

**FACTORS AFFECTING THE PROVISION OF QUALITY
PRIMARY SCHOOLING IN ZIMBABWE: A CASE STUDY
OF MBERENGWA WEST DISTRICT SCHOOLS.**



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Topic: *Factors affecting the provision of quality primary schooling in Zimbabwe. A*

Case study of Mberengwa West District schools

By

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A Mini-Dissertation Submitted in partial fulfillment of the requirements for the degree of

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ABSTRACT

A lot has been said and written about the declining quality of primary education in rural schools. Many studies on education systems in Zimbabwe show the urgent need for the country to increase the internal efficiency of the primary education system, which is the foundation of children's future learning acquisition. It was the concern of this study to establish factors leading to the declining quality of primary education in one educational cluster:



Both the qualitative and quantitative paradigms were used and a total of thirty-eight respondents were used to respond to structured, closed ended and open-ended questionnaires. Similar questionnaires were used for the face-to-face interviews. The observation guide was used to collect first hand information from the six schools of Mberengwa West District.

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The use of a pilot study in this study needs to be highlighted. It helped to focus the study on pertinent and relevant issues. At this stage the magnitude of the study was streamlined and corrective measures taken accordingly.

Data was collected from four categories of respondents namely heads of schools educators, learners and community leaders. This was followed by a data presentation and analysis, which involved the use of tables, figures and graphs.

The study established that the declining quality of education in the six primary schools is caused by: shortages of resource materials, rampant absenteeism of learners, poor administration focuses, negative parental attitudes towards education and educator ineffectiveness.

In light of the findings from the study, it was recommended that, well co-ordinated capacity-building programmes should be developed and implemented that provides schools, governing bodies and district education officers with the knowledge, skills, information and material resources necessary for sustaining quality education. Education planners need to consider in their various capacities that appropriate and relevant corrective measures be designed for schools in order to bring about genuine quality improvement in basic education.

No study can cover all the issues contributing to the declining quality of education and this study is no exception. It has its limits, however, a start has been made whereby more research can be carried out in the areas that have been highlighted.

DECLARATION

I declare that; *Factors affecting the provision of quality primary schooling in Zimbabwe* is the author's original work and has never been submitted by the author or any one else at any university for any degree. All the sources that have been quoted have been indicated and acknowledged by means of complete references.



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Signature

GNShava.

November 2002

ACKNOWLEDGEMENTS

Although the extent of my debt cannot be fully acknowledged here, it is nevertheless a joy to record my gratitude to the many people who have helped, some without realizing how helpful they were.

Firstly, I am mostly indebted to my project supervisor Professor Ben Lindeque for his unwavering support and guidance throughout my research. Ben has not only helped me distill the essentials of this study but he has taught me the truest meaning of kindness and hard working. I owe special thanks to George Moyo whose painstaking and thorough review of research, went beyond the call of duty.



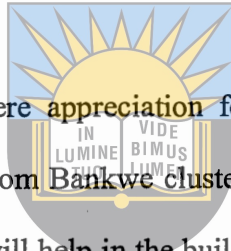
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I also owe a debt of gratitude to my wife Nosizo, a University of Zimbabwe Master of Education Curriculum Theory student, for carefully reading my project, correcting errors and for being a constant source of encouragement. She made me feel at home,

The always friendly and efficient encouragement services of my mother Gladys, Makondo, Abi, Fihla, Octavia and Patricia. Words cannot adequately express how grateful I am. I record with pleasure and appreciation the help from Mr. Ndlovu M.A, Mike, Salatial, Lizzie, Zondani and Nzunkie for the many conversations about the declining quality of education in primary schools in South Africa and Zimbabwe.

My undying gratitude is due to my daughter Gladys and my son Garai for their love and encouragement throughout my studies. “*Ndinokutendai rambai makadaro*” (I thank you keep it up). To Garai my son, thanks for everything, I hope to make up for the time I was away in South Africa.

It is impossible to thank by names all the people who contributed towards the success of this study. Those whose names have not been mentioned will take comfort in the feeling that they are as good as those whose names have been mentioned.



Finally, I wish to express my sincere appreciation for the participation of learners, educators and the heads of schools from Bankwe cluster in Mberengwa West District. I hope that other works of this nature will help in the building and strengthening of quality schooling for quality learning outcomes.

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DEDICATION

This study is especially dedicated to my wife Nosizo who is a pillar and source of strength to my life. The research study has also been undertaken in the honour of those supporting the provision of quality primary learning outcomes, especially the honourable governor of Midlands Province.



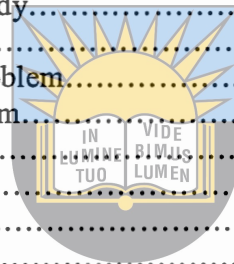
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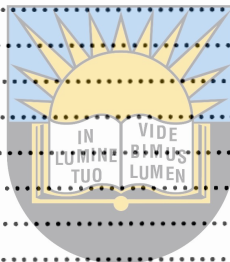
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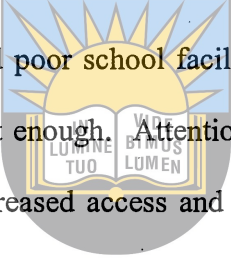
- A. Sample of questionnaire for heads of schools
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CHAPTER 1

1. BACKGROUND AND THE AIMS OF THE STUDY

1.1 Introduction

Whilst Zimbabwe has achieved significant quantitative developments in education, little has been achieved in providing equal access to quality education at primary school level. The poor rural communities continue to struggle on with poor management focuses and poor school facilities. Quantitative improvement in educational provision is not enough. Attention needs to be paid to improving the quality of education. Increased access and enrolment is meaningless if not accompanied by improvements in the nature and quality of education.

The logo of the University of Fort Hare, featuring a shield with a sunburst at the top, an open book in the center, and the motto 'LUMINE TUO' on the left and 'VIRE BITUIS LUMEN' on the right. Below the shield, the text 'University of Fort Hare' and 'Together in Excellence' is displayed.
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At independence in 1980 the Government of Zimbabwe initiated major expansions of the education sector at all levels. The main aim of this expansion was to fulfill political promises to transform an elitist, racially and socially biased educational system to one that would provide universal access to education. While education was increasingly being seen as providing a major contribution to national economic and human development, this trend, coupled with the enormous public expenditure that are devoted to education, has precipitated demands by the government and the public for higher levels of scrutiny and accountability concerning the quality of education.

In the majority of Mberengwa District primary schools, the performance of learners is generally bad. The majority of learners in Mberengwa fail their Grade

seven examinations despite the fact that a lot of money is channeled towards the improvement of the education system. Nyagura (1993:24) argue that, rural district community schools are seriously constrained by shortages of classrooms, classroom furniture and insufficient textbooks. Research carried out by Nyagura (1993:25) and Chivore (1994:27) established that rural primary schools produce low academic results due to some school environmental factors. The phenomenal expansion in primary education and the huge financial input into education have not been matched by satisfactory outcomes (Nyagura, 1993:29). The quality of primary education has continued to decline since independence. Figure 1.1 provides supporting evidence for this observation.

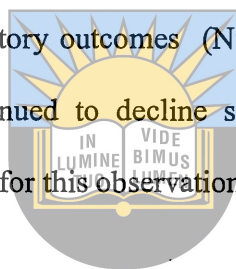


Table 1.1

Grade seven results analysis chart for 1996 to 2000

Year	Number of candidates	% Achieving four passes	Number of students who passed	No. of students who failed.
1996	6 400	48.59	3 110	3290
1997	6 441	64.74	4 170	2271
1998	5 922	36.18	2 143	3779
1999	5 413	37.24	2 016	3397
2000	5 054	42.34	2140	2914

Source: Mberengwa District Education results analysis chart. (1996 – 2000.)

Shortages in resource materials may be the contributory factor in the poor performance of learners. This could be the case in the rest of rural primary schools in Zimbabwe. It follows therefore that this case study shall analyze the

factors that affect the provision of quality education in the selected primary schools.

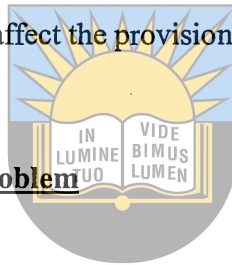
1.2 Background of the research problem

Mberengwa District is one of the remote districts in Zimbabwe. It was neglected from the colonial era until independence when the new government provided equality of educational opportunities to all learners with more educational facilities made available to schools in remote districts. The researcher has observed that the acquisition of basic learning competencies, life skills, literacy and numeracy is very low. Most of the primary learners are going to school and coming out unprepared for life, which is a terrible waste. It is realized that learners in Mberengwa district generally fail at Grade seven level, as shown by the Grade seven results analysis. The poor performance of learners has resulted in the majority of them failing to secure places in well-equipped secondary schools. Most Grade seven school leavers from Mberengwa either stay at home or seek for employment as herd boys or baby-minders because they will have performed badly at Grade seven level.

The poor performance and the decline in the quality of primary education in Mberengwa as shown by the results analysis for 1996 to 2000 has resulted not only because of general financial constraints but, might also be due to the poor administration focuses in the schools and at district level. While quality education is a relatively new concept within the educational terrain in Zimbabwe,

there is a need to promote a realization that quality education is not a burden but it is necessary for the development of society.

There appears to be a number of possible factors that affect the provision of quality improvement in basic education. These could be school environmental factors, family backgrounds, management focuses, and absenteeism among learners, distance from school to home and teacher ineffectiveness. All these could be possible factors that affect the provision of quality schooling.

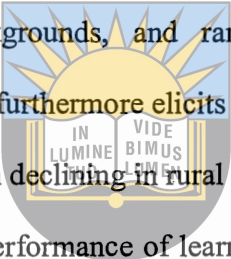


1.3 **Statement of the research problem**

The paradox which this study seeks to unlock is: *What are the factors affecting the provision of quality primary education?* The problem at the center of this research is quality-learning outcomes as seen from the academic performance of learners. The problem is analyzed within the context of a conceptual framework. That being the case there are concepts at the center of this analysis. The focus shall be on quality education as seen from the learning outcomes. The intention behind the study is to examine the social and economic factors influencing the provision of learning outcomes. The main thrust is to analyze different factors that influence achievement in schools. The research question seeks to identify factors that influence learning achievement at school and find ways of measuring and defining them.

The research problem seeks to establish school and home environmental factors, which may affect the learning achievement of learners. Factors like learner characteristics, home background, the school setting and the community shall be examined.

The research postulates that there are school and home environmental factors that influence the performance of learners at school. The purpose shall be to establish the extent to which factors such as poor management focuses, educator ineffectiveness, lack of resource materials, family backgrounds, and rampant absenteeism affect the performance of learners. The problem furthermore elicits answers to the following:

- 
- (i) Why are standards of education declining in rural primary schools?
- (ii) What are the causes of poor performance of learners as seen by the Grade seven final examinations?
- (iii) Are there any home and school environmental factors affecting the provision of quality learning outcomes in schools.

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1.4 Critical assessment questions

This research has critical assessment questions, which make up the sub-components of the main research problem in as far as poor quality of education in Mberengwa District is concerned. The critical assessment questions are as follows: -

- (i) Are there any school environmental factors that influence the performance of learners at primary school level?

- (ii) Do family circumstances and home backgrounds have an impact on the learning outcomes of learners at primary school level?
- (iii) Is the distribution of educational resource materials directly related to the performance of learners at primary school level?
- (iv) Do school management focuses have an impact on the learning achievement of learners at primary school level?
- (v) Does educator ineffectiveness contribute to the high failure rate of Grade seven pupils in Mberengwa rural primary schools?



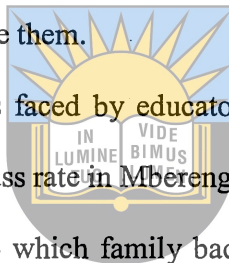
1.5 **Purpose of the study**

The principal purpose of this study is to provide useful information for educators and education planners on factors that contribute to the declining standards of education in primary schools. The research findings provide information for education managers on factors that contribute to poor performance in their schools. Educators who shall read this research may hopefully gain an insight on factors that are contributing to the poor quality of rural primary schooling and where possible work towards reducing the effects of identified factors. The study seeks to establish the extent to which family background, school environment, teacher ineffectiveness, administration focuses and learner characteristics contribute to the poor quality education in rural primary schools. Its principal purpose is to provide policy makers and frontline implementers with the necessary conceptual and analytical tools and indicators to monitor the quality of their education programmes in general and learning achievement in particular.

1.6 Objectives of the study

The major aims and objectives of this study are:

- (i) To identify major problems associated with the poor quality of primary education in Mberengwa West District as shown by the poor Grade seven results.
- (ii) To identify factors that influence learning achievement at school, and to find ways to measure and define them.
- (iii) To discover the problems faced by educators and heads of schools in their efforts to achieve a high pass rate in Mberengwa rural primary schools.
- (iv) To highlight the extent to which family backgrounds, school administration focuses, educator ineffectiveness and student characteristics influence the performance of learners in their effort to achieve high quality learning outcomes.



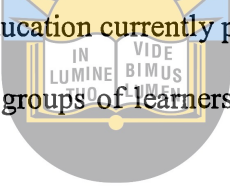
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1.7 Rationale of the study

The ultimate rationale of this study on factors affecting the provision of quality education is to establish the factors that influence learning outcomes and provide policy makers and educational managers with the necessary analytical tools to raise the quality of education delivered in schools. The current study hopefully will contribute to the development of theory regarding whole school and district approaches to school development. The research shall seek to identify areas that need some improvement to achieve quality-learning outcomes. This research shall

conduct an in-depth analysis of the factors that contribute to poor quality of education in schools. The study provides information for educators to improve the quality of their classroom management. Heads of schools shall hopefully get vital information to improve the quality of their curriculum management. Samples of the findings shall be used by educational managers to identify the necessary resource materials to enhance effective learning and quality learning outcomes.

Basically, the findings from this study could be used to:

- 
- (i) improve on the quality of education currently provided in schools.
- (ii) identify needs of different groups of learners and adequately seek to address them.
- (iii) identify factors influencing learning achievement and seeks to establish possible solutions in light of the findings.
- (iv) more specifically, this research provides basic information for school based educational managers on competencies, which encompass minimum literacy, numeracy and life skills and refer to the knowledge, skills, attitudes and values necessary for people to survive and improve the quality of their lives and to continue learning.

1.8 **Delimitation of the study**

The concept of quality education is taken for granted. From a conceptual analysis, it is important to state that there is no universal agreement as to what quality education is. Quality education like an elephant is difficult to describe,

but cannot be mistaken when seen. For the purpose of this research, the researcher concentrated on factors that contribute to poor performance of learners as shown by their poor results at Grade seven level. Adequate physical resources, learning facilities, sound management practices, family backgrounds and educator effectiveness are among the factors that shall be analyzed to find the extent to which they contribute to learning achievement.

The processes of teaching and learning in the schooling context shall be examined to find factors, which can lead to improved student learning outcomes. It shall be the concern of this research to pay attention to the measurement of quality education through the use of other learning outcomes like physical skills.

The logo of the University of Fort Hare is a shield-shaped emblem. It features a central sun with rays, positioned above an open book. The book has the Latin motto 'IN LUMINE TIBI' on the left page and 'VIDE BIMIUS LUMEN' on the right page. The shield is set against a blue background with a grid pattern.

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The data for this study shall be collected from six rural primary schools of Mberengwa West District in Zimbabwe. The six primary schools are in one ward, Bankwe Ward. It is the concern of this study to investigate on issues like, family background, resource materials, educator effectiveness, students characteristics, school environment and school management focuses and their impact on learner performance in the six schools. The actual distribution of questionnaires and conducting of interviews shall be done during the months of June and July in the year 2002.

1.9 Limitations of the study

Since every research is unique, this study on factors affecting the provision of quality education may not be exceptional. There are likely to be limitations and risks relating to undertaking a project of this nature, both from an operational and methodological point of view.

The findings from this study may not be extended beyond the sampled population since this study is going to concentrate on a phenomenon that is prevalent in rural areas.



However, the findings may be extended to schools that are located in other rural areas. In other words, what is going to be obtained in the study may be applicable to Zimbabwean schools located in rural areas that are administered by the rural district councils.

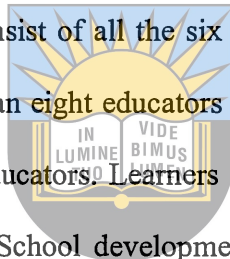
In addition, some of the results may be applicable to several of the developing countries particularly those in Africa where things like school administration focuses and home environmental factors are significant factors in the teaching-learning process.

The researcher took a study leave and shall spend at least two months in the area that is covered by this study. The purpose is to find the latest information on the phenomenon to be investigated.

The study is restricted to the following dimensions:

- (1) Due to financial limitations and little time available to the researcher, only six schools in one cluster are targeted.
- (2) The research shall concentrate on quality education as reflected by achievement scores of learners, and rating of quality education shall be based on selected indicators.

The sample for this study consist of all the six heads of schools, two educators from schools that have less than eight educators and four educators from schools that have more than fifteen educators. Learners shall be randomly selected from Grade six and seven classes. School development committee members and two local leaders will be interviewed.



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Each research or evaluation is unique. Part of the basis for the uniqueness is the problems that are likely to be encountered in the study. This research on quality primary schooling is no exception. Money and time are almost always inadequate since the researcher shall be out for a period of about two months in rural schools. These limitations may not upset the research findings since a comparison of the findings would reveal a true picture of the situation in the six schools targeted for the research.

To try and minimize on the negative impact of these limitations, the researcher shall emphasize to the respondents that their answers shall be kept as confidential information. The researcher shall also emphasize to respondents that their dignity

shall be respected and their information shall be purely for professional purposes and the information shall be used for a research project only

On account of these factors, conclusions from this study may not be extended (or may be extended with caution) beyond the population sampled. However, all other factors surrounding the learning environment of a learner shall be analyzed to establish the extent to which they impact on the delivery of quality learning outcomes.



1.10 **Operational definitions of key terms**

Terms that could be misinterpreted are defined below and the definitions are made in the frame of reference with which the researcher shall approach the problem of poor quality education in Mberengwa rural primary schools:

(i) **Quality education**

This refers to the basic educational skills that learners at Grade seven levels need to have for their survival and to develop their intellectual potential to improve the quality of their lives as a result of their education. For this study poor quality schooling shall be measured from the performance of learners as shown by the high failure rate at Grade seven level.

(ii) **Performance**

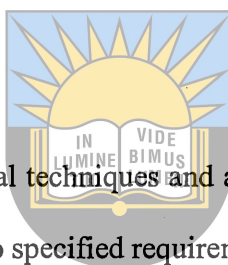
This is the outcome of a learner in schoolwork, which is evaluated as either good or poor at a given level of school achievement.

(iii) **Factors**

These are reasons or conditions leading to poor achievement or circumstances that contribute to low achievement in schoolwork.

(iv) **Quality Management**

These are all operational techniques and activities that sustain educational provision and service to specified requirements.



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(iv) **Grade Seven Level**

The final examination taken to measure the successful completion of the primary school course in Zimbabwe. This is the last and standardized examination stage of the primary course in the Zimbabwean system of education.

(v) **Inputs**

These are the resources used in the teaching-learning processes, which is the production activity in teaching. These could be instructional materials, equipment and facilities

(vi) **Outputs**

These are direct and immediate effects of the educational process and include indicators such as cognitive achievement, improved manual skills and behavioural changes.

(viii) **Mberengwa West**

This is a selected area in a district called Mberengwa in the southern part of Zimbabwe.



1.11 **Overview of the study**

This research on factors affecting the provision of quality primary schooling shall have the following organizational structure:

Chapter 1 Background of the problem, which is the introductory chapter, outlines and highlights of major issues of the research project.

Chapter 2 Review of related literature: This chapter shall examine some of the theories put forward as major factors affecting the provision of quality primary schooling.

Chapter 3 Research methodology: The purpose of this chapter on research methodology is to describe clearly and concisely how the research is going to be carried out.

Chapter 4 Data presentation and discussion: This chapter shall present the

findings that are put forward by respondents. In this research, data shall be presented in tables, charts and graphs for easy processing.

Chapter 5 Summary, conclusions and recommendations. This concluding chapter shall outline and highlight the major findings of the study.



