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CURRICULUM STUDIES

AN ANALYSIS ON THE EFFECTS OF LOW SCHOOL FEES PAYMENTS IN RUNNING
SCHOOLS. A CASE STUDY IN GOKWE NORTH DISTRICT IN WARD 2

BY

CHITSAMA BRAINE

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RUNNING SCHOOLS. A CASE STUDY IN GOKWE NORTH DISTRICT IN WARD 2**

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DEGREE TO WHICH DISSERTATION WAS PRESENTED: DEPARTMENTS OF
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DECLARATION

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Dedication

This dissertation is dedicated to my wife Letwin Mhaka and my two children Brianna and Rayn.

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Special thanks to my supervisor Dr Phillip Bhebhe for his effort , guidance and support which helped me to complete this dissertation . I want to thank my wife Letwin Mhaka for her financial support. I owe my sincere gratitude to y friends Blessings Manjengwa, Farai Machironoza and Simplicio Muromo for their endeavouring support. Above all I would like to thank Jehova the almighty for his guidance through my three years f my degree studies and for the successful completion of my dissertation.

ABSTRACT

The main aim of this dissertation is to study on how low school fees payment in schools affects schools administration. Despite the researches done by many researchers, the issue of low school fees payments were left untouched. The problem statement relies on understanding the effects on impacts of low school fees payments in running schools. In order to comply with the problems a research was undertake. The overall image that emerges from the literature depicts that high failure rate in rural areas is caused by the problem stated above. The study was done that high failure rate in rural areas is caused by the problem stated above. The study was done through qualitative research methods were 100 respondents were given questionnaires and interviews to four schools heads in Gokwe North district Ward 2. From the research analysis it was noted that school heads were acing numerous challenges that led to feel inferior as compared themselves with their counter parts in other schools such as those in urban areas. The results of the research showed that parents in rural areas can pay school fees for their children through other means besides relying on farming. Furthermore, the study was trying to give an insight on how the problem of school fees can be motivated so that schools in rural areas can produce desired outcomes. In order to foster high school fees payment in rural areas, parents needs to be enlightened and educated, so that they prioritized education in their budgets. From the study undertake, it showed that other parents have potential to pay school fees through their possessions. The study articulated strategies that the schools heads can employ in order to raise school fees from the parents, such as engagement of debt collectors, inviting parent to school for payments plans and involvements of school development committee to encourage parents.

Table of contents

	Page
Contents	
Approval form	i
Release form	ii
Declaration form	iii
Dedication	iv
Acknowledgement	v
Abstract	vi
Table of contents	vii

CHAPTER 1 INTRODUCTION

1.0 Introduction	1
1.1 Background	1
1.2 statements of the problems	4
1.3 Research question	4
1.4 Significance of the study	4
1.5 Delimitation	5
1.6 Limitations	5
1.7 Summary	6

CHAPTER 2 REVIEW OF RELATED LITERATURE

2.0 Introduction	7
2.1 Identification of relates literature	7

2.1.2 Bangladesh	8
2.1.3 Impacts of low schools fees payments in rural areas	9
2.1.4 Supply factors limiting schools	10
2.1.5 Schools crisis in developing countries	11
2.1.6 Demands factors limiting schools	11
2.1.7 Abolishing of fees	13
2.1.8 Government's current position of fees payments	13
2.1.9 Solutions to mobilise school fees in rural areas	14
2.2 Organisation of literature linking to the research question	15
2.3 Summary	16
CHAPTER 3 METHODOLOGY	
3.0 Introduction	17
3.1 Research design	17
3.2 Population and sample	18
3.2.0 Population	18
3.2.1 Sample	18
3.3 Instrumentation	19
3.3.1 Questionnaire	19
3.3.2 Interview	20
3.4 Data collection and procedure	21
3.5 Data analysis plan	21

3.6 Summary	21
CHAPTER 4 DATA PRESENTATION, ANALYSIS AND DISCUSSION	
4.0 Introduction	22
4.1 Demographic data	22
4.1.2 Low school fees payments affect job execution	23
4.1.3 Low school fees payment are caused by poverty	25
4.1.4 Parents in rural areas rely on Agriculture to pay fees for their children	26
4.1.5 Parents are facing challenges in paying school fees for children	27
4.1.6 The issue of not sending away non- school fees payers	28
4.1.7 Parents in rural areas can manage to pay for their children besides agriculture products	29
4.1.8 What challenges are you facing in low school fees payments?	30
4.1.9 Which strategic are you employing in mobilizing parents so that they can pay fees for their children?	30
4.1.10 How do you perceive the idea of not sending away pupil who had not pay their schools fees?	30
4.2 Discussions	30
4.3 Summary	33
CHAPTER 5 SUMMARY, CONCLUSION AND RECOMMENDATIONS	
5.0 Introduction	34
5.1 Summary	34
5.2 Conclusion	36
5.3 Recommendations	37

