub-district and the Bobirwa sub-district.
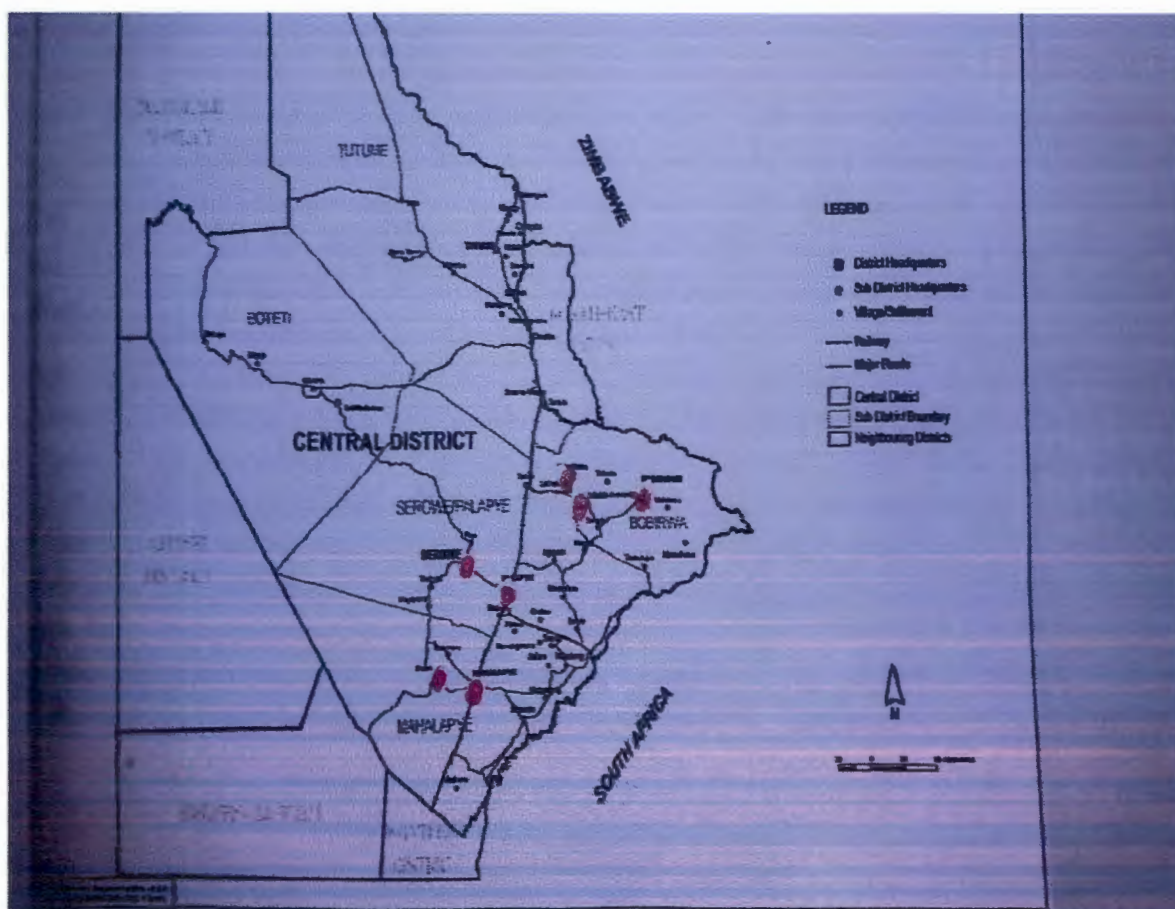
Figure 3. 4: Central district & research sites (in red)
(Source: Field data)

3.5 Population and sampling

For this study, 104 participants were drawn from seven secondary schools using purposive sampling which allowed these knowledgeable participants to share their diverse experiences and insights of participative management.

According to Creswell (2013:125), purposive sampling targets individuals and sites that can purposely inform an understanding of the research problem and central phenomenon in the study. Creswell (2014) has suggested that sample size depends on the qualitative design being used. The use of this sampling also allowed the selection of participants who had

valuable data needed for the study. Participants who were sampled in the seven senior secondary schools were those who participated in the various leadership structures of the school, and their participation provided valuable insights for this study.

Sampling and the selection of participants are the strategic elements of qualitative research (Creswell, 2016; Johnson & Christensen, 2017). Sampling refers to principles and procedures chosen by the researcher to access relevant data sources. In qualitative research, sample size is usually determined by data saturation and this is when data becomes redundant and information from new participants starts to repeat itself (Creswell, 2013). The use of purposive sampling also allowed for selection of participants who have valuable data needed for the study (Kuchartz, 2014). Having knowledgeable participants for this study provided for reliable and credible information from the very sources who lived the phenomenon under study, participative management (Niewenhuis, 2010).

The sample for this study included school heads, heads of departments, senior teachers, teachers, student leaders and PTA chairpersons selected from seven senior secondary schools in the Central region of Botswana. The research study was limited only to school heads, deputies, heads of departments, senior teachers, student leadership and PTA chairpersons who participate in school structures and who are a part of the implementation of the pastoral policy.

The use of qualitative research methods allowed for sampling that is purposive and thus allowing the choice of participants with specific characteristics or experiences instead of a random cross section of the people (Creswell, 2013). School heads in the sampled schools automatically became participants while HODs, senior teachers and teachers were selected through purposive sampling. The selection of students was bracketed in the sense that only students with leadership roles in the schools were selected for the study while parents were represented by the PTA chairperson.

In each of the seven sampled schools, participants included the principal, the head of department, two senior teachers, two teachers, the chairperson of the PTA and at least eight students who were in student leadership position. The researcher explained the purpose and expectations of the study to individual participants after which participants signed a written consent to participate in the study.

As a rationale for sampling the study targeted those in leadership positions, namely senior management comprising the school head, deputy school head, and heads of departments; middle management comprising senior teachers and teachers who are often responsible for chairing a number of structures such as sub-committees and various meetings in the schools; student leadership comprising the student council and the prefectship and the parent teacher association (PTA) chairpersons.

These groups participated at different levels of school management therefore they were able to provide relevant information on participative management in their schools. Heads of departments for example, provided information on how their schools were divided into houses where they acted as heads of houses and hence they were responsible for seeing the participation of different stakeholders in their houses. The HODs addressed the question of how the implementation of the Pastoral Policy enhanced and promoted participative management through the House system.

Senior teachers, and teachers on the other hand shared their experiences on participative management through chairing and running the various sub-committees in their schools. On another level PTA chairpersons shared experiences on how they worked with parents and other stakeholders to participate in the running of the school, part of which included mobilising resources for school projects.

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Student leadership shared information on how their leadership linked with school management and shared their experiences of their duties in leading the student body in their schools. All participants shared information on their experiences and understanding of participative management in their respective schools.

Table 3. 1: Participants and instruments
(Source: Researcher's illustration)

Group	Number of Schools	Number of participants per school	Total Number of Participants	Data Collection Instrument	Duration of Each Interview
School Heads/ deputy School Heads	7	1	7	Semi-Structured Interviews	40 – 45
Head of Department	7	1	7	Semi-Structured Interviews	40 – 45
Senior Teachers	7	2	14	Semi-Structured Interviews	40 – 45
Teachers	7	2	14	Semi-Structured Interviews	40 – 45
Learners (Form 5)	7	8	56	Written Questionnaire & Focus Group	1hr 30min
PTA chairperson	7	1	7	Semi-Structured Interviews	40-45min
TOTAL	**7**	**15**	**104**		

3.6 Research instruments

Research instruments refers to the devices used to collect and measure data. The instruments for this study included individual and group interview guides, student questionnaire and document analysis.

3.6.1 Data collection strategies

The data collection strategies for this study involved drawing information from multiple sources such as interviews, focus group discussions and document analysis. Interviews were targeted at school principals, senior teachers, teachers and students and parents who are members of the school pastoral council. Appointments were made with selected participants and audio-recording equipment was used with permission for its use requested from participants. The recorded audio information was then transcribed. The researcher also took field notes during interviews to augment the audio recording. The following tools served as data collection instruments in this study.

3.6.2 Data collection procedures

A questionnaire was used to guide information to be collected and to guide the interviews. All interviews were tape recorded and then transcribed (Appendices 4.1 – 4.6). Observational notes were gathered throughout the research field work both as a participant and an observer. A research journal was kept by the researcher to document the research process. The research journal was used for recording information on the setting during interviews and meetings, the names of participants for interviews, and those observed or interviewed. The journal was also used for the events that participants were observed doing or were interviewed about and on the process involving the nature of events undertaken by participants within the setting.

3.6.3 *Interviews and questionnaire*

For this study, interviews and a questionnaire were chosen to allow for exploration of the phenomenon. Interviews included both individual and group focus interviews. According to Glesne, (2010) interviews offer personal contacts with respondents and hence questions can be immediately clarified. Interviews further allow for free expression of participants and the researcher also has an opportunity to probe leads or make follow-ups. The researcher used semi-structured face-to-face interviews which according to Creswell (2014) allowed participants to talk about their experiences and express their views. In-depth interview has been defined as repeated face-to-face encounters between the researcher and participants directed towards understanding participants' perspectives on their lives, experiences or situations as expressed in their own words. Minichiello sees in-depth interviewing as a conversation with a specific purpose (Giorgia, 2009; Merriam, 2009).

A set of core structured questions were used for interviewing to explore and probe significant points to enable an in-depth understanding of concepts, patterns and relationships expressed by participants. An interview protocol containing the interview questions was developed and used for interviews. Additional follow-up questions were asked during the interviews for clarification of participants' responses.

Questioning in semi-structured interviews is non-directive and was used to trigger participants to talk about their experiences and be able to express the meanings they attach to their experiences. Open-ended questions or topic headings were used in semi-structured interviews. The interviews were audio taped and then transcribed to allow for an accurate record of the participants responses (Giorgio, 2009). Participants were asked to share their thoughts, perceptions, views and insights in their description of the phenomena (Creswell, 2014).

3.6.4   Interview procedures and protocols

Normal interview procedures and protocols were followed and that entailed following developed interview research tools to guide data collection. Research guides were divided into the following sections discussed below:

3.6.4.1   Principals/Deputies and Heads of Departments (Appendix 6.1)

- Nature and characteristics of leadership styles.

The purpose of these questions was to determine the nature and characteristics of leadership styles for principals and HODs. Respondents were asked questions on their training and on the length of time in leadership positions. They also answered questions on their understanding of leadership styles and what styles they subscribed to.

- Factors influencing participation of stakeholders

The purpose of these questions was to look at the interviewee's understanding of participative management and to determine what management structures existed in their schools that supported participation of stakeholders.

- Questions on the preferred model of stakeholder participation

The purpose for these questions was to find out if participants were familiar with the Pastoral Policy as the Ministry of Education's preferred model for stakeholder participation in school management. These questions also targeted the level of implementation of the policy in senior secondary schools. Questions also targeted participants' knowledge of different models or guidelines through which stakeholders participated in the running of the school.

3.6.4.2 Senior teachers and teachers

The interview guide for this group (Appendix 6.3) focused on the following two major questions, which were the same as questions 2 and 3 in 3.3.2.1.

3.6.4.3 Student leadership research tools

- Student leadership interview guide

Questions on factors influencing student participation in school management.

The purpose of these questions was to get information from the interviewees on what arrangements existed in their school to allow for their participation in school management. Other questions focused on structures which existed in schools and how students participated in them.

- Questions on the preferred model for participation of stakeholders in school management

The purpose of these questions was to find out from the interviewees how they thought students could best participate in the running of the school.

- Student leadership written questionnaire

The students' written questionnaire (Appendix 6.5) focused on the following two major questions.

- Questions on student leadership of others

The purpose of these questions was to get from the interviewees an outline of what student leadership opportunities existed in schools and how students are elected into leadership positions. Other questions focused on the success levels of student leaders.

- Questions on student membership to school management

The purpose of these questions was to get from the interviewees their views as to why they were chosen to lead other students. Other questions focused on what student leaders think of the impact of their participation in decisions taken by school management. Some questions also focused on how student leaders give feedback to students after attending meetings and how information is disseminated in the school. There was also a question on whether student leaders undergo any leadership skills training.

3.6.4.4 Student focus group discussions

Focus group discussions were conducted with student leaders. Sampled students in all participating schools completed a questionnaire before participating in the focus group discussions. Groups comprised different student leadership positions and roles and this allowed for ease of defining and clarification of roles and separation of duties as understood by individual leaders, the same time bringing synergy to the various leadership roles. Focus group discussions allowed for the researcher to prompt the group to respond to issues raised in the group and jointly construct meaning. According to Creswell (2014), focus groups are advantageous when interviewees are similar and co-operative with each other. The use of focus groups for this study allowed for engaging students in leadership in the production of quality data on participative management in secondary schools.

3.6.4.5 Parent teacher association chairpersons

The interview guide for this group (Appendix 6.6) focused on the following three major questions:

- Questions on factors influencing parents' participation in school management

The purpose of these questions was to get from the interviewees how they participate in the school activities and get their understanding of structures existing in the school which allows for their participation.

- Questions on the preferred model for participation of stakeholders in school management.

The purpose of these questions was to get interviewees to elaborate on parents' participation in their schools and how they think stakeholders can better participate in the running of their schools. Other questions focused on their knowledge of the Pastoral Policy.

3.6.5 *Participant Response Rate and Demographics*

Data collection started when it was hectic in senior secondary schools due to the arrival of Form 4 students who had to be registered and oriented. Also there were parents coming to schools, some to bring their children and others looking for places for theirs. As a result, most school heads, their deputies and heads of departments were very busy. However, the response was very good and participants made time for interviews. In some schools some school heads had just transferred in and hence their deputies had to step in as participants.

The demographic details of participants are shown in Tables 3.2, 3.3, 3.4 and 4.3. As can be seen from Table 3.2 a total of 3 school heads and deputy school heads participated in the study. Only one semi-urban school could not avail either the school head or the deputy school

head. The researcher visited the school three times having made an appointment with the school head but every time he got there was some function that needed the school head. The three school heads interviewed were all male, while the three deputies comprised one male and two females. In terms of academic qualifications, one school head and two deputies held master's degrees, while the remaining three held bachelor's degrees.

For middle management, 12 senior teachers comprising three males and nine females participated in the study. In term of academic qualifications, all senior teachers had a bachelor's degree. As for teachers, participation included seven males and six females, and all the teachers had a bachelor's degree. Two female PTA chairpersons and one male PTA chairperson also participated in the study.

A total of 62 student leadership comprising 31 males and 31 females participated in the research study (Table 4.3). All participants were Form 5 students. The total participation for the research study comprised 50 females and 54 males, making a total of 104 participants.

3.6.6 Documents review and field notes

Data collection for the study included reviews of documents which involved gathering existing data which was in the form of published materials. Document review was used in conjunction with other data collection methods and field notes from the researcher's diary as the research unfolded.

Document for this study included materials relevant for the study such as national development plans, education policies, staff manuals, PTA guidelines, school maps and correspondence documents. The use of these documents assisted in understanding the expectations of participants and to clarify issues which ensured elimination of bias on the part of both the researcher and participants (2.7).

Table 3. 2: Documents for review

(Source: Researcher's illustration)

YEAR	DOCUMENT	STATED AIMS/INITIATIVES
1994	Revised National Policy on Education	To raise educational standards at all levels. To improve the partnership between school and community in the development of education. To achieve efficiency in educational development. To improve management and administration to ensure higher learning achievement. To implement broader and balanced curricula geared towards developing qualities and skills needed for the world of work.
2008	Pastoral Policy	To define Pastoral System To identify strategies and mechanisms to address pastoral issues. Develop a common understanding and framework for implementing the Pastoral System. Define roles associated with the Pastoral System for all stakeholders Define a House in the Pastoral System Identify measures for monitoring and evaluating the Pastoral System.
2003	National Development Plan 9	The continued and sustained improvements in the relevance and quality of education as well as access to education. The provision of education that meets the needs of all learners.

		Programmes that will combine knowledge, skills, values and attitudes in a form that prepares learners for changes in the world around them, for the world of work and lifelong learning.
2003	Central District Development Plan 6	To improve the quality of education To provide education that meets the needs of all learners. To encourage private sector participation in the provision of secondary education. To increase access to senior secondary education.
2001	PTA Guidelines	Formation of Parents-Teachers Association Functions and responsibility of the PTAs Cultivating and nurturing mutual understanding and co-operation between teacher, parents and students. Role of individual parent, students and PTA in education provision. PTA and HIV/AIDS programmes and other response strategies in schools Motivational strategies to sustain effective PTA in schools
2015	Staff Manual	Define the administrative organisation of schools Defines the school management structures Defines the academic organisation structures Outlines daily classroom schedules School library protocols
2015	School Prospectus	Outlines school structure and operatives Outlines school rules and disciplinary measures Boarding rules and regulations (where applicable)

3.7 Ethical considerations and considerations

Ethical issues were taken into consideration in undertaking this research to ensure that participants were protected from harm and were not deceived in any way (Creswell, 2013). Several ethical issues given and discussed below were considered before and during the study. Some of the ethical concerns included issues of permission to carry out research, informed consent, freedom from harm, confidentiality, anonymity. The researcher maintained the necessary ethical standards and reached clear agreements with regard to carrying out the study.

3.7.1 Administration of permission to carry out research

The researcher applied to the NWU Research and Ethics Committee using the prescribed research application form wherein the research proposal and research instruments were submitted for their consideration. Approval was granted with the approval number NW-00400-17-59 – S Boitshwarelo and issued with 'Ethics approval certificate of project'. (Appendix 1.1)

The researcher wrote a letter, co-signed by the supervisor, to the Department of Planning and Research Services in the MOESD, requesting for permission to conduct research in seven senior secondary schools in the Central district of Botswana (Appendix 1.2).

Another letter to request to carry out a research was written using the Research Permit Application Forms given to the researcher by the Department of Planning and Research Services. This letter was submitted with the requested attachments (Appendix 1.3). A 'permit to conduct a research study' was then granted by the Permanent Secretary in the Ministry of Basic Education (Appendix 2)

The researcher then submitted another application to the regional education office in Serowe attaching the permit from the Ministry of Basic Education together with all other documents

which included the research proposal, research tools, letters of informed consent and information on the researcher. A permit from the regional office was issued and copied to the seven sampled schools (Appendix 2.1).

All research tools, (appendices 4.1, 4.2, 4.3, 4.4, 4.5 & 4.6) together with all informed consent letters (appendices 3, 3.1, 3.2, 3.3 & 3.4) were sent with applications to the Ministry of Education and Skills Development Headquarters and to the regional education office. The researcher then submitted copies of both permits to conduct research to all the sampled schools where he discussed the modalities of collecting data and the proposed interview schedule with the school heads or the deputy heads.

3.7.2 *Informed consent, deception and rights of participants*

Research participants must be protected against all forms of harm and violation of their rights and therefore researchers must provide such protection by exercising a 'deliberate and collaborative caution' (Stake 2010:207). Participants in this study were informed about the nature, purpose and requirements of the study to enable them to understand what their participation entailed and to know they were free to withdraw from the study if need be (Gibbs, 2009). According to Gibbs (2009:8), 'the principle of fully informed consent means that participants in research should know exactly what they are getting themselves into and what will happen to them during the research'. All participants in this study volunteered to participate without any compulsion from the researcher. Participants signed a statement of consent to participate, which was discussed with them prior to signing. The consent statement explained the nature of the study and what was expected of participants. Guest et al. (2013:329) noted that 'the signed consent document is your record of having provided and discussed information and received permission to do interview or focus group'

3.7.3   *Confidentiality, privacy and anonymity*

Another aspect of research participants' protection had to do with confidentiality-related harm. The researcher has to be aware of issues of confidentiality, privacy and anonymity and be able to ensure holding in confidence what was shared by participants (Gibbs, 2009). The privacy and confidentiality of information supplied is of prime concern in all research (Guest et al. 2013) and hence participants were assured that their contributions to the study would not be availed to any other person. It was further explained that the information that they would give, would be accessed by the researcher's supervisor and examiners during the research and that the final report would be accessed by readers, writers and students for educational information.

