

Management and Administration in Education: What do school heads do? A focus on primary school heads in one district in Zimbabwe.

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Abstract

A study was conducted in twenty primary schools in Chegutu Education District of Zimbabwe. The purpose of the study was to establish the perceptions of primary school heads on administration and management of schools in Zimbabwe. It further sought to establish the extent to which primary school heads were conversant with their duties and responsibilities and whether they viewed themselves as either school administrators or school managers or both. The study used the qualitative research methodology. Data was collected through the use of open-ended questionnaires, interviews and document analysis. The study used purposive sampling and came up with twenty schools whose school heads became respondents. Among other things the study indicated that there was no clear distinction between administration and management among the school heads. At the same time, it was noted that administrative responsibilities tended to consume school heads' time to the extent of ignoring management functions and instructional leadership roles. It was also noted that allocating a school head a class compromised pupils' learning as the school heads were often away from the station on school business. It was also noted that some school heads tended to over-burden themselves with responsibilities as they were reluctant to delegate duties. In instances they delegated, they tended to delegate peripheral responsibilities. The study recommends that the roles of administrator and manager be performed by two different people in schools. It further recommends that school heads should not be allocated classes or required to teach specific number of periods as such classes tended to suffer in the absence of the school head on school administrative and management business.

Keywords: *Administration; management; school head; instructional leader; function; periods.*