LIST OF TABLES

Table 1	Demographic data	22
Table 2	Low school fees payments affects job execution	23
Table 3	Low school fees payments are caused by poverty	25
Table 4	Parents in rural areas rely of agriculture to pay fees	26
Table 5	Parents are facing challenges in paying school fees for their children	27
Table 6	The issue of not sending away non- school fees payers	28
Table 7	Parents in rural areas can manage to pay fees for their children besides agriculture products	29
Table 8	Percentile rating on overall respondents	29

LIST OF FIGURES

Fug 1 Low school fees payments affect job execution	24
Fig 2 Low school fees payment are caused by poverty	25
Fig 3 The issue of not sending away non- school fees payers	28

LIST OF APPENDICES

Appendix A Questionnaire for school heads

Appendix B Questionnaire for teachers

Appendix C Questionnaire for pupils

Appendix D Questionnaire for parents

Appendix E Interview questions for schools heads

CHAPTER 1

INTRODUCTION

1.0 Introduction

In any organization or institution to operate well there is need for financial back-up. This research aimed to find out the effects of low school fees payments in running schools, especially in rural areas. In this regard the chapter articulated the background to the study, statement of the problem, research questions, significance of the study, delimitations, limitations and a summary which ended the chapter.

1.1 Background to the study

School fees paid by pupils determine the achievements of educational goals. Pupils pay school fees so that the running of schools will be possible. This means that if the school fails to raise adequate funds, its operations are deemed to be crippled. It is noted that most rural schools are being affected by low school fees payments which result in low pass rates due to numerous effects such as shortage of teaching and learning materials, infrastructure, heads failure to attend crucial meetings to the district and other demands such as affiliations to National Association of Primary Heads (NAPH) and Better School Programmes in Zimbabwe (BSPZ).

The research was based in Gokwe North district where schools had been experiencing severe shortages of money. Around the schools most parents were farmers who were relying on paying fees after selling their crops. There were few parents who were employed in the formal sectors such as government and indigenous person who could pay school fees from their own means , while the majority of parents relied on Agriculture.

Agriculture as source of school fees payments sometimes does not augur well with the expectations of educational needs, because of unpredictable weather changes. For instance in 2015 their crops did not yield the required outputs, this meant that payments of school fees became a problem. Therefore the scenario depicted that these schools were not going to be in a position to meet the dictates of the districts such as compliance to the meetings, paying affiliation fees, acquiring teaching and learning materials and even to attend other workshops which required money.

The non-payments of school fees were made worse, when the government enacted a policy that forbade the sending of non-school fees payers home. On November 18 2014, Minister Dokora, said it is government policy that no child will be denied access to class for non-payment of school fees and the new constituency recognizes every child's rights to education .In this regard, it seemed that most parents misinterpreted the policy and refused to pay school fees for their children. Since the policy was passed, the payments of school fees declined drastically and worsening the situation because parents said that the government would pay for them. This continued to constraints the running of schools since the government did not clearly provide the

school head with clear guideline and strategies to mobilise school fees from parents. The policy was passed during campaigning period which meant that it was a political gimmick.

The few pupils who paid their fees were really facing challenges in sharing these merger resources procured by the school. For instance, few resources acquired by the school were to be equally shared, despite the fact that other pupils had not paid their fees. In this regard high failure rates are experienced. In a way, the government should revisit the policy and give a mandate to the administration to send away pupils whose parents had not paid school fees and assist pupils who were extremely in tough situation such as orphans and vulnerable children. The government used to have Basic Education Assistance module (BEAM) to cater for vulnerable children, though to lesser extent. The BEAM funds seemed to be misused, since the selection committees sometimes tended to be biased. There was seemed to be a gross error of nepotism being practiced by the selection committee. No mechanism were in place to track whether pupils selected were the right ones. For example, in my area pupils who were in need were left out from facility. Considering this scenario, most vulnerable children were suffering and being exposed to risk activities especially the girl child. In most cases parents opted to educate the boy child rather than the girl child. In this case, the life of a girl child was exposed to discomfort the led them to indulge into early marriages and abuses, since they dropped out of school. In this regard, the government should put into consideration the future of girls, especially in rural areas. Therefore the researcher found it necessary to embark on this research.

1.2 Statement of the problem

Running of schools require financial back-up from parents. These funds enable the school to procure related teaching and learning materials as well as to comply with other educational demands such as meetings and workshops to keep the school abreast with current information. It seems that researchers made so far had not done justice on the challenges encountered by schools heads in running schools due to low fees payments especially in rural area.