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CHAPTER II

2. REVIEW OF RELATED LITERATURE

2.1 Introduction

The principle of quality in education has been at the centre of education research and debate throughout our education system in Zimbabwe. Achieving quality education, however, has become rather an elusive goal and remains one of our greatest challenges in educational management. As noted under the conceptual framework, quality education is largely located at learning site level and the quest for quality in any activity is a constant struggle to maximize the extent to which goals have been achieved despite constantly changing contexts. Quality is never attained in an absolute sense, it is constantly being sought.

It is the purpose of this chapter, therefore to examine some of the theories put forward and major factors said to determine the delivery of quality education. There are several references that have been written on this topic with the majority of the review or theories written and developed in developed countries. It is realized that even though these authors are from developed countries, their findings and analysis bear strong relevance to situations in underdeveloped countries. It is the purpose of this review to examine research that has investigated the complexities of the associations between families, schools and learner's school outcomes.

The researcher seeks to establish and analyze the knowledge that has been raised by authors that is related to the main research question on quality education. The aim is to find and highlight the theories and perspectives from some authorities who have made a significant contribution in this subject. Largely through books, journals, articles and published or unpublished research findings on poor quality education in schools and its causes. Efforts shall be made to establish from the literature review the extent to which family background, teacher ineffectiveness, inadequate resource materials, poor management focuses and many other factors affect the delivery of quality education in schools. These factors shall be the center of this investigation.

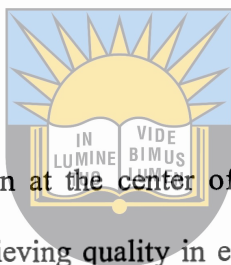


2.2 Theoretical framework analysis

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Some educational authorities like Griffith (1996:3), Boyle and Bowden (1997:120), Curtler (1999:15), Hilliday (1994:33) and Benson (1995:596) regard the quality of education as a prerogative of the soundness of the policies on which an education system is based. While also Blaug (1976:54) regard the quality of education as mainly concerned with measurement of the effective use of input resources. The quality of education is determined by the interactions between intra and extra school environments (Dove 1989:72). Chivore (1994:35) also believe that interaction at school level determines the quality of education. However, other authors like Glasser (1998:1) believe that the quality of education can be discerned through the evaluation of the outcomes of the education system.

It seems clear that there is no one-way of studying educational quality. This is because of the fact that it consists of looking at different problems and their contexts of which teacher effectiveness forms a part while inter-relationships and interdependence of environmental factors play a crucial role. In that system, like most systems the world over, there are such features as inputs, process and outcome components all of which interact to produce the type of education being followed. Under such circumstances the influence of the environment becomes most pronounced.

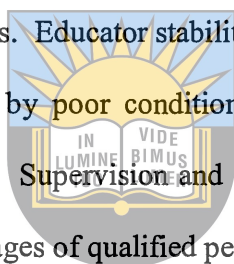


The need for quality has been at the center of education research and debate throughout this century. Achieving quality in education has been a challenging goal and remains one of our greatest challenges in education. Quality education topped the national agendas of many newly independent countries of the developing world in the 1970's and 1980's as a core strategy to escaping the country's poverty (Bellany, 1999:11).

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The phenomenal expansion in primary education as a result of the call for education for all and the huge financial inputs into education have not been matched by satisfactory outcomes. The quality of primary education especially in rural areas has continued to decline since the introduction of education for all and free primary education. The pass rate in the Grade seven examinations declined from about 67% in 1980 to about 12% in 1988 (Nyagura, 1993:30).

The decline in the quality of rural primary education is probably attributed to a number of factors. The first being the increase in access to primary education and free education which allowed learners who were under age to enter the primary education system whilst the academically designed curriculum remained unchanged to suit the learners who were under age. Also, critical shortages of qualified educators, classrooms, textbooks, exercise books, school furniture, library books and decent accommodation for the educators affected the effectiveness of primary schools. Educator stability and retention in rural primary schools are seriously affected by poor conditions of service, especially in the poorly resourced rural schools. Supervision and effective management is totally inadequate due to critical shortages of qualified personnel, funds and transport.



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It is observed that rural primary schools in Zimbabwe produce the poorest academic results, yet former group (A) government primary schools located in low density urban areas and former group (B) government primary schools located in high density areas are performing relatively well (Nyagura, 1993:30). The pass rate at Grade Seven is relatively high. Learners from group (A) and (B) can effectively read at Grade three level yet learners from rural district council schools cannot read at Grade seven level.

The differences in the quality of education across school type could be due to inequitable distribution of educator quality, poor administration focuses, inequitable distribution of funds and learning resource materials, high educator turnover in the poor rural schools and non-supportive community members

especially in rural areas where 75% of the primary schools are located. Rural primary schools in Mberengwa have the least conducive social and academic environments to enhance effective teaching and learning.

It is not enough simply to ensure that children attend school. The quality of education is also of paramount concern. The processes by which knowledge, skills and values are transmitted are as important as what is learned. Learners need to be treated with dignity and allowed to develop from their school experience a level of self-esteem, self-discipline and sheer enjoyment of learning that will stand them in good stead throughout their lives. This applies particularly to girls who often find patterns of social discrimination against them repeated in classrooms, where they are not called on in class, and where they are shunted into less challenging areas of study and undervalued by educators, by male classmates and by the general school culture. While the convention of the rights of the child states that every child has the right to quality education that is relevant to her or his individual development and life. In many rural areas there is little in the way of resources or incentives for schools to be more relevant and appealing to learners.

In most rural areas in Zimbabwe, the situation is pervasive grimness in the physical environment and the intellectual atmosphere of learning environments. In some cases there is not even a chalkboard. Classrooms in Zimbabwe, particularly in Mberengwa rural are roughly constructed, with daylight the only

illumination; in some cases the classrooms are dim. Conditions are often only marginally better in urban schools.

Overcrowding is also common in Zimbabwe rural primary schools especially in the early Grades. It is observed that in Mberengwa only two out of every five learners in Grade one have a stool to sit on and an educator may have as many as fifty-five (55) learners. There is a dismaying picture in rural schools where, massed together, children struggle for space, seeking for attention from an overtaxed and unqualified teacher and also seeking for a glimpse at a tattered textbook where ten learners share one textbook. Under such conditions diseases and pests spread easily among the learners. Because most educators are not trained, they often have little to engage the learners and they resort to rigid discipline and corporal punishment. What is taught often has little relevance to learners' daily lives. In some cases learners travel long distances to school and in almost all Mberengwa rural schools there is no running water and there are inadequate toilet facilities.

Rural primary schools in Zimbabwe have simply not been good enough to attract high quality education, because they are chronically under-financed and inadequately staffed with inexperienced untrained teachers. The delivery of education itself is also poorly organized; from overall management of school systems to the way lessons are taught in the classrooms.

Going to school and coming out unprepared for life is a terrible waste. Yet for many rural primary schools in Zimbabwe it is exactly what happens. Bellany (1999:22) says, "*Learning for life in the 21st Century requires equipping children with a basic education in literacy and numeracy, as well as the more complex skills for living that can serve as the foundation for life*". Thus the education system should enable learners to adapt and change, as do life circumstances. Lack of quality education can seriously jeopardize the possibility of life long learning and can widen the gape between those who can and cannot profit from such opportunities. The classrooms need to be an environment of democratic participation. The learning environment needs also to be transformed to one that is active and learner-centered. Learners need to be able to express their views, thoughts and ideas and they also need opportunities for joy and play. The physical environment is also important, helping children feel safe, secure and nurtured. Buildings and furniture should be learner-friendly.

It is therefore the focus of this study to assess the factors that are contributing to the declining standards of education as seen from the poor performance of learners at the Grade seven final examinations.

2.3 **The home environment and its effects on the provision of quality education**

People may be born equal, but within the first month in the world, the child will be adapted to a climate of experience, which varies according to its family

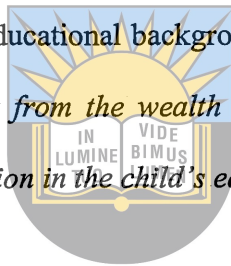
circumstances. Bellany (1999:73) argued that, *“The better the care and stimulation a child receives, the greater the benefit for the national economy as well as the child.”*

Thus, in most societies, the home and family are the most powerful socializers of children. Children’s learning begins at birth and continues through early childhood, serving as a strong preparation for schooling. Chinapah (1997:101), argue that, *“factors influencing learning achievement behaves differently and the home background factor is the most powerful predictor of all three learning domains.”* While the school conditions as well as the educator motivation factors have significant direct effects on the numeracy and reading learning domains, these cannot give effects on life skills. It is important to note that the life skills domains, important and vital as they may seem, are not sufficiently integrated into the school curriculum and school-learning environment.

Chinapah (1997:104), Bellamy (1999:73) and Chivore (1994:36) argue that the importance of the home on learners’ learning achievement must not be neglected. Parents play an active role and the more the family is associated with the roles and functions of educational institutions, the more profitable it will be for the direct clientele, namely, educators and learners. Parental involvement may help reduce learning deficiencies partly due to learners’ absenteeism.

2.3.1 Family factors affecting learner progress in school

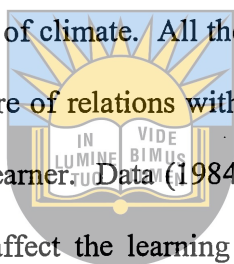
The socio-economic status of a family contributes to a great extent towards the performance of a learner in school. Ezewu (1983:43), Smith (1955:417) and Ugwuegbu (1985:22) argue that children from rich families are likely to progress well at school. The reason being that children from rich families have chances of attending nursery schools with well-trained staff and with best facilities. This on its own gives a child a strong educational background. Smith (1955:66) indicated that, *“The parents quite apart from the wealth or status that they are able to provide, occupy a central position in the child’s education.”*



In a family environment where children have access to books, radio and television and where some reading materials are provided, learners do not have difficulties with spelling. It is well known that access to radio and television can support educational goals and improve general knowledge.

Data (1984:153) argued that socio-economic differences lead to distinct patterns of behaviour and can be correlated to educational achievement. Tamara (1997:527) states that economic class continues to be a powerful predictor of academic success for American learners. Learners from higher socio-economic status background score higher on standardized achievement tests are more likely to finish primary school and are more likely to advance to postgraduate education than their less advantaged peers.

Data (1984:164) and Tamara (1997:529) went on to indicate that one way in which the family can impinge on the educability of the child is through the environment with which it is associated. Learners from a crowded home often lack normal amenities such as baths, electricity and running water or even a toilet. Such homes in most cases are poorly furnished and have very little to offer the learners for imaginative play. The food available is often insufficient and nutritionally unbalanced. The clothes worn may not offer adequate comfort or protection against the extremes of climate. All these conditions together with the size of the family and the nature of relations within it are supposed to affect the academic performance of the learner. Data (1984:165) went on to argue that the size of the family is said to affect the learning process of the child at home, because it is assumed that the larger the family, the less attention the mother can give to her individual children.

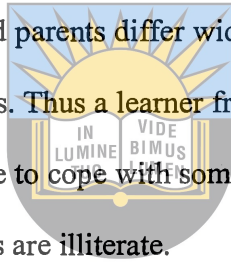


2.3.2 How family size affect learner progress in school

In some investigations carried out by Musgrove (1966:27) in London, Blaug (1970:55) in the United Kingdom and Chivore (1994:34) in Zimbabwe primary schools, it was established that there are certain family or home environmental factors that affect the delivery of quality learning outcomes. It was established that smaller families tend to have more intelligent children than larger families. These authorities argue that, parents, such as those in Mberengwa, fail to take an active interest in their children's education and this may significantly contribute to their failure or poor performance in school.

2.3.3 The impact of the parents' education on learner's learning outcomes

Musgrove (1966:28) suggest that children from educated parents often read newspapers. Their parents register them as members in public libraries. The estimated degree of harmony prevailing and the emotional security that is afforded the child is quite good and conducive for quality learning at school. He went on to argue that in their vocabularies and attitudes, children from lower class or children from lowly educated parents differ widely from those who come from middle class or educated parents. Thus a learner from a family where both parents are educators may be better able to cope with some classroom tasks than a learner from a home where both parents are illiterate.



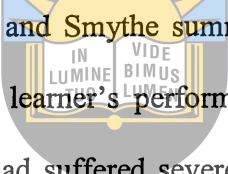
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Musgrove (1966:28) argued that, "*In America there is more positive evidence that working and educated mothers may foster educational ambitions and promote higher attainment in school.*" This according to Musgrove (1966:28) suggest that poor education between parents has been held to account for the backwardness and poor quality education provided in rural primary schools.

A comprehensive study on the aspect of poor quality primary schooling as a result of family circumstances was also carried out by Blaug (1970:56), Blackledge (1985:27) and Ugwuegbu (1985:22) who concluded that family circumstances and the education of parents, the occupations and income of the father and mother contribute significantly on the learning outcomes of learners specially at primary school level. Chivore (1994:37) from his studies on Quality Education in

Zimbabwe primary schools concluded that college graduates tend to come from homes with parents or fathers in top occupations. This means that when dealing with the issue of poor quality education in schools, it should be acknowledged that there is a special encouragement and opportunities for sons and daughters to follow in their parents' footsteps.

2.3.4 The impact of malnutrition at childhood on children's learning outcomes

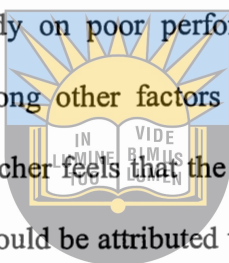


Ugwuegbu (1985:12) in Stoch and Smythe summarized major findings on the effects of malnutrition on the learner's performance at school. The findings established that learners who had suffered severe malnutrition in their first two years of birth and comparing them with a group of adequately fed children from similar homes showed that, the malnourished group scored significantly lower on tests of intelligence. According to Ugwuegbu (1985: 12), learners who were malnourished were also shown to have a disease called *electroencephalograph*, which is said to be similar to brain damage. Ugwuegbu (ibid) noted that the effects of chronic under-nutrition on the cognitive abilities of learners contributed towards the poor performance of learners at school. Ugwuegbu (1985:12) noted that, "*An impoverished environment was responsible for the relatively worse performance of the poor children in comparison to their peers.*"

Similar ideas were raised by Smith (1955:67) who argued that learners who were malnourished as judged by their physical growth perform worse in school work, and Ugwuegbu (1985:22) summed up the ideas of poor performance in school as

a result of malnutrition at early stages of the child's life by saying, "Overall however, evidence suggests that malnutrition in infancy and later on in childhood relates to poor performance on cognitive tasks in later life. It clearly also contributes to poorer physical development and consequently poor motor and perceptual development."

Thus there is a strong link between learners' health and school learning outcomes. That being the case, the study on poor performance showed that childhood malnutrition forms a part among other factors that contribute to poor quality learning outcomes. The researcher feels that the poor performance of learners in schools covered in this study could be attributed to malnutrition at early stages of most learners.



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2.3.5 **The impact of parental attitudes towards learners' education and learning outcomes**

Authorities like Dekker and Lemmer (1993:153) who carried out their studies in South Africa and Waterman (1998:370) who also carried out his studies in Uganda noted that the quality of parental attitudes towards their learners' education is an important factor contributing towards the learner's learning outcomes. They argue that true educative teaching necessitates a partnership between the parents and the school in order to uphold the standards of performance and produce better learning outcomes. These authorities argue that, when parents are involved in school affairs there are likely to be outstanding

achievements in the child's learning outcomes. They suggested that improved students academic achievement or improved learner attendance could only be achieved if parents co-operate with the school.

The researcher feels that the quality of education and teaching improves with an improvement in the quality of co-operation among educators and parents. Parents' school involvement in learner's education is associated with positive educational outcomes. Parent involvement in learner's education appears to be associated with a range of positive outcomes for primary school learners including fewer behaviour problems and lower drop-out rates. Waterman (1998:371) and Griffith (1996:3) also sounded that parental involvement in school activities and in the learner's schoolwork is an integral condition for learner's success, so parent participation in a learner's education is essential for effective teaching and learning. In this case the home and the parent functions as the most salient out of school context for student learning, amplifying or diminishing the school's effects on learning.

Maryjoribank (1994:181) argued that, *"It is generally agreed that children's learning outcomes will be enhanced when family and school learning environments are supportive of learning and in harmony with each other."* Thus the family or parents are powerful determinants of learners' learning and when the home and school have divergent approaches to life and to learning, learners are likely to suffer in their school learning. Conversely, when home and school have similar emphases on motivation and learning, learners are likely to do well.

Dekker and Lemmer (1993:155) argued that, parent involvement in schools is significantly related to:

- a) improved learner academic achievement
- b) improved learner attendance in school
- c) improved learner behaviour in school and
- d) increased community support for schools, including human, financial and material resources.

Dekker and Lemmer (1993:159) suggested that parent involvement should take the form of:

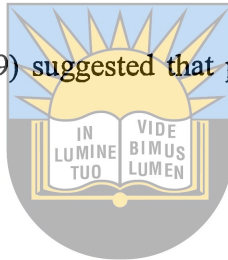
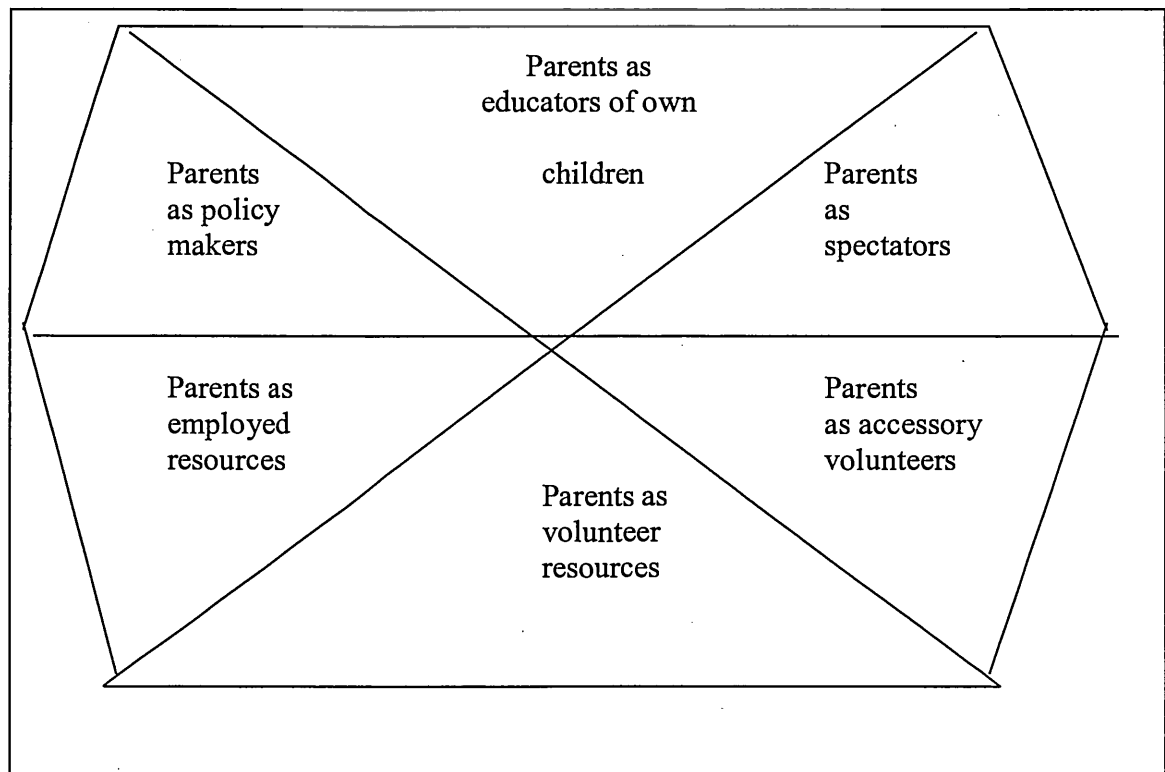


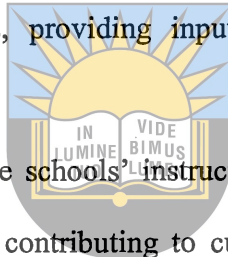
Figure 2.1 Parent involvement with schools
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Adapted from Dekker and Lemmer (1993:159)

The figure above shows that, for schools to be effective in their instruction, parents should:

- i. attend school functions and where possible be resource persons
- ii. work as collaborators and problem solvers reinforcing the school efforts and helping to work out solutions to problems such as discipline
- iii. work as educators, performing obligations for learners' education to achieve quality teaching
- iv. be co-decision makers, providing input on school policy and other programmes
- v. Provide resources in the schools' instructional programmes and develop resource materials and contributing to curriculum ideas or occasionally sharing their expertise with educators.



