

Identifying Factors Driving and/or Inhibiting Participative Decision Making in Public Schools: Principals' Perspectives

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KEYWORDS Participative Decision Making. Inhibiting Factors. School Governing Body

ABSTRACT This paper reports on a study conducted to identify factors driving and/or inhibiting participative decision making in public schools. Using the qualitative research method, the researcher investigated the extent to which principals, who are studying towards the Advanced Certificate in Education (ACE), were engaged in participative decision making in their schools. The study revealed that in many Free State public schools, principals do not engage school governing bodies (SGBs) in participative decision making. A number of inhibiting factors emerged, such as the school governing body's lack of knowledge about governance and policy development, poor literacy levels, the abdication of their power to the principal and the dominance of principals over school governing bodies. It is recommended that both principals and SGBs should receive relevant and appropriate training with regard to participative decision making.