1.3 Research questions

- What are the challenges of low school fees payments?
- Who is being affected by low school fees payments?
- How best can these challenges mitigated?
- What are the possible ways of dealing with parents who are failing to pay school fees for their children?
- Who are failing to pay school fees for their children?
- What should the government do not alleviate the problem of low school fees payments?

1.4 Significance of the study

Low school fees payments have been affecting most rural schools in school administration. It seems no research has ever been to assess the challenges raised by low school fees payments in relation to school administration. The research is going to assist people in Gokwe and the government at large as it is going to provide ways of mobilizing funds from parents to school. pupils, teachers and school heads will benefit from the study.

1.5 Delimitation

The research took place in Gokwe North District in Ward 2. Gokwe north District Ward 2 in about 105 km Gokwe town. It is along Gokwe –Binga highway. The ward consist of four schoolsiMidlands Province, Gokwe North District, Ward 2 and Chief Nenyunka.

1.6 Limitations

In carrying out this research, the researcher faced challenges such as the time factor. The researcher was both a teacher and student, so there were demands to cover all the areas. Secondly shortage of money, the researcher had financial problems to reach places that at one time I had to travel on foot a distance of about at one time I had to travel on foot a distance of about 12 km. Thirdly language factor, the area consisted different kinds of languages such as Tonga, Ndebele and Shona. This meant that at one point there were communication breakdowns, since the researcher was not able to speak all the languages.Fourthly, polarized community. The area had been experiencing associated them with politicians. So in this regard, people within the area failed to give out some of the information required. Fifthly illiteracy factor. The place was backwards, that most parents were not able to read and write. This led to uncompleted questionnaires.Lastly some of the respondents did not return the questionnaires.

1.7 Summary

This chapter was a general introduction to this research where it covered the background to the study, statement of the problem, research, questions, and significance of the study, delimitations and finally limitations. A summary was also given to conclude the chapter. The next chapter focuses on the reviewed of related literature.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.0 Introduction

The previous chapter was a general introduction of the dissertation that articulated the background to the study, statement of the problem, research questions, and significance of the study, delimitations and limitations of the study. Hence this chapter focused on review of related literature focusing on identification of relevant literature, critical interpretation and evaluation of scholarly studies in relation to area of study. The reviewed literature was organized linking them to the research questions and finally summary was going to be given to conclude the chapter

2.1 Identification of related literature

The problem of low school fees payment seemed to be an on-going predicament world-wide. It was noted that most schools failed to meet the expectations of the educational; dictates due to lack of financial resources. Pupils were failing and few dropped out of school after failure to pay school fees required by the school. From related literature countries which at one time experienced the problem of low school fees payments includes, Bangladesh, India, Nigeria, Mozambique, South Africa and ten Zimbabwe in particular. All related literature pointed to the fact that most pupils in their rural areas were disadvantaged because of ineffectiveness operations of the school administrations. The school heads were found unable to provide goods and services so as to assist learners which at one point led to drop-out of pupils from schools and exposed the girl child at risk. Mitra et al (1994) say girls leave schools earlier because

marriages occur at a young- age . Form their survey in (1994) the media age of marriage women was fifteen years. In this regard parent seemed to focus on educating boys at the expenses of girls and took girls as a cheap source of labour as well as associating them as weaker in labour market.

2.1.2 Bangladesh

According to Arenda and Amin (2004) Bangladesh was one plagued by extreme poverty, approximately 36% of the population were classified as very poor and 53% of the households failed to raise money towards school fees payments from the period of 1995- 1996 . This scenario was mostly prevalent in rural areas which led to the closure of many schools. The school administration failed to meet the demands of educational goals since schools were failing to purchase teaching and learning materials. At the start, the government reduced the working hours as a way of cutting costs. For instance, primary students spent less than two hours a day, while secondary students were accommodated for four and half hours. (Amin and Sedgh 1998). Keeping students for the time stated was very low according to the international regulation. The government commitment to Bangladesh was only 1,5 of its domestic product (GDP) on education in 1991, which was very low compared to the South Asian regional average (UNDP), 2006) The problem continued up to 2005, where rural schooling remained a challenge to the extent that elite pupils managed to ace education . Kattama and Burnet (2004) assert that school fees are a barrier to enrolment in school to underprivileged pupils. The practice inhibited most poor parents to pay school fees for their children which led to the school administration failing to comply with the academic needs for students.