Another issue of confidentiality was the storage of the interview audio tapes and the transcribed notes which would be secured for a period of time that is prescribed by the North-West University after which the data would be destroyed in an appropriate manner. To ensure anonymity of informants, pseudonyms were used during the interviews and report writing and participants' responses coded. Participants were also told that their words may be used in direct quotes in a written report. Transcribed scripts and audio tapes would be kept in a secure place.

3.7.4 Interview schedule

In all schools the researcher was given a contact person to facilitate and schedule dates and interview times. The contact person was usually a head of department, deputy school head or the guidance and counselling teacher. The contact person also arranged for venues which were either the offices, classrooms or libraries.

Prior to all interviews participants were informed of the purpose of the study, confidentiality of the information given and the interview procedures to be followed. The informed consent form was read and signed by the participant/interviewees. Permission was sought from each participant to audio record the interviews (Guest et al. 20130. A voice recorder was used for recording all interviews. The interviews were conducted in locations that allowed participants to feel at ease and to express themselves freely (Cohen, Manion & Morison, 2018) and that ensured accuracy in collected data from the interviews.

Table 3. 3: Total number of participants

School	School Head	Deputy Head	HOD	Senior Teacher	Teacher	PTA Chairperson	Students	Totals
A	1	0	1	1	2	1	10	16
B	0	1	1	2	2	0	9	15
C	0	1	1	2	2	0	11	17
D	0	0	1	2	2	0	8	14
E	0	1	1	1	1	1	7	12
F	1	0	1	2	2	1	9	16
G	1	0	1	2	2	1	8	15
Totals	3	3	7	12	13	4	62	105

Table 3.4: Staff & PTA gender representation

SCHOOL	SCHOOL HEADS		DEPUTIES		HODs		SENIOR TEACHERS		TEACHERS		PTA CHAIRS	
	M	F	M	F	M	F	M	F	M	F	M	F
A	1	0	0	0	O	1	1	0	1	1	1	0
B	0	0	0	1	0	1	1	1	1	1	0	0
C	0	0	1	0	0	1	0	2	1	1	0	0
D	0	0	0	0	1	0	0	2	1	1	0	0
E	0	0	0	1	0	1			1	1	0	1
F	1	0	0	0	0	1	0	2	1	1	1	0
G	1	0	0	0	1	0	1	1	1	1	0	1
TOTALS	3	0	1	2	2	5	3	8	7	7	2	2

Table 3.5: Participants' educational level

SCHOOL	SENIOR MANAGEMENT TEAM						MIDDLE MANAGEMENT					
	SCHOOL HEADS		DEPUTIES		HODs		SENIOR TEACHERS		TEACHERS		PTA CHAIRS	
	M	F	M	F	M	F	M	F	M	F	M	F
A	B.Ed.	0	0	0	O	B.Phil.	B.A.	0	B.Tech	B.A.	1	0
B	0	0	0	M.A.	M.A.	M.A.	B.Ed.	B.A.	B.A.	B.Ed.	0	0
C	0	0	M.Sc.	0	0	B.A	B.A.	B.A.	B.A.	B.A.	0	0
D	0	0	0	0	BSc	0	0	B.Ed. B.A.	B.A.	B.A.	0	0
E	0	0	0	B.Ed.	0	B.Ed.			B.Ed.	B.Ed.	1	1
F	MA.	0	0	0	0	B.Ed.	0	B.A.	B.A.	B.Ed.	0	1
G	1	0	0	0	BA	0	BA	B.Ed.	BA	BA	0	1
TOTALS	3	0	1	2								

3.7.5 Pilot study

A pilot study is designed to acquaint the researcher with flaws and problems that need attention before the major study is conducted. It offers the researcher an opportunity to pre-test the instrument. Most flaws of the measuring instrument are detected during the pilot study. Piloting refers to a process whereby you try out research techniques and methods which you have in mind, see how well they work in practice and modify your plans accordingly. (Merriam, 2009). The instruments to be used were field tested in one of the sampled schools. Piloting allowed for testing questions and checking for their reliability and that allowed the researcher to discard questions that were not suitable (Merriam, 2009).

Interview guides for the study were given to the supervisor for his advice and input. The research instruments were also pilot tested in one school and the following adjustments were made:

- School heads

The researcher learnt that some of the school heads were new in their schools while in other schools deputy school heads were acting as school heads. Participation was therefore extended to allow for either the school or the deputy to participate, depending on the situation of that particular school.

- Heads of departments

The researcher found out that all schools were running in according to the Pastoral policy where schools were divided into houses, and the heads of houses were the heads of department. This forced the researcher to include HODs as a participating group.

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- Students

When this research study started it came to light that the Form 4s had been in schools for only one week and therefore the researcher had only the Form 5 students as participants.

- Parents

The researcher learnt that all the sampled schools had catchment areas of numerous villages, most of which were far from the location of the school and hence parents could not be readily available. The researcher decided to have the PTA chairpersons to be participants and represent the parents and the community. To ensure reliability the same interview Guide was used throughout all interviews.

3.8 Researcher's role

In qualitative research, the researcher is the primary instrument for data collection and analysis and hence he/she 'responds to the context, adapts to circumstances, considers the total context, expands what is known about the situation processes data immediately, clarifies and summarises as the study evolves and explores anomalous responses' (Hatch, 2002). In carrying out the study the researcher explicitly identified reflexively personal biases, values and personal background that shaped his interpretations formed during a study.

3.9 Data analysis

Data analysis can be described as a process of bringing order, structure and meaning to the mass of collected data (De Vos, 2011). Data analysis was conducted simultaneously with data collection, data interpretation and narrative reporting (Creswell, 2013) Qualitative analysis allows for simultaneous activities such as collecting information and immediately sorting it into categories, patterns and themes. For this study, a qualitative thematic content method was used for the initial work with the text in data analysis (Kuckartz, 2014). Content analysis

involves taking text data gathered and reducing it to a series of variables or patterns. Analysis focused on the transcribed verbal statements which were categorised into manageable parts with the most important information highlighted (Johnson & Christensen, 2017). The use of the thematic content analysis followed steps adapted from Creswell (2014:197), visually presented in Figure 3.5.

Data was collected from school heads, deputy heads, and heads of department, senior teachers, teachers, students and PTA chairpersons through individual interviews, group interviews and student questionnaires. Data which was audio recorded, was manually transcribed and typed by the researcher. The typed scripts were read several times in the process reflecting on the meanings and identifying emerging ideas and patterns. The researcher took notes as he read through the scripts, simultaneously noting ideas for coding.

The data was sorted according to schools and according to participant groups (school heads, deputies, HODs, senior teachers, teachers, students and PTA chairpersons) to allow for an organised management of the data. Data were also organised according to the four major questions for the study. All responses of the PTA chairpersons were in Setswana so they were therefore translated into English.

3.9.1   Data organisation and coding

Initial codes were generated from the chunks of data and were colour coded and assigned labels. This process of coding is part of analysis, and it helped the researcher to organise data into meaningful categories, patterns and relationships. The identified different codes were collapsed into major categories reflecting participants' responses on participative management. Field notes were incorporated to develop a database. The prepared data was read line by line, several times, by the researcher to get the meanings as understood by

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participants, and it was accordingly coded. Coding was done by marking data segments with descriptive words and symbols (Johnson & Christensen, 2017; Creswell, 2016:154).

The findings were triangulated by focus group discussions conducted with students and specific document reviews, and this allowed for verification of the given information. Triangulation can be used to check out information from different informants or sources of data (Creswell, 2013). Through the process of triangulation trustworthiness of the case study was ensured. Group discussions with students was specifically focused through open-ended interviews to allow for probing of areas that might have not been adequately addressed in the questionnaire. Finally, the themes were refined and their relevance was considered according to the research questions of the study. Sub-themes was identified through this process as the major themes were refined.
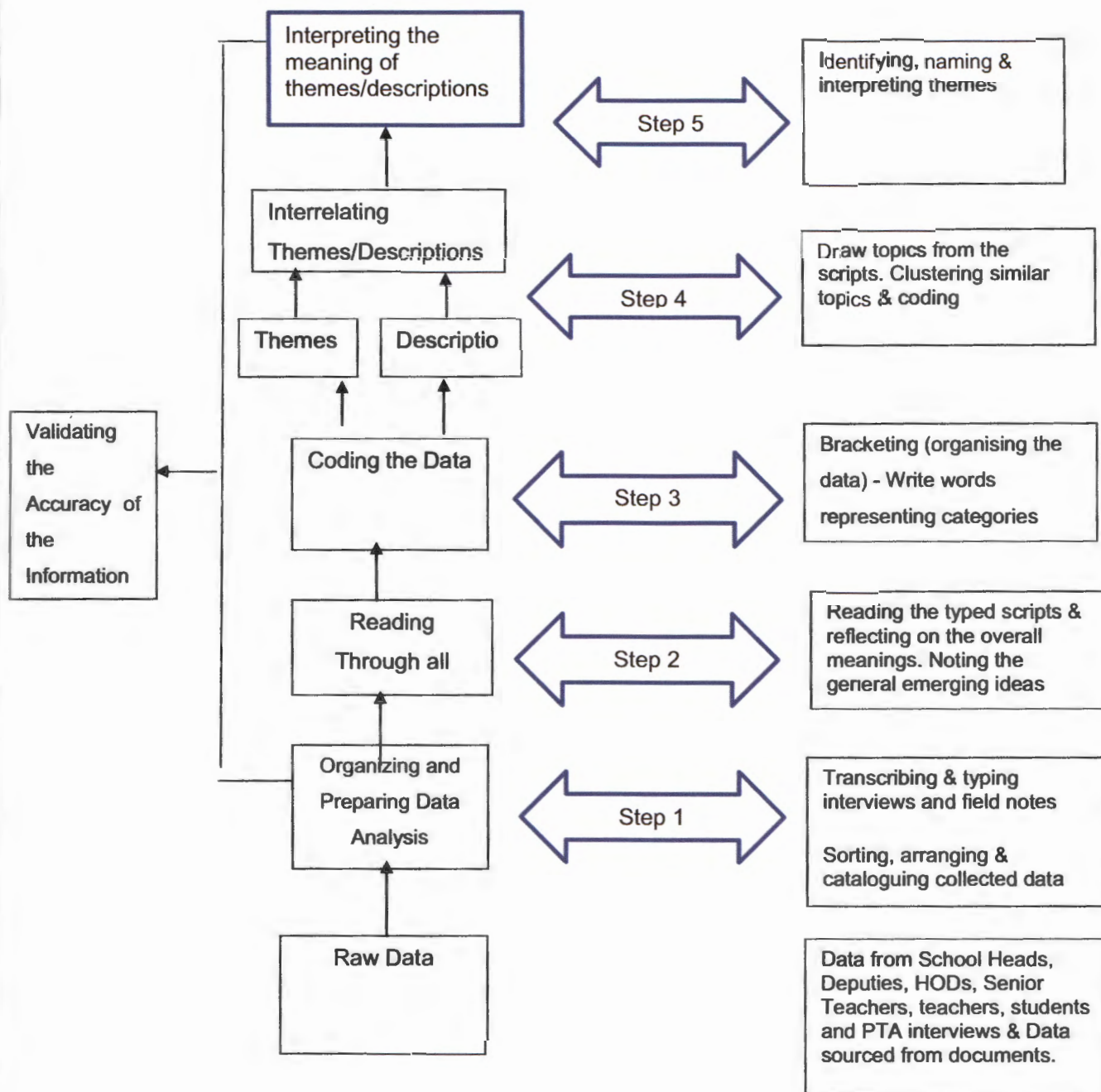
Figure 3. 5: Steps for analysis (adopted from Creswell, 2014)
Source: Researcher's illustration

3.10 Concluding Summary

Chapter 3 addressed the methodology and the research design used to address the objectives for this study. The qualitative and phenomenological case study inquiry used for this study was explained in this chapter. The multi-case study approach which allowed for use of several sites for data collection and analysis is explained in this chapter (3.3.2). Sampling and participant selection was discussed in this chapter. The chapter also addressed the data collection strategies and data recording procedures. The ethical considerations were also explained in this chapter. The final section of Chapter 3 addressed the data analysis including its organisation and coding. The next chapter deals with data presentation and analysis. Data presentation is done according to identified themes and sub-themes.

CHAPTER 4: DATA PRESENTATION AND ANALYSIS CHAPTER OVERVIEW

4.0   Introduction

In Chapter 3, the Research Methodology was discussed and the rationale for choosing a qualitative methodology was given. In this chapter, the data collected through interviews, focus group discussions for students and document analysis are presented. The aim of this study was to investigate a model for stakeholder participation in the management of senior secondary schools in Botswana. The researcher used semi-structured interviews, focus group discussions and document analysis to collect data from multiple sources including the school heads, deputy school heads, heads of department, senior teachers, teachers, students and PTA chairpersons.

The collected data were organised to allow for extraction of major themes and categories. Content analysis was applied in analysing the transcribed data. The following major themes guided data presentation and interpretation.

- The nature and characteristics of management styles used by senior management.
- The extent of stakeholder participation in school management.
- Factors influencing stakeholder participation.
- Level of implementation of the Pastoral Policy.
- The Preferred Model for stakeholder participation.

Data were analysed in accordance to the major themes as per research questions (Cohen *et al.*, 2011). The themes and sub-themes captured from the data provided insight on participative management in senior secondary schools.

Table 4. 1: Diagrammatic presentation of emergent themes & sub–themes

4.1 THEME 1:	4.2 THEME 2:	4.3 THEME 3:	4.4 THEME 4:
Nature and characteristics of management styles used by senior management.	Extent of stakeholder participation in school management.	Factors influencing stakeholder participation	Level of implementation of the Pastoral Policy

SUB – THEMES	SUB –THEMES	SUB – THEMES	SUB – THEMES
4.1.1 Conceptualization of management styles by School Heads & Deputies	4.2.1 Existing school structures	4.3.1 Teamwork	4.4.1 Provision of Mini schools or Houses
4.1.2 HODs' conceptualization of their roles	4.2.2 School's sub-committees	4.3.2 Sensitization/ Community outreach	4.4.2 Lack of understanding of the Pastoral Policy
4.1.3 Established management hierarchy	4.2.3 Student leadership structures	4.3.3 Catchment challenges	
4.1.4 Collective leadership practices	4.2.4 PTA & community participation		
4.1.5 Training & orientation	4.2.5 Communication & consultation channels		
	4.2.6 Staff and student welfare		

4.5 THEME 5:

Preferred model for stakeholder participation

SUB – THEME

4.5.1 Model for Participative Management

4.1. The management styles used by senior management.

From the analysis of the responses of senior management, five sub-themes emerged which were; conceptualisation of management styles by school heads and deputy heads; heads of departments' conceptualisation of their roles; established management hierarchy; collective leadership practices and teamwork and training and orientation. The first research question sought to establish the nature and characteristics of management used in secondary schools. Data for this question were collected from senior management, namely school heads, deputy school heads and heads of department, who were asked how they perceived their management styles and the strategies that they employed in managing their schools. Next is the presentation of findings in accordance with participants' responses.

4.1.1. School heads and deputies' management styles

School heads and deputy school heads in secondary schools in Botswana are promoted into their positions without any particular training in line with school management requirements. However through their many years in the teaching profession they grasp leadership traits and tend to develop leadership styles that suit their situations and liking. The leadership styles adopted by school heads and deputy heads are primarily democratic and what was termed in this study an 'open door policy' however they also tend to vary their leadership styles according to situations peculiar to their schools. They use management styles that are inclusive, participative and accommodative to teachers' views and contributions of both teachers and stakeholders. School heads lead a collaborative team of Senior Management and they employ democratic leadership styles to ensure maximum participation of both internal and external stakeholders.

The findings of this study reflect an understanding of characteristics of management styles by School Heads and their deputies. On the question of what leadership styles that they subscribe to participants indicated that they subscribe to an open-door policy. An open-door policy was described by deputy school head of urban school E (DS5), who said "I believe in people coming together, people deciding together coming up with whatever methods and policies". This was further supported by the school head for another urban school who described his management style as "in our situation we believe in consultation, communication as vital for every manager, and for our leadership style, you are more like leading a family type set-up in an institution. This means working hand in hand with our subordinates and being somebody who is visionalised and being able to guide people in the institution".

Other participating school heads (SG7 & SF6) emphasised that regardless of the style of leadership that one subscribes to, one will always vary the style according to the situation at hand. One deputy school head (SC3) in particular stressed that "sometimes you will apply democratic and another time you can apply autocratic, because you are accountable and the buck stops with you". On further probing the deputy school head stressed that "I use the democratic style where everybody owns the decisions that they feel they are part and parcel of". The overall responses show an understanding by school heads and their deputies on the participative nature of their leadership which was summed up as "the democratic style where everybody participates" (CS2).

4.1.2 Heads of Department's Conceptualisation of their role.

With the implementation of the PP the HODs experienced a quick and sudden ushering into positions of headship of mini-schools in all senior secondary schools in Botswana. They found themselves having oversight of programmes and having supervision of staff and students in their houses. Their roles are to ensure the efficient

organisation, administration and control of the house, its staff and students, to achieve the goals and objectives of the school (Botswana, 15a). The HODs' responsibilities are immense in that they form part of the school senior management together with the school head, deputy head, and the school bursar. Secondly all school structures such as the various sub-committees operate at house level and therefore fall under the jurisdiction of the HODs to ensure the smooth running of academic programmes in their houses and making sure that teachers make the necessary preparations for their subject matter.

The HODs are also tasked with attending parents who come to schools regarding issues concerning their children. Furthermore, they reach out to parents and the community to solicit their participation in the education of their children. HODs are also responsible for compiling the yearly pastoral report in which they indicate the level of stakeholders' participation in the implementation of the Pastoral Policy.

The responses of the heads of departments on the nature and characteristics of management focuses mainly on their management of houses and was clearly captured by H6 who said that, "As HODs we have a lot that we actually do because you are actually just the school head, you have eight classes, and have over 500 students in your house". Similar sentiments were further expressed by other HODs, such as H3 who explained that "I am head of house and there are about 23 teachers in my house, nine non-teaching and other staff. Another HOD, H5 also said "I have 24 teachers under my supervision and three senior teachers who are the immediate supervisors for teachers"

The HOD's were asked the question 'What are your management roles as an HOD'? The responses from participants included the following:

- "I am responsible for issues in my house, student welfare; I look after the academic to ensure that they get feedback from teachers"

- "To ensure that parents take part in the caring of their children"

- "I instil discipline in my house on both students and staff. I am responsible for both teaching and non-teaching staff in my house. I also keep proper records for the house because I'm the head of the mini school".

- "I am responsible for everything that takes place in the house that concerns all members of the house. I hold house briefings, disciplinary hearings and welfare issues".

An HOD at school C said, "I am responsible especially for things like management of their lives, and issues of PMS so I do appraisal of teachers in my House".