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2.3.6 **The impact of family instability on learner progress at school**

While factors like parental attitudes, family size and parents' education have been seen by some authorities as major factors contributing to the delivery of poor quality education, Musgrove (1966:58) sees family instability as another factor that can affect the performance of a learner. He argued "*Regular geographical instability by moving from one place to another now and again resulted in children performing badly in classes.*"

In Mberengwa most families do not have stable homes. They move from one place to the other seeking for good land for growing crops or grazing. This

movement has resulted in children attending up to five different primary schools before they complete their Grade seven. This has also been made worse by “*the first track land redistribution and resettlement.*” Several homes are relocating to farms where there are no schools and in some cases children are left in the care of distance relatives to attend school. Or in some cases children travel for about fifteen kilometers going to school outside the resettled farms. This on its own has negative effects on the performance of the learner. Musgrove (1966:81) noted, “*Of course such a history of family instability is not a necessary condition for academic excellence.*”



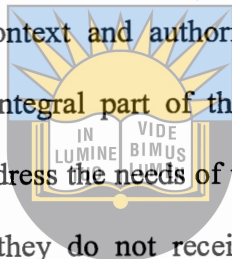
All in all, an understanding of the influence of background factors such as living conditions, parental attitudes, economic background and other family circumstances has become crucial to the academic development of learners and their ability to profit from learning situations organized at school.

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2.4 **Does the quality of management in schools have an impact on learning outcomes?**

The instructional leaders in schools have heavily let down the education system as a whole (Farrant, 1980:233). Thus the roles of school heads are many, the major role is that of improving on the quality of learning by offering professional encouragement, guidance and motivation to educators and learners. Farrant (ibid) argued that when learners fail, educators are heavily blamed yet they are not adequately supervised for effective teaching.

Bellany (1999:69) indicated that good management in schools generates higher quality education just as predictably as good teaching. Thus, substantive networks, partnerships and linkages are essential catalysts for driving quality education and should form the basis of any development work. To make quality education a reality throughout the system, it is vital that a culture of accountability is restored. To achieve this obligation it is important for site-based managers to develop a broad quality assurance framework that addresses the school level needs and also provides a context and authority for quality work. Quality management is therefore an integral part of the delivery of programmes and services by learning sites to address the needs of their learners. Educators cannot produce quality outcomes if they do not receive quality supervision, quality services and inputs from their management.



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2.4.1 **The role of Total Quality Management (TQM) in enhancing quality learning outcomes**

Oakland (1989:11) sees TQM as the involvement of everybody, mainly through progressive human resource management policies. It shifts the focus of responsibility for quality to the people who actually do the work and makes wide use of teams and other forms of participative action.

Murgatroyd (1993:192), Bowring and West-Burnham (1994:11), Bonstingl (1996:35) and West- Burnham (1997:18) consider TQM as providing a school based management team with tools they need to become highly effective in

meeting the goals of their stakeholders, and in creating a place that educators want to work in. Thus an organization moves from inspection to quality management where there is increasing awareness and involvement of clients and suppliers. The use of TQM strategies does not seem to exist in our educational management terrain.

Bowring and West- Burnham (1994:11) defined TQM as, "*a philosophy with tools and processes for practical implementation aimed at achieving a culture of continuous improvement driven by all the members of an organization in order to satisfy and delight customers.*" Thus TQM aims at achieving the following goals as seen by Crosby in West- Burnham (1997:19):

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- a. establishing full management committed to the quality programmes in school
 - b. introduce quality measurement procedures by setting up a quality team to drive the programme
 - c. instituting a quality awareness programme by defining and applying the principle of the cost of quality
 - d. introduce corrective action procedures to achieve quality education and quality improvement in learner outcomes.

Therefore, according to Curtler (1999:15), TQM works cooperatively and collaboratively with potential stakeholders in the school community to enhance the learning environment for all learners. In this regard, all members of such school communities understand the processes which drive and enhance quality and are committed to continuously improving the organization through the

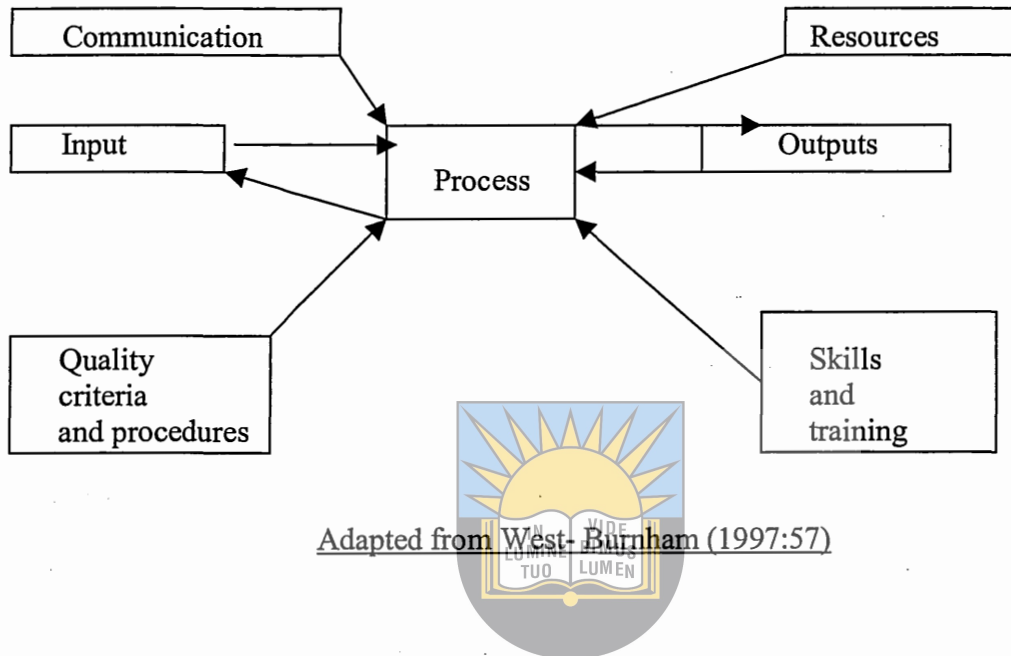
attainment of shared goals, shared vision and the collection and sharing of data that measures success to come out with a “full-service school.” This type of school not only delivers all of the services learners require within the school, but also tear down the walls which separate school from community. The student-learning environment extends beyond the school buildings. Curtler (1999:15) argue that TQM concentrates on school-based decision-making focusing on the key directions of the school within the context of broad ministry parameters. In order to meet present and future challenges in a positive way, individual schools as learning organizations enjoy a certain level of organizational and administration freedom to improve their learning outcomes.



The quality gurus emphasize that for quality management in schools, there should be increasing emphasis on process as well as product where the imperative is towards continuous improvement (West- Burnham 1997:17).

It is encouraged that heads of schools should listen to their customers and make modifications in the light of their feedback. The objective of all management processes is to meet the requirements of the customer. The diagram below illustrates the components of work processes to achieve quality-learning outcomes.

Figure 2.2 The components of work processes

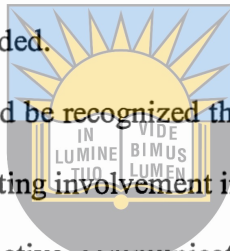


For the process to work effectively all the aspects identified have to be complete and lack of definition in any respect will compromise the potential to meet the customer requirements. All the elements are necessary if there is to be a quality product.

2.4.2 The need for constant dedication to continuous improvement in schools

In total quality organizations like schools of quality, all individuals need to be dedicated to self-improvement and the betterment of other people in their operational areas. There should be a never-ending journey of improvement for oneself. Bonstingl (1996:39), West- Burnham (1997:70); and Glasser (1998:2) identified the major key factors of a quality system, which are:

- a) the need to develop a quality policy, which defines the key characteristics of the service to be provided.
- b) the need to develop objectives which translate the policy into specific objectives
- c) the need to have responsibility and authority structures to ensure that the objectives are met.
- d) there is need for management to review procedures to ensure that the quality system is operating as intended.
- e) individual motivation should be recognized through selection, recognition and reward systems and by creating involvement in all aspects of the work.
- f) there is also need for effective communication and provision of resources appropriate to the specific operations required and some internal quality audits should be performed to verify the implementation and effectiveness of quality systems.



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The quality system should have quality feedback from customers, which should be identified through the service quality loop. In quality educational management, the emphasis should be on continuous improvements in learning outcomes and also breaking down barriers to continuous improvements. Schelechty (1997:187) argued that, the measures of student learning might indicate that something needs to change in school. Such measures can even give some indication as to the general areas where change needs to occur. Heads of schools need to set school standards with educators so that they know what to do judging from the data collected.

2.4.3 Quality products in schools

Quality products in schools, as in business, come from quality processes and systems. Improvement of student learning outcomes should be the central focus of heads of schools and educators. In a school situation everyone should understand how the improvement of student outcomes can be achieved, over the long run, when those on the front lines are continuously improving the learning process and when the school is continuously improving the entire system supporting those processes. Quality schooling prepares young people for life long, life wide and life deep learning, which is a three-dimensional learning that pervades every aspect of life's journey. Bonstingl (1996:43-44) went on to argue that all of the school's internal and external customers and suppliers, including all of its stakeholders, must be viewed as part of the school's operational system because each person's actions affect everyone else in the system. It is essential that schools build strong linkages with major stakeholders, recognizing them as essential contributors to the school's ongoing improvement processes.

In our education system the preeminent need for management is to create constancy of purpose for the improvement of the products and services. Quality insisted Deming in Bonstingl (1996:45) cannot and must not be delegated. The responsibility for quality processes, systems and outcomes rests with management. Educators on their own cannot create the system wide conditions under which quality processes take place. It is the job of management, which is entrusted with the responsibility of fully adopting this new total quality

philosophy throughout the organization. Heads of schools should build relationships of trust from the top and empower and enable frontline workers to continuously improve by removing the barriers to their natural joy and pride of workmanship.

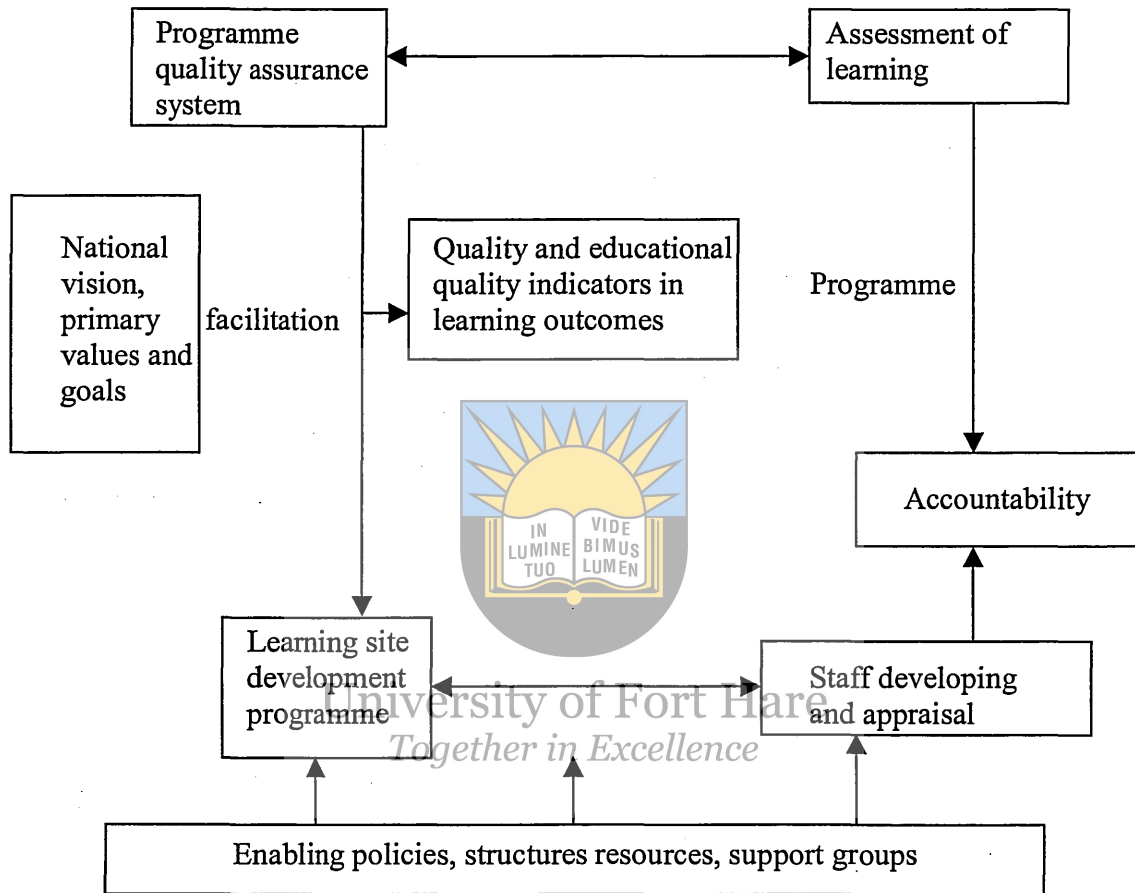
Bonstingl (1996:45) says, *“Most importantly, management must drive fear out of the organization. The old fear-based Taylor system of compliance, control and command has no place in the modern workplace. Workers must think creatively, work in self-directed teams and build partnership cultures of mutual support for everyone’s continuous improvement.”*



Because of these redefined leadership responsibilities school based managers and other school leaders are essential players in initiating and maintaining the transformation process required to build schools of quality learning outcomes. Heads also need to be supported by all of the school’s stakeholders in their continuing efforts to make the school better and better, day-by-day, year-by-year.

The diagrammatical representation of the quality system as seen by Boyle and Bowden (1997:120):

Figure 2.3 The Quality Systems



Adapted from Boyle and Bowden 1997:120

2.4.4 The role of the mission statement in quality management

Bowring and West- Burnham (1994:25) argue that one of the key characteristics of successful schools is that they know where they are going and how they will get there. They have a shared sense of purpose, practice what they preach, they work and manage within a clear and common approach. Organizations moving towards TQM need to have a mission statement, which gives a review of what the school

wants to achieve, and how, the nature of the services it provides and the values by which it operates.

Bowring and West- Burnham (ibid) say a mission statement is, “ *A statement which expresses the vision and values of the school, describes the quality of service to be provided to clients and sets out a commitment to the future.*” In educational management, a mission statement serves the following purposes:

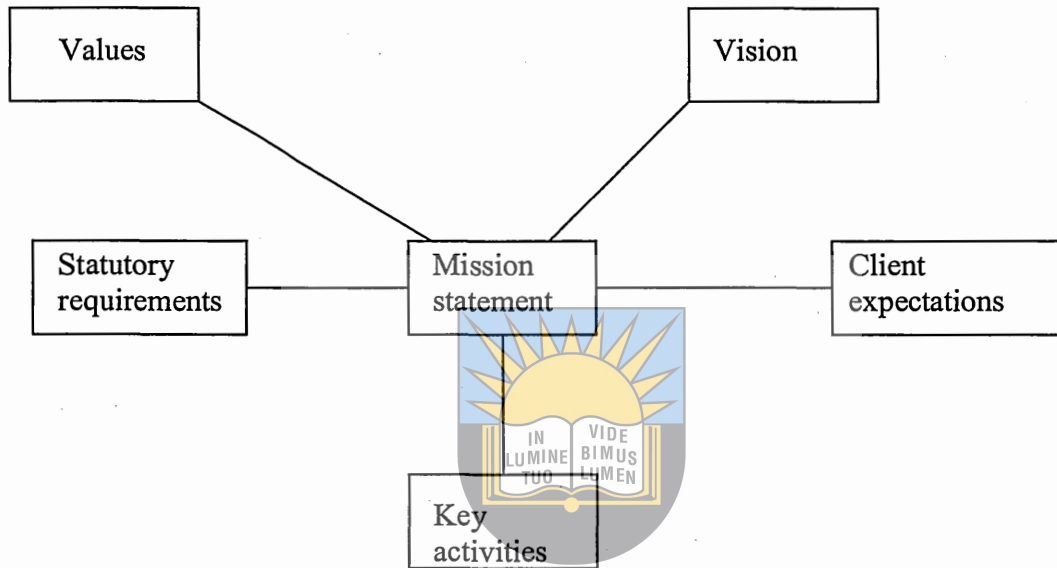
- 1) characterises the school to itself and its community
- 2) provides a shared challenge for teachers and the community
- 3) provides a benchmark for policy making
- 4) identifies priorities for managing the school.

The logo of the University of Fort Hare is a shield-shaped emblem. At the top is a sun with rays. Below the sun is a book. The Latin motto 'IN LUMINE VIDE BONUS' is written across the book. The shield is flanked by two columns.

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However well-formulated a mission statement is, it will be valid if it permeates every aspect of school life. It should have a relationship with other aspects of management activities.

Figure 2.4 The components of the mission statement.



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Adapted from Bowring and West Burnham (1994:27)

The principal components of a mission statement are shown in figure 2.4. The values are the principles on which the school will be managed, the shared beliefs and moral guidelines. Vision refers to a description of what the school might be. It is the collective aspiration, the definition of the ideal situation. Statutory requirements are those aspects of the school's life that are required by law. Client expectations are the views of children, parents and community groups. Key activities are those essential components of school life, which are the means by which the vision and values are met. All these components contribute to the culture of the school, all should contribute to the management arrangements the purpose of which is to empower (Bush and West Burnham 1994:65). It is

realized that vision should be communicated in a way, which secures commitment among all members of the organization.

2.4 The impact of lack of resource materials on the provision of quality education

The quality 'gurus' suggest that quality education should demonstrate that the resources are being used effectively to provide education of high standard. Adequate physical resources, learning facilities, equipment and sound management practices are seen as a precondition for the provision of quality education. It is widely accepted that an improvement in the school environment would boost learning potential. However, the benefits of physical improvement cannot be underestimated (Kgobe, 2000:39).

Bellany (1999:10) noted that, in many countries, particularly the low-income countries, the situation is pervasive grimness in the physical environment and the intellectual atmosphere of learning environments. Sometimes there is not even a chalkboard. Classrooms in rural areas tend to be roughly constructed, with daylight the only illumination and the rooms are dim. Conditions are often only marginally better in poor urban schools.

Nyagura (1993:34), Chivore (1994:37) and Ross (1990:71) indicated that learning is affected by the material conditions under which it occurs. Poor physical infrastructure and lack of learning and teaching materials are key factors that

influence improvement in learning and teaching. Access to teaching and learning materials is one of the most important factors in improving the quality of teaching and learning. The materials must not only be accessible but used appropriately as well.

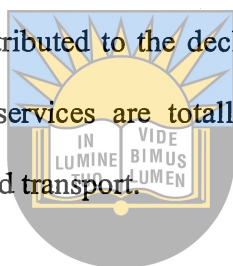
Chivore (1994:37) quoting from Dove said, “ *Common sense suggests that teachers, however, well educated and trained are rendered less effective if schools lack facilities, equipment and materials necessary for quality teaching and learning.*”



He went on to argue that, only too often teachers in training learn how to use overhead projectors only to be posted to schools where seating, blackboards and chalk are lacking. Nyagura (1991:54) also noted that the situation is made worse in developing countries particularly in rural primary schools in that textbooks are not only unavailable, also classrooms, educators' houses, paper, pencils, chalks and exercise books may be in short supply. Teacher in Zimbabwe Magazine for June (1996:12) says, “*In almost every Zimbabwean rural school there is a chronic shortage of books, particularly textbooks and other essential reference books. In some poor schools there will be one textbook per subject between sister schools.*”

The majority of primary schools in the rural areas lack running water, sanitation and school meals to give to the pupils. Nyagura (1991:28) in his studies in Zimbabwe established that primary schools, which were well equipped with facilities such as textbooks, libraries, vehicles, televisions, chalk, paper, pencil

etc., did much better in Grade 7 Mathematics and English, than those primary schools, which lacked these facilities. It follows therefore, that for an educator to be effective, there is need for effective schools. In the majority of primary rural schools in Zimbabwe, and this could be the same in most developing countries, the quality of teaching and learning is adversely affected by shortages of resources. Shortages of textbooks, laboratory equipment, classrooms and furniture, educator accommodation, exercise books and other instructional materials, and funds have contributed to the decline of the quality of education. In addition, teacher support services are totally inadequate due to a critical shortage of funds, personnel and transport.



