Examining Principals' Practices of Participative Management in Primary School Governance: A Case Study of The Tshwane-West District, South Africa

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RESEARCH ARTICLE

Abstract

This article aimed to investigate how much participatory management techniques aid in enhancing primary school governance. The main question of this article is, "To what degree do principals practice participative management in primary schools' governance in the Tshwane-West District?" In this article, the quantitative methodology was applied. Information on the post-positivistic and interpretivist viewpoints was gathered via a questionnaire. The information in the questionnaire was strengthened by thoughtfully applying the knowledge gleaned from the literature review. A pilot study was conducted to validate the questionnaire. The triangulation of data from sources like literature reviews and questionnaires was the main method of reliability used in this study. All primary school principals (n=98) in the District of Tshwane-West area of the Gauteng Province of the Republic of South Africa made up the research population. The data were defined using the quantitative approach, which comprised explanatory techniques, inferential statistics like factor analysis and Cronbach's alpha coefficient, and descriptive statistics like frequencies and mean scores.

1   INTRODUCTION

In this article, the term school governing body (SGB) will be used interchangeably with the word school board (SB). Sugito (2023) advises that the worldwide educational landscape is constantly confronted with omnipresent obstacles, forcing school leadership to adopt smart, successful resolutions in the sense of structure or frame of mindset. The study was conducted in the District of Tshwane-West region of the Gauteng province of the Republic of South Africa. In their leadership and management roles, primary school principals are expected to use participative management, in which staff members such as teachers, department heads, deputy principals, and parents in school governing bodies (SGBs) should actively participate in decision-making through consultation. According to principals, all stakeholders must be included in the implementation of participatory management. After the research, they should be able to include all stakeholders in participative management. This study's primary focus was on the administration of the primary schools in the Tshwane West District and the principals' use of participative management.

The study concentrated on and examined how principals practice participative management in primary school governance, as was anticipated in tandem with the plethora of legislative frameworks, such as the Bill of Rights embedded in the Constitution of the *South African Schools Act No. 84* (1996), which introduced a participatory management style and required state institutions, such as schools, to be managed in consideration of democratic principles *South African Schools Act No. 84* (1996). The study's main concern was how primary school principals act by what may be expected given their mandated responsibilities under the South African Schools Act No. 84 of 1996. The main point of emphasis was the South African School Act's requirement for participatory management in primary school governance. However, lacking staff participation in goal planning, problem-solving, decision-making, and organizational reform may negatively affect staff morale, job satisfaction, and school performance. Amos, Siamoo, and Ogoti (2022) recommend extensive engagement of the school governing bodies, school management teams, teachers' perspectives, and students' opinions before making final decisions to support participatory leadership or management. As a result, principals should view stakeholders' participation in decision-making as an ethical and moral need while implementing participative management in schools. The principal shares and communicates the school's vision and mission, fostering an excellent learning environment for teaching and learning. The thesis on the function of school principals as leaders and managers in promoting improved student performance was inspired by recent requests for the quality of student success and quality performance made across the globe. An expanding body of research highlights the value of effective leadership and governance. This can be enhanced by actively including stakeholders like teachers, department heads, deputy principals, and school governing bodies in all crucial school decisions.

The *South African Schools Act No. 84* (1996) establishes the principal's obligation to offer leadership and improve student progress. By the South African School Act section 16, subsection (1), each public school's governing body (SGB/Board) oversees operations; (2) a school governing body (SGB/Board) has a trusting relationship with the school; (3) the principal, acting under the direction of the Head of Department, is responsible for the professional management of a public school, subject to the provisions of this Act. In this role, the principal's responsibility is to ensure that the student's education is appropriately promoted and compliant with established regulations. The principal should develop a plan to increase student performance in the classroom. A decline in democratic school governance culture can be directly linked to school leaders' inability to effectively involve the school governing bodies in decision-making processes through participatory management. In short, it is challenging for South Africa to restore a culture of democratic governance since school governing bodies do not participate in decision-making processes and participatory management is not practiced in schools.