4.1.3 Established management hierarchy

School management in senior secondary schools in Botswana falls within a management template handed down from the Ministry of Education to guide the overall relational functions of managing schools. The Ministry of Education has the overall responsibility of national education and has the oversight of schools both at regional and at headquarters level. They are the guardians of the National Education Policy and all the other policies that guide implementation.

Governance and management of schools have been delegated to education regions who have oversight of schools. Then at school level there is the School Head who manages together with his/her Senior Management Team. There is also middle management in schools comprising senior teachers at different levels. Other

structures are also in place offering student participation in the school management hierarchy.

Although management of the school has been delegated to the school head and his/her management structures for school-based decision making in schools the level of autonomy seem to be minimal because of the established management hierarchy as expressed by participants in this study.

Apart from the personal leadership styles of the school heads and deputies they also recognise an established management hierarchy which guides their management. The school head (S1) emphasised that "we are bound by some guidelines in ways to direct the school that at times we feel that we really don't have powers to run the school as we wish. I would say where major decisions are taken, I have to consult the sub-district".

4.1.4 Collective leadership practices and teamwork

School management in Botswana Secondary Schools exercise collective leadership whereby teachers participate in decision making at different levels within the school set-up. At curriculum and classroom level teachers are responsible for the selection of learning materials, classroom examinations and schedules. At school level, teachers contribute to policies and the general school atmosphere through belonging to established school structures (Botswana, 2015a). The participation of teachers at different levels of school life offers them a platform for exercising authority and influence in the management of schools and in the process contribute to improved performance in the teaching and learning atmosphere. Senior teachers coordinate various departments and chair departmental meetings. They also supervise and direct

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the work of other teaching staff and furthermore assist in the selection, training and empowerment of student leadership (Botswana, 2015a)

Participation of staff came out clearly during interviews as evidenced by the sub-theme that surfaced under the nature and characteristics of management, that of collective leadership practices and teamwork. The school head S2 said "I have an open-door policy, I listen to the person and then send them to the HOD if I see it can be dealt with at HOD level". S2 also noted that "I introduced result analysis to senior management and instantly they took it up and it was upon senior teachers to tell the teachers they are supervising"

According to head of department (H2), "as a leader, you encourage people to have input and make suggestions, you want them to participate in the running of the organisation or institution". He added that, "you have your word as a leader but also involve others and engage them to get their views. You make informed decisions, and everyone feels that they are part of the discussions that are taken that concern them".

This position was also complemented by HOD, H6 who said "it is not my house, it is our house, and so I even let them know if I am not doing something right and we can even learn from an assistant teacher". He noted that, "If we sit down and somebody comes with something we just listen and find out if it can work." Another HOD, H1 also said "Implementation of school issues starts from the senior management to the house with the senior teachers, then we also meet with senior teachers then we go down to the teacher".

4.1.5 Training and orientation

Qualifications of teachers established in this study (Table 3.5) puts teachers in Botswana in a favourable position of having the necessary competencies and abilities

that would enhance their participation in decision making with regard to governance and administrative issues in senior secondary schools.

Participants in these groups were asked about their academic qualifications as well as about training and orientation in their posts. All the school heads and their deputies who participated had a bachelor's degree in education, three also had a master's degree. All the HOD's had a bachelor's degree and one had a master's degree. Several of the participants also had a Post Graduate Diploma or Honours degrees (S1, H3). Despite the academic achievement of staff there is lack of induction into positions of leadership where those deserving are just promoted into posts and they find ways to cope with the demands of the job.

The senior management team were asked questions relating to relevant training and orientation into their management roles and most participants pointed out that there was neither training nor orientation to their posts. A school head at a rural school A (S1) said, "In Botswana you are just promoted, there is no particular training for school heads". He acknowledged that "of late school heads are being sent to Botswana Public Service College for some kind of training"

A deputy head at a semi-urban school C (DS3) said he only went through orientation at a former junior secondary school and he also echoed the words of S1 that "there is no induction for the senior secondary schools, and that it was assumed that we already know the job". He continued to point out that "I haven't seen any induction arrangement for the newly promoted Deputies". An HOD at a semi-urban school D noted that they were not trained but that "we usually learn from those who have been in the post for some time". Another HOD at a rural school B (H2) lamented that "in regard to training, you are just promoted from senior teacher grade 1 to being head of department then to being head of house; no training and we haven't been inducted, you just get into the office and use your experience".

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Summary for Theme 1

In summary for theme 1, findings showed that the senior management (school heads, deputies and HODs) understood leadership styles and they were able to articulate the leadership styles that they subscribed to. Most of them described their leadership styles as an open-door policy which they understood primarily to mean allowing stakeholders to participate in the running and operations of the school. They also understood the open-door policy to refer to their ability to listen to and consult with stakeholders.

It was also evident from the findings that the HODs understood their roles especially as Heads of Houses which most of them preferred calling mini schools.

Another aspect that emanated from the findings was the participants' allegiance to the established education management hierarchy. All groups of participants (senior management team, middle management and teachers) understood the management structures of the schools as set up by the Ministry of Education headquarters.

THEME 2

4.2. *The extent of stakeholder participation in school management*

Stakeholders refer to parents, community members, the business community, the private sector, teachers and students. Stakeholder in senior secondary schools refers to all people who are presumed to have a stake in ensuring the smooth and successful operations of the school. In some instances, students are categorised as customers, while stakeholders is used to refer to parents and those who are outside the day to day operation of the school. In other instances, there are two categories, namely the internal stakeholders which refers to those who are closely involved in the overall daily operations of the school and the external stakeholders, referring to those outside the school system.

Responses from participants revealed that there are numerous structures within the school system that provide opportunities for stakeholders to participate in the day to day running of the school and in school governance. Four (4) sub-themes emerged from participants' responses and these were: existing school structures, sub-committees, student leadership, and PTA, community participation, and communication, and consultation structures.

4.2.1 Existing School Structures

There are various structures in secondary schools that offer platforms for senior management, staff members, students and external stakeholders to share views to be included in various decision making processes. Schools functions through management teams that exist at different levels such as the Senior Management Team and the Middle Management Team operating at school level and other teams at departmental and classroom level. One of the major platforms used in secondary schools is the sub-committees (Table 4:2) that are established to perform various duties and to allow for teamwork in addressing the welfare of schools.

Participants in this study were asked about forums and platforms that supported their participation and how they participated. In responding to this question, participants outlined the management structures that exist under the Botswana education system as providing participation platforms for teachers, students and other stakeholders.

A senior teacher at an urban school F, said "teachers' participation starts at departmental level and they relay whatever they want through their senior teachers". Contributing to the same question a teacher at the same urban school F, pointed out that there were "school procedures and policies in place and that mostly parents are our biggest stakeholder and they are made aware of how they can participate mostly during PTA meetings". On answering the question,

a senior teacher at a rural school B complemented these sentiments by outlining the hierarchy of existing structures that "...we have senior management realm, then the middle management which includes the senior management and senior teachers". This was also corroborated by a teacher at an urban school F who said, "....there is senior management, the middle management, and the school management then there is the general staff". This implies that participants understood that by being in these structural levels they were participating in school management.

It is worth noting that structures were indeed platforms for managing the schools at different levels and this was emphasised by the deputy school head at a semi-urban school C (DS3) who observed that "...everybody has to understand that we are all managers at various levels". He further explained that "for the houses we expect senior teachers to play their supervisory roles because they are deputising the HODs and therefore we expect them to assist the HOD in the running of the house, and of course the deputy school head oversees all these while the headmaster is the overall supervisor".

Findings shows that generally there is consensus on that participants participate fully in school management through the existing structures. A teacher at school C outlined the school structure as follows: "...senior management includes HODs, deputy school head, school head, principal's secretary, school bursar and principal supplies officer and that school management is all senior teachers from different subjects". He said that "...the school representative council is the meeting of senior management together with student representatives, the SRC". All participants articulated similar understanding of this sub-theme and this was summed up by the deputy school head at urban school E (DS5) who said, "...we have the normal structures that we know, like the school head, deputy school head, then we have HODs then we have the senior teachers. After that we have various committees in the school where we engage

different people who are not in management to lead those particular committees. We have other areas at class level where students are also leading".

4.2.2 School sub-committees

Senior secondary schools in the Central district of Botswana have various structures such as sub-committees through which staff members, students and parents participate in school management. Committees are chaired by either teachers, students or parents depending on the nature of the committee and they in turn report to different levels of management. These committees address different situations to enhance school activities and work to promote proper management of the school.

In answering the question on the major theme, the extent of stakeholder participation, participants revealed that there were various sub-committees established in their schools through which they participated in the day to day running of schools. These sub-committees perform various duties (Table 4.2).

In discussing this theme on school sub-committees, an HOD at a semi-urban school D (H4) responded by saying "We have lots of committees and we make it a point that the chairpersons and secretaries are teachers, so they do lead the committees". A teacher at the same semi-urban school (D), expressing similar sentiments, said that "all the committees are mostly teachers and further asserted that, all happenings in the school is because of teachers". The school head at a rural school A, (S1) said, "There are plenty of committees because the Pastoral Policy dictates that we have some committees".

Different participants emphasised the key role of teachers in leading the sub-committees as expressed by DS2, that most committees are run by teachers, and she further emphasised that "The teachers really own committees and if you look at the senior teacher 2 and the

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wonderful job that they are doing and look at the prefects and the wonderful job that they are led by senior teacher 2". A senior teacher at a rural school B also explained that "Teachers are in different committees in the school that help with management of different things". This was also echoed by a teacher at the same school who said, "Teachers are engaged in different committees where they promote a proper management of the school". Another teacher pointed out that "every teacher is expected to participate in at least two or three committees".

Other participants cited and explained their roles in the committees that they belonged to as explained by a senior teacher at an urban school E, who said that "The chairperson of the examination committees has the overall administration of the exam, of cause falling under the deputy head who is the head of academics". He continued to state that "they manage the exams starting with registering students, making sure schedules are drawn, making sure exams run smoothly and that there are invigilators".

Generally, the overall understanding by participants as shown by these responses is that their membership in and leading sub-committees, is part of how they participate in the management of the school.

Table 4. 2: School sub-committees **(Researcher's illustration)**

COMMITTEE & MEMBERSHIP	DUTIES
Disciplinary Committee • Deputy Head, • HODs, • Teachers.	Addresses enquiries on students' misbehaviours. Attends to student disciplinary issues.
Student Representative Council & the Prefect Committee • HODs, senior teachers • Head-boy & head-girl, prefects, • SRC-President, • SRC-ministers,	Liaises with school management Represents students' needs on various issues to management. Supervises students in a number of settings such as during study periods, during cleaning & during meals.

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• SRC-Counsellors	
Parent Teachers Association • School head, • parents & teachers	Assists in the Orientation of Form 4s Monitors student school projects
Fund-Raising & Prize Giving Committee • Teachers, parents, • student leadership	Raises funds for school projects Organises for prize giving day Sources prizes for students during prize-giving
Guidance & Counselling Committee	Orientation of students Counselling of students Guide students in subject selection
School Academic Committee • Deputy school head • School management • SRC president • Minister of Academic Affairs	Addresses academic issues Monitors student academic queries Monitors teacher class attendance
Examination Committee • HODs • Senior teachers & teachers	Administration of exams Drawing schedules Schedules invigilators

4.2.3 Student sub-committee (SRC & prefect system)

Students in senior secondary schools participate in school management primarily through student leadership structures, namely the SRC and the Prefectship. Participants in this study out-lined structures through which students participated. Two student leadership structures were said to be the student representative council (SRC) and the prefect system. In some schools the two structures are in place such as in schools F&G, while in schools A, C & D they have the SRC, and in schools B, E & G there is the prefectship. An HOD at an urban school F said "Here in our school we are having both prefects and the SRC". Another HOD at an urban school E said that "student leadership were told that they are managers and that as managers they have to work closely with school leadership". This was

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also high-lighted by a teacher at an urban school F who said "prefects basically act as an extension of teachers and school management".

SCHOOL	STUDENT LEADERSHIP STRUCTURES			
	School Representative Council	Prefectship	SRC & Prefectship	Prefectship & SRC Hybrid
A	❖			
B		❖		House captains
C	❖			
D	❖			
E		❖		House captains
F			❖	
G		❖	❖	❖

Figure 4:3 Student leadership structures in participating schools

Participants also outlined the various student leadership roles played by students through the student committees – the SRC and the prefect system as outlined below.

Student leadership roles:

1. Prefects are responsible for the general supervision of students across the school.

2. Prefects supervise the rest of the students (E, S/t)

3. Monitors supervise the class.

4. Hostel prefects are responsible for students at the hostel.

5. Prefects sit in the academic board.

6. Students are involved in raising funds for prize giving activities.

7. Prefects help supervise the kitchen and dining hall during meals.

8. Student leadership advises management on issues of improving the running of the school.

9. Prefects maintain order in the school during special events, including ushering parents and Form 4s.

10. House captains ensure that students attend the morning and afternoon classes and that there is no noise in classrooms.

A student at a semi-urban school D gave the overall role of the SRC to make sure that each category of the school is running well. In the group discussion with students they elaborated on the roles of the SRC cabinet of ministers and councillors. One student said, "As minister of academic affairs I help the school succeed academically". Another student explained further that the minister of academic affairs collects information from the students on how they think it can be best for them in their learning and then the minister can give the information to the teachers and tell them, this is what the students think we should do in order to better our results as a school.

Another minister explained his ministry that the SRC sports minister sources information from students on how to improve sports in school and then he shares that with management.

- SRC president

An SRC president said, "I often meet with management every two weeks in a meeting where there are teachers from different houses, and sometimes I can see the deputy school head if there is an issue of concern".

- SRC Ministers

An SRC minister at semi-urban school C said, "My role as minister of Information is simply to relay information between the school management and the students, like there would be a certain activity going around the school and I'm the one responsible for making students aware of such activity". The minister went on to explain that he gets his information from the SRC president since he is the one who works closely with teachers.

- RC Councillors

A councillor at an urban school F said, "As councillors we give our classes' motivational talks, we also monitor the progress of student projects". Other students also contributed to the roles of the SRC councillors to include the following as per responses:

- The SRC councillors are mostly in-charge of their classes and they ensure that there is discipline in the classes.
- The councillor's work hand in hand with the monitor and monitress in managing the class.
- Councillors work with teachers and inform them about issues of indiscipline in classes.

Table 4. 4: Student leadership participant according to gender (Source: Field data)

SCHOOL	STUDENT LEADERSHIP PARTICIPANTS		
	MALE	FEMALE	TOTALS
A	4	6	10
B	3	6	9
C	7	4	11
D	4	4	8
E	3	4	7
F	6	3	9
G	4	4	8
TOTALS	31	31	62

4.2.3.1 Focus group discussions with student leadership

For this study the student leadership had to complete a written questionnaire which was then followed by a focus group discussion. Group discussion questions were adapted from the questionnaire in an effort to ensure reliability of the data. The use of the focus group discussions was to explore the experiences of student leadership and their understanding of their participation in school management. Participating groups ranged from eight to 11 students leaders as per Table 4.3. This was because in some schools, who assisted brought more participants than the requested numbers.

Student leaders were very articulate in their responses and adequately shared their understanding and experiences of their roles in participative management. For this data presentation the responses are grouped together and not according to schools except where certain observations or features needed to be cited.

Students were asked about what leadership opportunities existed for them and how they became leaders. In schools where students were represented by the student representative council students cited belonging to the SRC as an opportunity for being a student leader. Student leaders were able to categorise the various offices for student leadership and related roles. This came out very clearly from the response of the SRC president for a semi-urban school D who outlined the different offices when he said, "leadership opportunities include being either the president, vice president, ministers, assistant ministers, councillors in class, house captain or even a class chairperson in the student representative council". This was further articulated by the head of house (i.e. house captain) who noted that in student leadership, "the highest posts attainable are the head-boy and head-girl who lead the whole student body". He further pointed out that "the partitioning of student leadership of a house includes, head of house, a male and a female for each house, then prefects in respective houses".

The deputy head-boy at an urban school F, gave the difference between the SRC and the prefect system by saying, "we have a prefect system which ensures that students abide by the school codes of conduct, and the student representative council which speaks for students on their behalf". Students also acknowledged other groups that are outside the SRC and the prefect system as noted by a student leader at semi-urban school C that "there is a student representative committee made up of 42 members and there are also influential groups such as PACT (Peer Approach to Counselling by Teens). A student at semi-urban school G also acknowledged other groups when he said that "leadership opportunities are the PACT club and the disciplinary committee". A student leader at rural school B also said students are given opportunities to take part in school committees where they can point out what things can be done to make the school excel. Other responses from students included the following:

- The student body is led by the SRC and the classroom is led by the class monitors.
- Prefects are headed by the head-boy, the head-girl, their deputies together with captains of houses and their prefects.
- The executive of the prefect system is the head-boy and the head-girl, deputies and house captains.
- The school clubs and other sports activities are led by students.

On the question of how they became student leadership, students who are in the SRC said they had to campaign and appeal to the student body to elect them to the leadership positions. For students in the prefectship, their responses showed that they were selected by teachers and students.

Students were further asked why they thought they were chosen to be in the student leadership and if they thought their participation was making a difference in the management of the school. Their responses for all the seven schools were almost identical as tabled below (Table 4.6). Students were asked what differences their participation made in decision making.

One student at a semi-urban school C said "management uses our input to make decisions that best suits students". Another student at the same school said, "it gives out diversity to improve and run the school much better than before and there are some things that have been changed because of my input".

One students at an urban school F said, "School management informed us that they will take our contributions in making decisions". Another student at this school said, "We have changed some rules in the prospectus to make them more efficient". Yet another student at an urban school F said, "I debate with management and they listen attentively to my concerns and they act after assessing my points".

Table 4.5: Leadership qualities mentioned by students

Responses for rural school A	Responses for rural school B
I'm determined, committed, disciplined & participative during meetings.	I'm disciplined, hardworking & patient
Good interpersonal skills & well disciplined	I have the confidence to talk to school mates
Trustworthy and confidence	I am very responsible and disciplined
The responsibility I have towards others	I do what my teachers ask me to do
I'm confident & free to say out my views & I'm a hard-working student	I'm have good and right qualities of a leader
	I am able to interact with people
Responses for semi-urban school C	**Responses for semi-urban school D**
Because of my good behaviour and seriousness towards my studies	Transparency, confidence & trustworthy
I am a good leader and responsible	My intelligence & the ability to speak without hesitation
Because I have potential & determination to lead this school to a successful future	They think I can change the school into a better school
Well-mannered and fairly performing	I have shown qualities of a good leader
Good leadership skills & ability to persuade students to make positive decisions	
I have confidence & I'm responsible	
Being positive, confident & being a good listener & having respect.	

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I am patient & confident I am confident enough to stand in front of my peers & influence them. Good leadership skills Confidence & self-esteem	
Responses for urban school E	**Responses for urban school F**
Because I'm very considerate, disciplined & good leadership & interpersonal skills Because of my confidence and ability to openly express my opinion when necessary Good interpersonal skills Because of my capability of driving students without struggle	Good interpersonal skills Because of my confidence & my discipline I'm confident & ask questions that will benefit the student body Attitude and behaviour I possess I'm confident to say things out with both teachers & students
Responses for semi-urban school G	
I possessed good qualities of a leader I'm confident, good mannered & fluent in English Responsible, kind & confident I'm confident, I have all traits of a good leader I have trust from students to fight for every situation	

4.2.4 PTA & community participation

4.2.4.1 Conceptualisation of stakeholder participation

Participation in secondary school management by different actors has evolved from the days when participation was considered a 'three legged pot' of teacher, parent and student. Stakeholder participation is widely inclusive beyond the 'three legged pot' concept to include government departments beyond the Ministry of Education such as the Botswana Police Service, the Ministry of Health and Wellness, the Botswana

Defence Force and social work , the community and political leadership, the private sector and the business community.