2.1.3 Impacts of low schools fees payments in rural areas

Rural schools are dominated by unemployed parents who rely on paying school fees from farming and other simple jobs such as building and carpentry. Avilla and Casperini (2005) view rural area, as settlements with small population. on average of ten thousand inhabitants through it could change from country to country and the rural space was dominated by farms, forest water, mountains or deserts. They went on to say rural people had agriculture as the main occupation and their labour was cheap employment and in most cases their mobility as limited. Therefore, schools in rural areas remained behind due to shortage of information updates. In relation with poverty in the rural schools, school head failed to attended workshops, heads meetings, at District level and purchasing of teaching and learning materials. In most case s rural people lack access to adequate basic social services, because rural areas are marginalised and seemed to have low national priority and the people have no political voice especially the poor. Everything pertaining education systems are cascading from the top to bottom.

Sayed (2008) says the link between education and poverty reduction or elimination is multifaceted and has been subject to much deliberation and contestants. This means that people n rural area are only recipients whether the matter is useful or not, in support of this Van der Berg (2008) advocates that the relationships between poverty and education operation in two direction poor people are often unable to obtain access to an adequate education and without education people are constrained to life of poverty . no school can operate without money since it is confined to one place, so being the case , most rural schools failed to produce quality education and as a result , pupils in rural areas are subjected to low pass – rate that led them to poverty.

2.1.4 Supply factors limiting schools

Basic education is recognized as entitlement, that all the children have the right to acquire. In this regard, Sen (2004) says that right to basic education is part of economic and social rights. This means that educating children has significant societal benefits to the children. Hence the government should bear the cost of education for all (EFA), but unfortunately the state fail to fulfill the responsibilities for education provision. The reason for failing or non-delivery may be due to lack of adequate resources, bad management funds, corruption, thus preventing resources from reaching schools. (Hillman and Jenker 2004) therefore it was known that most African countries had been experiencing shortages of money, that in most cases failed to assist its citizens. As a matter of fact its citizens failed to pay fees for their children. In this regard the government to lesser extent paid fee to vulnerable pupils through Basic Educational assistance Module (BEAM). These funds sometime cursion the school, so that it can purchase resources though very few.

2.1.5 School crisis in developing counties

The situation of financial instability did not start in Africa. Haryadi (2001) argues that countries in East Asia and the South Africa such as Indonesia, Thailand, Brazil and Mexico had been at one time experiencing socio-economic crisis which had affected schooling. These countries got study to the extent of closing-up schools because parents had no money to pay school fees for their children. Haradi (2001) goes on to point out that, due to cash crisis towards education governments chipped in assisting schools and pupils. The 1987 poverty in Indonesia mad parents bored and their children got deprive in schooling which led to the children from poor families being forced out of school.

2.1.6 Demands factors limiting schools

Most schools world-wide being affected by poverty, especially in developing countries. Van der Berg (2008) post that absolute poverty is most common in rural areas where people have resource and their most needs are not met. Shemamini and Patrinos (2002) say it is already known that, educational access in rural areas may be limited by income levels, education cost that is direct and indirect cost of education, opportunity cost of education and socio- cultural factors.

In support of the above scenario Watkins (2000) point out that, direct and indirect costs inflict a subsistence burden to the poor households. The costs tend to use-up resource ended for investments in production and spending on food. In this regard parents as priority deprived the right of education to their parents. in most case s where most poor households live, they want to pay fees for their children by labour of which the school cannot cover its operational expenses such as buying books, furniture and payments of the demands from District such as affiliations to National Association of primary Head (NAPH) and better School Programs in Zimbabwe (BSPZ). Watkins (2000) goes on to say that parents have to contribute to the construction or up keep of schools buildings and providing other inputs in kind or cash. Therefore money is the main deterrent in school running. In addition they go on to postulate that the lack of financial resources and adequate resources also act as deterrents in promoting educations development. In this regard the researcher found a gap of study in an endeavour to find ways of mobilizing school fees from the parents , for that the school administration will be functional and efficient.

Van Der Berg (2008 says that some households that may not be poor at a particular point n time are vulnerable to poverty due to economic shock such as bad harvests, unemployment or

death of a breadwinner . Zimbabwe as a case in point where many people were losing their jobs due to economic hardships that have led to enacted of antagonistic policies to fire workers without giving them their packages. The problems also contributed to increase in low school fees payments in schools. This situation also constrained the running of schools. In or social economic status education becomes a threat, since its operation requires money from parents for man purposes. Moreso, the rainfall pattern which was poor affected the harvest. This means that parents in rural areas who were relying on paying fees from their harvest became a challenge to schools.

