

Involvement of Teachers in School-based Decision Making Processes of Choice of Subjects

N. Wadesango¹, E. Mutekwe², A. Ndofirepi³, C. Maphosa⁴ and S. Machingambi⁵

University of Fort Hare, East London Campus, Republic of South Africa

²University of Johannesburg, Educational Studies, Johannesburg, South Africa

³University of Witswatersrand, School of Education, South Africa

⁴University of Fort Hare, East London Campus, South Africa

⁵Mangosuthu University of Technology, Republic of South Africa

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ABSTRACT The purpose of this empirical study was to investigate teachers' perceptions of their participation in school based choice of subjects. This was necessitated by complaints from teachers about their insignificant participation in this critical and strategic decision making area, at the same time accusing their school heads of dictatorial tendencies. The study adopted an interpretive qualitative research methodology and a case study research design. A purposive convenient sample of 5 school heads and 20 secondary school teachers formed the study. Data was collected through face to face interviews, documentary analysis and observation of the two staff meetings per school. The study established that, decisions on school based curriculum issues were the prerogative of the heads and their deputies. It was further established that, the teachers wanted to be consulted in this area. They also wanted their views to be heard and acknowledged by the school system. The recommendation of the study is that the teachers should not be regarded as mere recipients of the imposed curriculum but should be partners in the curriculum development process.