Stakeholders take part in various activities in the welfare of the school such as sponsoring student prizes, advising school management on various issues such as student indiscipline, formulation of school policies, student performance, addressing students on contemporary issues such as crime and its consequences, HIV/AIDS life skills and children's rights. The private sector and the business community in particular assist with sponsoring exchange programmes for students and teachers and also donate laptops, books and calculators to students who excel in their studies. Some individual community members schedule time at schools where they assist with teaching and tutoring students (see also Table 4:6).

In discussing this sub-theme on the participation of the PTA and the community participants cited numerous stakeholders such as teachers, students, parents, business community, community leadership, government departments and political leadership. Participants recognised the critical role played by the PTA through its executive committee. The Deputy school head at rural school B said, "...the first and very important stakeholder is the parent and then comes in the PTA which is formed by the parents". This is further stressed by the HOD from urban school E, who observed that, "the PTA executive committee is part and parcel of the school".

A senior teacher at semi urban school C said of the PTA that "...they help us when we run out of photocopying paper, they even bought us the reprographics machine. They also participate during the orientation of Form four students". An HOD at an urban school F said, "The PTA nowadays is the one that is running the schools as you know that the government is always

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saying there is no money. For example, they repaired broken furniture and bought the duplicating paper and they also hired people who clean the student toilets".

Despite the positive assertion on the participation of the PTA some respondents noted the low participation by parents. They pointed out that the PTA executive committee was the only active entity but that parents were not forthcoming. A senior teacher at a rural school A lamented that, "...the PTA committee is the one that is mostly active, but the general PTA body are not as participative as they should be. This was also corroborated by a teacher from rural school A, who lamented that, "...when there is a PTA meeting, approximately 50 parents would attend even though we have over one thousand students". These sentiments were also expressed by the PTA chairpersons (4.2.8).

4.2.4.2   PTA Chairpersons' conceptualisation of their participation:

The level of participation of the PTA executive committee in Botswana's secondary schools elevates them to the status of internal stakeholders in that they work very closely with school management and teachers, both at classroom level and in sub-committees. The PTA executive committee is a link between schools and parents and in particular it leads parents in different activities in support of school development in mobilization of resources for school programmes and in addressing student and teacher welfare.

The PTA executive committees for secondary schools in the Central region of Botswana engages in projects to augment government funding of schools. The committees have constructed various structures such as tuck-shops that are used to raise funds for other school projects, car ports for school parking areas, roofs over school assembly areas in an effort to protects students from extreme weather such as

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sun and cold spells, enclosed notice boards where information can be displayed to share with the school community and at the same time protect such notices from vandalism. One of the purchases by the PTA executive committees is in the area of purchasing equipment needed for offices, libraries, and laboratories, and these include computers, printers, photocopiers and laptops.

The PTA chairpersons' corroborated responses by the teaching staff on the formation of the PTA that it is done through elections during a meeting of the parents and teachers. The PTA chairperson at the semi-urban school G said that they are elected to hold office for two years then a new committee is elected to take over. However, the chairperson complained that parents are usually not keen about taking part in school activities. Yet another chairperson at urban school F lamented that it looked like parents do not want to take part in voluntary work.

Responses by participants showed that schools have structures set up whereby stakeholders can adequately participate in school management but the worrying factor expressed is the deliberate lack of participation by parents who have children attending schools. It emerged that most parents just come when they bring their children for Form 4 as expressed by a teacher who said "...they dump them here and you will not hear from them again..."

According to the PTA guidelines, Article 1.6, parent-teacher partnership, helps children to get maximum benefit from their schooling. It further states that "it is worth noting that parents are responsible for educating their children and that schools are provided in order to help them to carry out their duty".

The PTA chairpersons were asked about the working relationship between the PTA and school management. The chair at a semi-urban school G said "we work closely with school management whereby we meet in meetings where they consult with us on the school activities and we also inform them about our duties regarding what they share with us. Another

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chairperson at a rural school A, said "when there is an urgent situation, we call an emergency meeting for parents where we discuss and take decisions on the matter". He continued to say that "apart from that we just have a meeting for all parents at the beginning of the term when schools open. This is where we tell the parents the good and the bad, those that calls for us to put our heads together". These responses by the PTA chairpersons showed they understood that their participation in committees gave them opportunities to make decisions together with school management.

Chairpersons were also asked if they had meetings with student leadership separate from teachers. Responses show that there are no direct meetings between the student leadership and the PTA in all participating schools. The PTA chairperson for a semi-urban school G said that they only meet student leadership in joint orientation of the Form 4 students where they are sensitised on the rules and regulations of the school. This was also corroborated by a senior teacher at school G, who said "we don't have a platform where parents meet with students". She said that "the Pastoral Policy is not implemented in our school that's why we have students who are misguided". A student leader also observed that "we are the ones who know their children, but we have no forum where we meet with parents to discuss their children".

When a follow-up question on what she thought about the idea of PTA having meetings with student leadership, she said "I believe that will be very good because I'm looking at the challenges that we are facing as a school concerning the behaviours of our children, they are beyond control".

Participants were asked on the nature of issues that they are usually called upon to discuss with the school. One chairperson replied that "we are usually called for issues that concern improvement of school results and during prize-giving, where we buy prizes and gifts that will motivate the students". Another participant also revealed that as the PTA they had to commit

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to hiring workers to clean the toilets so that students be relieved of that duty to concentrate on their school work

4.2.4.3 Emergence of Alumni as stakeholders

With the rapid increase of secondary schools in Botswana the national financial cake for the support of schools also grew smaller and smaller and it became necessary for schools to fight for extra funding to meet their resources needs. Schools engaged marketing strategies to reach out to various stakeholders and to source their assistance for funding. In this decade, one of the upcoming stakeholders attracted by secondary schools are the former students, the Alumni, who have been brought on board with the motto, 'giving back to schools'. The alumni are engaged in activities such as tutoring, sponsoring students, purchases of items and equipment for labs such as the Home Economics, sponsoring prizes, advising schools and motivating students.

In citing the various stakeholders most of the schools cited the emergence of the alumni (Schools B, C, E, F & G). Appreciation for alumni as emerging stakeholders in schools was emphasised by the deputy school head for semi urban school C who said, "Another development is the former students who are coming back now saying we want to help the school, we want to pay back". He continued to say, "Recently we received some wonderful goods for Home Economics and last year they (Alumni) sponsored our prize-giving prizes". Similar sentiments were expressed by a teacher at the same school who said "other stakeholders I can mention is alumni from previous years, who have formed groups to advice the school or motivate students".

Another teacher at school B said the alumni class of 1997-1998 and class of 2007 enhance activities of the school. Other responses on the activities of alumni in participating schools included:

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- Purchases of equipment such as photocopier (School F), computers (School B).

- Financial support for students prizes with items such as laptops, books and calculators (Schools D & E).

- Mentoring, motivating and tutoring students in different subjects (School E).

- Advising school management and the student body (School C).

Respondents in interviews pointed to the lack of equipment and shortage of funds for equipping computer labs, libraries and teacher offices. The PTA executive engages stakeholders to assist in donating equipment such as shown below (figure 4.6 & Figure 4.7).

*Figure 4. 1: Picture of alumni at school B (*Source: **Field data)**

4.2.5 Researcher's field notes

Field notes undertaken by the researcher focused on the major themes of participative management with the purpose of gaining insight into the nature and level of stakeholder participation in school management. According to Miles, et.al. (2014:70), qualitative research allows for 'interweaving data collections and analysis from the very start'. The researcher collected information in the form of interviews which were recorded and transcribed and furthermore, the researcher captured photos of various structures, equipment and facilities that denotes stakeholder participation in schools (Miles, et.al 2014; Saldana, 2013). The researcher also attended some staff and PTA meetings, and House assemblies to observe the level of participation and interaction between student leadership and students and between student leadership and staff.

4.2.5.1 Presentation of structures constructed by PTA's and Stakeholders

Field data from the researcher's notes and observations showed that a number of structures have been erected in schools through the efforts of the PTA mobilising resources from parents, the alumni and the community. Structures differed from school to school and included erected school assembly points (Figure 4.1), erected car parking areas (Figure 4.2) and a tuck shop (Figure 4.3).

In other schools, field data showed that the PTA facilitated funded equipment such as computers, printers, lap tops, photocopying machines and furniture (Figure 4.4; Figure 4.6 & Figure 4.7). The structures and the various donated equipment provided evidence of stakeholder participation both in school activities, and the running and management of the participating schools.

Figure 4. 2: Assembly structure constructed by PTA at school F

This assembly structure met the need of the school to have a place where students and teachers could hold meetings despite the weather conditions such as the rainy season, the cold mornings and windy conditions.

Figure 4. 3: Car park structure constructed by PTA at School E2
(Source: Field data)

Structures such as this car park shade are constructed by stakeholders through the mobilisation of the PTA executive committee. This level of participation by PTA takes into consideration the welfare of both students and teachers and to improve the structural setup of the school.

Figure 4. 4: Tuck shop constructed by PTA at School B
(Source: Field data)

Having initiatives such as this tuck shop is one way in which the PTA raises money for different school activities. Financial proceeds from the tuck shop goes into a PTA account for financial assistance to the school.

Donated equipment such as computers and printers as shown in the picture below are used in students' computer labs and by teachers in their offices.

Figure 4. 5: Display of some equipment donated by the PTA at school G
Source: Field data

Figure 4. 6: Computers donated by alumni at school B
(Source: Field data)

Figure 4. 7: Photocopier bought by alumni at school F
(Source: Field data)

The school management together with the PTA executive committee in all the seven participating schools mobilised different external stakeholders to partner with them in meeting some of the needs of the school. Participants' responses and field data showed that external stakeholders had various duties and roles as shown in Table 4.6 below.

Table 4.6: External stakeholders
(Source: Researcher's Illustration)

#	Stakeholders	Services rendered
	Political Leadership Members of Parliament Councillors	• Donate prizes for ceremonies • Sponsor prize giving day
	Community Leadership Dikgosi (chiefs) Headmen Village Development Committees Religious	• Motivate students at different forums • Attend different school activities • Address incoming Form 4s • Address students in issues of indiscipline • Administer corporal punishment on students who cause trouble in school.
	Government Departments Social Workers Botswana Police Service Department of Health Botswana Defence Force	• Assist students with challenges such as pregnancies • Address students on issues of crime, alcohol and drug abuse. • Facilitates Boot Camps where students are trained on discipline issues and Botho • Police addresses students on criminal issues and consequences of committing crime. • Nurses addresses students on health issues and the consequences of indulging in alcohol, drugs and sexual activities.
	Private Sector & Business Community Botswana Power corporation Majoka Hardware	• Support schools financially • Sponsor different departments in schools • Buys uniform and other amenities for needy students

	PTA & Parents	• Make contributions and donations to schools
	School Mentor	• Advice and motivate the students
	Institutions	• Make contributions towards school activities
	Alumni	• Assist schools with maintenance and equipment
		• Mentor students
		• Buy uniform for disadvantaged students
		• Sponsor best students for different subjects.

4.2.6 Communication & consultation channels

One of the sub-themes that emerged from the extent of stakeholder participation in school management is how information is relayed to various groups. Responses revealed that there were numerous communication and consultative channels as discussed below. These included; Formal and informal meetings, the notice board, school strategic map, and other communication relaying strategies.

4.2.6.1 Formal & informal meetings

Schools in the Central district of Botswana have regular formal and informal meetings mainly at the beginning and at the end of the school term. There are also scheduled weekly meetings and briefings, all of which offer platforms and forums for consultation on developments in the school including discussions of emerging problems and issues. Formal and informal meetings and briefings that are conducted in secondary schools are used for discussion of issues such as staff and student welfare issues, academic issues and issues of discipline and indiscipline.

Participating schools in this research study had scheduled staff meetings which acted as consultative forums and a communication platform for announcing new developments in the

school. A teacher at urban school E said "there are a number of meetings for teachers such as general staff meetings and we also meet with school management and at house level where we also have briefings". Briefings discuss the daily operations of the school, the tests, the setting of tests, names of students, who are problematic and those suspended from school. This was equally voiced by a senior teacher at semi-urban school C who said "we meet as senior teachers with the school management to share whatever we do in our departments". He further said that "when we meet in these forums, issues will be tabled and everyone is allowed to take part and usually the meetings are very participative".

On the strategies for management of secondary schools a school head at an urban school F, emphasised that "in our situation we believe in consultation and communication as vital to every manager, when people feel they do have problems in certain areas we consult, sit down and map the way forward". When probed further on how changes are relayed he said "if there are changes to be introduced we would communicate through memos and call for briefings".

4.2.6.2 Student and parents consultation and communication strategies

The three major communication channels between schools and parents are letters, PTA meetings and report collection days. Written letters are sent to parents mainly through their children and mainly at the beginning and the end of the school terms. Such letters are used to inform parents of new developments in the school, requirements for students and to invite parents to PTA meetings. Others letters are usually sent to parents to invite them for issues that involve their children and require them to meet with either the class teacher, the HOD or the guidance and counselling teacher in a more individualised set-up.

PTA meetings tend to be more institutionalised forums for communication and consultation with parents in regard to developments in schools and the general welfare of the school community.

When asked about the participation of students, an HOD at a semi urban school C said, "Among students there are communication channels, where students have problems the class monitor takes it to the class teacher, then the class teacher to the HOD or to the SRC and the SRC to the patron.

Respondents also pointed out that communication with parents was through meetings, letters messages sent to parents through their students and using public address systems mounted on vehicles, (S/T school C). Another teacher said that the school has a model, called stakeholder consultation, where each teacher has a management tool whereby they highlight in their objectives how they are going to involve stakeholders and parents (S/T at School C).

4.2.6.3 Notice boards

On the question of how information was communicated with the community and with students several participants indicated that a good number of information pieces were communicated by posting on notice boards.

ADIBA SENIOR SECONDARY SCHOOL

TERM 3 MEETINGS AND BRIEFINGS SCHEDULE

DATE	TARGET GROUP	VENUE	TIME
MONDAYS	SENIOR MANAGENT	SCHOOL HEAD'S OFFICE	0830
TUESDAYS	SCHOOL MANAGEMENT	MUSIC ROOM	1030
07/08/17	HOUSE EXECUTIVE	VARIOUS	1430
16/08/17	TEACHING STAFF	MUSIC ROOM	1030
16/08/17	ALL HOUSES	VARIOUS	1430
18/06/17	WELLNESS DAY- ALL STAFF	MPH	0800
23/08/17	ALL HOUSES	VARIOUS	1030
30/08/17	TEACHING STAFF	MUSIC ROOM	1030
06/08/17	ALL HOUSES	VARIOUS	1030
13/09/17	TEACHING STAFF	MUSIC ROOM	1030
20/09/17	ALL HOUSES	VARIOUS	1030
04/09/17	TEACHING STAFF	MUSIC ROOM	1030
11/10/17	ALL HOUSES	VARIOUS	1030
18/10/17	TEACHING STAFF	MUSIC ROOM	1030
25/10/17	ALL HOUSES	VARIOUS	1030
01/10/17	TEACHING STAFF	MUSIC ROOM	1030
08/11/17	ALL HOUSES	VARIOUS	1030
15/10/17	TEACHING STAFF	MUSIC ROOM	1030

Figure 4.8: Meetings & briefing schedule
(Source: Field data)

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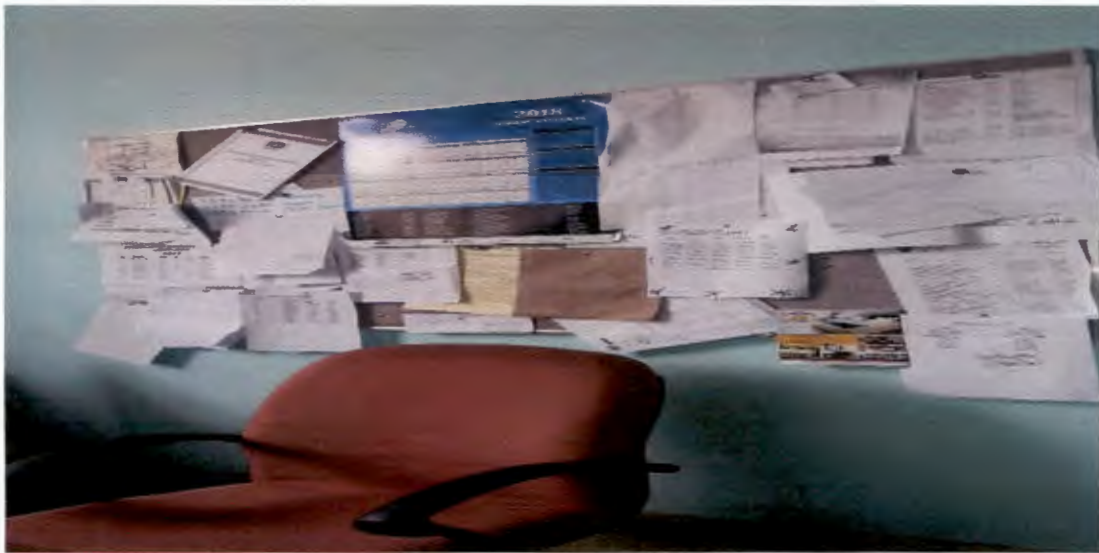
Figure 4.9a: Notice boards at the participating urban school E

Figure 4.9b: Notice boards at the participating semi-urban school G
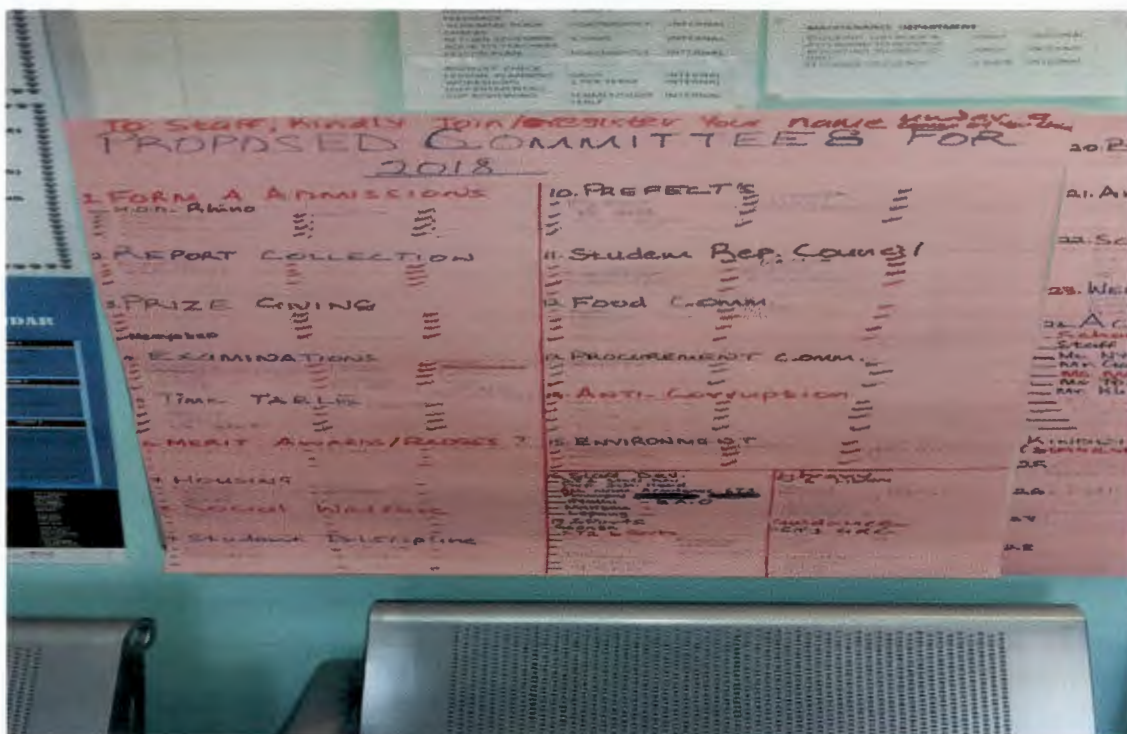
Figure 4.9c: Notice boards at the participating rural school B

Notice boards such as shown above (4.9a, 4.9b, 4.9b and 4.9c) are used for sharing information and are mostly located within the school premises where there is ease of access for all stakeholders.