2.1.7 Abolishing of fees

The abolishing of school fees by government policies at one time assisted many people. For example in many African countries soon after attainment of independence most governments introduced education for all (EFA). It is an undisputed that abolishing of primary school fees has led to vast enrolment gains in several countries. Aven Strup et al (2004) say that after fees were abolished in Malawi in 1994 and Uganda in 1997 enrolment in both countries grew by 68% . Moreso Lesotho graduated abolishing f fees beginning 2000 led to a grade one enrolment increase of 75% and over one million students entered school in Kenya following fees abolishing in 2003 as a case in point, abolishing of fees was not bad, but it had created chaos in school running since the government failed to meet the obligations . Increase in enrolment demanded many material resources and human resources. This panic approach to Education for All worsening the school administration since the government were not budgeted for that.

2.1.8 Government's current position of fees payments

Schools are not allowed to block children for non-payment of fees and parents that fail to send their children to school are violating the law (Primary and secondary education has said 2014) . This followed the policy enacted that defines sending away of non- fees payers. In the policy government argues that the child is not the one who pays schools fees, so let the child learn. The school administration including the school development committee have to find strategies to mobilize parents to pay school fees. The policy from researcher's point of view gave parents especially in rural areas to be reluctant in paying school fees. Even parents who had money to pay fees for their children tend to prioritize other needs, knowing that their children are not sent away from school. In this regard the formulation of the policy gave birth to think on strategies so that parents can pay their children school fees.

2.1.9 Solutions to mobilise school fees in rural areas

School fees payments seemed to be a major deterrent in running schools especially in rural areas, but this cannot mean that rural school should be closed. This research the researcher finds other means that other countries employed to solve the problem of low school fees on time. Gulisino and Tooley (2002) say there is need for in-depth study to gain a better understanding on the role of financing schools. in other circumstances most parents in rural areas lack knowledge on the importance of paying school fees , hence it is the responsibility of the school head to pass the message to them and convince them. Parents need to be involved in almost all activities taking place at school the school heads together with school development committee should work hand in glove , so that parents who have the potential to pay fees for their children can pay. Moreso, the government must suspend its policy of not sending away pupils to collect school fees. This policy seems to be misinterpreted by other parents. At one point in

Gokwe North District Ward 2 where this research was undertaken, parents strongly said, the government was now in charge of paying fees for all pupils in the country. This policy inhibited even those parents who have potential to pay fees for their children.

Lastly the rural schools must look for donors through the assistance for the government. In case in point is that, most rural school teachers feeling inferior in whatever they might want to do. Hence their participation could help the situation at school. At one point at Kabuyuni Primary school where the researcher resides, there was a certain teacher who applied a two classroom block from the Australian embassy. The school was provided with a block. In this case the researcher is trying to evoke teachers so that the improvement in schools might be alleviated.

2.2 Organization of literature linking it to research questions

In this section the scholars were arranged in chronological order and linking them to the research questions in Chapter 1. These scholars were being arranged starting with the least test to the oldest. Van der Berg (2008) discussed on challenges associated by parents in paying school fees. The scholar was adhering to first question in chapter 1. Sayed (2008) pointed out that, the link between education and poverty reduction in elimination in multifaceted and has been subject to much deliberations. This means that poor people cannot make decision. As a matter of fact, these people are not given room to decide which amount are they comfortable to pay in schools. Moreso, Avilla and Casperini (2005) has an opinion that rural areas are small settlement with limited number of people and stated that these people lived in areas

dominated by farms, forestry, water, mountains or deserts. This means that rural people were marginalized and subjected to poverty. The scholar was trying to link with questions two gain

Furthermore, Kattan and Burnet (2004) pointed out that lack of financial mean, school have negative consequences of trapping family poverty as well as hurting their local and national communities, in an attempt to research questions two, were rural parents were said to be lacking financial support at the school. In the same opinion Arenda and Amin (2004) pointed out Bangladesh's poverty in relation to research questions two. Sen (2004) say the right of education is part of economic and social right. This means that parent should pay fees for their children so that the access the rights to education. in this view Hilman and Jenker (2004) point out that material resources are fundamental tools in teaching and learning . In this regard for learning and teaching to be effective there should be financial back-up from parents so that the school can procure resources. The scholar was linking to research problems. In addition, Haryadi (2004) posits that the situation of Zimbabwe was also experienced by other countries such as Indonesia, Thailand, Brazil and Mexico, but the situation were settled by their government. In attempting research problems at 3 Gulosino and Tooley (2002) say, there s nee for in-depth study to gain a better understanding on the role of school fiancé to parents . Parents were being urged to be educated so that they know the importance of paying fees at the school. In the same idea Watkins (2000) urged parents to contribute in school programmes. Finally, Miltra (1994) talked about gender disparities where parents deny paying fees for girls to the expense of boys linking research question 1.