2.6 The impact of educator ineffectiveness in the provision of quality education

Chivore (1994:3) says, *“A teacher is a guide and director of learning, a person who contributes towards development, and officially trained and recognized instructor and a person who has undergone some training in that area.”*

Chivore (1994:37) quoting from Avolos noted that a successful educator in current terminology (an effective educator) would be the person able to discern from alternatives what makes instruction successful and what does not, and to that end, this person would hold views on what teaching seeks to achieve.

The most fundamental condition underlying the process of school achievement and quality learning is the educator who operationalise at the classroom level.

The success of learners in the examinations is seen as dependent on the hard work and motivation of the educators rather than pre-existing differences in ability, intelligence, and personality or other individual traits. Studies carried out by Chivore (ibid) in a sample of primary schools in Zimbabwe, established that the teaching atmosphere that prevails in most schools does not promote the attainment of a high pass rate. For as long as educators are not capable of creating the most suitable environment for learners to learn there is no effective learning taking place.



2.6.1 The effects of untrained educators on the provision of quality education

Chivore (1994:42) summarized major findings based on studies in countries such as India, Iraq and Sierra Leone. According to these studies trained teachers have more positive effects on learner achievement at primary school level. Most trained educators have more positive effects on learner performance in both primary and secondary schooling. Educator credentials and certification are important for learners' learning, although the desirable level of such training is not clear.

Chivore (1994:42) indicate that, "*Given a chance nobody would like his or her child to be taught by an untrained educator.*"

According to Chivore (ibid), the success or failure of learners in school is largely determined by the ability of the educator to deliver the goods. Educator training is therefore seen to have positive influence on the performance of learners.

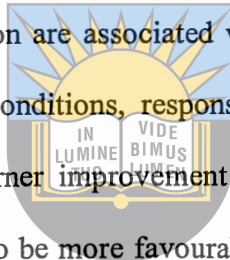
2.7 Do administration focuses have an impact on learners' performance in school?

The instructional leaders in schools have heavily let down the education system as a whole (Farrant1980: 133). Farrant (ibid) maintains that the roles of the school administrator are many, but the major one is that of improving on the performance of educators by offering encouragement, guidance and motivation. Farrant (ibid) argued that when learners fail, educators are blamed, yet they are not adequately supervised for effective and quality teaching. Nyagura (1991:53) argued that good leadership of a school is positively related to high achievement. Nyagura (ibid) argued that for as long as the head has no vision, educators and learners loose direction resulting in poor learning outcomes. Dove (1986:35) noted that, however, well -trained or educated educators could be, they still need constant supervision and staff development to update them with the latest developments in the education system.

The Zimbabwe teacher's forum of (1993:14) noted that some heads of schools, especially in rural areas are unfavourably compromising the standards of education in their schools. Some heads that lack administrative skills destroy the moral of teachers who are the most important variables in the teaching-learning process.

2.7.1 The impact of effective leadership on learning outcomes

Studies carried out by Reynolds (1992:4) suggested that a comparison of the academic outcomes of schools showed that poor administrative approaches accounted for up to 80 percent of the variations in learner academic attainment. Reynolds (ibid) argued that there is a high inter-correlation between school academic effectiveness and leadership styles. Reynolds (1992:9) noted that, “ The system of rewards and punishment, ample use of rewards, praise and appreciation are associated with favourable outcomes. The school environment, good working conditions, responsiveness to learners’ needs and good care play a crucial role in learner improvement and are associated with better outcomes. Thus, outcomes are seen to be more favourable when there is a combination of firm leadership with a decision-making process in which all educators feel that their views are represented.

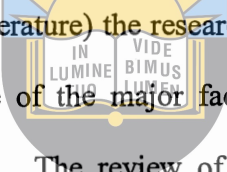


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This was supported by Bush (1993:33) who argued that ownership in educational leadership is important if schools are to move anywhere., There is need for people contributing and contributing effectively. Decision-making in schools should be a genuinely shared activity where educators are actively involved. Bush (1993:28) argued that the participation of teaching staff is important because they have the responsibility of implementing policies. Thus collegial models of school leadership need to be used, where the head makes decisions with members of staff. For quality learning outcomes there is need for effective leadership which:

- (i) frequently monitor school activities and supervise all instructional activities that take place in the school. Educators should not be left alone to either swim or sink. They need continuous supervision from the head
- (ii) high expenditure of time and energy is needed for quality improvement in schools
- (iii) there is need for superior and modern instructional leadership.

2.8 Conclusion



In this chapter (Review of Related Literature) the researcher attempted to establish from major theorists and authorities, some of the major factors affecting the provision of quality learning outcomes in schools. The review of literature established that poor quality learning outcomes in schools is caused by the following factors: inequitable distribution of human and material resources, home environmental factors, teacher ineffectiveness, parental attitudes and poor management focuses. The variables established from the review of related literature shall also be the focus of this study. The extent to which each of them influences the performance of learners shall be examined.

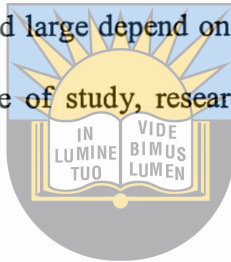
The following chapter on research methodology or research design shall briefly and clearly show how the researcher shall carry out the study on poor quality learning outcomes and its causes. Problems that are likely to be faced by the researcher and how these shall be minimized shall be given in this chapter on Research Methodology.

CHAPTER III

3. RESEARCH METHODOLOGY

3.1 Introduction

Miller (1979:12) sees the research design as the planned sequence of the entire process involved in conducting research. Thus the research design is crucial because whatever results are going to be obtained, by and large depend on this. The research design shall include among other aspects, the type of study, research instruments, population, the sample and sampling procedures.



3.2 Research design

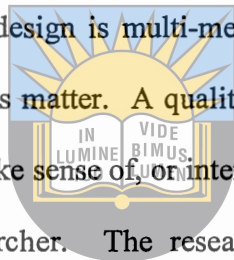
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This study shall be a case study covering six schools in the same cluster. Gall, Borg, and Gall, (1996:27) noted that a case study is a method of conducting qualitative research, which evolve a distinctive approach to scientific inquiry. Also quantitative approaches where facts, claims and assertions shall be presented in numerical form shall be used. Thus quantitative statistical procedure shall be used in data collection and analysis.

Keeves (1990:21) indicated that the person using quantitative methods must make many qualitative decisions regarding the questions to pose. Thus when using qualitative methods, certain quantitative summaries, classifications, and analysis become a useful part of the research.

3.2.1 Qualitative approach

Using a qualitative approach, facts, claims and assertions are provided in narrative form, and not in numbers. However, qualitative data can be converted into numerical form by coding and scoring procedures. Qualitative research design is grounded in the assumption that features of the social environment are constructed as interpretations by individuals and that these interpretations tend to be transitory and situational (Gall, et al 1996:31). Thus qualitative research design is multi-method in its focus, involving an interpretive, naturalistic approach to its matter. A qualitative researcher study things in their natural settings, attempting to make sense of, or interpret phenomena in terms of the meanings people bring to the researcher. The researcher shall build theory from observations and intuitive research by gaining the emic, or insider's perspective, and the product of a qualitative study is richly descriptive, expressed in words and pictures rather than numbers. Case study is well established in the qualitative research tradition. As a methodology, it is especially responsive to research questions of why and how, and it offers scholars a flexible yet integrated framework for holistic examination of a phenomenon in its natural state.



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3.2.2. Quantitative approach

Using a quantitative approach, facts, claims and assertions are presented in numerical forms. Quantitative research methods are generally associated with systematic measurement, experimental and quasi-experimental methods, statistical analysis and mathematical models. It takes the positivist orientation where knowledge is gained

through scientific and experimental research and is objective and measurable. Quantitative research approach assumes that social facts have an objective reality and variables can be identified and relationships measured and data is reduced to numerical indices with abstract language in write-up.

In this research, apart from using qualitative approaches where facts, claims and assertions are provided in narrative form, quantitative approaches shall also be used where facts and claims are presented in numerical forms.

3.3 Sampling techniques

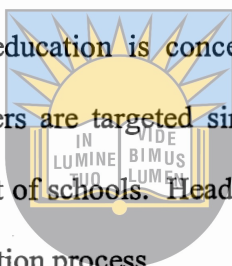


Entwhistle and Nisbert (1975:36) noted that there is no single correct procedure for sampling. The method chosen depends on the purpose of the inquiry, on type of analysis to be made, and on certain restrictions, time, staff, facilities, which have to be accepted as external constraints. The sampling procedure for the research on quality learning outcomes will be based on the target populations of educators, heads of schools, local leaders, school development committee members and learners from the six schools targeted for the research. Access to the schools shall be an advantage to the researcher since he is an educator in one of the schools covered by the case study.

The case study shall cover six schools, which are in one ward, and the researcher has extensive knowledge of the population. A judgment sample, which is selected in the light of the researcher's previous knowledge of the population, shall be used. Specialized

samples, which are going to be chosen from a limited geographical area shall be observed and interviewed.

The use of simple random sampling, which is more routine, shall be used in the selection of learners from Grade six and seven classes. A random method of selection gives each of the learners a known chance or probability of selection. The Grade six and seven classes are chosen since these are learners who are mature enough to provide reasonable responses in as far as quality of education is concerned. The school development committee members and local leaders are targeted since these are community leaders responsible for the local management of schools. Heads of schools and educators are the key figures in the educational production process.



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3.3.1 **The population**

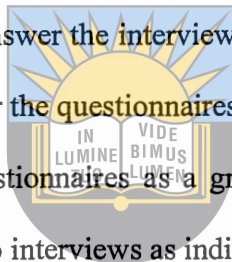
A population according to Nkpa (1997:33) refers to all of the events, things or individuals to be represented.

This is any group of individuals with one or more characteristics in common that are of interest to the researcher. The target population for this case study is the six schools in one ward and their communities.

3.3.2 **The sample**

Usually, the target population is too large for the researcher to work with. The geographical area may be too widespread. The number of persons may be too many for

the researcher's limited resources. According to Best and Kahn (1993:54) a sample is a small proposition of a population selected for observation and analysis. Thus from the population of six schools, with more than ninety educators, and four thousands learners and approximately three hundred households the sample shall be selected. The sample of educators shall be arrived at through finding twenty percent of the total number of educators in each school. Five learners shall be randomly selected from the Grade six and seven classes, which according to the researcher are mature enough to provide realistic responses, and these shall answer the interviews as a group. All the six heads of schools or their deputies shall answer the questionnaires. School development committee members shall also answer the questionnaires as a group. The two local leaders, the Chief and Councillor shall respond to interviews as individuals.



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The table below shows the sample for the research

Table 3.1

School	Head or Deputy	Grade 7 Educators	Grade 6 Educators	School Dev. Committee	Learners	Chief	Councilor	Total
A	1	1	1	1 group	2 groups	-	-	6
B	1	1	1	1 group	2 groups	-	1	7
C	1	1	1	1 group	2 groups	-	-	6
D	1	1	1	1 group	2 groups	1	-	7
E	1	1	1	1 group	2 groups	-	-	6
F	1	1	1	1 group	2 groups	-	-	6
	6	6	6	6	12	1	1	38

Schools shall be identified by letters of the alphabet (A) to (F). Learners and school development committee members shall respond to the interviews in groups. While the heads and educators shall do a self-completion of questionnaires. Data shall be collected from a total of thirty-eight groups of respondents.

These were determined by the size of the school. The larger the school the more respondents shall be drawn from it. During data collection, it was however discovered that all the schools have about eight to ten educators and the researcher was forced to take two educators from each school.

3.4 Data collection plan

Case study data collection is typically multi-method, usually involving interviewing, observations and answering questionnaires (Patton, 1990:127). Multiple sources of information shall be sought and used because no single source of information can be trusted to provide a comprehensive perspective.

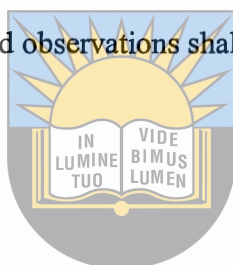
Patton (1990:128) argued that, by using a combination of questionnaires, interviews and observations the researcher is able to use different data sources to validate and crosscheck findings. Rarely are all three strategies used equally. One or two predominate, while the other ones provide supporting information. Thus in this study the interviews and questionnaires shall be dominating while the observations provide supporting information.

The ideal data collection technique will be the face-to-face interviews with groups of learners, school development committee members and the local leaders. Questionnaires shall personally be distributed to educators and heads of schools and the completed questionnaires shall be retrieved after a period of about seven days. This mode guarantees a hundred percent delivery and return. Personal administration of questionnaires provides opportunity for clarifying questions to be asked by respondents and for explanations to be made by the researcher.

3.5 Research instruments

Data collection in educational research may take many forms. Notable among the many forms are tests, projective techniques, consultation of records and documents, direct observation, interview and questionnaires.

In this study on quality learning outcomes, generalized and widely applicable methods such as questionnaires, interviews and observations shall be used.



3.4.1 The questionnaires

Nkpa (1997:74) noted that, a questionnaire is a carefully designed instrument for collecting data in accordance with the specifications of the research questions. It may be used to ascertain facts, opinions, beliefs, attitudes and practices.

Research data is sometimes buried deep within the minds or within the attitudes, feelings or reactions of respondents. The questionnaire is the instrument that is used for getting data beyond the physical reach of the observer. The sets of questionnaires are designed to gather information describing the school and home learning environments relevant to the performance of the learner. They shall be primarily descriptive and factual in nature. The goal of the questionnaires is to gather concrete facts through open-ended and closed ended questionnaires. The closed-ended questionnaires shall be used since it is relatively easy to quantify the data. This is in line with Oppenheim (1975:43), who noted that the use of closed questionnaires often means that more questions can be asked within a given length of time and the data can easily be analyzed.

Two sets of questionnaires are suggested in this study:

Class educator questionnaire, where questions on educator qualifications, experience, general attitudes and impressions about the general learning environment of the learners are asked.

Heads of schools' questionnaire, where questions on school setting, facilities and policy related issues are asked. Questionnaires shall be kept as short as possible, while assuring that the necessary information is gathered.



3.5.1.2. Advantages of the questionnaire

Since these are going to be delivered in person and the researcher returning to collect them after a period of time, the advantages of this mode are that the respondents are afforded time to check for information and they will be more relaxed while completing the questionnaire in the absence of the researcher. The questionnaire in general has the advantage that respondents complete the questions freely and the respondents can afford time to consult sources of information and this increases the validity of the responses.

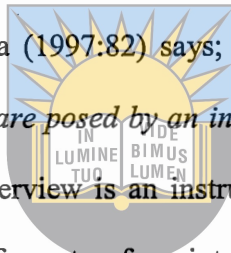
3.5.1.3 Disadvantages of the questionnaire

Questionnaires have the disadvantage that they cannot probe the respondents if they either give an inadequate answer or an interesting one, which may need some expansion. The researcher acknowledges that time and money may be wasted in repeated trips to

check on respondents who continually procrastinate the completion of the questionnaires. Also consultations among respondents from the same school may take place and this may give rise to uniform or stereotyped responses, which reduce the validity of the data.

3.5.2. The interviews

The fact that the questionnaire is inappropriate to an illiterate population makes it imperative to use interviews. Nkpa (1997:82) says; *“An interview is a face- to- face interaction in which oral questions are posed by an interviewer to solicit oral responses from the interviewee.”* Thus the interview is an instrument that is going to be used to solicit information through direct face- to- face interaction with the learners, school development committee members and the local leaders.



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3.5.2.1 Advantages of interviews

The interview technique has the following advantages;

- (i) The researcher has access not only to what respondents say, but how they say it. The non-verbal behaviour can provide clues.
- (ii) Interviews do not require reading or writing skills from the respondents. Respondents can explain in a natural and spontaneous way in their own words or language and literacy is not a restriction.
- (iii) Insight is obtained into the causes and possible solutions of problems by in- depth questioning and probing, and an opportunity is provided for clarifications.

3.5.2.2. Disadvantages of interviews

The interview has the following disadvantages;

- (i) There is absolute lack of anonymity, which is inherent in the interview. This implies that socially unacceptable responses that are encouraged by questionnaires may not be obtained.
- (ii) The technique is time consuming and expensive. Oppenheim (1975:40) indicated that interviews cost money. There are traveling expenses to be met when visiting respondents.
- (iii) Due to stress factors the respondent may forget important information.



3.5.3 Observations

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Information provided by respondents in questionnaires and interviews may be inaccurate, prestige-biased or faked. In contrast, observational techniques of data collection make it possible for the researcher to obtain first-hand information about the objects, events and interactions of interest.

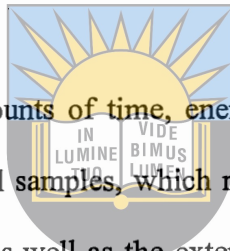
Chivore (1994:36) views observations as an exploratory phase in which the researcher can reliably and vividly identify the structures available through some form of planned and systematic deliberate observations.

3.5.3.1 Advantages of observation

When properly executed, observation provides unique insights not attained by other methods. It yields direct first-hand information, which is more valid than reported information obtained from questionnaires and interviews.

3.5.3.2 Disadvantages of observation

Observations require enormous amounts of time, energy and resources to be properly executed. In practice they use small samples, which reduces their internal validity as a result of unrepresentative samples, as well as the external validity or generalisability of their findings.



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Multiple sources of information are sought and shall be used because no single source of information can be trusted to provide a comprehensive perspective. By using a combination of questionnaires, interviews and observations the researcher is able to use different data sources to validate and crosscheck findings. However, rarely are all three instruments going to be used equally. One or two shall predominate while the other one (s) provide supporting information.

3.6 The pilot study

Whichever method of data collection a researcher uses, trial testing of the measuring instruments should be undertaken using a few subjects whose characteristics are similar to those in the sample. The pilot study shall be carried out in two primary schools from Mberegwa Central. The multi-faced purposes of the pilot study it so ensure a satisfactory level of functionality, to estimate reliability, to obtain new insight and to eliminate ambiguities (Nkpa 1997:73). It is at this stage that the magnitude of the study shall be streamlined and corrective measures taken accordingly.



3.7 Validity and reliability

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Two criteria against which qualitative data and data analysis are judged are validity and reliability. Yin (1994:41) argued that, there is no uniformly agreed set of validity and reliability criteria for case studies. Validity generally refers to the accuracy and value of the interpretations and reliability is the extent to which other researchers would arrive at the same results if they studied the same case using exactly the same procedures.

3.7.1 Validity

Fundamentally, all procedures for determining validity are concerned with the relationship between performance in the test and other independently observable facts about behaviour characteristics under consideration. In research, there is no one validity and the most important classification of types of validity is:

3.7.1.2 Construct validity

Nkpa (1997:72) argued that construct validity is the extent to which an instrument measures a hypothetical construct, which it sets to measure. To take care of construct validity the researcher shall carry out a factor analysis after the administration of the instruments using a larger pool of items than required for the final version of the instrument. A comparison of findings shall also be made to check on construct validity.



3.7.1.3. Content validity

Content validity involves essentially the systematic examination of the content of questionnaires, interviews or observation guides to determine whether it covers a representative sample of the behaviour domain to be measured. This is the extent to which the items of an instrument are representative of the content and behaviour specified by the theoretical concept being measured. Content validity shall be established through estimated comparisons of the sample of items with the content and behaviour, which they should represent. If the sample of items covers all aspects of the content and behaviours, a high degree of content validity is attained. Had it been for achievement tests, tables of specifications that systematically specify the content, objectives and evaluation techniques would be constructed in the process of generating valid test instruments. This procedure enhances the likelihood of obtaining an adequate sample of test items.