4.2.6.4 School strategy maps

On discussing the sub-theme communications and consultative channels, a teacher at a semi-urban school C said, "we have a strategic map for the school, so teachers form objective teams". He further explained that teachers form a number of teams led by the objective or milestone owners. The deputy school head for a semi-urban school C echoed similar sentiments on strategy maps by tabulating how it all starts with a performance agreement (PA) for the school head which is drawn from the region and having come from the ministry to show the objectives. A senior teacher at urban school F said, 'there is also the performance management system from the employer from which we draw up annual performance plan for the school and we help teachers to draw up their objectives.
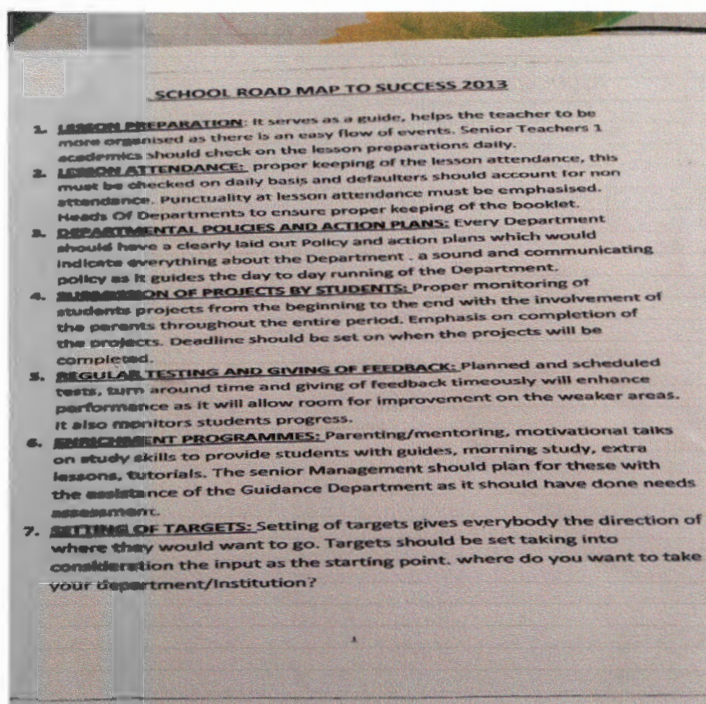
Figure 4.10: School strategy map
(Source: Field data)

- **TEAMWORK:** " No man is an island, we need each other to keep warm. There are no such things as self made men or women, everybody needs friendship, encouragement and help. What people can accomplish by themselves is almost nothing compared to their potential when working with others". J.C. Maxwell. We need each other to do peer teaching, subject clinics, common scheming and common testing. This will take us all to the highest point we wish to go to.
9. **SYLLABUS COVERAGE:** We must all work towards achieving a common goal of completing our syllabi latest by August.
10. **PMS SIGNING AND REVIEWS:** All should adhere to the stipulated dates for the reviews so that marks are submitted to the Regional office on time.
11. **DEDICATION AND DESCIPLINE:** Let us remember "General Order : section 32.1 which reminds us that " Unless otherwise provided in the terms of his employment, or in any written law, every employee shall place the whole of his time at the disposal of Government". The Public Service Act No 30 of 2008 further states in; PART IV Section 6 (1) That every Public Officer shall; (a) Provide effective and efficient service to the public and to Government and endeavour to give their best to meet the performance standards and other organisational requirement, LET US SUPERVISE THE ACTIVITIES OF OUR DEPARTMENTS IN ORDER TO MEET THE NEEDS OFR OUR CUSTOMERS

Figure 4.10: Strategy map continued

Summary for theme 2

In summary for theme 2, findings showed that participants understood their participation in the running of the school. The findings showed that most participants identified structures through which they participated. They considered their participation in sub-committees and in other school activities as evidence for participative management. It was evident from the findings that the various participants recognised the sub-committees as providing the platforms for participation in both the running and management of the schools.

The findings of this study under this theme also showed the importance of the student leadership and the PTA executive. However, for student leadership, it was shown that schools interpret the two leadership structures, the prefectship and the SRC, with a section of participating schools understanding that SRC takes over the student leadership from the

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prefectship while in other schools they opt for the two student leadership structures to run together with different mandates.

It also emanated from the findings for this theme that in all schools, communications and information are relayed to various stakeholders through various channels such as the use of notice boards, meetings, briefings, letters and memos. The findings as drawn from this theme further revealed that there was an emerging stakeholder group presented as Alumni classes who have recently taken interest in participating in schools in what one Deputy School Head (DS3) termed as giving back to the school.

Despite participation through the various structures, findings also revealed that parent participation was not satisfactory, with parents failing to attend meetings and other school activities that require their attendance.

THEME 3

4.3 Factors influencing stakeholder participation

Structures and set-ups for senior secondary schools in the Central region influences participation of stakeholders. Outreach programmes by schools work for the sensitisation of the communities and encourage synergy and teamwork inclusive of stakeholders and schools.

For this study three sub-themes that surfaced regarding factors influencing participation includes teamwork, training/sensitisation, staff and student welfare, and catchment challenges

4.3.1   Teamwork amongst staff

An HOD at school A highlighted that "to improve participation of stakeholders in school management we can work as a team, because the key issue here is (in most cases) if you are divided in an organisation there would be such friction that people don't agree and then

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team spirit suffers" . A senior teacher at the same school (School A) observed that "teamwork is part of the values of education and yet there was a lot of individualism which works against teamwork"

The deputy school head at school A,, noted that "we have team leaders generally on the student level and team leaders on the teachers' level, team leaders also for the non-teaching level. For example, we have the secretary who is leading our environmental committee, she is the team leader there".

4.3.2   Sensitisation/community outreach

Deputy school head at school E, highlighted the issues of reaching out to the community to sensitise them on the activities of the school. She expressed the need "to allow for more participation from different stakeholders". She further said, "I think as school management there are certain things that we can do such as inviting people to the school and also maybe go out to the communities that feed us with the students and get their views and expectations on the school. An HOD at school D, in answering the question on improving participation of different stakeholders said "as a school we usually call the parents for meetings and we discuss issues with them and we also visit different wards to involve them". A senior teacher at school E suggested that "to improve on the participation of all stakeholders, as for parents I think the school needs to go out to sell itself to the public to gain their trust. He continued to stress that parents should view the school as theirs, that we market ourselves and make sure that the community supports the students". This sentiment was also expressed by the school head for school A, who said, "We need everybody's input and gone are the days when we would say it's a 3-legged pot; the parent, the child and the teacher". He emphasised that all other stakeholders need to come into play.

4.3.3   *Catchment challenges*

Parents are key stakeholders in schools and their importance and participation is highlighted in policy documents, the National and District development plans, PTA guidelines, staff manuals and school prospectuses. Despite the importance of parental participation in schools, there are a number of challenges that are detrimental to such involvement as realised in this research. It was found out that secondary schools in the Central district of Botswana comprises students from varied and distant villages and settlements, some covering distances as far as 150 kilometres. This poses problems of lack of transport or unreliable public transportation. Other factors consistent with most remote areas include issues of poverty, unemployment and illiteracy on the part of parents. These factors lead to inadequate and poor parental participation in school activities. Other downstream factors include illiterate parents not being able to reinforce learning for their children at home.

Other emerging catchment area problems include instances where students are left alone for many months while parents or guardians would be engaging in income-generating activities such as grass cutting in the bush, looking after their cattle, or harvesting in the fields all of which are usually far from the place of residence. In such situations, students are not only left alone, but they also become caregivers for their younger siblings.

Although in this study all schools had wide catchment areas, it was observed that the two rural schools served the poorest areas comprise students from very low socio-economic settlements some of which are under council safety baskets.

Participants' responses cited the catchment areas from which schools get their student population as negatively affecting stakeholder participation. The school head for school A pointed out that "our catchment is vast. We are admitting students as far as Tswapong and Mookane" (rural villages, approximately 150km & 100km from School A). He lamented that "our boarding capacity is 77% of the student population so it means they are coming from various places therefore it becomes a challenge when we call stakeholders for meetings and school activities".

4.3.4   Staff & student welfare

Staff and student issues in secondary schools in Botswana includes people staying too long in one school, shortage of water and electricity for the greater part of the year, shortage of classrooms, teacher promotions and student violence towards teachers. Participants in this study raised issues of staff welfare that "it should be taken into consideration" (teacher at school A). Another teacher at school D said of accommodation that "even though it was there, there are some teachers who are sharing and it is causing some challenges sometimes".

A teacher at school A, also described their situation as evidence of neglect by the education authority as he lamented that "I feel we are orphans who nobody is willing to take care of" and he continued to illustrate that "when you tell head office, they will say you are a bad teacher and your school is not performing". He furthermore said when you report, they wait until they hear some noise, some students misbehaving then they come running and pointing fingers instead of sitting down with you and say what is going on".

Another teacher at school D said, "I would suggest that the reason teachers are not fully participating is because they have their grievances, especially in connection with the issue of promotion".

Summary for Theme 3

In summary for theme 3, findings showed that there are certain factors that impacted on stakeholder participating in school management. Some participants believed that there was a need for SMT in schools to take a deliberate move to go out to sensitise and lobby for stakeholder participation, especially in their respective catchment areas. Findings also showed that where teamwork was promoted it positively impacted on teaching and learning. Findings on this theme also revealed that staff and student welfare must be taken into consideration and addressed in order to motivate their participation.

THEME 4

4.4 Level of implementation of the Pastoral Policy

The Ministry of Education introduced the PP in all secondary school in 2008 in an effort to improve on the management and function of secondary schools. The policy was also partly geared towards decentralisation of the operation of schools and involving the participation of more stakeholders in their operations and management. The responses from participants on the implementation of the Pastoral Policy varied tremendously on different themes that addressed this aspect. The sub-themes that surfaced about the level of implementation of the Pastoral Policy include: establishment of mini-schools or houses, and understanding of the Pastoral Policy. Participants also outlined how the schools are structured by being divided into mini-schools, which have been named houses. Participants indicated that houses are structures that offer a platform for their participation.

4.4.1 Provision of mini schools or houses

Findings show that all schools implemented the requirements of the Pastoral Policy to have schools divided into houses. According to a senior teacher at semi-urban school C, "The Pastoral Policy was introduced to decentralise the management of schools by dividing the schools into mini schools". The HOD for rural school B also highlighted that "the school is divided into five houses and the HOD heads the house with four senior teachers to help him/her with its management". He also said that the non-teaching staff are also in the houses and that each house is made of eight classes and over 300 students (F,S/t 1). This is further confirmed by a student at the same school who said "a house is made of four Form 4 classes and four Form 5 classes which means there are eight classes in each house and each house has a head-boy and head-girl and prefects".

According to senior teacher at semi-urban school C, "management of the school becomes easier because most issues are handled at house levels".

Table 4. 7: School & House Sizes

SCHOOL	Number of Students		Number of teachers		No. of Senior Teachers		Senior Management		Non teaching staff	
							Head & Deputy	HODs		
	School	House	School	House	School	House	School	House	School	House
A	1182	236	102	21	21	5	2	5	46	7
B	1129	225	104	20	21	5	2	5	44	6
C	1641	328	122	24	22	5	2	5	47	7
D	1788	357	124	25	24	6	2	5	49	9
E	1587	317	125	25	19	5	2	5	48	9
F	1700	340	120	24	21	5	2	5	48	8
G	1553	300	130	26	19	5	2	5	46	7

Table 4. 8: House size

SCHOOL	STUDENTS	TEACHERS	SENIOR TEACHERS	HODs	NON-TEACHING	TOTALS
A	236	21	5	1	7	270
B	225	20	5	1	6	257
C	328	24	5	1	7	365
D	357	25	6	1	9	397
E	317	25	5	1	9	357
F	340	24	5	1	8	378
G	300	26	5	1	7	339

4.4.2 Understanding of the Pastoral Policy

Most participants lamented the slow implementation of the Pastoral Policy beyond the establishment of the mini-schools. One HOD said "we are in the process of implementing some of the things that we feel can help us that are in the Pastoral Policy, but it is not quiet implemented to the letter". Deputy school head at urban school E also pointed out that the Pastoral Policy is implemented to a certain level but not fully. He further pointed that as schools they don't re-visit the PP, and that since its inception "we just go by the assumption that everybody is following the policy and that is where some of the things tend to die out as the years go by".

The deputy school head at semi-urban school C said, 'the PP is supposed to be overseen by my office or the school head's office; but the main drivers are the HODs". He continued and said "we cannot run away from that because the PP deals with three main aspects, that of academic which is our core-mandate, psycho-social, the 'Botho' issues, and we also have the sports and extra-curricular aspect".

A school head at rural school A noted that even though they have the Pastoral Policy, staff members need to be sensitised on the Pastoral Policy. The school head emphasised that "the Pastoral Policy was meant to maximise supervision, so any supervisor can go to anybody's class to find out if teaching and learning are taking place." Similar sentiments on sensitisation were echoed by a teacher at rural school A, who lamented that "I know the Pastoral Policy and the pastoral council but in the school we don't have the pastoral council". He continued to say, "The policy is there but I haven't seen it, but my HOD talks about it a lot".

On the question of whether the school had guidelines to guide stakeholder participation the deputy school head at rural school B affirmed that "we don't have guidelines for stakeholder participation but on the question of the Pastoral Policy she said "we have the Pastoral Policy

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and it has been implemented beautifully. A senior teacher at the same rural school (B) also asserted that "the Pastoral Policy is slowly but surely being implemented especially with the coming of new management," but a teacher at the school said "I have heard of the Pastoral Policy but there is no pastoral policy here and I'm not sure how it runs"

A teacher at semi-urban school D said, "When the Pastoral Policy was introduced we talked about it quite a lot at management meetings". The teacher further said "the HODs are required to write a pastoral report where they have to indicate participation of stakeholders and issues regarding the Pastoral Policy". A senior teacher from urban school E said that "when the Pastoral Policy started, all schools were forced to adopt it," and outlined the main areas of the policy as 'academic, co-curricular and psycho-social'.

Participants revealed that when the Pastoral Policy was first introduced senior teachers were promoted to HOD Pastoral, then they were work-shopped on the Pastoral Policy for a week. Then when they got to schools, they held mini workshops, meetings with teachers and with students, after which, they started dividing the students into houses.

Summary for Theme 4

In summary for theme 4, on the level of implementation of the Pastoral Policy, findings showed that there was minimal implementation of the policy although staff were work-shopped for a week. It is shown that the major implementation done is the establishment of the house system whereby HODs were assigned as head of houses. Findings also showed that student leadership for the houses was also set-up. Findings further showed that schools seemed not to have copies of the Pastoral Policy, and most participants had never seen the policy.

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THEME 5

4.5 The preferred model for stakeholder participation

The functions of senior secondary schools engage various models for their daily operations and management. What is common with the various models used is the involvement of different people and skills for participation in school management. At school level, heads of departments and senior teachers lead and supervise structures for staff and student participation in school management. The school management together with the PTA executive guide participative management for parents and various stakeholders.

A teacher at school E proposes a model that will allow for representation of parents in every committee. The deputy school head at school B described how the school head was overwhelmed by the supervisory work before him, and said that the school head was under pressure and he was not able to do his office work because he was inundated with staff queries and this proved overwhelming. The deputy noted how despite the initial challenges in the implementation of the Pastoral Policy, supervision was then delegated to heads of department. A teacher at school C suggested that "to improve participation of different stakeholders there must be guidelines at Ministry level to be cascaded to schools with instruments for monitoring to try to guide schools on how to utilise different stakeholders".

PTA chairpersons were asked on their preferred model to improve on their participation in schools. Participants' responses show that they are concerned about the lack of participation by most parents. The chairperson for semi-urban school G said that "you know parents are pulling back, they don't have the love for voluntarism." Parents seem to think that the child belongs to the school and we place all the burden on the school. This also discourages those who can aspire to be in the PTA executive committee". She continued to suggest that, maybe, there is need to amend the constitution so that there can be attendance allowances because

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those who are in the committee incur travel expenses. The issue of finance was also corroborated by a teacher at rural school B, who said the challenges of bringing all stakeholders to participate, primarily parents, they say there is no money to come over to school to talk about the performance of their children.

The chairperson for urban school E said that her desire would be for parents to encourage their children at home, and when they come to collect the results where they discuss with teachers, they must show love for the student, and even when they are called to the school they must come. The chair continued to illustrate concerning the child who is at a boarding school that she/he is like a person who is admitted in a hospital; that if they see a parent coming to check on them, the student is encouraged by seeing their parent interested in their studies. She also pointed out that if parents could teach their children the fear of the Lord, it will teach them to be committed in their studies.

Summary for Theme 5

In summary, for theme 5 on the preferred model for stakeholder participation, findings revealed that participants preferred management that is inclusive where they can feel that they have a part in the running of the school, and in decision making.

4.6 Concluding summary

This chapter was the thematical presentation of data wherein five themes emerged namely the 'management styles used by senior management;' 'extent of stakeholder participation in school management;' 'factors influencing stakeholder participation;' 'level of implementation of the Pastoral Policy' and 'the preferred model for stakeholder participation'.

The first theme was discussed under five sub-themes, namely 'conceptualisaition of management styles by school head & deputies'; 'HOD's conceptualisation of their roles';

'established management hierarchy'; 'collective leadership practices & teamwork' and 'training and orientation'.

The second theme on the extent of stakeholder participation was discussed under six sub-themes namely 'existing school structures'; 'school sub-committees'; 'student sub-committees'; PTA and community participation'; 'communication and consultation channels' and 'staff and student welfare'.

The third theme on factors influencing stakeholder participation was discussed under three sub-themes, namely 'teamwork'; 'training and sensitisation'; and 'catchment challenges'.

The fourth theme on the level of implementation of the P.P. was discussed under two sub-themes, namely 'provision of mini-schools or houses' and 'understanding of the Pastoral Policy'. The next chapter deals with the findings of the study and recommendations.

CHAPTER 5: DISCUSSIONS OF FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.0 Introduction

This chapter presents the discussions of the findings of this research study. Discussions of the findings of the study on the model for participative management in Botswana senior secondary schools are presented thematically in accordance with the following research questions.

1. What is the nature and characteristics of management styles used by the school heads and senior management in Botswana senior secondary schools?

2. What is the extent of stakeholder participation in school management?

3. What factors influence participation of stakeholder in school management?

4. What is the level of implementation of the Pastoral Policy?

5. What model would you suggest for an improved participation of stakeholders?

5.1 Multi cases analysis

The cross-case analysis for the seven schools did not show any significant differences but tended to portray a level of uniformity of structures and processes. However the three set-ups of urban, semi-urban and rural revealed some local realities of the seven participating schools in regard to events and processes in these sites (Saldana, 2013).