2.3 Summary

The chapter highlighted relevant literature, critical interpretation and evaluation of scholarly studies in relation to area of study as well as organization of reviewed literature and linking them to the research questions. The next chapter focused on methodologies.

CHAPTER 3

RESEARCH METHODOLOGY

3.0 Introduction

The main purposes of this study was to examine the effects of low school fees payments in the running of schools in Gokwe north District both in terms of how and why this occurred. This chapter dealt with the methods which the researcher used in the study it explained the research design, population and sample, instrumentation, data collection procedures, data analysis plan and a summary.

3.1 Research design

The research design in the method used in examining processes. In this research a descriptive survey research design was used. The study was analytic in that researcher focused on the relationships between variables and further interpreted the relationship. The survey is a research technique in which data were gathered by asking questions of respondents. According to Aggarwal (2008) descriptive research was devoted to gather information about prevailing conditions for the purposes of description and interpretation. This meant that the method included proper analysis, interpretation, comparisons, identifications of trends and relationships. The focus of this section was mainly on pupils, parents, teachers and school heads. The survey

method helped the researcher to group, organize and evaluate information from the questionnaires and interviews carried out.

3.2 Population and sample.

3.2.0 Population

The population consisted of 1000 pupils in ward2 which comprised of 3 Primary Schools and 1 Secondary School. Best (2007) defines population as any group of individuals who have one or more characteristics in common that are of interested to the researcher. The population may be all the individuals of a particular type or a more restricted of that group.

3.2.1 Sample

The sample of the study were 100 respondents. These respondents were representing the whole population. Goodwin (2010) says a sample is a subset of population that is used to represent the whole group. Therefore in this regard pupils, teachers, parents and school heads were selected using various sampling techniques. On pupils the researcher used stratified sampling, where only pupils who had paid fees were selected. Cohen et al (2000) say stratified sampling is the division of population into groups of similar characteristics. Moreso, the stratified sampling techniques was employed to parents who had paid their school fees. In selection of teachers the researcher used convenience sampling techniques, where the researcher used the teachers who were there at that particular time. Lastly on the school heads there were no sampling techniques used, since head was one at the station.

3.3 Instrumentation

The study was conducted using qualitative method. The data were collected through interviews and questionnaires. The data were collected from pupils, teachers, parents and school heads. Instruments used helped the researcher to gather information needed.

3.3.1. Questionnaire

According to McNeil (1995) a questionnaire is a series of asked questions to individuals to obtain statistical useful information about a given topic. The researcher employed the use of questionnaires which were free from bias. The respondents responded on their own, without the influence of the researcher. Questionnaires are considered to be a powerful instrument in researches in the sense that they permit respondents time to consider their responses carefully without interference from, for example, an interview and moreover questionnaire can address a large number of issues and questions of concern in relatively efficient way with a possibility of a high response rate. Respondents responded to questions easily showed no constraints. This made the study to be a success. In support to the above notion Odaga and Henveld (1995) say that questionnaires can be used to collect information from a large group. Above all questionnaire were less costing, since some of them were sent to interested respondents. However, there are disadvantages of using questionnaires in a study. These include, it may be difficult to obtain a good responses rate, they are complex instruments if badly designed that can be misleading and

the quality of data is probably not as high as with alternative method of data collection such as of personal interview. It was noted that some questionnaires did not returned therefore the scenario disrupted information obtained. In questionnaires the researcher used the likert scale, since it works with peoples' attitudes and emotions.

3.2.2. Interview.

Hunter and May (2003) says an interview refers to a situation in which answers are drawn directly out from respondents. In addition, Goodwin (2010) views an interview as a conversation between two or more people where questions are asked by an interviewer to elicit facts or statements from the interviewee. Therefore interview can be defined as face-to-face questions and answer segment between the interviewer and interviewee. In a research, interviews are considered to have quite a number of advantages such as that; they provide information required instantly and the researcher can tailor the questions they ask to the respondents in order to get rich full stories and the information they need for their project. Hence the researcher used it and got information there and then. The researcher did not use any verbal cues so as to avoid leading respondents to certain responses. This means that face to face helped the interviewer to get the desired results and helped the expressions of the person to whom they were interviewing. However, interview questions have its own disadvantages. People sometimes fail to meet the appointment due to their personal duties. Hence the research could be disturbed. For instance when interviews were conducted other parents were not complying, because of their farming chores. Thereby the researcher made another convenient time. Moreover, interview questions were expensive to deal with in the sense that they required an interviewer to be there conducting his

questions to the interviewee. In interview the research cannot send someone on his behalf because answer or responses given by respondents required the researcher himself. Therefore in this scenario, it made the researcher to incur in unplanned budget to spend his money in trying to reach different places around the area of study.