3.7.1.3 Criteria-related validity

Criteria-related validity indicates the extent to which an instrument yields the same results as a mere widely accepted measure. The degree of criteria-related validity shall be obtained by correlating the results obtained from the administration of the three instruments. The resulting correlation coefficient is an estimate of criterion-related validity. Criterion-related validity is of two types, namely, concurrent validity and predictive validity.



3.7.1.4.1 Concurrent validity

Concurrent validity is applicable when a new instrument is administered at the same point in time as the well-known instrument. Concurrent validity is useful when the equivalent form of an instrument is needed.

3.7.1.4.2 Predictive validity

This is the extent to which the predictions made by an instrument are confirmed by the later behaviour of respondents. It is concerned with the prediction of future performance. In this research, triangulation, the use of multiple-data collection methods, sources shall be used for checking validity.

3.7.2 Reliability

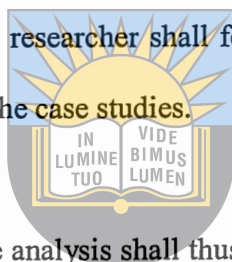
As indicated before, reliability refers to the degree of internal consistency of a measuring instrument. In this case, a reliable instrument yields the same results for the same individuals regardless of when it is administered and who the researcher is. In this research reliability shall be established from the pilot study, which is going to be conducted. In order to arrive at a measure of reliability during the study, evidence shall be derived from diverse data collection techniques and each instrument shall be used to the best of the current state of the art. Reliance on multiple sources of evidence and the inclusion of the traditional three data sources in the case study affords a built-in triangulation if data from each of the three speaks to the same question.

It should be noted that to have valid and reliable research depends on meticulous steps and plans taken from the day such research is conceived to completion of the study.

3.8 Data analysis technique

The methods and techniques to be used in the processing of data to a great extent shall depend mostly upon the responses that shall be got from the respondents. Data collected from the three different types of instruments will be arranged so as to provide the answers to the questions, the solutions to the problems or adequate test of hypothesis. The researcher shall design a coding frame, which will be based on the key themes in the questionnaires and the observation guide.

The data shall be tabulated, summarized and integrated to provide a comprehensive ethnographic analysis. The raw data collected shall be presented in written form, graphs and tables. This is going to be drawn from responses as captured from the completed instruments. Some inconsistencies and contradictions of the responses emanating from different respondents, the levels of consistency in the responses shall be compared with findings from observations. The information collected through observation and the feel of the researcher shall remain a critical component of the data and the analysis. The observations and perspectives of the researcher shall form an important part in the data analysis process that is contained in the case studies.



The overall strategy to be used in the analysis shall thus provide space for the research to remain loyal to the views and perspectives of the interviewees while at the same time drawing on the critical perspectives of the researcher. Basically qualitative analysis shall be made where non-numerical examination and interpretations of observations for the purpose of discovering underlying meanings shall be made.

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Most of the data shall be tabled to determine the results and their significance and conclusions shall be drawn from numerical information. Also question items shall be entered on a data sheet from which it shall be easy to establish the number of respondents who identify a particular factor. All this shall be done after the information is collected from the interviewee, answer sheets, the questionnaire answer sheets and the observation check lists or guide. Some blank spaces in the questionnaires shall be treated as non-response. These shall be coded "O" and they shall be considered as no opinion in the analysis.

3.9 Problems likely to be experienced

Every research is unique. Part of the basis for this uniqueness is the problems that are encountered in each study. This study is no exception. Money and time are almost always inadequate in most researches. In this research, time is particularly going to be problematic since the collection of data shall be done during school term and teachers and heads of schools may claim that they have no time to sit and respond to interviews or complete the questionnaires.

3.10 Summary and conclusion



The purpose of this chapter was to discuss the design to be used in this research. In the process issues such as the type of study, the pilot study, instruments, the population, the sample, data collection and analysis techniques, reliability and validity are discussed. Problems that are likely to be encountered in this research have been identified and discussed.

The researcher is quite satisfied that given the steps that are going to be taken from the research design to the completion stage, which is the data analysis technique, the findings in this research are likely to be a true reflection of the situation in Mberengwa District rural schools and also, a true representative of the factors affecting the provision of quality schooling as indicated by the Grade seven performance levels. The following chapter on research findings shall give

an overview of the responses given as factors affecting the provision of quality education in Mberengwa West District Schools.



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CHAPTER 4

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

Many studies on education systems in Zimbabwe have shown the urgent need to increase the internal efficiency of the primary education system, which is the foundation of children's future learning acquisition. A decline in the quality of primary education has resulted not only because of general financial constraints but also the inability to provide a place in schools to the ever-increasing numbers of school age children. This chapter focus on presentation, analysis and interpretation of data collected from four categories of respondents, namely heads of schools, educators, school development committee members and learners. These respondents reported their perceptions accounting for the poor quality of primary education.

It is important to reflect on the purpose of this study, which was an investigation of the factors contributing to the poor quality of primary education. The study intended to investigate the following critical questions:

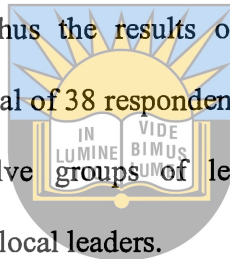
- (i) What are the reasons for the declining quality of primary education as shown by the poor academic performance of learners at Grade seven level?
- (ii) To what extent do home and school environmental factors influence the performance of learners?

(iii) What are the factors that influence learning achievement at school?

Accordingly the chapter presents the overall findings of the investigation.

4.2 Characteristics of the sample

The researcher employed the hand delivery and collection method. This assured a very high response rate. Out of the thirty-eight subjects issued with questionnaires all of them responded. Thus the results of the study were based on the information provided by a total of 38 respondents comprising of six school heads, twelve educators, and twelve groups of learners, six school development committee members and two local leaders.



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Table 4.1 Distribution of Heads of schools by sex.

(N = 6)

	N	%
Male	5	83.3
Female	1	16.7
Total	6	100

Figure 4.1 shows the distribution of heads that responded and their sex. Five (83.3%) of the heads of schools, which responded, were male while (1) one (16.7%) was female.

Table 4.2 Distribution of educators by sex

(N=12)

	N	%
Male	11	91.7
Female	1	8.3
Total	12	100

Table 4.2 shows that there were eleven (11) male educators who responded and one (1) female educator. This reflects that there are more male educators teaching Grade six and seven than are female educators.

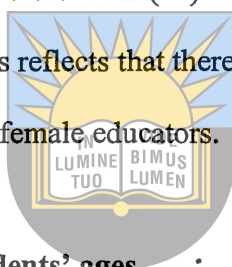


Table 4.3 shows the respondents' ages

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(N=18)
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Age Range	Heads of Schools		Educators	
	N =6		N =12	
	N	%	N	%
20-29 years	0	0	2	16.7
30-39 years	3	50	8	66.7
40-49 years	1	16.7	1	8.3
50-59 years	2	33.3	1	8.3
Above 60 years	0	0	0	0
Total	6	100	12	100

Table 4.3 shows that 50% of the school heads are in the age range of 30-39 years. Also 66.7% of the educators are in the age range of 30-39 years. The data revealed that most of the heads and educators are still in their middle age.

Table 4.4 shows the academic and professional qualifications of respondents

(N = 24)

Qualification	Heads of Schools		Educators		School Development committee members	
	N = 6		N = 12		N = 6	
	N	%	N	%	N	%
Standard 6	0	0	0	0	3	50
Junior Certificate	0	0	0	0	2	33.3
Ordinary Level	5	83.3	9	75	0	0
B/A BSc	0	0	0	0	1	16.7
B.Ed	1	16.7	3	25	0	0
M.Ed	0	0	0	0	0	0
Total	6	100	12	100	6	100

Table 4.4 shows that only one head of school has a Bachelor of Education Degree while the other five have only 'O' levels and teacher education. Three educators have Bachelor of Education degrees while nine have ordinary level and teacher education. A total of six school development committee members have either standard six or junior certificate. Only one school development committee member who happens to be a retired educator has Bachelor of Arts in English.

Table 4.5 shows the number of years experience for heads of schools and educators.

(N = 18)

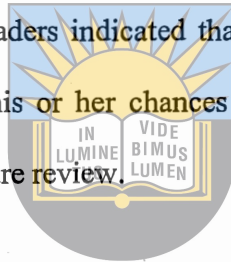
No. of years experience	Heads of Schools		Educators	
	N	%	N	%
	N =6		N =12	
Less than 1 year	0	0	0	0
1-5 years	3	50	4	33.3
6-10 years	1	16.7	5	41.7
11-15 years	1	16.7	1	8.3
16-20 years	1	16.6	2	16.7
Over 21 years	0	0	0	0
Total	6	100	12	100

Table 4.5 shows that most of the heads and educators are within the age range of one to ten years as either head or educator. Two educators and one head have sixteen to twenty years experience. This illustrates that most of the respondents were well-experienced heads of schools or educators.

4.3 Home environmental factors

Parental assistance to the school, parental income, smaller family size and other factors give learners of better-educated parents a wide range of advantages. All the respondents indicated that parental involvement in the schools was lacking and this was one of the most important causes of student failure. It should be noted however, that results on this item could be an indication of socio-economic class, as parents may be willing to

participate in school activities but unable to do so because they cannot afford much in terms of time and money. One educator indicated that, differences in learning outcomes are strongly associated with differences in the level of the socio-economic status, parental education and professional backgrounds. In other words, learners from better off families were said to be outperforming learners from poorer home backgrounds. One of the school heads indicated that, quality education cannot be solved solely through improvement at the school or in the classroom, the home environment plays an equally important role. One of the local leaders indicated that, the more support and help the child is given at home, the better his or her chances of scholastic success. The same finding was established in the literature review.



However, one community member rejected the perception that there are home environmental factors affecting the performance of learners. In responding to the question on whether there are home environmental factors affecting the performance of learners, 80% of the respondents indicated that school performance is affected by home environment.

Table 4.6 shows the distribution of respondents on whether there are parental factors affecting the performance of learners.

The codes below represents the following:-

- (5) I agree totally
- (4) I agree but not strongly
- (3) I disagree totally
- (2) I disagree but not strongly
- (1) I am not sure

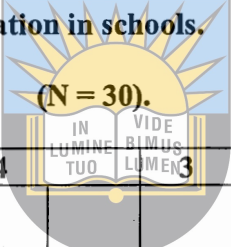
(N = 30)

	5		4		3		2		1		Total	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Learners perform badly if parents are not actively involved in school affairs												
Heads of schools	4	66.7	0	0	2	33.3	0	0	0	0	6	100
Educators	10	83.4	1	8.3	1	8.3	0	0	0	0	12	100
Learners	5	41.6	3	25	2	16.7	2	16.7	0	0	12	100
Total	19		4		5		2		0		30	

Table 4.6 shows that out of thirty respondents who responded to the question on whether parental involvement in school affairs has an effect on the performance of learners, nineteen of the respondents agreed totally. One of the educators indicated that parental involvement in the school and in the education of their children is one of the most

important causes of higher learner achievements. This finding is also supported by the literature review, which established that differences in learning outcomes are strongly associated with differences in the level of parental participation in school programmes. Thus answering the critical question on whether family circumstances have an impact on the academic achievement of learners at school.

Table 4.7. Distribution of respondents' views on whether educator ineffectiveness contributes to poor quality of education in schools.



Educator ineffectiveness contributes to poor quality education.	5		4		3		2		1		Total	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Heads of schools	2	33.3	1	16.7	2	33.3	1	16.7	0	0	6	100
Educators	2	16.7	1	8.3	4	33.3	5	41.7	0	0	12	100
Learners	7	58.3	2	16.7	3	25	0	0	0	0	12	100
Total	11	-	4	-	9	-	6	-	0	-	30	-

On the issue of educator ineffectiveness, it was established that most educators denied the assumption that educator ineffectiveness significantly contributes to the poor quality of education. However, seven groups of learners out of twelve strongly agreed with the assumption that educator ineffectiveness has greatly contributed to poor quality of

education in their schools. Two (33.3%) of the heads of schools totally agreed with the assumption that poor quality of education in their schools is caused by educator ineffectiveness.

In their comments the learners and heads of schools indicated that the quality of their teaching staff is very poor. The learners indicated that their educators are ever absent from duty. The head often teaches them when their educator is absent. In one of the schools the learners indicated that their Grade seven educator is ever absent. He operates from his home, which is about ten kilometres away, and in most cases he is ever late. The educator is either late or absent, commented one learner in one of the schools.



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Table 4.8 shows the distribution of respondents' views on whether poor administration approaches has an effect on the quality of education offered in a school.

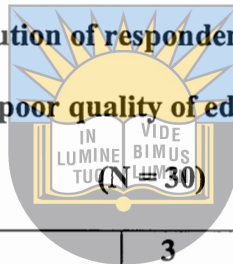
(N = 30)

	5		4		3		2		1		Total	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Do administrator focus have an impact on the quality of schooling												
Heads of schools	2	33.3	3	50	1	16.7	0	0	0	0	6	100
Educators	3	25	6	50	1	8.4	1	8.3	1	8.3	12	100
Learners	3	25	5	41.7	2	16.7	2	16.7	0	0	12	100
Total	8	-	14	-	4	-	3	-	1	-	30	-

Table 4.8 shows that while most educators feel that management approaches have an impact on the quality of education, the majority however does not agree. The same applies to the learners (41.7%) are of the opinion that their heads of schools are ineffective. However one of the educators who strongly agreed that poor administration focuses contribute to the poor quality of education, noted that his head is still using traditional approaches and he still operates unchallenged. The educator argued that he is in a wrong camp because his potential contributions to the development of the school are seen as criticisms bent to undermine the head.

Generally, poor administration focuses in the six schools was noted to be one of the factors contributing to the poor quality of education. An educator in one of the schools noted that, their head tends to concentrate on the teachers' public behaviour and not their teaching practices. She noted that given a chance she would leave the school because the head was an authoritarian type who often shouts at educators in front of learners.

Table 4.9 shows the distribution of respondents' views on whether constant absenteeism contributes to poor quality of education in the six schools



Learner absenteeism and its effects on the quality of education	5		4		3		2		1		Total	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Heads of schools	5	83.3	1	16.7	0	0	0	0	0	0	6	100
Educators	7	58.3	2	16.7	2	16.7	1	8.3	0	0	12	100
Learners	12	100	0	0	0	0	0	0	0	0	12	100
Total	24	-	3	-	2	-	1	-	0	-	30	-

Table 4.9 show that twenty-four respondents (80%) strongly agree with the assumption that poor quality of education is a result of rampant absenteeism of learners. Educators indicated that absenteeism of learners has made their work very difficult and unprogrammed. One educator indicated that some major concepts might be introduced when a good number of learners are absent and

these would remain behind. Heads of school also noted that the rate of absenteeism among learners was very high. One school head indicated that it was difficult to monitor the performance of a learner who is ever absent from school.

Table 4.10 Distribution of respondents' views on whether the lack of resource materials in the six schools has an impact on the quality of education offered

(N = 30)

Lack of resource materials as a factor affecting the provision of quality schooling	5		4		3		2		1		Total	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Heads of schools	4	66.6	0	0	1	16.7	1	16.7	0	0	6	100
Educators	9	75	2	16.7	0	0	1	8.3	0	0	12	100
Learners	12	100	0	0	0	0	0	0	0	0	12	100
Total	25	-	2	-	1	-	2	-	0	-	30	-

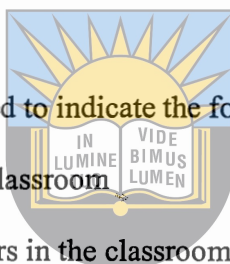
As shown on the above table, more than (90%) of the respondents indicated that poor quality of education is caused by the acute shortage of resource materials in the schools. All the (12) groups of learners indicated that their poor performance is caused by the lack of resource materials in their schools. One of the educators indicated that, their schools are seriously constrained by shortages of textbooks, classroom furniture, pens and pencils, chalk and paper. The observations made by the researcher also established that the six schools do not have administration facilities such as telephone, typewriters, file cabinets and duplicating machines. In one of the schools the researcher could not find the

head that had gone to phone the District Education Offices from the clinic, which is about fifteen kilometers away. One of the heads indicated that differences in the quality of education are due to inequitable distribution of learning materials. These input variables like teaching guides, exercise books, desks, chairs and pencils one way or the other affect the performance of learners.

Table 4.10.1 shows the amount of furniture as seen by the researcher, the six schools are coded as A, B, C, D, E, and F

The codes (P) to (S) were used to indicate the following: -

- (P) Serious shortages in the classroom
- (Q) Not enough for all learners in the classroom
- (R) Enough for all learners in the classroom
- (S) Virtually nothing in the classroom



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The amount of furniture in the six schools

SCHOOL	GRADES 1 - 7						
	1	2	3	4	5	6	7
A	P	P	Q	P	Q	P	Q
B	P	P	P	P	Q	P	Q
C	P	P	P	P	Q	Q	Q
D	P	P	P	P	P	P	P
E	R	R	R	R	R	R	R
F	Q	P	P	P	P	P	Q

Table 4.10.2 shows the amount of textbooks as seen by the researcher, the same codes as on table 4.10.1 were used

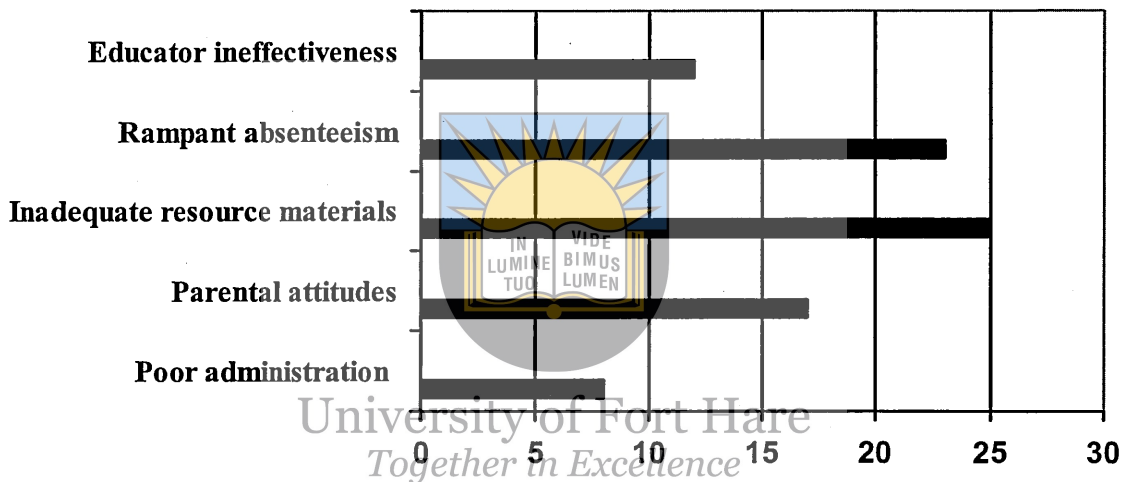
The amount of textbooks in the six schools

SCHOOL	GRADES 1 - 7						
	1	2	3	4	5	6	7
A	R	R	R	R	R	R	R
B	P	Q	P	P	P	P	P
C	Q	Q	Q	P	P	P	P
D	P	P	P	P	P	P	P
E	P	P	P	Q	P	P	Q
F	P	P	Q	P	P	P	Q

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The two tables above, table 4.10.1 and 4.10.2 show that the six schools are critically constrained by the shortages of textbooks and furniture. It was observed that school (E) has enough furniture for all classes, the reason being that the school received a donation for the purchase of school furniture in 1996. The same year a new school was opened in the neighbouring district and a good number of learners joined the new school leaving the old school with all the furniture. Also school (A) had enough books because the school received a donation for the purchase of textbooks in the year 2000. However the researcher observed that the six schools are affected by serious shortages of furniture and textbook.

Graph 4.11 shows a summary of the responses given by the respondents on factors given by the researcher as possible suggested reasons for the provision of poor quality schooling in the six schools. There were five suggested factors and the respondents totally agreed that it was the main cause of the poor quality of education in the six school covered by the study.



From the analysis of findings given on the figure above, inadequate resource materials was identified as the major factor affecting the provision of quality learning outcomes. Twenty-five (83.3%) of the respondents strongly agreed that poor quality learning outcomes are caused by the shortage of resource materials in the six schools. Also the problem of constant absenteeism was seen as the second major factor affecting the provision of quality learning outcomes, this was followed by parental attitudes, educator ineffectiveness and poor administration focuses.

