

Correlation between Teacher Participation in Decision-making and Collegial Interaction

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ABSTRACT A collegial school environment is one in which teachers are able to work well with other teachers as well as with their Principals. Collegiality greatly influences teachers' morale, commitment, job satisfaction and performance. The efficiency and effectiveness of any school depends on every teacher's ability to work with others. This study sought to investigate if a positive correlation does exist between teacher involvement in school based decision-making processes and collegial interaction. 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 two staff meetings per school. The study found that a positive correlation exists between teacher participation in critical school based decisions and collegial interaction. It was established that the exclusion of teachers in strategic areas in decision making has led to formation of small cliques in four of the five participating schools. It was indicated that small groups had been formed, some of which were seeking fame from the administration by back biting others.