3.4 Data collection and procedures.

The researcher was given a letter from faculty of education at Midlands State University from the department of Foundations. The researcher took the letter to the District and forwarded it to the Provincial officer to seek for permission to undertake the study in Gokwe North District, Ward 2. After being permitted questionnaires were issued out to concerned participants and also interviews took place.

3.5 Data analysis plan

Data collected were organized, tabulated and analyzed using percentile rating, tables, bar graphs and pie charts.

3.6. Summary

The chapter highlighted research design, population and samples, instrumentation and data analysis. A summary was also given to conclude the chapter. The next chapter focuses on data presentation and analysis.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 INTRODUCTION

This chapter focused on presentation, analysis and interpretation of data. Bar graphs, tables and pie charts had been used to present the collected data. Data obtained from questionnaire and interviews were presented in form of tables and graphs. Questions from the research tools were grouped in such a way that they would provide answers of data through themes.

4.1 Demographic Data

N= 100

Table 1

Categories	Male	Female	Total
School heads	3	1	4
Teachers	19	17	36
Parents	8	20	28
Pupils	16	16	32
	46	54	100

Out of 100 respondents who made the sample 46 were males and 54 were females

4.1.2 Low school fees payment affects job execution

Table 2

Variables	Strongly Agree	Agree	Strongly Disagree	Disagree	Total
<u>Respondents</u> teachers	30	6	0	0	36
School heads	3	1	0	0	4
Parents	4	14	6	4	28
Pupils	1	22	8	1	32

Table 2.Indicates that teachers and school heads feel the impacts on shortage of financial resource in their job execution. This means that teachers and school heads might not fail to have financial assistances from the parents, since few parents did not strongly agree with the problem. It also indicates that some pupils agreed with the fact that low school fees payment has a negative impact in teaching and learning. In analyzing the table 30 teachers strongly agree, 3 school heads strongly agree, 4 parents strongly agree and only 1 pupil strongly agree. However on pupils it might cause by fact that pupils are minors who might not really understand the effects of low school fees payments in the teaching and learning. Generally strongly agree and agree outweighed disagree and strong disagree. This information can be clearly represented on the following diagram on fig 1 on a bar graph.

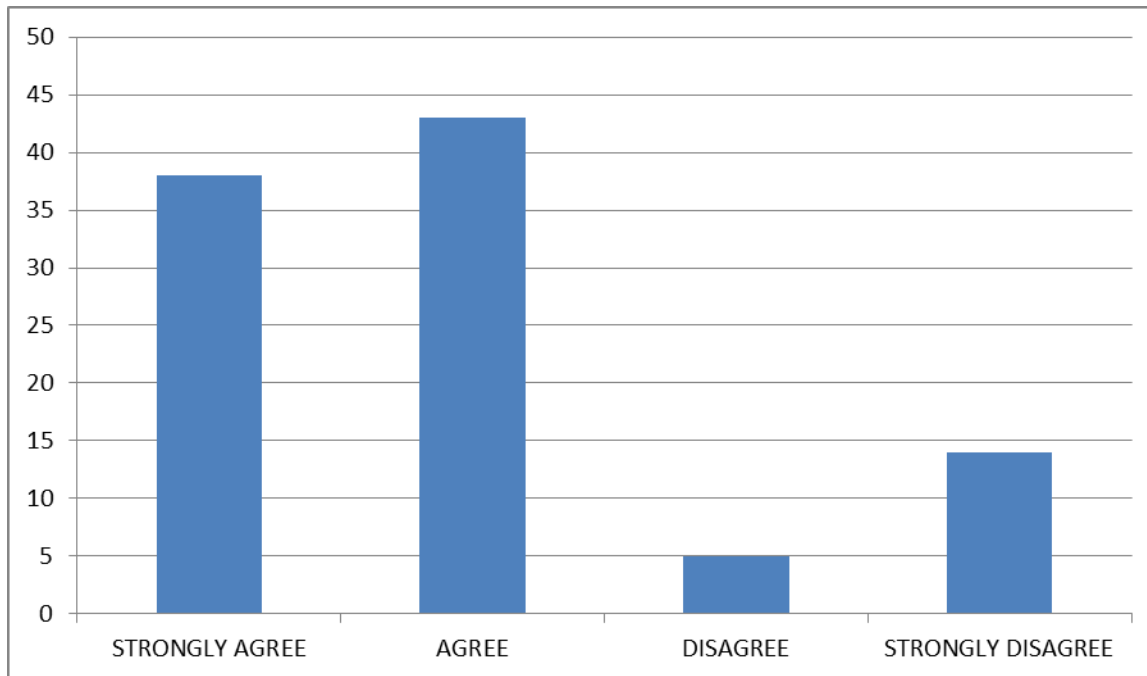


Fig 1

The fig indicates that 38% of the respondents strongly agreed and 43% had also agreed which gives the total of percentage of 81%. This indicates that people amongst the area understand the importance of school fees in school administration. Therefore the communities need encouragement and financial assistances so that they can comply with educational needs. In support Kattan and Burnet (2004) say lack of financial resources and adequate materials resources act as a deterrent in promoting educational development.