In terms of existing structures in schools, school sub-committees, communications and consultative channels, there is uniformity among all the seven sites and the three set-ups of urban, semi-urban and rural. All schools had these structures set up with the same kind of objectives and similar membership.

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For the catchment challenges there are similarities of issues between rural schools A and B such as the low-socio economic status for parents and students and most of the areas that they come from. The rural schools' student population experiences extreme poverty which translates to problems of lack of participation in school activities by parents and inability on their part to participate in the education of their children.

There are however, minor differences catchment in between the urban and the semi-urban schools. All the four schools have access to educated business communities, the private sector and stakeholders who are able to support schools with supportive resources. However, unlike the urban schools, the semi-urban schools had access to the community leadership of chiefs and headman who were very resourceful is assisting with addressing issues of student indiscipline and deviant behaviours.

The rural schools A and B experienced many staff and student welfare issues such as shortage of water and electricity. However issues of teachers staying too long in one school, issues of shortage of accommodation and shortage of classrooms affected all the seven schools.

Theme 1

5.2 Findings on the nature and characteristics of management styles used by senior management

The research question sought to find out the management styles used by school heads and the senior management team.

5.2.1 School heads & deputies management styles:

The findings of this study revealed that school heads and the senior management were conversant with leadership styles and were able to articulate the styles that they subscribed to. It was revealed that school heads and senior management exercised an open-door policy in managing their schools. The open door policy was described as a leadership style where school heads and senior management were open to listen to teachers' grievances and entail the leader's willingness to involve teachers in decision-making. Viewing the participative nature of democratic management, Mphale, (2014b) pointed out that leadership styles used by school heads focus more on the development and motivation of the human resources for the success of schools. Findings of this study furthermore suggest that the school heads and senior management had a clear understanding of the concept of participative management.

In their study, Bellow, Baba and Bukar (2016), found out that students' academic performance was a function of effective management styles used by principals. Other studies carried out in South Africa by Bush et.al (2010) also pointed out that managing, teaching and learning are being increasingly recognised in South Africa and internationally as one of the most important activities for principals and school leadership in the achievement of learners.

5.2.2 HODs management styles:

The findings on this question further showed that schools have been restructured into mini schools, whereby some management roles were delegated to heads of department. It was found out that the management of houses entails collective leadership practices whereby HODs delegate supervisory roles to senior teachers and student leadership, especially the house captains. Findings of this study further showed that the HODs had full control of the mini-schools where they exercised a high level of autonomy in running the operations of the house.

This findings corresponded well with other studies that shows a trend whereby schools are changing from top-down to participatory management. For example, Anji, (2014) discussed leadership that seeks collaboration and commitment of all group members in achieving group goals in a participatory context.

5.2.3   Findings on senior management qualifications and induction:

Regarding the academic qualifications and orientation/induction into the management posts, findings of this study show that academically, the senior management were adequately educated with all of them having attained a bachelor's degree, and with three of them having a master's degree. However, findings showed that school heads and senior management are not inducted into their posts, which they take up without the necessary knowledge and skills for governance of schools. Training and induction is important to guide and assist management in performing their functions successfully (Moswela & Kgosidialwa, 2017).

According to a study conducted in Botswana by Pheko (2008:82), it was concluded that 'headmasters have not been able to acquire leadership skills that they could use in the expansion of the education system in Botswana and that it is crucial for headmasters to be consistently assisted to develop in order to meet the changing demands of school leadership'.

Despite the teachers and senior management having educational qualifications at different levels (Table 3.5), findings of this study show that leadership positions in secondary schools are acquired through long service in the teaching service and recommendations from management. This finding resonates well with Moswela and Kgosidialwa, (2017) who noted that 'many incumbent school leaders have been promoted to these positions based on their good classroom teaching and not their managerial qualifications and prowess. They also present that 'successful schools need leaders who have formally and systematically studied school leadership/management and related technological skills which they presently lack'.

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Theme 2:

5.3 Findings on the extent of stakeholder participation in school management

5.3.1. Extent of teachers' participation

Findings in this study reveals that there are many structures within the school such as sub-committees and meetings that offers opportunities for stakeholder participation. It was revealed that teachers drive many of the sub-committees in schools where they act as chairpersons and coordinators. It was shown that teachers understood their membership in these structures to be their way of participating in both school management and in the running of the school.

Participation of teachers in decision-making through committees is also supported by a study conducted in Zimbabwe (Wadesango, 2010). However, he also pointed out that even though teachers may want to participate in decision making in a number of areas of their expertise, they still face the challenge of an excessive teaching load.

In another study conducted in secondary schools in Ethiopia on the levels of teachers' participation in decision-making it was found that the school head and school management usually found it more difficult to entrust the teachers with opportunities that would involve teachers in the direct management of school operations (Tefera & Bademo, 2016).

5.3.2 Extent of student leadership's participation

Findings for this study revealed that participation of student leadership in the function of the school was through two student bodies, the 'prefectship' (PS) and the 'student representative council' (SRC). The findings also revealed that student leaders clearly understood their roles and responsibilities in the day to day running of the school. It was however revealed that

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despite student leadership's understanding of their roles and responsibilities these are primarily limited to supervision of the student body in areas such as during study time, during meal-times and during classroom cleaning and general cleaning. These findings are also in line with a study conducted in Kenyan secondary schools that identified the prefect system and the student councils as the main structures for student participation in decision making (Mulwa, Kimosop & Kasivu, 2015)

Morapedi and Jotia (2011:23) are of the view that prefects can come together with other stakeholders in an attempt to resolve daily problems that affect the students. They furthermore propose that the SRC needs to be used as a democratic structure that is a mouth-piece between school administration, parents and the student body. This emphasis expressed in Morapedi and Jotia proposes a more democratic participation by students that goes beyond the current roles of students supervising meals, general cleaning and study period, as revealed in this study, to a participation in making decisions that affect them as students.

Furthermore findings for this study showed that students who are in structures led by teachers are usually left out of meetings and are therefore not able to be a part of the decisions taken in those meetings. Similarly, Shushu, Jacobs and Teise (2017:23) found that the voices of student members of school governing body were muted and that adult-members do not acknowledge them as fully-fledged members and as such they are excluded in various ways.

5.3.3 Extent of parents and community participation.

Findings for this study showed that the PTA executive in all participating schools was very active and that their major functions centred on raising funds to augment the scarce funding facing the schools and that they also played an advisory role to school management. It was also revealed in this study that the PTA and the community also focused on helping schools with maintenance of the school property and funding for school furniture and equipment.

Findings further suggest that stakeholders' participation aims at improving teaching and learning, which is in line with a study conducted in Botswana in which it was suggested that "the community expects more than anything else the school management to produce high academic achievement and reputable moral ethos" (Mphale, 2014:182a).

It was also found that the private sector and the business community assist schools through various donations and gifts. It was further shown that in recent years the alumni or former students of the participating schools have become a strong force in helping their former schools with buying equipment for schools and sponsoring students in different set-ups. However in a study carried out in Cape Town schools, it was revealed that schools made unsuccessful efforts to lobby private organizations to assist with financial resources to build classrooms (Allie & Sesibo, 2017:97).

Findings in this study are consistent with studies in other countries, such as a study conducted by Al-Tanciji, (2013) on the participation of PTA and parents, where it was showed that parent structures focused on organising school activities and in advising the school.

However in this study it was found out that despite the active participation of the PTA executive committee, the findings showed that participation of parents was relatively low. It was further revealed that not all PTA executive committee members were active in some cases, the chairperson and a few others would be the ones who are actively involved in school activities. The low level participation by some PTA members as suggested in this study can undermine the education policy which proposes that as far as possible, the community should participate in the development and management of education (Botswana, 1994:11).

The findings in this study on the low participation of parents is consistent with studies elsewhere such as found out by Freud, et.al (2018) who reported a low trend of participation by parents in schools among Jews and Arabs. Another study in the United States of America

(USA) carried out by Kim (2018) showed that in many cases ethnic minority parent tended to be less involved in school affairs out of respect for teachers' authority because they felt that they did not have the expertise.

Theme 3:

5.4 Findings for factors influencing stakeholder participation

Participation of stakeholders is affected by the long distances of the catchment villages which hampers parents from attending meetings and activities due to lack of transport funds and being confounded by the long distances that they have to travel to get to schools. Apart from the long distances and the financial challenges, it was further revealed that most parents had no interest in the education of their children as shown by their lack of participation in all activities where they are called upon by the school authorities. It was, however, further shown that parents who participate are those whose children perform well in school. In other countries however, such as in the United Kingdom, parents are said to express a desire to be more involved in their children's education at school (Okeke, 2014). In another study carried out by Baeck (2010) it was shown that parents with a low level of education feel inadequate with their own level of knowledge to collaborate with schools.

These findings are consistent with findings of other studies in other countries such as studies carried out by Donkor (2011) in Ghana, and a study conducted by Carolan-Silver (2011) in Paraguay in which it was reported that low-achieving learners tended to have less involved parents, while the high-achieving learners have parents who participate more. In another study in Bangladesh conducted by Kabir and Akter (2014), it was found that parents do not find time to participate in the education of their children because they are always busy with their work. Oosthuizen & Srnit, (2011) also cited factors such as poverty, illiteracy, unemployment, low competency levels and lack of transport as contributors to inadequate parental participation.

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Some studies however point out that not much is known about what motivates parents to become involved in their children's education, (Niia, Almquist, Brunnberg and Granlund, 2015). Nevertheless, Kim (2018) argues that the disadvantages faced by parents in developing countries might be an impediment to their involvement. He cited some of these impediments to include parents' lack of education and poor learning environments.

In this study, findings also reveal that in some schools, welfare issues that affected staff and students were not adequately addressed. It was found that welfare issues included shortage of classrooms, shortage of utilities and issues of staff promotions.

Theme 4:

5.5 Level of implementation of the Pastoral Policy

On the question of the implementation of the Pastoral Policy the findings show that:

The initial implementation of the PP was accomplished whereby schools were divided into houses headed by the HOD's, who are also named head of house (HOH) with senior teachers as part of house management. It was also revealed that the student leadership were also assigned to houses led by two house captains one male and one female. The findings are in line with the recommendation of the Ministry of Education Pastoral Policy that calls for 'students' involvement in school governance as an integral part of an effective pastoral programme (Botswana, 2008:7). It was further revealed that the Form 4 and Form 5 classes were divided equally among the houses with each house having approximately 300 to 500 students. The creation of the house system with its division of staff and the student body into houses is a core strategy in the implementation of the pastoral policy in senior secondary schools (Botswana, 2008:7).

Findings also showed that in some schools the SRC was introduced as the sole representation of students while in other schools the prefectship is the student leadership whereas other schools function with both the SRC and the PS.

Findings in for this study further revealed that the pastoral council is non-existent in most cases and it was also shown that the school based coordination structure for the implementation of the PP is flawed whereby in some schools an HOD, a guidance teacher or a senior teacher is assigned as a focal person to facilitate coordination of the council with guidance from either the school head or the deputy head. It was shown that in most cases the schools coordination structure was not well established with roles and responsibilities. Findings also revealed that there is an extreme lack of knowledge of the PP among participants.

Ensuring the implementation of policies and programmes in secondary schools must take precedence for school heads/principals as a scenario of lack of implementation for a coordination structure as revealed in this study can be disastrous. A number of studies have defined the roles of the school head to include, providing effective managerial skills and styles in administering secondary schools (Anji, 2014; Bello, Ibi & Bukar, 2016).

Theme 5:

5.6 The preferred model for stakeholder participation

Findings on the preferred model for stakeholder participation showed that participants want clear guidelines to direct and improve their participation in school management. It was also revealed that they want a model that is representative of all stakeholders, especially the parents and students. The findings corroborate well with those of Okeke (2014), who argues that participants in a study in the United Kingdom indicated that the policy documents were not explicit on how schools should encourage parents to participate in school matters. In another study Allie and Sosibo (2017:103) mentioned a principal whose leadership style

included a clear and well communicated vision; delegation; collaborating and establishing relationships with all stakeholders.

5.7 Summary of Major Findings

The major findings of the research study as discussed above were consistent with the aims of the study. Findings showed that the school management recognised the value and importance of all stakeholders in the development of schools. According to my observations and drawing from participants' responses, participation of the different stakeholders greatly enhanced the teaching and learning. The overall findings indicate that there are structures through which all stakeholders including teachers, students, parents and other external stakeholders can sufficiently and democratically participate in school management.

This is a reasonable assertion because, for instance, teachers are responsible for all the sub-committees in the schools through which they can influence many decisions in the running of the school. Parents and the community are given the platform whereby they can fully participate in the management of schools and in affecting decisions that are made.

The student structures also affords them a platform and a voice to air their views and to participate in the decisions that are taken about their lives. The use of sub-committees promoted team spirit among teachers, students, parents and the management and they worked as a unit.

It was also evident from the findings that all schools were not adequately funded and hence it is very necessary for them to enter into stakeholder partnerships to augment their financial resources in kind. It is also reasonable to conclude that this will lead to improved schools, quality education and parental participation in the education of their children.

The findings however, highlighted specific impediments that hinders the full participation of stakeholders, which needs to be addressed as per the recommendations.

5.8   *Contribution of the research*

5.8.1   This research study contributes to the knowledge of how school heads and senior management teams' leadership styles can be used for an improved stakeholder participation in school management in Botswana's secondary schools. The study endeavours to bridge the coordination gap by offering a model for participative management (MPM) that seeks to strengthen coordination and monitoring stakeholder participation in senior secondary schools by having three structures (the School Pastoral Council, School Management and the Stakeholder Coordination Committee) that are interlinked to enhance implementation of the MPM. The MPM aims at guiding school management to ensure better participation and coordination of all stakeholders which is possible due to the following guiding principles:

- The operations of three structures, the school management, the school pastoral council, and the stakeholder coordination shall be strengthened to enhance participation (discussed in 6.2)

- Partnerships and linkages between structures shall be developed to increase working relationships

- Coordination and monitoring of implementation shall be strengthened to promote an increased stakeholder participation.

- Needs analysis and identification shall be enhanced to guide and inform reaching out to stakeholders.

5.8.2 Implementation of government policies can become quite a challenge where participation of all role players is not enforced and where stakeholders do not feel included. In

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regard to the implementation of the PP, which is the current model used in senior secondary schools in Botswana for stakeholder participation, it was partly implemented, in that schools were divided into mini-schools/houses and staff and students were accordingly assigned to different houses/mini-schools. The development of the new model, the Model for Participative Management (MPM) has inbuilt structures that will ensure an effective and efficient implementation of the PP. For example, one of the key structures for enhancing stakeholder participation, the SPC, was not fully implemented in schools and there were serious gaps especially with coordination and monitoring of resources contributed by stakeholders. With the MPM there will be improved coordination and monitoring through a structure set up for that purpose.

When the researcher contrasted questions on the provision of mini-schools (4.4.1) with those on understanding the PP (4.4.2), gaps were revealed in regard to the implementation of the PP and in the coordination of such implementation. For example it was found out that there was no defined structure for the implementation of the PP, instead there existed two centres of power as expressed by the deputy school head at school C that, "The PP is supposed to be overseen by my office or by the school head's office but the main drivers are the HOD's". The new model developed in this study (MPM) propose structures that will accommodate other stakeholders who otherwise felt that the PP belonged to certain cadres and not to them.

5.8.3 The study adds insights in aspects of incorporating needs analysis for schools that will guide stakeholder assistance and also the need for a structured coordination and monitoring of resources sourced from stakeholders. Furthermore the study will influence further research in the area of educational and school participative management in Botswana's secondary schools. Based on these contributions the study makes the following recommendations as the practical ways to actualise and improve the existing model.

5.9 Recommendations

5.9.1 Training and orientation

Senior management teams must be capacitated with management and administration skills to enable them to meaningfully lead and manage schools. It is recommended that there should be proper training and intensive induction into senior positions of leadership. These should include the school heads, deputy school heads and heads of department. In cases where promoted officers lack in certain management skills they should be considered for short term training at the Public Officers' College or similar training institutions.

It is further recommended that all middle management and student leadership should be oriented in the Pastoral Policy, and the policy should be made available to all teachers. Findings of this study revealed that most participants had very little knowledge of the PP as they did not have access to the policy. This orientation should be other than by conducting half day workshops for both senior teachers and student leadership.

5.9.2 Management of mini schools.

This study revealed that the mini-schools or houses are big installations with between three hundred to five hundred students, and both teaching staff and non-teaching staff assigned to them. It is therefore recommended that proper management and coordination of the houses

must be put in place and this should be done by setting up proper senior management teams for the houses. The HOD's who occupy the position of principal of the mini-schools should be deputised to ease the work load on them as heads of houses.

5.9.3 Student leadership structures

It is recommended that the two existing student leadership structures, the SRC and the prefectship should be re-visited and that consultation be done with school management, teachers, students and parents. Consultations should look at the possibilities of keeping both structures with different mandates or keeping only the SRC but with a revised mandate. Consider these comments from some of the participants:

'We have a prefect system which ensures that students abide by the school codes of conduct and the SRC which speaks for students on their behalf" (deputy head-boy).

"The executive of the prefect system is the head-boy and the head-girl, their deputies together with house captains and their prefects".

5.9.4 PTA committee and parental challenges

It is recommended that financial assistance should be considered for the PTA executive committee in the form of sitting allowances. Findings for this study revealed that the PTA executive committee was in the forefront in sourcing funds and other resources for the betterment of the school. However, most PTA executive members were constrained in attending meetings due to lack of funds for transport and meals when they attended such meetings.

5.9.5   Adoption of the model for participative management (MPM)

It is recommended that the 'model for participative management' proposed in this study should be adopted in senior secondary schools to enhance implementation of the Pastoral Policy and participation of stakeholders.

Schools should set-up or re-structure pastoral councils with a clear mandate with rules, duties and an operational schedule, in order to enhance the participation of all stakeholders. In carrying out this recommendation a stakeholder coordination committee must be established to ensure proper coordination of stakeholders' contributions to schools. Findings for this study showed that as part of stakeholder involvement in schools there are financial contributions in cash and in kind towards school projects and equipment and therefore coordination for these resources and their use needs a strong school-based coordination.

Findings of this study revealed that the pastoral council is not functional in most schools, but the implementation of the Pastoral Policy require participation of all stakeholders and the pastoral council is a platform that is supposed to allow stakeholders a voice in decision making through their participation.

5.10   Recommendation for further research

In carrying out this research it became evident that there is a scarcity of research on participative management in Botswana's secondary schools and therefore there is need for further research in the following areas.

- There is need for an investigation into the nature and extent of participation of parents in the education of their children. Findings of this research revealed that the majority of parents do not adequately participate in the education of their children and furthermore the majority of parents do not attend PTA meetings and many avoid being

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elected into the executive committee. This area of research should also look into how schools catchment areas affect parental participation in schools.

- There is need for further research in the areas of student participation in Botswana secondary schools. Research in this area should also consider the impact of student participation in joint committees with teachers and how their contributions affect decisions that are taken in schools. In this study findings showed that student leadership is left out of most decisions taken in sub-committees that they belong to.

- Future researchers should also consider how welfare issues for teachers and students affect the teaching and learning. Some of the problem areas identified in this study include shortage of classrooms and students being taught under trees. For teachers there are issues of lack of promotions and shortage of accommodation.

- Another area for further research is how stakeholder participation in schools is coordinated. This includes how schools reach out to stakeholders and how they maintain them and how the resources from stakeholders are coordinated.