The theoretical framework guiding this study revolves around Democratic Liberal Theory. The authors applied the theory's three criteria: inclusion, participation opportunities, and enlightened knowledge. As a requirement for inclusion, adults in the group must participate in decision-making. If a group's chosen method for conducting business excludes involvement by all adults, it cannot be characterized as democratic. Adults are defined as members who meet this requirement for comprehension and attitude toward a certain topic. The focus is on how citizens use their opportunities for involvement in the democratic system because of their participation choices. Everyone has an equal opportunity to participate in a democracy in three interrelated ways: by suggesting a topic for the school's agenda, expressing their thoughts, and voting on a matter that directly or indirectly impacts the school. The foundation of enlightened knowledge is cognitive function. Every student in a democratic educational system can think through the issues they want to explore, their thoughts on those subjects, and how they should vote if they get the chance. It is insufficient to allow everyone to cast a ballot. To do this, everyone must think about their beliefs and obtain sufficient information from those in charge of the school (Siregar, 2023).

Legally, the framework is supported by statutes such as the Employment of Educators Act No. 76 of 1998, the Constitution of the Republic of South Africa Act No. 108 of 1996, the National Education Policy Act No. 27 of 1996, and the South African Schools Act No. 84 of 1996, which established democratic principles underpinning the structures of school leadership and management as the foundation for power sharia. According to Angwaomaodoko (2023),

educational managers and leaders are essential to promoting democracy and ensuring schools' growth, accomplishment, and effectiveness as organizations. He contends that the principals' primary duty in implementing school-based governance or participatory management should be to ensure that democratic norms and principles support the stakeholders' involvement in educational issues. Similarly, Larsen and Mathé (2023) advise that one of the essential duties of school leaders in connection to democratic leadership is to encourage the involvement of governing bodies in both the school and the community as necessary. In light of those above, they encourage managers and school administrators to avoid discussing hegemonic methods and reliance on unilateral decision-making. The South African environment is not an exception to Naidoo and De Beer (2022) warning that democratic, participatory management under the shadow of its philosophy is no longer optional but rather a transformational imperative proxy.

This study examined how principals practice participatory management techniques in enhancing primary school governance. The focus is on the principals' use of participative management in the governance of primary schools. The foundation will be on the principals' experiences in practicing participative management.

Examining the literature surrounding participatory management reveals its crucial role in fostering effective school governance within a democratic framework. The core purpose of participative management is to ensure that stakeholders actively participate in choices made at the school level to accomplish important organizational goals. It must be underlined, however, that the move to participatory management does not guarantee that school governance will be successful or a cure-all. Meuser and Smallfield (2023) advise school administrators to abandon conventional, bureaucratic, and hegemonic management ideas to satisfy the demands of a democratic, client-driven market economy. Međugorac and Schuitema (2023) assert that in light of those above, top-down power structures and centralized control have entirely failed to produce the organizational outcomes that proponents of classical organizational theory predicted they would. Valle and Lillejord (2023) concur that hierarchical, top-down approaches are now ineffective for educational leadership and management initiatives that appear to have been externally created. As a result, it suggests that sharing decision-making among stakeholders is primarily how participatory management has modified the conventional role of the school principal. According to Department of Basic Education (2024), most Gauteng Province principals still have not adjusted their roles, practices, or mindsets to embrace stakeholder involvement to the extent required to achieve effective school governance. In black township schools, it has also been noted that parents and teachers are deliberately left out of authority, responsibility, and decision-making processes. These bad practices, therefore, prevent participatory management from being successfully implemented in school governance. As a result of the absence of involvement and input from role players, schools begin to degenerate and become battlegrounds.

2 METHODOLOGY

In this article, the quantitative methodology was applied. Information on the post-positivistic and interpretivist viewpoints was gathered via a questionnaire. The information in the questionnaire was strengthened by thoughtfully applying the knowledge gleaned from the literature review. A pilot study was conducted to validate the questionnaire. The triangulation of data from sources like literature reviews and questionnaires was the main method of dependability used in this study. All primary school principals in the District of Tshwane-West area of the Gauteng province of the Republic of South Africa made up the research population. The research study utilized the whole sample approach and all 98 primary schools in the District of Tshwane West. The data were defined using the quantitative approach, which comprised explanatory techniques, inferential statistics like factor analysis and Cronbach's alpha coefficient, and descriptive statistics like frequencies and mean scores. The majority of the study's participants were principals.

2.1 Sampling procedure

This study used the whole sample method to assess the knowledge and experiences of principals' roles in implementing participatory management in elementary schools. Making participative

management a requirement in primary schools was the key objective. The number of principals was 98. Principals were chosen for the sampling process after implementing participatory management in the hopes that they would provide thorough information about their experiences. The primary school principals were the intended audience, and their implementation of participatory management in the sampled schools was the performance objective (Pattavina et al., 2024).

