

## **The Influence of Teacher Participation in Decision-making on Their Occupational Morale**

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**ABSTRACT** Organizational theorists suggest that participatory decision-making (PDM) often leads to more effective organizations and higher staff morale. Bureaucracies impose restraints on individuals by refusing to treat them as mature actors capable of self-direction thereby demoralizing them. This study examined the influence of teacher participation in decision-making on their morale in Zimbabwean schools. Qualitative/interpretive research methodology was adopted and a case study research design was used as the operational framework for data gathering. Data were collected from 5 secondary schools in the Gweru Education District of Zimbabwe. The population sample comprised of 5 secondary school heads and 20 secondary school teachers who were purposefully selected. In order to get an in-depth of the analysis of the shared decision-making concept, a series of interviews were conducted over a period of two months. To get further insights in the teacher participation in the decision-making processes in schools, the author observed two staff meetings at each school under study. The study established that insignificant teacher participation in critical school issues result in low staff morale and this culminate in stressful school governance. The study recommends teacher empowerment in decision-making.