5.11 Conclusion

This chapter dealt with the discussion of the findings presented in Chapter 4. The chapter also dealt with the recommendations of the study. The last part of the chapter makes the recommendations for further study in participative management in secondary schools and then makes the overall concluding summary. Findings from this study show positive attitudes towards participative management in senior secondary schools in Botswana. School management and the school community portray a good disposition towards upholding stakeholder participation and this can be the foundation on which to address the many gaps

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in the implementation of the PP which were evident in the findings of this study. The findings therefore present major implications in the development of participative management and implementation of the PP by educators in senior secondary schools.

The study established that there was poor adherence to the PP as the blueprint and the Ministry of Education's preferred model for the development of participative management in senior secondary schools. It was further established that the PP was launched in 2008 but to date none of the participating schools has put in place a complete 'school pastoral council'. Again, it was established that school-based coordination of stakeholder participation was very weak and in some cases non-existent.

Some of the serious challenges that emerged from this study and which the school management and the education sector must deal with include the low level of the implementation of the PP, unsatisfactory participation by parents in meetings and school activities, so by implication, – lack of participation in school management by parents.

The final chapter for this study presents a model developed for participative management (MPM) in senior secondary schools.

CHAPTER 6: MODEL FOR PARTICIPATIVE MANAGEMENT IN SECONDARY SCHOOLS

6.1 Introduction

6.1.1 Background to model development

Drawing from the discussions in chapters 2, 3, 4 and the research findings this chapter is a presentation of a model for participative management. The design of the conceptual model aims at facilitating the participation of all stakeholders in the implementation of the Pastoral Policy in senior secondary schools in Botswana. The model is developed based on the findings which show that even after ten years of crafting the Pastoral Policy, not much implementation has happened as evidenced in the findings of this research study. Implementation of the policy has been realised primarily in the establishment of houses.

The model is developed to guide the implementation of participative management in secondary schools in Botswana. The development considers the current structure whereby all schools have been structured to function according to the house system or mini-schools. The model seeks to link and synergise the implementation of the participative mode. The model further seeks to promote the establishment of the school pastoral council as the structure informing stakeholder participation and thereby improve coordination of participation of all parties and partners in the school system.

The model is a strategy to create a network of participation by relevant actors to bring synergy to all stakeholders. Two broad communities form the overall actors around which the model is made, the stakeholder community and the school community. There are also two coordinating/monitoring structures, the school pastoral council (SPC) and the stakeholder coordination committee (SCC).

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Figure 6. 1: The Model for Participative Management

Government Departments

- Social Workers
- Botswana Police Service
- Department of Health
- Botswana Defense Force

Business Community & Private sector

- Community Leadership
  - Dikgosi (chiefs)
  - Headmen
  - Village Development Committee
- Religious groups
- Political Leadership
  - Members of Parliament
  - Councilors

A

Action

- advisory role
- oversees progress
- evaluate progress

School Pastoral Council

Action

- Coordinate activities
- Identify needs
- Reach out to stakeholders
- Meet stakeholders
- Coordinate assistance

House 5

House 4

House 3

House 2

House 1

B

School Management

Stakeholder Coordination

- School Head/Deputy
- HOD's
- Bursar
- SRC President
- Head boy
- Head girl
- PTA Chairperson

Action

-Strategic leadership

-Drive pastoral policy

-Overall coordination

Figure 6.1 is the diagrammatic presentation of the proposed model designed to facilitate the implementation of the Pastoral Policy, to ensure an improved coordination of stakeholder participation in school management of senior secondary schools.

6.2 Presentation of the Model for Participative Management

6.2.1 Model description

This model is suggested in an effort to offer some kind of solution to challenges of participative management in secondary schools. I have suggested an improvement to the characteristic features of the Pastoral Policy to ensure a smooth implementation of total stakeholder participation in senior secondary school management. With the establishment and strengthening of structures that comprise the model, namely the pastoral council, stakeholder coordination, and school management. I believe, when put into practice, the model can improve the participation of stakeholders.

The model is designed to facilitate and guide stakeholder participation in the school management. The model highlights key components and their interdependence and how they work towards the effective function of schools. The two key structural components of the model are the 'stakeholder set-up (A)' and the 'school set-up (B)'.

The (A) section of the model presents the external stakeholders who are outside the school set-up. This includes structures within the community set-up such as, community leadership namely chiefs, headmen and the 'village development committee (VDC); the political leadership namely Members of Parliament (MP) and councillors and the religious groups. It also includes government departments, the business community and the private sector.

The (B) section of the model is the school set-up which comprises the school management structures, the student body, the teaching and none-teaching staff. The (B) section comprises

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the five houses representing the current senior secondary school setup of mini-schools, the school management and SCC.

6.2.2 *Pastoral council and stakeholder coordination committee*

These two structures as presented in the model operate within the school set-up and this is with the understanding that the school is the seat of both coordination and decision making on school matters. The school and school management are better placed to understand the school needs and issues of the teaching and learning. This is in line with both the Revised National Policy on Education and the Pastoral Policy.

6.2.2.1 School Pastoral Council (SPC)

This structure offers a platform where all participating stakeholders can have their voices heard and thereby contribute to the democratic process enhanced by a healthy participation and open-communication lines by all relevant stakeholders. The SPC will therefore offer that platform where all voices will be incorporated in school management decision making processes. According to the Pastoral Policy the council is an advisory body comprising of strategic community members with the school offering secretariat functions. The council conducts the evaluation of stakeholder participation, school progress and at some specified time, audits stakeholder participation in school management.

Furthermore, the SPC plays the crucial role to lobby key stakeholders in an effort to help the school accomplish its stated goals. Regular consultation with stakeholder categories such as government departments, the private sector, the business community, the political leadership, Non-Governmental Organisations (NGO's) and religious groups would offer a platform for sharing information and mapping a way forward to achieve to achieve the council's goals and objectives. The council meetings will offer a forum for discussing the "needs of the school" as

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presented to them from the PCC. As part of its actions, the SPC draws the identified needs into activities, setting timelines for stakeholder projects.

The SPC will work with school management to develop an implementation plan for the SPC, setting the goals and objectives and defining the roles and responsibilities of individual Council members.

The SPC oversees progress of stakeholder funded projects. It makes up follow up evaluation on projects at different stages of the projects and reports back to the meeting and makes quarterly progress reports leading to compilation of the annual report.

6.2.2.2 Stakeholder Coordination Committee

The SCC is a coordination committee solely made up of internal stakeholders who are in the fore-front of all school activities and programmes. Coordination of stakeholders involves strengthening the partnership and working relationships between the school and the community and increasing stakeholder participation in school management.

1. Roles and responsibilities of the stakeholder coordination committee (SCC)

- **School needs analysis** –The SCC will be responsible for compiling an inventory of the needs facing schools in terms of equipment and infrastructural needs. This inventory will guide schools in their resources recruitment drive for key stakeholders and present the same to the School Pastoral Committee (SPC).

- **Monitoring of funds and projects** – The SCC will be responsible for receiving and coordination of donations to the school by various stakeholders. The committee will also be responsible for coordinating projects carried out by the PTA and other stakeholders and reporting to the SPC.

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6.2.2.3 Roles and responsibilities of the senior management team (SMT)

- Naturally the SMT offers the strategic leadership for schools and their developmental strides. SMT leadership is therefore responsible for driving the Pastoral Policy and the overall coordination of school activities including coordination of stakeholder participation.

- The SMT will lead the establishment of the SPC and the recruitment of crucial stakeholders for membership to the committee. The SMT will further lead the SPC in the development of various strategies for involvement of stakeholders and to develop the council goals and objectives and related duties and responsibilities of individual members.

6.3 Challenges from the Model

Implementation of this model may face a number of challenges such as the following: the suggested stakeholder coordination may experience difficulty with its membership.

- Overload of duties for school management

The senior management team may feel they are already overwhelmed by their current duties, and the expected roles for this sub-committee may be perceived as foreign to their normal chores.

- Overload of duties for teachers

For teachers who would be expected to take active roles they may regard the extra roles as non-teaching duties.

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However these challenges can be resolved by educating and sensitising all staff through seminars and in meetings to help them see how the model is a structure for enhancing their teaching and learning.

6.4 Financial implications

This model is adapted and builds on the existing Pastoral Policy that was sanctioned by the Ministry of Education to be implemented in all secondary schools. Financial implications will be primarily the provision of the policy document to all relevant stakeholders especially the teaching staff and in conducting seminars and this is already part of the budget for schools.

Findings of this study revealed that many teachers did not have access to the Pastoral Policy due to financial constraints faced by schools. It was further revealed that one of the roles of PTA was to help with fund-raising to overcome the financial shortages. In view of this the model aims at improving the coordination of stakeholder assistance to schools and improving and reaching out to more stakeholders and this should be able to bring more money to schools. In particular if the needs analysis for schools as proposed in this study (5.8.3) is done then sourcing for funds for the implementation of the MPM would be prioritised.

6.5 Concluding Summary

Chapter 6 was a presentation of a Model for Participative Management in senior secondary schools. The two broad structures of the model the external stakeholder set-up and the school set-up were presented and explained. Two implementation structures, the SPC and the SCC, were presented and explained.

The model is designed to be the point of departure in the implementation of the PP which is a framework for stakeholder participation in school management. Concepts drawn from the literature and the findings of this research study were utilised in developing this model. The

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model was developed to guide the implementation of the PP in an effort to ensure stakeholder participation.

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ETHICS APPROVAL CERTIFICATE OF PROJECT

Based on approval by the Human Resource Research Ethics Committee (HRREC) on 23/03/2017, the North-West University Institutional Research Ethics Regulatory Committee (NWU-IRERC) hereby approves your project as indicated below. This implies that the NWU-IRERC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the project may be initiated, using the ethics number below.

Project title: Model for participative management in Botswana secondary schools.																	
Project Leader/Supervisor: Prof TEB Assan																	
Student: S Boitshwarelo																	
Ethics number:	N	W	U	-	0	0	4	0	0	-	1	7	-	A	9		
Application Type: Doctoral																	
Commencement date: 2017-03-15				Expiry date: 2020-03-15						Risk:			N/A				

Special conditions of the approval (if applicable):

- Translation of the informed consent document to the languages applicable to the study participants should be submitted to the HRREC (if applicable).
- Any research at governmental or private institutions, permission must still be obtained from relevant authorities and provided to the HRREC. Ethics approval is required BEFORE approval can be obtained from these authorities.

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:

- The project leader (principle investigator) must report in the prescribed format to the NWU-IRERC via HRREC:
  - annually (or as otherwise requested) on the progress of the project, and upon completion of the project
  - without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
  - Annually a number of projects may be randomly selected for an external audit.
- The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the HRREC. Would there be deviated from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-IRERC via HRREC and new approval received before or on the expiry date.
- In the interest of ethical responsibility the NWU-IRERC and HRREC retains the right to:
  - request access to any information or data at any time during the course or after completion of the project;
  - to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process.
  - withdraw or postpone approval if:
    any unethical principles or practices of the project are revealed or suspected,
    it becomes apparent that any relevant information was withheld from the HRREC or that information has been false or misrepresented,
    the required annual report and reporting of adverse events was not done timely and accurately,
    new institutional rules, national legislation or international conventions deem it necessary.
- HRREC can be contacted for further information via Estie.Emloch@nwu.ac.za or 018 269 2873.

The IRERC would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the IRERC or HRREC for any further enquiries or requests for assistance.

Yours sincerely

Prof LA
Du Plessis

Digitally signed by
Prof LA Du Plessis
Date: 2017.04.10
12:16:58 +02'00'

Prof Linda du Plessis
Chair NWU Institutional Research Ethics Regulatory Committee (IRERC)

Appendix 1.2

NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT
MAFIKENG CAMPUS

Private Bag X2046

Mmabatho, 2735

www.NWU.AC.ZA

Department of Planning & Research Services

Ministry of Education and Skills Development

Private Bag 005

Gaborone, Botswana

REQUEST TO CONDUCT RESEARCH

My name is Shadreck Boitshwarelo, and I am a PhD. Student at the North-West University, Mafikeng campus. This correspondence serves to request for permission to conduct research in senior secondary schools in the Central District of Botswana.

The title of my research is: **Model for participative management in Botswana's Secondary Schools.** The research will be conducted in six randomly selected secondary schools comprising two rural schools, two semi-rural schools and two urban schools. Participants will include the school principal, a maximum of two senior teachers per school, a maximum of two teachers per school, a maximum of 8 students per stream per school and six parents per school. Approximately 27 participants will be interviewed in each school making a total of 162 participants for the six selected schools.

Data collection will be done through semi-structured interviews and guided focus group discussions.

It is hereby assured that the research in all schools will be coordinated with school management to ensure that it is done with minimal interruptions of classes. Finally the research will be carried out in view of all conditions that are set out by your research authorities.

I thank you.

Student: Shadreck Boitshwarelo ......

Supervisor: Prof. TEB Assan ......

08/02/2017

NORTH WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES UNIVERSITEIT
MAFIKENG CAMPUS
FACULTY OF EDUCATION & TRAINING
FACULTY MANAGER

08 -02- 2017

Private Bag X2046, Mmabatho, 2735
Tel:(018)389221.4/2.443/2448/2414.
Fax:(018)389 203 8

179
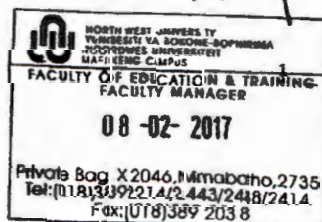
Appendix 1.3

Ω

The Permanent Secretary,

Ministry of Education & Skills Development

Private Bag 005

Gaborone

Attention: The Director

Department of Planning and Research Services

Dear Sir/Madam

Re: Request to Conduct Research in Secondary Schools for a PhD Study Program.

This correspondence serves to request for permission to conduct research in Senior Secondary Schools in the Central Region.

Enclosed please find the following documents to support this application:

1. Application letter co-signed by the Supervisor at North-West University
2. Copy of current Registration status
3. Curriculum Vitae
4. Research Proposal
5. Research Permit Application Forms

Sincerely,

Shadreck Boitshwarelo

P.O. BOX 663; MAHALAPYE; Botswana. Shaft2488@gmail.com Cell: (267) 71656043

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Appendix 2.0

TELEPHONE: 3655400/3655483
TELEX: 2944 THUTO BD
FAX: 3914271

MINISTRY OF BASIC EDUCATION
PRIVATE BAG 005
GABORONE, BOTSWANA

REP. BLK OF BOTSWANA

REF: DPRS 7/1/5 XXVIII (106) SAO-Research

14 February 2017

Shadreck Boitswarelo
P O Box 663
Mahalapye

RE: PERMIT TO CONDUCT A RESEARCH STUDY

This serves to grant you permission to conduct your study in the sampled areas in Botswana to address the following research objectives/questions /topic:

Model for participation management in Botswana's secondary schools

It is of paramount importance to seek **Assent** and **Consent** from the Central Regional Director, School Heads, Teachers and students of sampled schools that you are going to collect data from. We hope that you will conduct your study as stated in your proposal and that you will adhere to research ethics. Failure to comply with the above stated, will result in immediate termination of the research permit. The validity of the permit is from **14th February 2017 to 14th February 2018.**

You are requested to submit a copy of your final report of the study as stated in the Research Guidelines (para 4.5 - 4.6, 2007) to the Ministry of Education and Skills Development, in the Department of Educational Planning and Research Services, Botswana.

Thank you.

Yours faithfully

Sir Wonder Masebola
For/ Permanent Secretary

16885 | moesd16885@gov.bw | Private Bag 005 Gaborone   BOTSWANA   BOTSWANA

Appendix 2.1

20 February 2017

REPUBLIC OF BOTSWANA

Mr Shadreck Boitshwarelo
P.O. Box 663
MAHALAPYE

Dear Mr Boitshwarelo

PERMIT TO CONDUCT A RESEARCH STUDY

Reference is made to your undated letter on the above captioned subject matter.

Permission is granted for you to conduct a research study at some of our senior secondary schools e.g. Shoshong, Madiba, Swaneng. Lotsane, Matshekge. Selebi Phikwe and Mmadinare Senior Secondary Schools. Please be informed that you will be expected to provide the Regional Education Office with a copy of your report.

Thank you.

Yours faithfully

E.M. Motlhabi
*for/***DIRECTOR, REGIONAL OPERATIONS – CENTRAL**

cc   School Heads - Shoshong SSS
                     - Madiba SSS
                     - Swaneng Hill
                     - Lotsane SSS
                     - Matshekge Hill
                     - Selebi Phikwe SSS
                     - Mmadinare SSS

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RESIST, REJECT AND REPORT CORRUPTION - TOLL FREE: 0800 600 990

BOTSWANA

®

Appendix 3.0

Private Bag X2046

Mmabatho, 2735

SCHOOL HEAD & DEPUTY SCHOOL'S INFORMED CONSENT FORM

To: School Head/Deputy Head

....

....

You are invited to take part in a research study that forms part of my PhD studies in Educational Management. The title of the research is: ***Model for participative management in Botswana's Secondary Schools.***

Please take some time to read the information presented here, which will explain the details of this study. Please ask the researcher or person explaining the research any questions about any part of this study that you did not fully understand. Participation in this study is entirely voluntary and you are free to say no to participation.

Purpose of the research: The proposed research is to investigate the experiences and perceptions of participants on participative management in Botswana Senior Secondary Schools.

Procedures & Protocols: Data collection will include interview with school principals, interviews with teachers, interviews with students, and interviews with parents. Interviews will be one-to-one, focus group discussions and observation. Selected students will be given a letter of consent for their

parent's approval. An audio recording of the interviews will be made to ensure that participants' thoughts and ideas collected completely and accurately.

Duration: The duration of each interview session will be approximately 45 – 60 minutes

Possible Risks: No possible risks to participants are envisaged. However, in the event of questions that may be perceived as threatening or causing discomfort, you may decline to answer such questions without providing any reason for doing so.

Benefits: No direct benefits or monitory or in-kind compensation will be due to any participant. Participants will have the opportunity to affect the education of future students and such inputs may empower some participants

Voluntary Participation: Participation in this research is completely voluntary. You may at any stage, refuse to participate and or withdraw at any time.

Confidentiality: Data in this study will be confidential. As such all data collected will be kept at the North-West University and no parties will be allowed access to the data. No names of individuals and schools will be used. All data, when not being collected or analysed will be stored in a password protected folder. Audio tapes will be kept confidential until they are erased after a period of seven years.

Contact: The research is conducted by a PhD student, **Shadreck Boitshwarelo** under the supervision of **Prof Assan Buabeng** from the School of Education: North-West University – Mafikeng Campus. Professor Buabeng can be reached at +27 (0)18 389 2498 for questions regarding this research study. Shadreck Boitshwarelo can be reached at +267-71756043.

This research has been ethically approved by the North-West University Ethics Committee.

CONSENT:

I .... have read and understand the nature of my
participation in this research project and agree to participate.

_____ _____ _____

Name   Signature   Date

Researcher:

_____ _____ _____

Name   Signature   Date

Appendix 3.1

Private Bag X2046

Mmabatho, 2735

HEAD OF DEPARTMENT'S INFORMED CONSENT FORM

To: Head of Department

....

....

You are invited to take part in a research study that forms part of my PhD studies in Educational Management. The title of the research is: ***Model for participative management in Botswana's Secondary Schools.***

Please take some time to read the information presented here, which will explain the details of this study. Please ask the researcher or person explaining the research any questions about any part of this study that you did not fully understand. Participation in this study is entirely voluntary and you are free to say no to participation.