2.2 Data collection

The information for this study was gathered using a questionnaire, a literature review, and a quantitative strategy. Due to the knowledge gathered from the review of the relevant literature, a questionnaire was developed to ask primary school principals about the successful implementation of participative management.

2.3 Data analysis

In the discussion section, the words participants and respondents are used interchangeably. The quantitative approach used descriptive statistics like frequencies and mean scores, explanatory techniques, and inferential statistics like factor analysis and Cronbach's Alpha Coefficient to describe the data. The computed data were analyzed and interpreted using the Statistical Services of the North-West University and the Statistical Package for the Social Sciences (SPSS).

3 RESULTS

In this article, RQ refers to a Research Question. The questionnaires were distributed to the sample population of 98 primary school principals in the Tshwane-West district region of Gauteng Province in South Africa. The questionnaires were distributed to 98 principals from the sampled 98 schools. The retrieval rate was 84%.

Table 1 shows the result of the responses of the principals along the 13 questions.

Table 1. Result of the responses along the 13 RQ

Number of research questions	Circumstances	Number of responses to items	Total Mean Score	Never %	Seldom %	Sometimes %	Always %
RQ:1	Involve parents in the construction of the school's vision and mission statements	82	2.77	9.76	30.48	32.93	26.82
RQ:2	Encourage parents to take part in policy formulation for the school	82	2.77	9.76	30.48	32.93	26.82
RQ:3	Regard parents as part of decision-making structure in the school	82	2.77	9.76	30.48	32.93	26.82
RQ:4	Ensure that parents' decisions are implemented by the school management team and teachers in the school	82	2.77	9.76	30.48	32.93	26.82
RQ:5	Consult with parents regarding school matters	82	2.77	9.76	30.48	32.93	26.82
RQ:6	Regard parents' contributions in meetings as worthwhile	82	2.77	9.76	30.48	32.93	26.82
RQ:7	Influence parents in making a particular decision	82	2.77	9.76	30.48	32.93	26.82
RQ:8	Encourage parents to elect members of the school governing body in accordance with Section 23 of the South African School's Act No. 84 of 1996	80	2.84	10.0	31.25	33.75	27.50

RQ:9	Inform the school governing body members about their respective roles and functions in school governance	82	2.77	9.76	30.48	32.93	26.82
RQ10	Ensure that parents fulfill their mandated functions in the school	81	2.80	9.88	30.86	33.33	27.16
RQ:11	Induct new parents who start serving on the school governing body	82	2.77	9.76	30.48	32.93	26.82
RQ:12	Remunerate parents for services they render to the school	82	2.77	9.76	30.48	32.93	26.82
RQ:13	Regard school governing body members as key role players in managing change in the school	82	2.77	9.76	30.48	32.93	26.82

4 DISCUSSION

In this section, the words participants and respondents are used interchangeably.

RQ 1: To what extent do you involve parents in the construction of the school's vision and mission?

The total mean score of the responses to the question was 2.77. The number of responses to this question was 82 out of 98. A number of respondents (9.76%) presume that parents must never be involved in the construction of the school's vision and mission because it does not promote participatory management in school governance. The same participants, nearly 30.48%, believe that parental participation in the formulation of schools' vision and mission seldom promotes participatory management in school governance. Contrary to those participants who claims that seldom parental involvement in the construction of the schools' vision and mission does not promote participative management in school governance, approximately 59.75% of the same participants believe that participative management can improve school governance. As a result, López-Roca and Traver-Martí (2023) concur with those participants who believe that participative management is seldom practiced in school governance, and they assert that management does not promote democratic principles. Burgess, Fricker, and Weuffen (2023) advise that school leadership plays a crucial component in improving educational outcomes for students, therefore, parental involvement is of immense importance in any educational setting. Similarly, Vivier and Sanchez Betancourt (2023) concur with the 58.11% of the same participants who believe parental involvement can improve school democratic governance. The voice of the authors is that participation in schools must be democratic if it is to have such an impact, and principals must be equipped to listen to, value, and actively involve parents in schools through communication, deliberation, and collaboration.

RQ 2: How do you effectively engage parents in policy formulation for the school?

