

Perceptions of Secondary School Teachers towards School-based Promotion Procedures

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ABSTRACT The new dispensation in educational leadership calls for shared decision-making by all critical stakeholders. The study therefore investigated the perceptions of teachers towards school-based promotions 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 teachers had negative perceptions towards the school-based promotions. Heads made unilateral appointments without consulting teachers. It was brought to the fore that teachers experienced the manipulation of the process as it was tailor-made to favour certain individuals who are in good books with their administrators. The study therefore concludes that teachers were not promoted solely on the strength of their expertise but that those promoted succeed because of their inability to question the decisions taken by their heads.