

## **The Relationship between Teacher Participation in Decision-making and Organisational Commitment**

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**ABSTRACT** Job commitment refers to the willingness of the teachers to go beyond the expected levels of participation so as to achieve school-based goals. This is partially achieved by involving them in critical school based decision-making areas. This study examined the relationship between teacher participation in decision-making and organisational commitment. 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 began the process of data analysis by transcribing verbatim audio taped interviews. The results were cross-checked with the participants. The study established that teachers were not significantly involved in decision-making. Most of the decisions were made by school heads and passed on to teachers for implementation. The study observed that insignificant teacher participation in critical school issues resulted in low commitment and low job satisfaction. It is therefore important for school heads to consider other people's concerns because if people are angry regarding the way decisions are taken, such decisions will not proceed smoothly. Their feelings and perceptions account for the success or failure of the decision.