

School Management Teams' Experiences of Their Participation in School Management in Primary Schools of Mankweng Circuit in Limpopo Province

Khashane Stephen Malatji¹, Cosmas Maphosa² and Mzuyanda Percival Mavuso³

¹ *University of Limpopo, Centre for Academic Excellence, Limpopo Province, South Africa 0727*

² *University of Fort Hare, 50 Church Street, East London, Eastern Cape Province, South Africa*

³ *University of Fort Hare, Alice, Eastern Cape Province, South Africa, 5700*

E-mail: ¹<khashane.malatji@univen.ac.za>, ²<cmaphosa@ufh.ac.za>, and
³<pmavuso@ufh.ac.za>

KEYWORDS Management Functions. Orientation. Reflective Practice. School Performance. Self-reflection

ABSTRACT The study investigated participation of primary school management teams (SMTs) in school management. The purpose of the study was to establish self-reflective practices employed by SMTs in performing their management function. The study followed a qualitative approach with a case study research design. The population consisted of SMTs from primary schools. Participants consisted of 10 members of SMTs in primary schools of South Africa. Purposive sampling was used to select participants from less experienced to the more experienced in management positions. The thematic approach was used to analyze data collected through use of verbatim quotations. The study found that SMT members were not aware of all of their daily functions, and this affected their participation in the school management. The study recommended that SMTs in primary schools be trained and orientated on management functions prior their appointments in the positions.