Purpose of the research: The proposed research is to investigate the experiences and perceptions of participants on participative management in Botswana Senior Secondary Schools.

Procedures & Protocols: Data collection will include interview with school principals, interviews with teachers, interviews with students, and interviews with parents. Interviews will be one-to-one, focus group discussions and observation. Selected students will be given a letter of consent for their parent's approval. An audio recording of the interviews will be made to ensure that participants' thoughts and ideas collected completely and accurately.

Duration: The duration of each interview session will be approximately 45 – 60 minutes

Possible Risks: No possible risks to participants are envisaged. However, in the event of questions that may be perceived as threatening or causing discomfort, you may decline to answer such questions without providing any reason for doing so.

Benefits: No direct benefits or monitory or in-kind compensation will be due to any participant. Participants will have the opportunity to affect the education of future students and such inputs may empower some participants

Voluntary Participation: Participation in this research is completely voluntary. You may at any stage, refuse to participate and or withdraw at any time.

Confidentiality: Data in this study will be confidential. As such all data collected will be kept at the North-West University and no parties will be allowed access to the data. No names of individuals and schools will be used. All data, when not being collected or analysed will be stored in a password protected folder. Audio tapes will be kept confidential until they are erased after a period of seven years.

Contact: The research is conducted by a PhD student, **Shadreck Boitshwarelo** under the supervision of **Prof Assan Buabeng** from the School of Education: North-West University – Mafikeng Campus. Professor Buabeng can be reached at +27 (0)18 389 2498 for questions regarding this research study. Shadreck Boitshwarelo can be reached at +267-71756043.

This research has been ethically approved by the North-West University Ethics Committee.

CONSENT:

I .... have read and understand the nature of my participation in this research project and agree to participate.

_____   _____   _____

Name   Signature   Date

Researcher:

_____   _____   _____

Name   Signature   Date

NORTH-WEST UNIVERSITY
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MAFIKENG CAMPUS

Appendix 3.2

Private Bag X2046

Mmabatho, 2735

SENIOR TEACHERS & TEACHERS CONSENT FORM

To: Senior Teacher/Teacher

....

....

You are invited to take part in a research study that forms part of my PhD studies in Educational Management. The title of the research is: ***Model for participative management in Botswana's Secondary Schools.***

Please take some time to read the information presented here, which will explain the details of this study. Please ask the researcher or person explaining the research any questions about any part of this study that you did not fully understand. Participation in this study is entirely voluntary and you are free to say no! to participation.

Purpose of the research: The proposed research is to investigate the experiences and perceptions of participants on participative management in Botswana Senior Secondary Schools.

Procedures & Protocols: Data collection will include interview with school principals, interviews with teachers, interviews with students, and interviews with parents. Interviews will be one-to-one, focus group discussions and observation. Selected students will be given a letter of consent for their parent's approval. An audio recording of the interviews will be made to ensure that participants' thoughts and ideas collected completely and accurately.

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Duration: The duration of each interview session will be approximately 45 – 60 minutes

Possible Risks: No possible risks to participants are envisaged. However, in the event of questions that may be perceived as threatening or causing discomfort, you may decline to answer such questions without providing any reason for doing so.

Benefits: No direct benefits or monitory or in-kind compensation will be due to any participant. Participants will have the opportunity to affect the education of future students and such inputs may empower some participants

Voluntary Participation: Participation in this research is completely voluntary. You may at any stage, refuse to participate and or withdraw at any time.

Confidentiality: Data in this study will be confidential. As such all data collected will be kept at the North-West University and no parties will be allowed access to the data. No names of individuals and schools will be used. All data, when not being collected or analysed will be stored in a password protected folder. Audio tapes will be kept confidential until they are erased after a period of seven years.

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This research has been ethically approved by the North-West University Ethics Committee.

CONSENT:

I .... have read and understand the nature of my
participation in this research project and agree to participate.

_____   _____   _____

Name   Signature   Date

Researcher:

_____   _____   _____

Name   Signature   Date

NORTH-WEST UNIVERSITY
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NOORDWES-UNIVERSITEIT
MAFIKENG CAMPUS ®

Appendix 3.3

Private Bag X2046

Mmabatho, 2735

STUDENT LEADERSHIP INFORMED CONSENT FORM

To: Student Leader

....

....

You are invited to take part in a research study that forms part of my PhD studies in Educational Management. The title of the research is: ***Model for participative management in Botswana's Secondary Schools.***

Please take some time to read the information presented here, which will explain the details of this study. Please ask the researcher or person explaining the research any questions about any part of this study that you did not fully understand. Participation in this study is entirely voluntary and you are free to say no! to participation.

Purpose of the research: The proposed research is to investigate the experiences and perceptions of participants on participative management in Botswana Senior Secondary Schools.

Procedures & Protocols: Data collection will include interview with school principals, interviews with teachers, interviews with students, and interviews with parents. Interviews will be one-to-one, focus group discussions and observation. Selected students will be given a letter of consent for their parent's approval. An audio recording of the interviews will be made to ensure that participants' thoughts and ideas collected completely and accurately.

Duration: The duration of each interview session will be approximately 45 – 60 minutes

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Benefits: No direct benefits or monitory or in-kind compensation will be due to any participant. Participants will have the opportunity to affect the education of future students and such inputs may empower some participants

Voluntary Participation: Participation in this research is completely voluntary. You may at any stage, refuse to participate and or withdraw at any time.

Confidentiality: Data in this study will be confidential. As such all data collected will be kept at the North-West University and no parties will be allowed access to the data. No names of individuals and schools will be used. All data, when not being collected or analysed will be stored in a password protected folder. Audio tapes will be kept confidential until they are erased after a period of seven years.

Contact: The research is conducted by a PhD student, **Shadreck Boitshwarelo** under the supervision of **Prof Assan Buabeng** from the School of Education: North-West University – Mafikeng Campus. Professor Buabeng can be reached at +27 (0)18 389 2498 for questions regarding this research study. Shadreck Boitshwarelo can be reached at +267-71756043.

This research has been ethically approved by the North-West University Ethics Committee.

CONSENT:

I .... have read and understand the nature of my participation in this research project and agree to participate.

_____	_____	_____
Name	Signature	Date

Researcher:

_____	_____	_____
Name	Signature	Date

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NOORDWES-UNIVERSITEIT
MAFIKENG CAMPUS

Private Bag X2046

Mmabatho, 2735

PTA CHAIRPERSON'S INFORMED CONSENT FORM

To: PTA Chairperson,

....

....

You are invited to take part in a research study that forms part of my PhD studies in Educational Management. The title of the research is: ***Model for participative management in Botswana's Secondary Schools.***

Please take some time to read the information presented here, which will explain the details of this study. Please ask the researcher or person explaining the research any questions about any part of this study that you did not fully understand. Participation in this study is entirely voluntary and you are free to say no! to participation.

Purpose of the research: The proposed research is to investigate the experiences and perceptions of participants on participative management in Botswana Senior Secondary Schools.

Procedures & Protocols: Data collection will include interview with school principals, interviews with teachers, interviews with students, and interviews with parents. Interviews will be one-to-one, focus group discussions and observation. Selected students will be given a letter of consent for their

parent's approval. An audio recording of the interviews will be made to ensure that participants' thoughts and ideas collected completely and accurately.

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Voluntary Participation: Participation in this research is completely voluntary. You may at any stage, refuse to participate and or withdraw at any time.

Confidentiality: Data in this study will be confidential. As such all data collected will be kept at the North-West University and no parties will be allowed access to the data. No names of individuals and schools will be used. All data, when not being collected or analysed will be stored in a password protected folder. Audio tapes will be kept confidential until they are erased after a period of seven years.

Contact: The research is conducted by a PhD student, *Shadreck Boitshwarelo* under the supervision of *Prof Assan Buabeng* from the School of Education: North-West University – Mafikeng Campus. Professor Buabeng can be reached at +27 (0)18 389 2498 for questions regarding this research study. Shadreck Boitshwarelo can be reached at +267-71756043.

This research has been ethically approved by the North-West University Ethics Committee.

CONSENT:

I .... have read and understand the nature of my participation in this research project and agree to participate.

_____   _____   _____

Name   Signature   Date

Researcher:

_____   _____   _____

Name   Signature   Date

Appendix 4.1

Interview guide with: SCHOOL HEADS & DEPUTIES

The purpose of this questionnaire is to gather information on the research topic: *'Model for participative management in Botswana's Secondary Schools.* All information obtained will be used for my PhD academic research, and we promise to treat all information with utmost confidentiality by ensuring anonymity and privacy.

I.   Nature and characteristics of leadership styles

1. How long have you been a School Head?
2. What training do School Heads undergo to enable them to manage schools?
3. What do you understand the term leadership styles?
4. What key success factors would you consider appropriate for a leadership style?
5. What leadership styles do you subscribe to?
6. What strategies do you employ in managing your school?
7. How has this helped you to improve the teaching and student learning in your school?
8. How do you avail yourself in helping teachers when they need assistance?
 * How do you address teachers' grievances?
 * How do you deal with team members who do not cooperate?
9. How do you introduce changes in your school?

Factors influencing the participation of stakeholders

1. What do you understand by Participative management?
2. What management structures exist in your school to allow for stakeholder participation?
3. Who are the key stakeholders in your school?
4. What is the role of stakeholders in school management?

5. How does the school interact with the community?

- Describe the level of stakeholder participation in your school?

- In your view how are learners benefiting or not benefiting from stakeholder participation?

- In your view how does participation of stakeholders help or hinder your management of the school?

6. What role does the community play in the formulation of school policies, learner discipline, and school results improvements?

7. Describe any stakeholder participation evident in your school.

8. How is stakeholder participation enhancing the teaching and learning?

9. How do students participate in school management?

- Formulation of school policies

- Student discipline issues

- School results improvements

10. What challenges do you experience in working with stakeholders?

11. What is your opinion on stakeholder participation in school management?

12. What changes have your school experienced as a result of stakeholder participation in school management?

Questions on the preferred model of stakeholder participation

1. Do you know of any model or guidelines used for guiding participation of stakeholders in your school?

- (If yes), How was the model introduced to stakeholders?

- What structures were put in place to enhance the implementation of the guidelines/model?

- How do you implement the model in your school?

2. What is the composition of such structures?

3. What role do the stakeholders play in each of the structures/who sits in the structure?
4. What are the challenges of implementing the model/guidelines?
5. Do you know the Pastoral Policy?
6. Do you have a copy of the Pastoral Policy?
7. Has the Pastoral Policy been implemented in your school?
8. What measures do you take in your school to ensure the implementation of the guidelines and the participation of stakeholders?
9. What can be done to improve the participation of all stakeholders in school management?

Appendix 4.2

Interview guide for: <u>HEADS OF DEPARTMENTS</u>

The purpose of this questionnaire is to gather information on the research topic: *'Model for participative management in Botswana's Secondary Schools.* All information obtained will be used for my PhD academic research, and we promise to treat all information with utmost confidentiality by ensuring anonymity and privacy.

I.   Nature and characteristics of leadership styles

1. How long have you been a Head of Department?
2. What are your management roles as HOD?
3. Did you undergo any management training to become an HOD?
4. What do you understand the term leadership styles?
5. What key success factors would you consider appropriate for a leadership style?
6. What leadership styles do you subscribe to?
7. What strategies do you employ in managing your department?
8. How has this helped you to improve the teaching and student learning?
9. How do you avail yourself in helping teachers when they need assistance?
- How do you address teachers' grievances?
- How do you deal with team members who do not cooperate?
10.   How are changes introduced in your school?

II.   Factors influencing the participation of stakeholders

1.   What do you understand by Participative management?
2.   What management structures exist in your school to allow for stakeholder participation?
3.   Who are the key stakeholders in your school?
- What is their role in school management?

- How does the school interact with the community?
- Describe the level of stakeholder participation in your school?
- In your view how are learners benefiting or not benefiting from stakeholder participation?
- In your view how does participation of stakeholders help or hinder your management of the school?

4. What role does the community play in the <u>formulation of school policies</u>, <u>learner discipline</u>, and <u>school results improvements</u>?

5. Describe any stakeholder participation evident in your school.

6. How is stakeholder participation enhancing the teaching and learning?

7. How do students participate in school management?

- <u>formulation of school policies</u>,
- <u>learner discipline</u>,
- <u>school results improvements</u>

8. What challenges do you experience in working with stakeholders?

9. What is your opinion on stakeholder participation in school management?

10. What changes have your school experienced as a result of stakeholder participation in school management?

III. Questions on the preferred model of stakeholder participation

1. Do you know of any model or guidelines used for guiding participation of stakeholders in your school?
- (If yes), How was the model introduced to stakeholders?
- What structures were put in place to enhance the implementation of the guidelines/model?

2. What is the composition of such structures?

3. What role do the stakeholders play in each of the structures/who sits in the structure?

4. How do you implement the model in your school?

5. What are the challenges of implementing the model/guidelines?'

6. Do you know the Pastoral Policy?

7. Do you have a copy of the Pastoral Policy?

8. Has the Pastoral Policy been implemented in your school?

9. What measures do you take in your school to ensure the implementation of the guidelines and the participation of stakeholders?

10.   What can be done to improve the participation of all stakeholders in school management?

Appendix 4.3:

Interview guide for: <u>SENIOR TEACHERS & TEACHERS</u>

The purpose of this questionnaire is to gather information on the research topic: *'Model for participative management in Botswana's Secondary Schools.* All information obtained will be used for my PhD academic research, and we promise to treat all information with utmost confidentiality by ensuring anonymity and privacy.

I.   **Questions on factors influencing participation of stakeholders**

1.   How long have you been a teacher/senior teacher?

2.   Tell me the ways in which your school is organised to allow for teachers' participation in its management?

3.   What structures are in place for the participation of teachers and other stakeholders in the management and operation of the school?

4.   How do teachers and other stakeholders participate in these structures?

5.   How do learners participate in school management?

6.   Describe teacher participation in school management that is evident in your school.

7.   Describe the level of stakeholder participation in your school?

8.   In your view, how does participation of stakeholders help management of your school and how does it hinder school management?

9.   How is stakeholder participation enhancing the teaching and learning?

10.   What changes have your school experienced as a result of stakeholder participation in school governance?

11.   How does your school involve stakeholders in the teaching and learning?

12.   What structures do you have in school that offer support to the operation of the school?

II.   Questions on the preferred model for stakeholder participation

1. Do you have of any model or guidelines used for guiding participation of stakeholders in your school

2. What structures were put in place to enhance the implementation of the model?

3. What is the composition of such structures?

4. What role do the stakeholders play in each of the structures?

5. How is the model implemented in your school?

6. Do you know the Pastoral Policy?

7. Do you have the Pastoral Policy?

8. Has the Pastoral Policy been implemented in your school?

9. What are the challenges of implementing the model/pastoral policy?

10.   What measures do you take in your school to ensure the implementation of the model and the participation of stakeholders?

11.   What can be done to improve the participation of all stakeholders in school management?

Appendix 4.4

Written Questionnaire for: <u>STUDENTS</u>

The purpose of this questionnaire is to gather information on the research topic: *'Model for participative management in Botswana's Secondary Schools.* All information obtained will be used for my PhD academic research, and we promise to treat all information with utmost confidentiality by ensuring anonymity and privacy.

Personal information:

a. Name of School: ....

b. Class/Form: ....

c. Sex: ....

The function of this questionnaire is to set down on paper your thoughts about your role as a member and your participation in school governance. You must answer in short story form as if you are writing an assay or talking to a friend. You are assured of confidentiality of your responses.

I.   Questions on Student leadership of others

1. What leadership opportunities exist for students in your school? (what groups are led by students)

   ....

   ....

   ....

2. What student leadership group do you belong to in your school?

   ....

   ....

   ....

3. How did you become a member of the school's student leadership group?

....

....

....

4. How would you rate your participation in discussion in group meetings?

....

....

....

5. Since you have been part of the student leadership, how successful have you been as a learner in getting your points across in the meetings?

....

....

....

6. What did you do or say the makes you to believe you have been successful/not successful.

....

....

....

II. **Questions on Student Membership to School Management:**

7. What school stakeholder group do you belong to? (e.g. PTA, Pastoral Committee)

....

....

8. In your view why do you think you were chosen to represent other students in the school management?

....

....

9. What difference do you think your participation in meetings is making to the decisions that are made by the school management?

....

....

....

10. Do you think what you say in school management meetings is taken seriously by other stakeholders?

....

....

11. How do you give other students feedback after attending school management meetings?

....

....

12. How strongly do you feel about learners taking part in decision-making with parents and teachers at school?

....

....

13. How have you benefitted from being a member of the management committee and would you encourage others to participate in future?

....

....

14. How have you disseminated information regarding school management to other students?

....

....

....

15. What kind of orientation of skills training are you given as members of school management?

....

....

16. What other issues of participation, not covered in this questionnaire would you like to comment on.

Appendix 4.5

Focus group discussion with: <u>STUDENTS</u>

The purpose of this questionnaire is to gather information on the research topic: *'Model for participative management in Botswana's Secondary Schools.* All information obtained will be used for my PhD academic research, and we promise to treat all information with utmost confidentiality by ensuring anonymity and privacy.

I. **Questions on factors influencing participation of students in school management**

1. What arrangement exists where students can participants in school management?

2. What activities do you participate in, at school?

3. What structures exist in school where students participate together with teachers?

4. What structures exist in school where students participate together with parents?

5. How do you participate in these structures?

6. What is the role of students in school management?

II. **Questions on the preferred model for participation of stakeholders in school management.**

1. Would you like to elaborate on how best you think the participation of students in school management can be implemented?

2. How best do you think students can participate in the running of the school?

Appendix 4.6

Interview guide for <u>PTA CHAIRPERSONS</u>

The purpose of this questionnaire is to gather information on the research topic: *Model for participative management in Botswana's Secondary Schools.* All information obtained will be used for my PhD academic research, and we promise to treat all information with utmost confidentiality by ensuring anonymity and privacy.

I.   Questions on factors influencing participation of stakeholders

1. What activities do you participate in, at school?
2. What do you understand by parents' participation in school management?
3. What structures exist in school where you as parents can participate?
4. How do you participate in these structures?
5. In which issues of school management do you participate and what is your role in such participation?

II.   Questions on the preferred model for stakeholder participation.

1. Would you like to elaborate on how best you think the participation of parents in school management can be better implemented?
2. How best do you think stakeholders can participate in the running of the school?
3. Do you know the Pastoral Policy?
4. Do you have the Pastoral Policy?
5. Has the Pastoral Policy been implemented in your school?
6. What model would you suggest for an improved implementation of the guidelines?

APPENDIX 5.1

SCHOOLS CODING

ID(region)	Region	ID(school)	School Head	HOD	Senior Teacher	Teacher	PTA Chairperson
CRL	Central	A	S1	H1	1	1	P1
CRL					2	2	
CRL	Central	B	S2	H2	1	1	P2
CRL					2	2	
CRL	Central	C	S3	H3	1	1	P3
CRL					2	2	
CRL	Central	D	S4	H4	1	1	P4
CRL					2	2	
CRL	Central	E	S5	H5	1	1	P5
CRL					2	2	
CRL	Central	F	S6	H6	1	1	P6
CRL					2	2	
CRL	Central	G	S7	H7	1	1	P7
CRL					2	2	

Appendix 5.2

SCHOOL CODING (STUDENTS)

ID(region)	Region	ID(school)	1	2	3	4	5	6	7	8	9	10
							Students					
CRL	Central	A										
CRL	Central	B										
CRL	Central	C										
CRL	Central	D										
CRL	Central	E										
CRL	Central	F										
CRL	Central	G										

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