

Teacher Involvement in Decision Making: A Case for School Administration and Management in Zimbabwe

By

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Abstract

A research was undertaken on the topic; Teacher involvement in decision making: A case for school administration and management in Zimbabwe. The study concentrated on decision making and school administration and management. The study aimed at establishing the extent to which primary school teachers in the selected primary schools were involved in decision making in various areas in their schools. To find answers to the main research problem, the researcher raised three research questions. A questionnaire was the main instrument used in the study. There were two different questionnaires; one for teachers and another for school heads. Major findings of the study show that almost all the teachers in the sample wanted to be involved in all areas of decision making identified in the study. These included financial management, conflict management, resource allocation, staff meeting agenda, teacher supervision, sports administration, syllabus interpretation and organizing school functions. The results of the study further show that whilst teachers were happy with their involvement in decision making in such areas as co-curricular, lesson planning, preparation and presentation, syllabus interpretation and organizing school functions, the same cannot be said about their involvement in such areas as finance, supervision, resource allocation and conflict management. At the same time, school heads were reluctant to involve teachers in decision making in such areas as finance, teacher supervision, resource allocation and conflict management. A plethora of issues emerged from the study. These include the leadership styles, motivational management style and supervision models used in some Zimbabwean schools today. The study recommends that the conflicting perceptions on school administration and management could be resolved by holding seminars for both school heads and teachers. Furthermore, school administration and management should become major components of the teacher-training programmes at colleges to prepare school heads and teachers for their changing roles in a democracy.

Keywords: *Involvement; Decision making; School administration and management; Democracy.*