An overview of the general remarks as indicated by heads of schools, educators, learners, school development members and the researcher's observation schedule.

4.4 Heads of schools

Heads of schools indicated that the quality of teaching and learning is adversely affected by shortages of resources. One of the heads of schools indicated that shortages of textbooks, furniture, teachers' houses, exercise books, funds and other instructional materials have contributed to the decline in the quality of education. However most of the heads indicated that they have enough classroom accommodation. The movement of learners due to the fast track land redistribution has caused this. Several families have been resettled in commercial farms, taking with them their children to newly established schools in resettlement farms. This has resulted in the reduction of learners in the old schools.

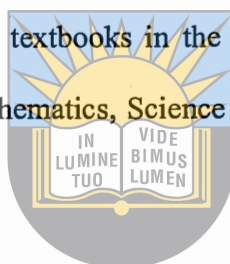
Out of six heads of schools, five of them indicated that they have enough accommodation for their educators. This was not confirmed by the observation schedule. The researcher established that almost all educators share houses, where an educator is allocated one room, which is used as both kitchen and bedroom.

In all the six schools the heads indicated that they do not have the following: -

- (a) no cassette players

- (b) No photocopiers
- (c) No libraries
- (d) No telephones
- (e) No computers
- (f) No electricity, and
- (g) No laboratories.

In most cases learners share textbooks in the ratio of 5 learners to 1 textbook. Critical shortages are in Mathematics, Science and English, which are the major subjects.

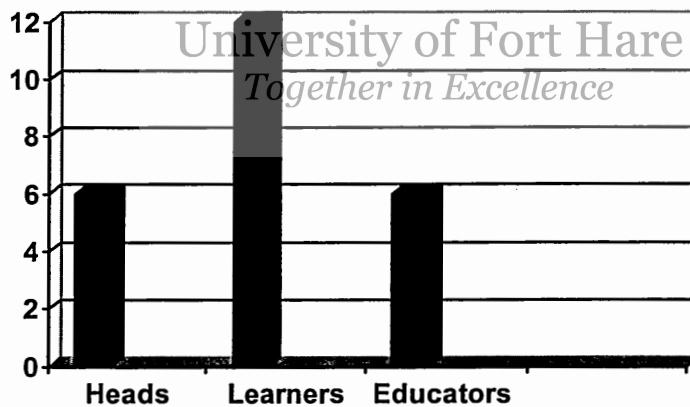


On average the heads indicated that 30% of their learners live more than three kilometers from school. However one of the heads indicated that this distance does not affect the performance of the learners. He indicated that secondary school learners travel for more than ten kilometers going to school and still make it. Out of the six schools, three of them are not accessible by road. It's difficult for cars to reach these schools especially during rainy days.

The research also established that District Education Officers (DEOs) do not supervise these schools. Heads indicated that they last saw DEOs some six years ago. Whether by heads of schools or district education officers, the supervision of teachers was seen to be inadequate.

On learner absenteeism, all the six heads agreed that their learners are ever absent from school and this has greatly affected their performance. One of the heads of schools indicated that there is a high rate of absenteeism as a result of hunger. He argued that learners in his school couldn't pass their grade seven examinations because they are ever absent from school. One of the problems identified was the problem of hunger in the community.

Graph 4.12 shows the number of respondents who indicated that absenteeism among learners contributes to the poor quality of education in the six schools.



On the issue of absenteeism among learners, 80% of the respondents indicated that absenteeism has greatly affected the performance of learners. One of the heads of schools indicated that regular attendance is an important factor in getting the most out of education. He emphasized that learning acquisition is often the product of repeated exercises over a period of hours. A child who is often absent from school will find it difficult to assimilate the information the teacher is trying to impart.

4.5 Educators

Educators from the six schools were among the chief respondents in this research. Twelve educators responded to the questionnaires. In their responses all educators indicated that the declining quality of education is caused by lack of resource materials. One of the educators indicated that teaching in this cluster was very difficult given that most of the schools do not have enough textbooks for learners. In one of the schools, the researcher established that there are actually no teachers' guides for almost all classes.

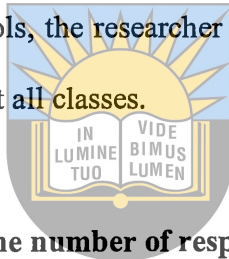


Table 4.13 shows the number of respondents who identified lack of resource materials as a major factor contributing to the declining quality of education

(N = 30)

Respondents	Heads	Educators	Learners	Total	Percentage
	6	12	12	30	%
Inadequate resource materials	4	9	12	25	83.3

As shown on the table above 75% of the educators strongly agreed that the poor quality of education in their schools is caused by the shortage of resource materials. However, besides these factors one of the educators indicated that hunger is also affecting the performance of learners. He indicated that most learners sleep in class due to hunger.

4.6 Learners

The study established that most of the learners are satisfied with the work of their educators. Only in one school the learners indicated that they do not like their educator. The reason being that the educator is ever absent from school. In some cases he comes late. However in all cases the learners indicated that they like their head of school, but they are not satisfied with the work of their School Development Committee. 80% of the learners indicated that while the declining quality of education was mainly as a result of lack of resource materials, educator ineffectiveness was rampant in schools.

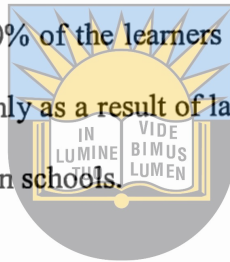


Table 4.14 shows the number of respondents who identified educator ineffectiveness as the major factor affecting the provision of quality education

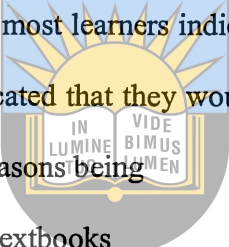
(N = 30)

Respondents	Heads	Educators	Learners	Total	Percentage
	6	12	12	30	%
Educator ineffectiveness	2	2	7	11	36.7

The table above shows that most of the learners feel that the poor quality of education in their schools is caused by educator ineffectiveness. 36.7% of the respondents strongly agreed that the declining quality of education was a result of educator ineffectiveness.

Like most rural learners, learners interviewed indicated that they provide such services as herding cattle at home, fetching water, work in the gardens, plough the fields during weekends and also help parents to fetch firewood. But almost all the learners interviewed indicated that these services at home do not disturb them from doing their home works. The learners also argued that they do not have paraffin lights to do their homework.

It was interesting to note that most learners indicated that learning was important, but almost 80% of them indicated that they wouldn't want their children to learn in their current schools, the reasons being

- 
- The logo of the University of Fort Hare is a circular emblem. It features a central sun with rays, positioned above an open book. The book has the Latin motto 'IN LUMINE VIDE BIMIUS MEN' written on its pages. The entire emblem is set against a light blue background with a subtle grid pattern.
- (a) their schools have no textbooks
 - (b) their schools are too far from their homes
 - (c) their educators are ever absent from school
 - (d) there was child labour, where educators send learners to fetch water for them or fetch firewood.

All these are the reasons put forward by learners on why they wouldn't want their children to learn in their current schools.

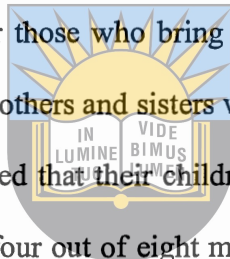
4.7 School Development Committee members (SDC) and local leaders

Most of the SDC members interviewed indicated that they are not happy with their schools. The reasons being:

- a) their schools do not have enough resource materials
- b) most of their learners cannot read properly

- c) learners are not doing well due to lack of reading materials, and
- d) there is child labour in their schools where learners are made to fetch water and firewood for educators.

On activities done by learners at home after school, it was noted that most of the learners herd cattle, plough during weekends, fetch firewood, fetch water and also work in the garden to produce vegetables for sale and domestic consumption. Five out of eight SDC members indicated that their children do not bring homework from school. For those who bring homework, they do it during the night with the help of their brothers and sisters who are at Secondary school. Six out of eight members indicated that their children use paraffin lights for reading during the night. However, four out of eight members indicated that they do not do anything to facilitate learning at home, but they indicated that their schools inform them on the progress of their children through termly reports, consultation meetings and learners bring exercise books to show their parents at home.



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On whether their school is the right one for their children, 90% of them indicated that this was not the school they would desire to send their children to due to the critical shortages of resources in them and the environment which is not conducive for effective learning. On who was to blame for the declining quality of education in their schools, 80% of the SDC members indicated the following:

- (a) the heads of schools that do not effectively supervise educators
- (b) the heads of schools that are not using current management approaches and the non-supportive school and community environments.
- (c) educators who are not effective, and

- (d) The District Education officers who do not supervise heads of schools and educators.

All the SDC members interviewed indicated that their educators have no interest in teaching in their schools except for local educators who work from their homes. This was also confirmed by one of the local leaders who indicated that they often receive highly qualified teachers who are very effective but they do not stay for long.

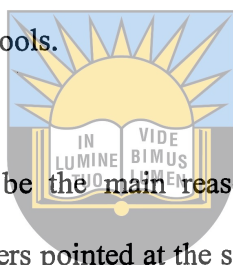


On what they think are the factors affecting the provision of quality learning outcomes in their schools, the SDC members and the local leaders noted the following:

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- (a) learners do not know the importance of education
 - (b) parents do not take an initiative in the education of their children
 - (c) educators are not committed to their work
 - (d) poor state of the classrooms. It was noted that some classrooms do not have doors, window panes and some have poorly constructed roofs
 - (e) shortages of text books in schools
 - (f) lack of communication between schools and communities
 - (g) educator ineffectiveness, and
 - (h) poor management skills of heads of schools and lack of supervision by both heads of schools and District Education Officers.

In her comments one of the school development committee members indicated that learners cannot perform well specially given the high educator turnover in

their schools and the inequitable distribution of teacher quality, inequitable distribution of resources and the poor supervision strategies provided by heads of schools who are even demoralizing educators. Also one of the local leaders indicated that it was only in his ward where educators and learners fetch water from a river. Otherwise most schools in the districts have boreholes in the school. On the issue of accessibility to schools, one of the local leaders indicated that it was again only in his ward where the District Development Fund has not opened good roads leading to the schools.



On what they think could be the main reasons for the declining quality of education, the two local leaders pointed at the same issue that is of hunger. They both indicated that their people have no food at home and this affects the learners at school. They also indicated that most people did not harvest anything and that being the case people are starving at home, most learners go to school without having taken anything for their breakfast. Most learners tend to sleep in class due to starvation. This was also confirmed by one of the educators.

4.8 **The observation guide for schools**

Observation schedules were used to obtain first hand information on the six schools. Direct observations established that all the six schools have enough classroom accommodation but the classrooms are too old. The classrooms are not properly maintained most of the classrooms have broken windowpanes. The classrooms are roughly constructed. In all the six schools there are rooms used as

libraries but these are stocked with old textbooks for example the commonest books noticed were the Day by Day English.

4.9 The situation in Mberengwa District schools , an overview

The situation is quite serious in Mberengwa West rural primary schools especially in schools covered by this research. The schools do not have furniture, textbooks, exercise books and accommodation for teachers, a situation that has made teachers to seek for transfers. The researcher is teaching a Grade four class in one of the schools covered by this research. The class has forty-seven learners but with virtually no furniture and textbooks. Learners sit on the floors. The educator may be well versed with current classroom management procedures but cannot implement them under such adverse shortages of resources. Learning under trees is a common sight in Mberengwa schools, and the idea of learning under a tree without textbooks with an untrained teacher is just a way of reducing a learner's chances of passing.

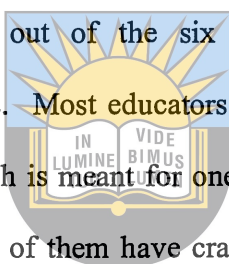
4.10 Physical environment of schools

Most Mberengwa primary schools have no access to proper sanitation facilities. Most of the schools use pit latrines, which are often inadequate in number resulting in high utilization rates. The facilities are often dirty and smelly, posing significant health hazards to learners and educators alike. In some cases schools

have no access to water within a walking distance. The lack of water is conducive to the spread of infections and diseases in and around the school establishment.

The majority of primary schools, nearly all primary schools in Mberengwa district have no electricity. In most schools classrooms are not enough and the few classrooms that are there, are often dark inside.

It was also observed that out of the six schools only one has enough accommodation for educators. Most educators share about three educators in a three bed roomed house which is meant for one family. In the five schools, the houses are substandard, most of them have cracks and the asbestos sheets have holes. The only school that has enough accommodation received a donation for the construction of educators' houses.



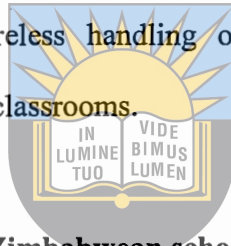
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While all the six schools have gardens, it was observed that, all the gardens have nothing and they are being abandoned due to lack of water. It was interesting to notice that one of the schools does not have a source of water. Educators and learners get water from a river that runs south of the school. The same source is used by animals for their water.

The shortage of textbooks and furniture in all the six schools was critical. The classrooms do not have doors and this exposes the books to some children who visit the school during weekends and play in the classrooms. In all cases it was observed that books are not properly kept in the schools. Educators are very

careless with textbooks. There is also careless handling of teachers' houses. In some cases educators make fire in the houses and this has dirtied the houses. All in all the observations established that:

- (a) Schools do not have enough textbooks
- (b) Classrooms are not up to standard, some of them are too small and very dark inside
- (c) Schools do not have safe water for the educators and learners
- (d) There is serious careless handling of resources such as textbooks, furniture, houses and classrooms.



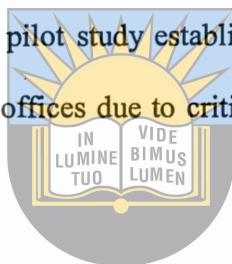
4.11 Supervision approaches in Zimbabwean schools

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In our Zimbabwean primary schools, particularly in rural schools, heads of schools are not sufficiently qualified to provide effective supervision for quality learning outcomes. Most primary school heads were promoted on the basis of their experience and loyalty to the teaching service. Traditional approaches to educational leadership are common. The quality of personnel that is running schools has significantly contributed to the declining quality of education in schools. Heads of schools are not aware of T.Q.M. approaches that provide school based management with tools they need to become highly effective in meeting the goals of their stakeholders and in creating a place that educators want to work in. The quality of leadership that is provided in schools does not seem to promote quality-learning outcomes.

4.12 Summary of main findings from the pilot study

The pilot study established that the quality of education is declining in primary schools due to the inequitable distribution of educator quality, and the inequitable distribution of learning materials such as textbooks, exercise books, school furniture and library books. Educators do not want to stay for long in rural schools, which are seriously affected by poor conditions of service and ineffective administration focuses. The pilot study established that supervision was totally inadequate from the District offices due to critical shortages of personnel, funds and transport.



A respondent for the pilot study pointed out that, rural primary schools in Mberengwa are seriously constrained by shortages of classroom furniture, insufficient textbooks, pens, pencils, chalk, paper, inadequate or even no administration facilities such as telephones, staff rooms and duplicating machines and non-supportive school committees. All in all the findings from the pilot study were almost the same findings from the main study on factors affecting the provision of quality primary schooling.

4.13 Summary

This chapter has focused on data presentation, data analysis and interpretation, which were done with reference to the objectives, and research questions as outlined in chapter one. Generally the findings suggest that there are several

factors that affect the provision of quality learning outcomes in rural primary schools of Mberengwa District. The main findings of the study, which are the major factors that contribute to the declining quality of education, could be summarized as follows:

Inequitable distribution of learning and teaching resource materials and the rampant absenteeism of learners. Also educator ineffectiveness and poor administration focuses were seen as the major factors contributing to the declining quality of education in the six schools.

All these factors are the factors that were established by the literature review. The same factors were also singled out during the pilot study. This can be translated to mean that the declining standards of education in Bankwe Ward Schools is attributed to the critical shortage of resource materials in the schools, the rampant absenteeism of learners due to hunger, poor administration approaches together with inadequate supervision of educators, the non-supportive communities and the ineffectiveness of educators. All these factors were given by the respondents who freely completed the interview guides. Also these were confirmed by observation schedules, which were completed by the researcher in the schools. Furthermore, these results support the research findings conducted by Chivore (1994), which revealed that schools do not have sufficient resource materials to promote quality-learning outcomes. The next chapter present discussions, summaries, conclusions and recommendations that may assist in improving upon the quality of primary education in general and educational management for quality learning outcomes in primary schools in Zimbabwe in particular, and the developing countries in general.

CHAPTER 5

5 DISCUSSION, SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The research study on factors affecting the provision of quality primary education in Mberengwa West schools proposed to identify the school and home environmental factors that contribute to the declining quality of primary education. This chapter provides a discussion of the research findings and gives a brief summary of the research findings. This is followed by making some conclusions of the study, which were drawn from the research findings. It winds up by giving a presentation of recommendations to improve the basic education offered and also influence national education policy.

5.2 Discussion of Findings

5.2.1 The impact of lack of resource materials on the provision of quality learning outcomes

Data obtained revealed that the six primary schools do not have sufficient resource materials to promote effective teaching hence the decline in the quality of education. Simple teaching aids such as the chalkboard, textbooks, exercise books, desks, chairs and teaching guides were not only inadequate but also non-existent. In one school there was only one textbook per subject.

Data collected also revealed that the six schools do not have enough accommodation for educators. In Zimbabwe educators have houses constructed for them by the community. The information collected revealed that although all the heads of schools indicated that their educators have enough accommodation the researcher observed that in one of the schools there was only one standard house with three bedrooms but accommodating four educators. This stands to suggest that educators cannot stay with their families in the school like other educators in other schools. A single room is not enough for an educator.

5.2.2 **The effects of poor parental attitudes toward education**

Data collected showed that most parents in Mberengwa West do not care much about their children's education. They do not come to school to provide services such as fetching water for builders, mould bricks and assist in the general construction of infrastructure in their schools, which is a common practice in other districts. The research established that there are no library books at home, parental involvement in the school and in the education of their children is very low. This is one of the most important causes of low student academic achievement in school. This finding enhances the view given by Chinapah (1997:89) that parental involvement in school is one of the most important causes of higher student academic achievement.

Data collected revealed that differences in learning outcomes are strongly associated with differences in the level of socio-economic status, parental

educational and professional backgrounds, family size and family income. This implies that the family plays a vital role in the learning outcomes of learners. This finding agrees with arguments raised by Chinapah (1997:93) who indicated that quality education or quality improvement in education cannot be solved solely through improvement at the school or in the classroom. The home environment plays an equally important role. Also the more support and help the child is given at home, the better his or her chances of scholastic success.

The impact of constant absenteeism on learning outcomes



The data collected revealed that constant absenteeism on the part of the learner is a factor that contributes to the poor academic performance of learners. A learner who is often absent from school will find it more difficult to catch up with others especially considering that some concepts will have been introduced during his or her absence. Regular attendance is an important factor in getting the most out of education. This was confirmed by Chinapah (1997:97) who indicated that, absence in school has a significant impact on learning acquisition and learners who are never absent obtain the best results in all domains.

5.2.3 **The impact of poor administration focuses on the provision of quality education**

The study established that educators receive inadequate supervision from their heads and the regional offices; hence their teaching becomes ineffective. This discrepancy was confirmed by Chivore (1994:23) who indicated that the less supervision, the less the effectiveness of the educator concerned. The study established that the supervision of educators was rather weak. Even some heads residing at the same school visited their educators only once a year or not at all. The main reason being that the education officials do also not visit the heads.

When it comes to class supervision, the data collected revealed that some heads of schools need in-service training at either degree and non-degree levels. The study established that heads are not effective in their supervision. They are not aware of the recent management strategies which emphasize the need to meet the goals of stakeholders by creating a place that educators want to work in. Heads of schools are not aware that schools as organizations need to move from inspection to quality management where there is increasing awareness and involvement of clients and suppliers. This finding enhances the view given by Belleny (1999:69) that good management in schools generates higher quality education just as predictably as good teaching.

The data collected revealed that most of the heads do not have sufficient staff development programmes to orient them on current management strategies. The

study also established that most educators are not happy with the management approaches of their heads that were said to be autocratic in their approach. It was indicated that heads of schools lack skills to motivate their educators.