The total mean score of the responses to the question was 2.77. The number of responses to this question was 82 out of 98. Approximately 9.76% of the respondents assume that parents must never be engaged in the process of policy formulation for the school because it does not promote participatory management in school governance. The same participants, nearly 30.48%, argue that parental engagement in the processes of formulation of schools' policy seldom promotes participatory management in school governance. Conversely to those participants who assert that seldom parental engagement in the processes of schools' policy formulation does not promote participative management in school governance, approximately 59.75% of the same participants believe that parental engagement in participative management can improve school governance. Tinajero, An, and Tinajero (2023) support those respondents (30.48%) who believe that participative management of parents is important. Hence, parental involvement proved to have a positive influence on student motivation and academic achievement including school effectiveness and thereby promoting school governance in general.

RQ 3: Explain how you regard parents as part of the decision-making structure in the school.

The total mean score of the responses to the question was 2.77. The number of responses to this question was 82 out of 98. Around 9.76% of the respondents assume that parents must never be regarded as part of the decision-making structure in the school since it does not promote participatory management in school governance. The same participants, nearly 30.48%, argue that regarding parents as part of the decision-making structure in the school seldom promotes participatory management in school governance. Conversely, to those participants who assert that seldom regarding parents as part of the decision-making structure in the school does not promote participative management in school governance, approximately 59.75% of the same participants believe that regarding parents as part of the decision-making in the school can improve participative management school governance. As a result, Yulianti, Denessen, Droop, and Veerman (2022) posit that parental involvement is the active participation of parents in decision-making processes with all aspects of their children's social, emotional, and academic development to ensure that broad schools' goals are achieved. Similarly, Mitchell (2019) asserts that parental involvement is the shared responsibilities of parents in the education of their children including decisions about governance matters. Tinajero et al. (2023) have a consistent view that parental involvement is of paramount importance in the practice of participative management thereby promoting school governance in general.

RQ 4: How do you ensure the school management team and teachers implement parents' decisions?

The total mean score of the responses to the question was 2.77. The number of responses to this question was 82 out of 98. Nearly 9.76% of the respondents assume that parents' decisions must never be implemented by the school management team and teachers in the school since it does not promote participatory management in school governance. The same participants, nearly 30.48%, argue that implementing parents' decisions in the school seldom promotes participatory management in school governance. Conversely, to those participants who assert that seldom implementation of parent decisions in the school does not promote participative management in school governance, approximately 59.75% of the same participants believe that the implementation of parent decisions in a learning institution like schools can improve participative management school governance. As a result, Ntuli, Mncube, and Mkhasibe (2023) argue that the positive effect of parental involvement in school governance and learners' academic plays a pivotal role within the home-school partnerships. Additionally, Tinajero et al. (2023) hold a view that parental involvement and implementation of their decisions in school matters enhance the practice of participative management and school governance in general.

RQ 5: To what extent do you consult with parents regarding school matters?

The total mean score of the responses to the question was 2.77. The number of responses to this question was 82 out of 98. Roughly 9.76% of the respondents assume that parents must never be consulted regarding the school matters since it does not promote participatory management in school governance. The same participants, nearly 30.48%, argue that consulting parents in the school matters seldom promotes participatory management in school governance. Conversely to those participants who assert that seldom consultation with parents in the school matters does not promote participative management in school governance, approximately 59.75% of the same participants believe that the consulting parents regarding school matters in a learning institution like schools can improve participative management school governance. As a result, Ntuli et al. (2023) argue that the positive effect of parental involvement in school governance and learners' academic plays a pivotal role within the home-school partnerships. Tinajero et al. (2023) found that parental involvement and consultation in school matters enhance the practice of participative management and school governance in general.

RQ 6: Explain how you regard parents' contributions in meetings as worthwhile.

The total mean score of the responses to the question was 2.77. The number of responses to this question was 82 out of 98. About 9.76% of the respondents assume that parents' contributions in meetings must never be worthwhile given that it does not promote participatory management in school governance. The same participants (30.48%) argue that parents' contributions in

meetings seldom promotes participatory management in school governance. Conversely to those participants who assert that seldom parents' contributions in meetings does not promote participative management in school governance, approximately 59.75% of the same participants believe that parents' contributions in meetings can be worthwhile and improve participative management school governance and school leadership. Therefore, Angwaomaodoko (2023) found that effective school leadership and governance are priorities for good management at the school level requiring interactions within the school as an organization. Similarly, Ntuli et al. (2023) argue that the positive effect of parental contributions in meetings school play a prominent role within the home-school partnerships. Tinajero et al. (2023) concur with the above authors that parental contributions in meetings improve the practice of participative management and school governance in general.

