

Impediments Embedding Decentralisation of Teacher Recruitment Practices to Communities in Zimbabwe

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ABSTRACT Decentralization is the process of devolving power from the centre to lower levels of authority. In the education sector, it involves delegation of such duties as recruitment, deployment, discipline and supervision to the local communities. It seems probable that the implementation of decentralization policy in education in Zimbabwe and all over was as a response to the impact and pressure of globalization. The study therefore sought to establish issues and challenges impeding the decentralization of the recruitment policy of teachers in Zimbabwe. The study adopted an interpretive qualitative research methodology and a case study research design. A purposive convenient sample of twenty two school heads and three Education Officers (EO) from Gweru District formed the study. Data was collected through face- to- face interviews and documentary analysis. 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 the advent of the decentralization of the recruitment and selection of teachers to schools appeared to have given birth to a new breed of concerns and outcries from both the professional and the general civic society. The idea of nepotism, favouritism, bribery and corruption was also reported to be rampant in most schools. Thus the government took over again the recruitment and selection of teachers in Zimbabwe. School heads therefore need induction courses on management to be able to advice their school development committees on best recruitment practices.