



The Extent to which Insignificant Participation of Teachers in School Based Decisions affects Staff Morale

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Abstract

Every teacher, despite the rank or designation makes decisions about a myriad of events in the school. Such decisions may be pedagogical or administrative. The art of teaching is therefore all about decision-making. Best teachers and best school heads are therefore judged on their ability to make well-informed decisions on how pupils can make the best of their experiences in a formal learning institution called a school. Thus, best schools are also judged by their ability to make and commit decisions towards the attainment of their socio-economic and political mandates. The purpose of this study was to investigate the extent to which insignificant participation of teachers in school-based decisions affects their morale. A qualitative interpretive research methodology was adopted. Data collection methods used were interviews, documentary analysis and observation of staff meetings. The results indicated that insignificant participation of teachers in critical decisions affect staff morale. It was established in this study that when teachers' morale is low, they spend their time working out modalities of how best they can secure a satisfying engagement at the expense of working for the good of the school. When staff morale is low, teachers will no longer be committed to their work and this affects students' performance. The notion that school heads, like any other persons, may not know everything emphasises the need for consultations and teamwork in decision-making. Best decisions tend to come with best knowledge and best practice in areas of decision-making. Therefore, the need to involve subordinates in decision-making may be unquestionable.

Keywords: unilateral, morale, decision-making, insignificant participation, critical decisions