RQ 7: How do you influence parents in making a particular decision?

The total mean score of the responses to the question was 2.77. The number of responses to this question was 82 out of 98. Roughly 9.76% of the respondents assume that parents' must never be influenced in making particular decisions because it does not promote participatory management in school governance. The same participants (30.48%) argue that influencing parents in making a particular decision seldom promotes participatory management in school governance. Conversely to those participants who assert that seldom influencing parents' decisions does not promote participative management in school governance. Thus, 59.75% of the participants believe that influencing parents' decision-making in a particular way can improve participative management in governance and school leadership. Therefore, Angwaomaodoko (2023) found that effective school leadership and governance are priorities for good management at the school level, requiring interactions within the school as an organization. Likewise, Ntuli et al. (2023) advises that influencing parental decisions improves the positive effect of home-school partnerships. Tinajero et al. (2023) agree with the above authors that parental meeting decisions improve participative management and school governance in general.

RQ 8: How do you encourage parents to elect members of the school governing body by Section 23 of the South African School's Act No. 84 of 1996?

The total mean score of the responses to the question was 2.84. The number of responses to this question was 82 out of 98. The same participants, nearly 31.25%, argue that encouraging parents to elect SGB members in accordance with SASA seldom promotes participatory management in school governance. Conversely to those participants who assert that seldom encouraging parents to elect SGB members in accordance with SASA does not promote participative management in school governance, approximately 61.25% of the same participants believe that encouraging parents to elect SGB members in accordance with SASA can improve participative management school governance and school leadership. 9.76% of the participants assume that parents' must never be encouraged to elect members of the school governing body in accordance with the SASA because it does not promote participatory management in school governance. Consequently, Angwaomaodoko (2023) found that effective school leadership and governance are priorities for good management at the school level, requiring interactions within the school as an organization. Likewise, Ntuli et al. (2023) advises that encouraging parents to elect SGB members in accordance with SASA improves the positive effect of home-school partnerships. Myende and Nhlumayo (2022) found that parental involvement is the key factor in determining the quality of education for students' outcomes. Additionally, the process of involvement must be two-fold, i.e., the activities ought to take place in schools and home. However, all are aimed at making the children's educational goals achievable. Tinajero et al. (2023) concur with the fact that parental involvement at all levels in schools must improve the practice of participative management and governance in schools.

RQ 9: How often do you inform the school governing body members about their respective roles and functions in school governance?

Almost 9.76% of the respondents assume that the school governing body members must never be informed about their respective roles and functions because it does not promote participatory

management in school governance. The total mean score of the responses to the question was 2.77, and the number of responses was 82 out of 98. The same participants, nearly 30.48%, argue that informing the school governing body members about their roles and functions seldom promotes participatory management in school governance. Conversely, to those participants who assert that seldom informing the school governing body members about their respective roles and functions does not promote participative management in school governance. 59.75% of the same participants believe that informing the school governing body members about their roles and functions can improve participative management, school governance, and school leadership. Therefore, Angwaomaodoko (2023) found that effective school leadership and governance are priorities for good management at the school level, requiring interactions within the school as an organization. Likewise, Ntuli et al. (2023) advises that informing the school governing body members about their roles and functions improves the positive effect of home-school partnerships. Myende and Nhlumayo (2022) found that informing governing body members about their roles and functions is a key factor in determining the quality of education for students' outcomes. Tinajero et al. (2023) concur with the fact that parental contributions in their respective roles and functions at all levels can improve participative management and school governance practices.

RQ 10: How do you ensure that parents fulfill their mandated functions in the school?

Almost 60.49% of the participants believe that ensuring parents fulfill their mandated functions can improve participative management, school governance, and school leadership. Myende and Nhlumayo (2022) found that informing governing body members about their roles and functions is a key factor in determining the quality of education for students' outcomes. For this question, the total mean score of the responses was 2.84. compared to the number of responses, which were 82 out of 98. The responses of 9.88% of the participants assume that parents must never fulfill their mandated functions in the school because it does not promote participatory management and governance. The same participants, nearly 33.33%, argue that ensuring parents fulfill their mandated functions in the school seldom promotes participatory management in school governance. Conversely, those participants who assert that seldom ensuring parents fulfill their mandated functions in the school does not promote participative management in school governance. Angwaomaodoko (2023) found that effective school leadership and governance are priorities for good management at the school level, requiring interactions within the school as an organization. Likewise, Ntuli et al. (2023) advises that informing the school governing body members about their roles and functions improves the positive effect of home-school partnerships. Accordingly, Tinajero et al. (2023) concur with the above authors by stating that parental contributions in respective roles and functions at all levels in schools improve the practice of participative management and school governance in general.