5.2.4 **The effects of educator ineffectiveness on the provision of quality education**

Under the review of related literature and analysis of key concepts, educator ineffectiveness was found to be one of the factors affecting the provision of quality learning outcomes. The main overall findings were that educators are not effective. This could be caused by lack of resource materials in their schools. Also educators do not have staff development programmes to update them with the current strategies in classroom management. Learners do not enjoy the lessons provided by the educators. Chinapah (1997:100) noted that, increasing the standards required of teachers is a first step in improving general levels of learning achievement. The observation made established that in six schools, the seating arrangements in classes were not conducive for effective teaching, educator and learners' displays were inadequate in most of the classrooms, and this is caused by critical shortages in resource materials.

5.3 Summary

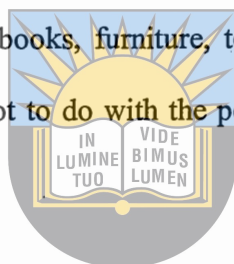
This chapter has focused on data presentation, data analysis and interpretation of the study in relation to the objective and critical research questions and critical research questions as outlined in chapter one. Generally the findings of the study suggest that there are several factors that are contributing to the declining quality of education in Mberengwa West schools. The main findings of the study could be summarized as follows:



Home environmental factors, such as lower parental income, low educational levels, the absence of a library at home, family size and other factors that reduce chances of high academic achievement were identified. Parental involvement in the school and in the education of their children is one of the most important factor for the declining quality of education as shown by the low achievement rates.

The study established that differences in the quality of education were strongly associated with differences in the level of the socio-economic status, parental educational and professional backgrounds, family size and family income. Thus quality improvement in primary education cannot be achieved by solely improving school environmental factors but the home environment plays an equally important role.

School environmental factors were seen to be major factors contributing to the quality of education in the six schools covered by this study. This study established that learners' ability to do well at school is in part determined by the resources in the school. The study on factors affecting the provision of quality of education established that even if educators are well trained, they are rendered less effective if schools lack the basic facilities, equipment and materials necessary for teaching and learning. The research established that the lack of resource materials such as books, furniture, teachers' houses and other related classroom materials had a lot to do with the poor quality of education in the six schools.



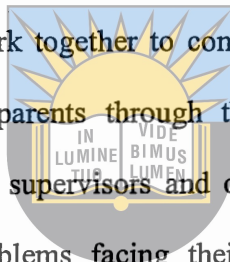
The research also established that educator ineffectiveness was one of the major factors contributing in the cluster covered by the study. While inadequate supervision was noted as one of the reasons why educators are ineffective, the research also established that some educators are ever absent from their work place. This has resulted in some learners choosing to be absent from school also.

Of all the factors raised as assumptions, the findings were in line with the researcher's objectives of the study and critical assessment questions.

5.4 Recommendations

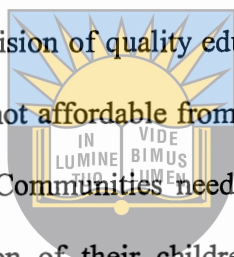
Although the quality of education in rural primary schools continue to fall, the researcher feels that very little is being done to address the problem. In light of the findings of this research the following recommendations are made:

- 5.1.1 Parents and school authorities need to seek to identify the causes of the declining quality of education and work together to combat the causes. There is need to encourage participation of parents through the creation of parent educators associations, local education supervisors and other structures involving parents who work to establish problems facing their schools and finding ways of addressing them.
- 5.1.2 The research findings strongly suggest that supporting pre-school education will lead to an improvement in the efficiency of primary schools and the quality of basic education as a whole.
- 5.1.3 Regional education offices need to conduct staff development programmes with educators and heads of schools. These programmes would provide educators with current teaching strategies, so that they can be innovative and effective under unfavourable conditions as those found in Mberengwa rural schools. College lecturers could run the Staff Development Programmes.
- 5.1.4 Distribution of resource materials from the Government should favour disadvantaged rural primary schools. The provision of things like water sources, books, furniture and teachers' houses should consider whether the school has something or does not have anything.



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- 5.1.5 It is also recommended that heads of schools should be encouraged to pursue management degree programmes to equip them with recent management skills. The promotions of heads of schools need to be based on qualification and competency rather than on seniority. This has resulted in very incompetent people being promoted to the post of head.
- 5.1.6 Supervision structures need to be established at school, cluster, district and regional levels, so that there is constant supervision in schools.
- 5.1.7 It is recognized that the provision of quality education for all at no direct cost to parents and communities is not affordable from the resources currently allocated by the state for education. Communities need to pay a substantial amount of money towards the education of their children for the purchase of resource materials necessary for effective teaching.
- 5.1.8 There is need for an amount of money for an education reconstruction programme, which would channel resources for the reconstruction and quality improvement to schools in rural areas, which have been disadvantaged by colonial policies.
- 5.1.9 Funds need to be provided at provincial and district authorities to provide core services such as administration, quality assurance and monitoring teacher support and planning.
- 5.1.10 Given the unlikelihood of an increase in the near future in funds currently available for education from the state, or from any additional taxes at any level of government, obligatory parental contributions are recommended. The payments of obligatory fees should be a legal requirement for every parent with a learner in school.



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5.1.11 In special circumstances schools could be allowed to apply to the regional directorate for permission to charge fees beyond the upper limit set by the local authorities. This may assist in the purchase of stationery and furniture depending on the needs of a particular school.

5.1.12 A well co-ordinated capacity building programme should be developed and implemented that provides schools, governing bodies and district education officers with the knowledge, skills, information and material resources necessary to sustain quality education.

5.1.13 In Zimbabwe there is need for an Education Management Information System and an Education Management Training Institution to provide management information and training to relevant personnel.

5.1.14 Serious attention should be given to providing educator accommodation in rural schools.



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APPENDIX A

QUESTIONNAIRE GUIDE FOR HEADS OF SCHOOLS

I am a university of Fort Hare student in the Republic of South Africa, doing a Master of Education Degree. I am carrying out a research project on factors affecting the provision of quality primary schooling in Mberegwa West schools. Kindly answer truthfully by selecting the most appropriate response to each item. (Tick on the box provided).

GENERAL BACKGROUND



1. Date:
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2. Name of School:
3. Cluster:
4. District:

PERSONAL AND PROFESSIONAL CHARACTERISTICS OF HEAD/DEPUTY HEAD

5. Sex:
Female []
Male []

6. Age:

- Below 20 years []
- 20-29 years []
- 30-39 years []
- 40-49 years []
- 50-65 years []
- Above 65 years []

7. Employment status (choose one)

- Acting Head []
- Acting Deputy Head []
- Substantive Head []
- Substantive Deputy Head []



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8. Highest academic and professional qualifications

- Standard 6 and teacher education []
- J.C and teacher education []
- “O” Level and teacher education []
- “A” Level and teacher education []
- BA degree and Grad. CE []
- Other (specify)

9. How long have you been a Head/Deputy Head?

Less than 1 year []

1-5 years []

6-10 years []

11-15 years []

16-20 years []

Over 20 years []

10. How long have you been in this school?

Less than 1 year

1-5 years []

6-10 years

11-15 years []

16-20 years []

Over 20 years []



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11. What is the average pupil: Teacher ratio at the school?

SCHOOL MATERIALS/EQUIPMENT AND FACILITIES

12. Does your school have enough classroom accommodation?

Yes []

No []

13. Does your school have enough accommodation for your educators?

Yes []

No []

14. Does your school have electricity?

Yes []

No []

15. Does your school have fresh drinking water?

Yes []

No []



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16. Does your school have computers?

Yes []

No []

17. Does your school have a laboratory?

Yes []

No []

18. Does your school have a video machine?

Yes []

No []

19. Does your school have a cassette player?

Yes []

No []

20. Does your school have a photocopier?

Yes []

No []



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21. Does your school have a library/resource centre?

Yes []

No []

22. Are there any students who share text books for?

All subjects Yes [] No []

For other subjects Yes [] No []

23. What is the average learner textbook ratio?

24. What is the average classroom learner ratio?

25. Does your school have a telephone?

Yes []

No []

26. Roughly what percentage of learners lives more than 3 Kms away from the school?

.....

27. Is the school regularly accessible by road?

Yes []

No []



28. How often do District or Regional Education Officers supervise the school?

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Weekly []

Monthly []

Quarterly []

Never []

Other (specify)

29. How often do you supervise your Educators?

Weekly []

Monthly []

Quarterly []

Never []

Other (specify)

30. Do you practice continuous assessment of your teachers?

Yes []

No []

31. What challenges are you currently faced with as a Head/Deputy?

.....

.....

.....



32. Has the District Office in any way been helpful in addressing these challenges?

Yes []

No []

33. What facilities would you like to acquire that you think would enhance teaching and learning in your school?

.....

.....

.....

OTHER ISSUES

Put a cross in the box, which reflects your opinion

- | | |
|-----|-----------------------------|
| [5] | I agree totally |
| [4] | I agree with some doubts |
| [3] | I disagree totally |
| [2] | I disagree with some doubts |
| [1] | I have no opinion |



34. Teacher ineffectiveness has greatly affected the performance of learners

[5] [4] [3] [2] [1]

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35. Rampant absenteeism of pupils greatly affect on the performance of learners

[5] [4] [3] [2] [1]

36. Family circumstances like illiteracy contribute towards the performance of learners

[5] [4] [3] [2] [1]

37. Lack of resource materials in school result in poor performance of learners

[5] [4] [3] [2] [1]

38. As head of this institution, apart from the factors identified in the above assumptions, what other factors do you think contribute towards the poor performance of learners?

(put them in order of importance)

.....

.....

.....

.....

.....

Thank you for your co-operation.



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APPENDIX B

INTERVIEW GUIDE FOR SCHOOL DEVELOPMENT COMMITTEE
MEMBERS AND LOCAL LEADERS

1. Date

2. Name of respondent and designation

3. Your highest academic qualification

Standard 6

J.C

“O” Level

BA/BSC

Other (specify)



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4. Occupation

5. How many children do you have?

6. How many are attending school?

7. Are you happy with your child's school

Yes []

No []

8. Please give reasons for your response

.....

.....

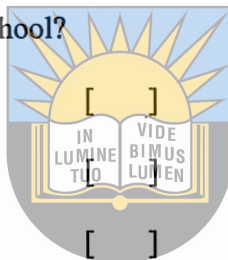
.....

9. Are your children doing well in school?

Yes

No

Don't know



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10. Please give reasons for your response

.....

.....

.....

11. What activities/work does your child do at home after school?

.....

.....

12. What activities/work does he/she do during weekends?

.....

.....

13. How far is your home from school?

Less than a kilometer []

1-2 kilometers []

3-4 kilometers []

4-5 kilometers []

Over 5 kilometers []



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14. How does your child get to school?

Walk []

Public transport []

Private transport []

Other (specify) []

15. How long does it take your child to travel from home to the nearest school?

Less than 10 minutes []

10-20 minutes []

21-30 minutes []

31-40 minutes []

41-50 minutes []

51-60 minutes []

Over 60 minutes []



16. Do your children bring schoolwork to do at home?

Yes []

No []

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17. Who at home guides the learners with the school work when they encounter problems? (state as many as are applicable)

Father []

Mother []

Sister []

Brother []

Nobody []

Other (specify)

18. When do your children do their schoolwork?

19. What facilities are there at home to enable your children to do their schoolwork?

.....

.....

20. What additional contributions, besides fees, have you made to your school/s to facilitate teaching and learning?



- (1)
(2)
(3)

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21. How often does the school inform you about your children's progress

- Once a term []
Once a year []
Other []
I do not receive any information []

22. Do you think this is the right school for your children?

Yes []

No []

23. Please give reasons for your answer

.....

.....



24. Who is to blame for the poor performance of learners in your schools?

.....

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.....

25. Do your educators show an interest in teaching in your school?

Yes []

No []

26. Please give your reasons for your response

.....

.....


27. Do your schools have sufficient resource materials for effective teaching and learning?

Yes []

No []

28. According to you as a chief/councilor/SDC member, what do you think are the causes of poor quality education in your school? (as shown by the performance of learners)

.....



.....

29. What should educators and parents do to improve on the performance of learners in your schools?

(a) Parents should

.....

.....

(b) Educators should

.....

30. Besides the factors we have discussed, what other reasons can you put across as the major causes of poor quality education in schools?

1.
2.
3.
4.
5.
6.
7.
8.



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APPENDIX C

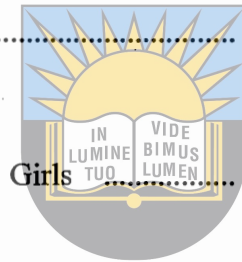
INTERVIEW GUIDE FOR LEARNERS

1. Date of interview

2. Name of school

3. Grade

4. No. of Boys



5. No of learners in the class **University of Fort Hare**
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6. Are you satisfied with the work of your class teacher?

Yes []

No []

7. Give reasons for your response

.....

.....

.....

8. Are you satisfied with the work of your Headmaster?

Yes []

No []

9. Please give reasons for your response

.....

.....

.....



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10. Are you satisfied with the work of your school development committee?

Yes []

No []

N/A []

11. Please give reasons for your response

.....

.....

.....

12. Which of the following methods do your teachers use?

Lecture method []

Group projects []

Individual projects []

Question and answer []

Discovery method []

Practical method []

Other (please mention them)



13. Do you have all necessary textbooks and related learning materials for your class?

Yes []

No []

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14. What activities/tasks do you do after school?

.....
.....

15. What activities/tasks do you do on weekends?

.....
.....

16. Are you usually given schoolwork to do at home?

Yes []

No []

17. If yes when do you do it?

.....

.....



18. Who assist you in your schoolwork at home (give as many as applicable)

Father []

Mother []

Sister []

Brother []

Neighbour []

Nobody []

Other (specify)

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19. What problems do you encounter when you do your schoolwork at home?

.....

.....

.....

20. How far is your school from home?

- Less than 1 kilometer []
- 1-2 kilometers []
- 2-3 kilometers []
- 3-4 kilometers []
- 4-5 kilometers []
- Over (specify)

21. How do you travel to school?

- Walk []
- Public transport []
- Private transport []
- Other (specify)



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22. How long does it take you to travel from home to school?

- Less than 10 minutes []
- 10-20 minutes []
- 21-30 minutes []
- 31-40 minutes []
- 41-50 minutes []
- 51-60 minutes []
- Over 60 minutes []

23. Do you think learning is important for you?

Yes []

No []

24. Would you want your child to learn in this school?

Yes []

No []

25. Please give reasons for your answer



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Put a cross in the box which reflects your opinion

- [5] I agree totally
- [4] I agree with some doubts
- [3] I disagree totally
- [2] I disagree with some doubts
- [1] I have no opinion

26. Educator ineffectiveness has greatly affected your performance

[5] [4] [3] [2] [1]

27. Your rampant absenteeism affects your performance in school

[5] [4] [3] [2] [1]

28. Your family circumstances like illiteracy contribute towards your performance at school

[5] [4] [3] [2] [1]

29. Lack of resource materials in your schools result in your poor performance

[5] [4] [3] [2] [1]



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30. Besides the factors we have discussed above, what other factors do you think contribute towards your poor performance? (put them in order of importance)

.....
.....
.....
.....
.....

APPENDIX D

QUESTIONNAIRE FOR EDUCATORS

This questionnaire seeks your ideas, impressions or views on the factors affecting the provision of quality education in your school. It should be brought to your attention that strict confidentiality of responses is guaranteed and your honest opinion will be most valuable in this study.



SECTION A: GENERAL BACKGROUND

- 1. Date
- 2. Name of school
- 3. Cluster
- 4. Grade

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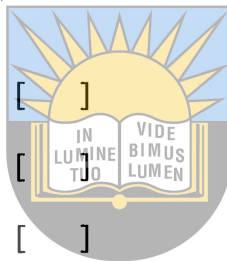
PERSONAL AND PROFESSIONAL CHARACTERISTICS OF EDUCATOR

- 5. Sex: Female []
- Male []

6. Age:
- | | |
|----------------|-----|
| Below 20 years | [] |
| 20-29 years | [] |
| 30-39 years | [] |
| 40-49 years | [] |
| 50-59 years | [] |
| Above 65 | [] |

7. Employment status (choose one)

- | | |
|--------------------|-----|
| Permanent educator | [] |
| Temporary educator | [] |
| On probation | [] |



Other (specify) **University of Fort Hare**.....
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8. Highest academic and professional qualifications:

- | | |
|-------------------------|-----|
| Standard 6 and training | [] |
| J.C and training | [] |
| “O” Level and training | [] |
| “A” Level and training | [] |
| B/A/B. Sc and training | [] |
| B. Ed | [] |
| M. Ed | [] |

9. How long have you been in the service?

- Less than 1 year []
- 1-5 years []
- 6-10 years []
- 11-15 years []
- 16-20 years []
- Over 20 years []

10. For how long have you been teaching in this school?

- Less than 1 year []
- 1-5 years []
- 6-10 years []
- 11-15 years []
- 16-20 years []
- Over 20 years []



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11. Are there any students who share textbooks for?

- All subjects Yes [] No []
- Some subjects Yes [] No []

12. What is the average learner textbook ratio in all subjects?

SECTION B: GENERAL QUESTIONS

13. What facilities would you like the school to acquire that you think would enhance teaching and learning in your class?

.....

.....



14. How often do you engage in lecture method of teaching?

Daily []

Weekly []

Monthly []

Quarterly []

Other (specify)

Never []

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15. How often do you engage in question-and-answer method of teaching?

- Daily []
- Weekly []
- Monthly []
- Quarterly []
- Other (specify)
- Never []

16. How often do you engage learners in discovery activities?

- Daily []
- Weekly []
- Monthly []
- Quarterly []
- Other (specify) *Together in Excellence*
- Never []



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17. In general, how often do you assess your learners?

- Daily []
- Weekly []
- Monthly []
- Quarterly []
- Other (specify)
- Never []

18. How are your learners performing, compared with other schools?

.....

.....

19. Please explain your response

.....



20. How do your learners perform in cluster examinations?

.....

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21. Please explain.

.....

.....

22. What are the attributing factors to this?

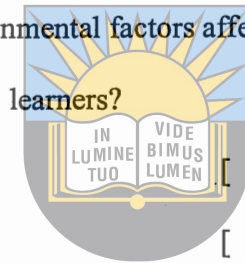
.....

.....

.....

23. Do you think there are home environmental factors affecting the performance of your learners?

Yes



[]

No

[]

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24. Please explain your response

.....

.....

.....

25. Do you think constant absenteeism has an effect on the performance of your learners?

Yes

[]

No

[]

26. Please explain your response

.....

.....

.....

SECTION C

Put a cross in the box, which reflects your opinion

[5] I agree totally

[4] I agree but not strongly

[3] I disagree totally

[2] I disagree but not strongly

[1] I am not sure



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27. Learners perform badly because educators are ineffective

[5] [4] [3] [2] [1]

28. Learners perform badly in school if their parents do not take an active role in the education of their children.

[5] [4] [3] [2] [1]

29. Poor administration focuses have greatly contributed to the poor quality schooling in your schools.

[5] [4] [3] [2] [1]

30. The lack of resource materials has to a great extent affected the performance of learners.

[5] [4] [3] [2] [1]

31. The shortage of books in particular has contributed to the poor quality schooling

[5] [4] [3] [2] [1]

32. Supervision strategies have an impact on learning outcomes.

[5] [4] [3] [2] [1]



33. Children who come from big families tend to perform badly in class.

[5] [4] [3] [2] [1]

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34. Children from parents who do not participate in school programmes tend to perform badly in class.

[5] [4] [3] [2] [1]

35. The fact that schools do not have enough accommodation for educators and learners significantly contribute to the poor performance of learners.

[5] [4] [3] [2] [1]

SECTION D

36. As a regular Grade 7/6 teacher, identify some of the problems that affect the provision of quality schooling in general.

.....

.....



37. Apart from the factors identified above, which other factors do you think affect the provision of quality learning outcomes in your school in particular?

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.....

.....

.....

Thank you for your co-operation.

APPENDIX E

OBSERVATION GUIDE FOR SCHOOLS

This observation schedule shall be completed by the researcher.

