

**Involvement of Teachers in the Selection of Teaching Material:  
A Case Study of Five Rural Secondary Schools in Zimbabwe**

**Newman Wadesango**

*University of Fort Hare, East London, Republic of South Africa  
E-mail: nwadesango@ufh.ac.za*

**KEYWORDS** Decision Making. Teacher Participation. Selection of Textbooks. Decentralization

**ABSTRACT** The purpose of this empirical study was to investigate teachers' perceptions of their participation in the selection and ordering of textbooks in their respective schools. 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 established that decisions on selection and ordering of textbooks were the prerogative of the heads of schools and heads of departments (HODs). It was further established that 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 school heads should involve their teachers in the selection of teaching material. Therefore school heads should refrain from centralizing the decision making processes.