

Understanding the Influence of Gender on Degree of Teacher Participation in Decision-making in Schools

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ABSTRACT The purpose of this study was to establish gender disparity in teacher participation in decision-making in high schools in Zimbabwe. The literature review for this study aimed at providing the necessary theoretical framework put forward by theorists and researchers within which the same issue of gender disparity in participation in decision-making in schools was discussed and analyzed. 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 were collected through face to face interviews, documentary analysis and observation of two staff meetings per school. The research findings indicate that all teachers were involved in decision-making but their degree of involvement varies according to position, seniority and expertise from issue to issue and from school to school. It was also noted that teacher participation was greatly influenced by the importance of the matter at hand and not by gender of participants.