1. Date

2. Name of school



3. Cluster

4. District

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PHYSICAL STRUCTURES

5. Does the school have enough classroom space?

.....

6. Does the school have a library?

.....

7. Does the school have enough accommodation for educators?

.....

8. Does the school have a laboratory?

.....

9. Does the school have toilet facilities?

.....



10. Does the school have playgrounds for both infants and juniors?

.....

11. Does the school have rubbish pits?

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.....

12. Does the school have workshops for practical subjects?

.....

13. Does the school have an administration block / office?

.....

14. Does the school have a garden?

.....

15. Does the school have a clinic?

.....

16. Is the school accessible by road?

.....

17. Does the school have a reliable source of fresh water for both educators and learners?



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CLASSROOM FACILITIES

Does the school have the following amenities?

	Yes	No
18. Running water	[]	[]
19. Chalkboards	[]	[]
20. Educators' chairs	[]	[]

Below are tables showing the amount of books and furniture.

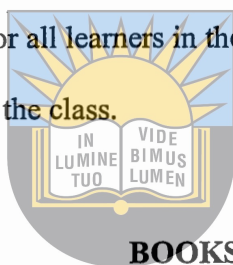
The codes A to C are used to indicate the following:

A stands for serious shortages in the classrooms.

B stands for not enough for all learners in the class.

C stands for enough for all learners in the class.

D virtually nothing in the class.



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Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7

FURNITURE

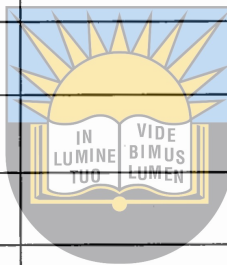
Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7

21. Comments

.....
.....

Does the school have the following facilities?

	Not available	Adequate	Partly adequate	Inadequate
22. Classrooms				
23. Learner's desks				
24. Ventilation				
25. School bus				
26. Textbooks				
27. Library books				
28. Stationery				
29. Other materials				



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Comments

.....

GENERAL

30. Does the school have enough furniture for learners and educators?

.....

31. What is available in the classrooms?

.....

32. Does the school have enough textbooks and stationery for both learners and educators?.....

33. What is available in the classrooms?



.....

34. What is available in terms of equipment outside the classrooms?

.....
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35. How is the state of the classroom structures?

.....

36. Is the school environment conducive for effective learning and teaching?

.....

37. Are the educators and administrators happy at their workplace?

.....

38. Are the parents associated with their school?

.....

39. How is the general atmosphere in the school?

.....

40. General comments as seen by the researcher?



.....

1.

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2.

3.

4.

5.

6.

7.

APPENDIX F

House No. 5943A
Old Pumula
P.O. Pumula
Bulawayo

2nd April 2002

The D.E.O.
Mberengwa District Office
P. Bag 93
Mberengwa

RE: REQUEST TO BE GRANTED PERMISSION TO CONDUCT A RESEARCH ON
QUALITY EDUCATION WITH YOUR SCHOOLS IN MBERENGWA WEST.
SHAVA GEORGE EC. NO. 0707489J EDUCATOR MASHURA PRIMARY.

Dear Sir

My name is George N. Shava an educator at Mashura Primary School. I am currently doing Master of Education, Management and Policy with the University of Fort Hare in South Africa. I kindly request to be granted permission to conduct a research project in the following schools, Mashura, Matabo, Zenda, Matetsi, Vukwe and Dananombe. The research shall be conducted from the 24th of June to the 5th of July.

The research shall target heads of schools, selected educators, selected learners from Grade 6 and 7, school development committee members and selected local leaders. I wish to stress that this is an academic research and the information obtained shall be used for the research project only and strict confidentiality of the information shall be maintained. The final research draft shall be delivered to your office and possibly to the schools covered.

I wish to thank in advance.

Yours Truly



George Shava

Educator Mashura Primary School.

House No. 5943A
Old Pumula
P.O. Pumula
Bulawayo

2nd April 2002

The Head

.....
.....
.....

RE: REQUEST TO BE GRANTED PERMISSION TO CONDUCT A RESEARCH PROJECT ON QUALITY EDUCATION IN YOUR SCHOOL. SHAVA GEORGE EC. NO. 0707489J. EDUCATOR MASHURA PRIMARY SCHOOL.

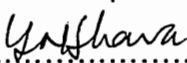
My name is George N. Shava an educator at Mashura Primary School. I am currently doing Master of Education, Management and Policy with the University of Fort Hare in South Africa. I kindly request to be granted permission to conduct a research project on quality learning outcomes.

The research shall target the head or deputy, selected educators, selected learners from Grade 6 and 7, school development committee members and selected local leaders. I wish to stress that this is an academic research project and the information obtained shall be used for the research project only and strict confidentiality shall be maintained. The final research draft shall be send to your school for your own information.

Kindly respond using the enclosed self addressed envelope.

Thank you in advance

Yours Faithfully


.....

George Shava

Educator Mashura Primary School

APPENDIX F

Ref: C/426/3

all communications should be addressed to
"The Secretary for Education Sport and Culture"
Telephone: 734051/59 and 734071
Telegraphic address : "EDUCATION"
Fax: 794505



ZIMBABWE

Ministry of Education Sport and Culture
P.O Box CY 121
Causeway
Zimbabwe

19 June 2002.

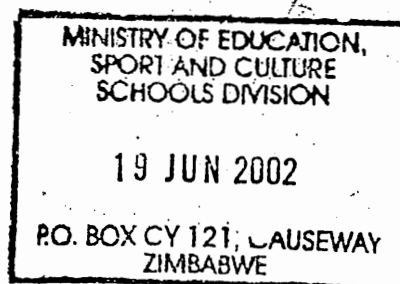
Mr .GN. Shava
House No. 5943 A
Old Pumula
Bulawayo.

RE: PERMISSION TO CARRY OUT RESEARCH ON MAJOR PROBLEMS ASSOCIATED WITH POOR QUALITY OF PRIMARY EDUCATION SHOWN BY THE POOR GRADE 7 RESULTS.

With reference to your application to carry out research on the above mentioned topic in the Ministry of Education's institutions, permission is hereby granted. You are, however, required to liaise with the Regional Director Midlands for clearance before carrying out your research.

You are also required to supply the Ministry of Education, Sport and Culture with a copy of your research that may contain information instrumental to the development of Education in Zimbabwe.

L.P. Muranzi
For: SECRETARY FOR EDUCATION, SPORT AND CULTURE





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Classroom environment in the schools



The sitting arrangements in the classrooms are not conducive for effective teaching and learning. This is due to the shortage of furniture.



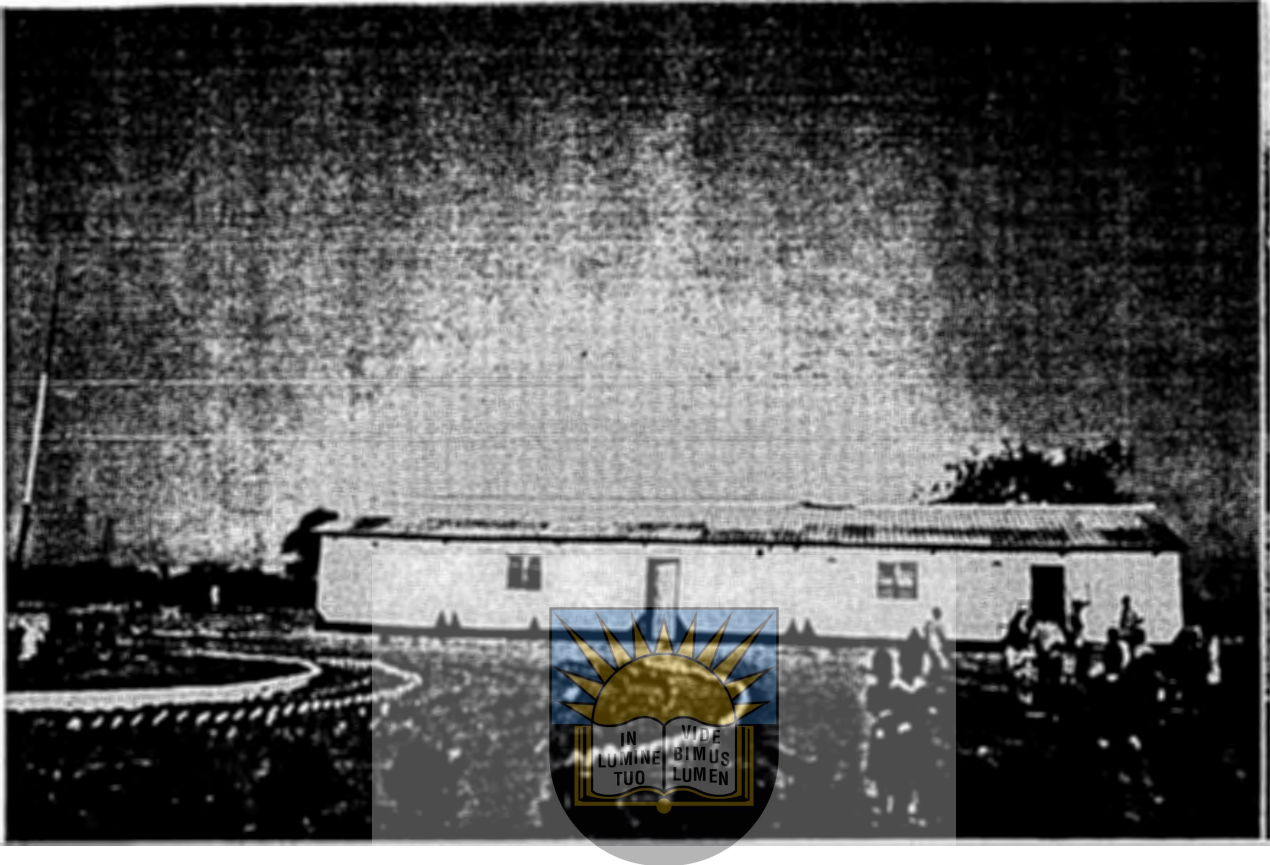
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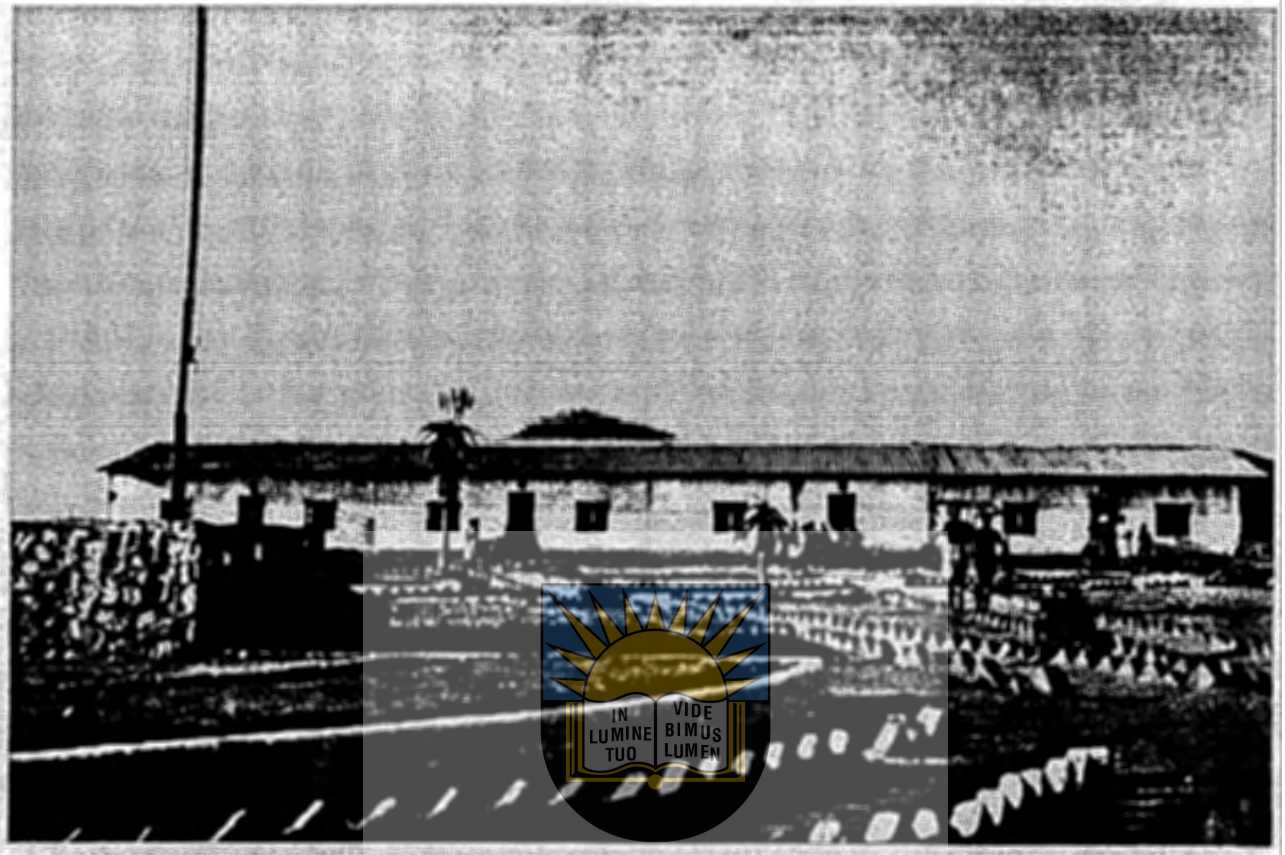
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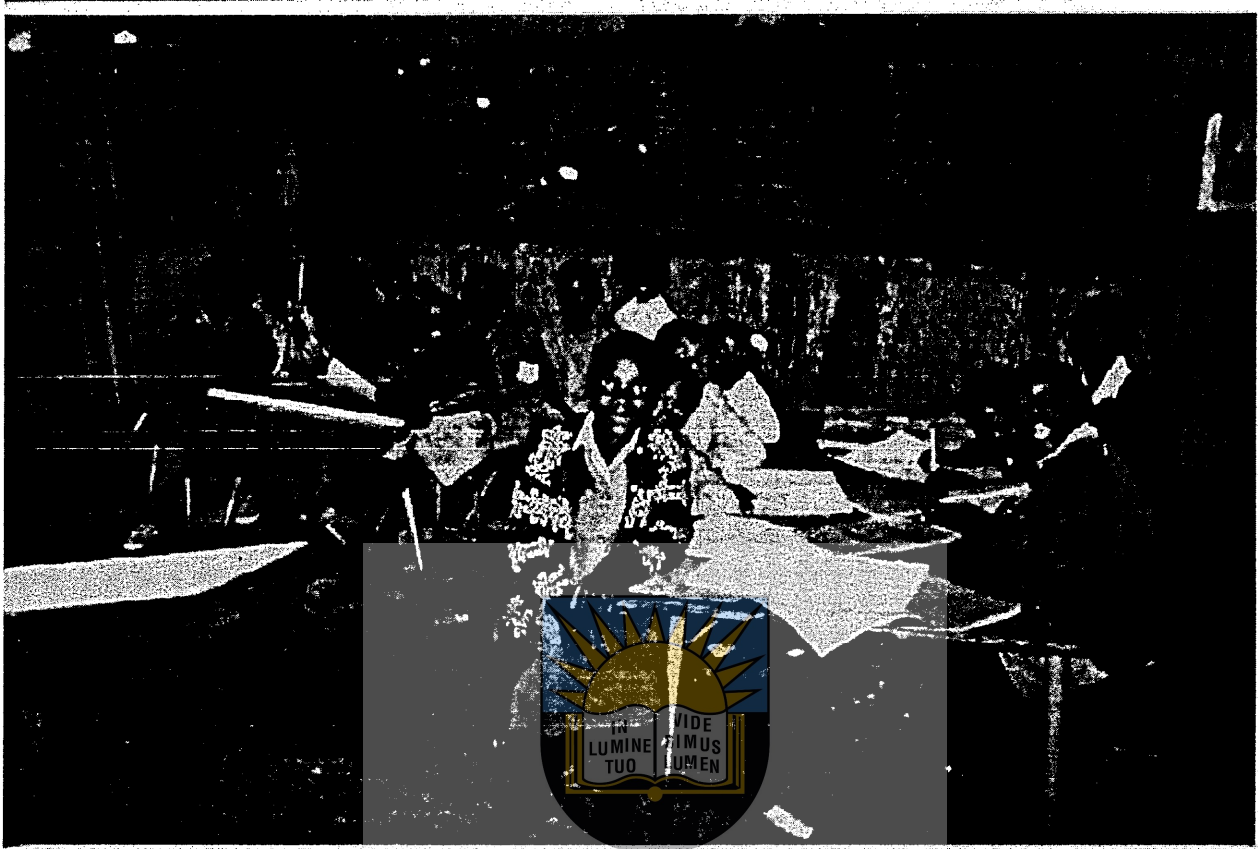
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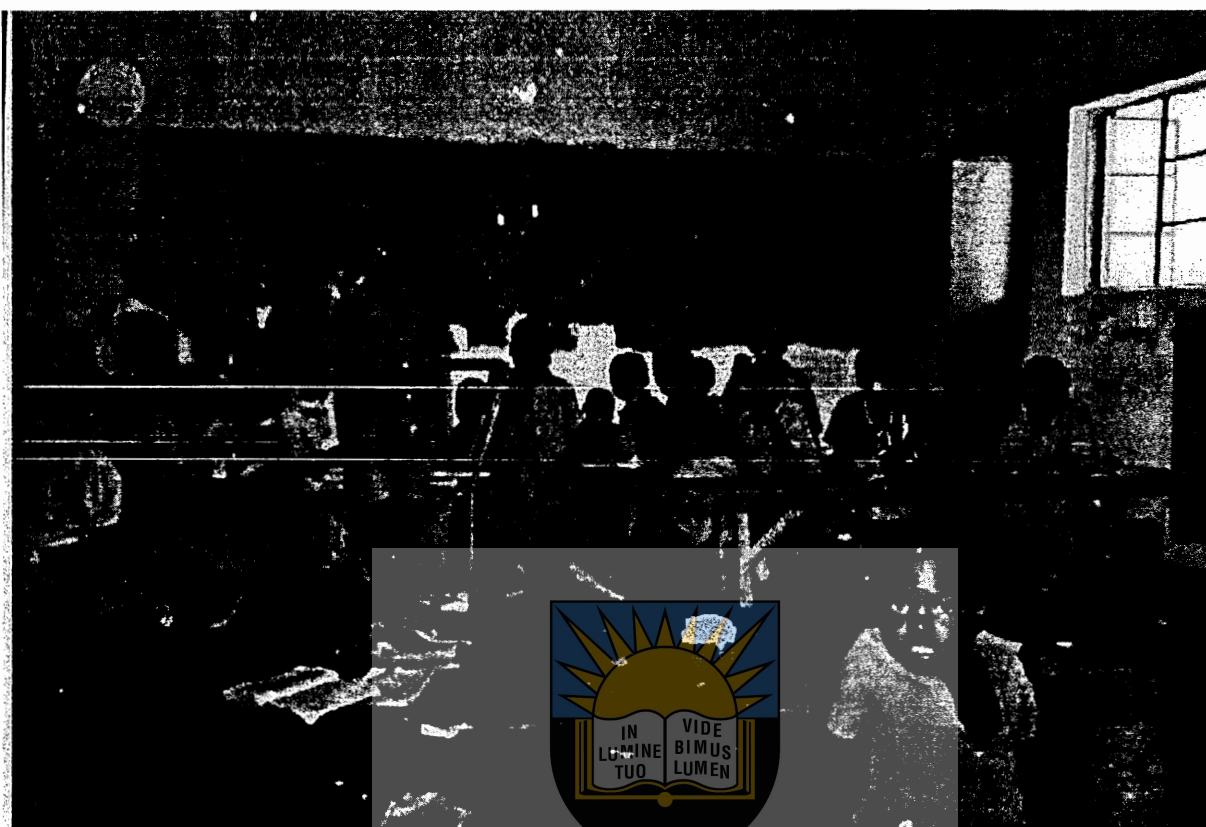
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Lack of furniture in the schools reduces chances of quality learning outcomes



Students sitting on the floor in the classrooms has a common sight in the schools covered by the research.
Students sitting on the floor due to lack of furniture