RQ 11: How do you induct new parents who start serving on the school governing body?

Myende and Nhlumayo (2022) found that inducting governing body members about their roles and functions is the key factor in determining the quality of education for students' outcomes. Tinajero et al. (2023) concur with Myende and Nhlumayo (2022) that parental contributions in their respective school roles and functions can improve participative management and school governance practices. The total mean score of this question was 2.77. when compared to the number of responses, which were 82 out of 98. It was found that 9.76% of the respondents assume that parents serving in the school governing body must never be inducted because it does not promote participatory management and governance in schools. The same participants, nearly 30.48%, argue that inducting parents serving in the school governing body seldom promotes participatory management in school governance. Conversely, those participants (59.75%) who assert that seldom inducting parents serving in the school governing body does not promote participative management in school governance believe that inducting parents serving in the governing body can improve participative management in school governance and school leadership. Therefore, effective school leadership and governance are priorities for good management at the school level, requiring interactions within the school as an organization (Angwaomaodoko, 2023). Likewise, Ntuli et al. (2023) advises that inducting the school governing body members about their roles and functions improves the positive effect of home-school partnerships.

RQ 12: To what extent do you remunerate parents for services they render to the school?

According to Myende and Nhlumayo (2022), remunerating school governing body members for their services and functions must be the key factor in determining quality education for students' outcomes. Likewise, Ntuli et al. (2023) advises that remunerating parents for rendering services to the school can have a positive effect on the home-school partnerships. The total mean score of the responses to the question was 2.77. The number of responses to this question was 82 out of 98. According to 9.76% of the participants, parents must never be remunerated for services they rendered to the school because it does not promote participatory management and governance. The same participants, nearly 30.48%, argue that parents rendering services in the school must seldom be remunerated because they do not promote participatory management in school governance. Conversely, to those participants who assert that seldom remunerating parents for rendering services in the school does not promote participative management in school governance, approximately 59.75% of the same participants believe that remunerating parents for services they render to the school can improve participative management school governance and school leadership. Therefore, Angwaomaodoko (2023) found that effective school leadership and governance are priorities for good management at the school level, requiring interactions within the school as an organization. Similarly, Tinajero et al. (2023) concur with the above authors by stating that parental contributions in respective roles and functions at all levels in schools improve the practice of participative management and school governance in general. To sum up, Myende and Nhlumayo (2022) advises principals that remunerating school governing body members for their services rendered in schools may improve the quality of teaching and learning.

RQ 13: Explain how you regard school governing body members as key role players in managing change in the school.

According to Tinajero et al. (2023) parental contributions in their respective roles can improve participative management and governance in schools. The total mean score of the responses to the question was 2.77. when compared to 82 out of 98 of the number of respondents. Approximately 9.76% of the same respondents assume that school governing body members as key role players in managing change in the school must never be regarded because they do not promote participatory management in school governance. The same participants (30.48%) argue that school governing body members as key role players in the school must seldom be regarded as managing change because they do not promote participatory management in school governance. Almost 59.75% of the same participants believe that regarding them as managing change in the school can improve participative management, school governance, and school leadership. Therefore, Angwaomaodoko (2023) found that effective school leadership and governance are priorities for good management within the school as an organization. Likewise, Ntuli et al. (2023) advises that regarding them as key role players in managing change in the school improves the positive effect of home-school partnerships.

5 CONCLUSIONS

The experiences of primary school principals with the adoption of participative management in school governance were the main subject of this article. The participants provided their truthful and honest experiences about the implementation of participative management in school governance since they were given the assurances of anonymity and confidentiality. It has also come to light that some principals still find the idea of participatory management in school governance to be problematic and that there are obstacles to its successful implementation. To find the best methods for overcoming the kinds of flaws that this study has revealed, further research is therefore required.

6 RECOMMENDATIONS

It is recommended to schools and principals to use participative management in managing and governance by revising their policies to be in line with the principles of inclusive participative management of all stakeholders. It is further recommended that schools should develop

shared management strategies in problem-solving, joint decision-making processes, as well as encouraging innovation, creativity, and risk-taking by all stakeholders.

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