4.1.3 Low school fees payments are caused by poverty

Table 3

Variables	Strongly agree	Agree	Disagree	Strongly disagree	Total
Respondents teachers	5	5	21	5	36
School heads	1	1	2	0	4
Parents	20	3	3	2	28
Pupils	15	10	3	4	32

The findings show that parents and pupils strongly agreed that poverty is a major barrier in paying of school fees as compared to their counter parts in urban areas, though teachers and school heads disputed the idea of the total respondents. 20 parents and 15 pupils strongly agreed. All and all the findings revealed that most parents in rural areas are poor, that made them having challenges in paying school fees. The fig 2below will show percentage of respondents on a pie chart.

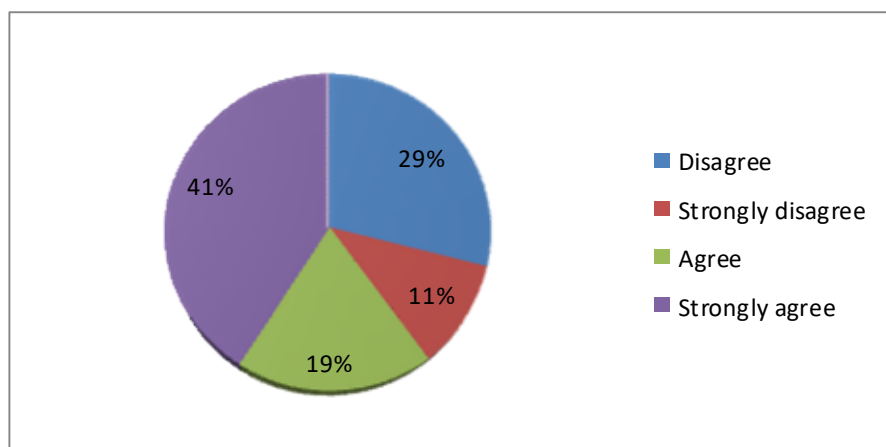


Fig 2

4.1. 4 Parents in rural areas rely on Agriculture to pay fees for their children

Table 4

Variable	Strongly agree	Agree	Disagree	Strongly disagree	Total
<u>Respondents</u> teachers	23	7	3	3	36
School heads	2	1	1	0	4
Parents	19	4	1	4	28
Pupils	30	1	1	0	32

The presented data revealed that the majority of the respondents agreed that Agriculture is the main source of income. Most parents rely on Agriculture which sometimes affects their expectations due to climate changes. Avilla and Casperini (2005) say rural people have agriculture as the main occupation. The idea is ethnocentric since the two authors crafted the idea basing on African perspective. Analyzing the data, it shows that teachers respondent strongly agree were 23, agree were 7, disagree were 3 and strongly disagree were also 3. The hypothesis revealed that even teachers are strongly supporting the idea that most people rely on agriculture to pay their school fees.

4.1.5 Parents are facing challenges in paying school fees for children

Table 5

Variable	Strongly agree	Agree	Disagree	Strongly disagree	Total
Respondents teachers	28	7	1	0	36
School heads	1	1	1	1	4
Pupils	25	5	1	1	32
Parents	18	8	1	1	28

Table 5 above shows the respondents of teachers, parents, school heads and pupils. The table shows that out of 100 respondents converted to percentage 72% strongly agree, 21% agree, disagree 4% and strongly disagree 3%. The findings were also shown on the bar graph on fig 3. Therefore the findings revealed that most parents are facing challenges in paying fees for their children. This is being caused by the fact that most rural parents are unemployed. Thereby this is a major set-back which led them having challenges in paying fees. It shows that only few parents.

4.1.6 The issue of not sending away non-school fees payers

Table 6

	Number of respondents	Percentage
Strongly agree	65	65%
Agree	20	20%
Disagree	10	10%
Strongly disagree	5	5%

The above table 6 indicates that most respondents are really agrees with the idea that the policy affected payments of fees. It seems parents used to pay their schools using other means, but through the policy enacted parents tend to relax in paying fees. The same information was shown on the pie chart below.

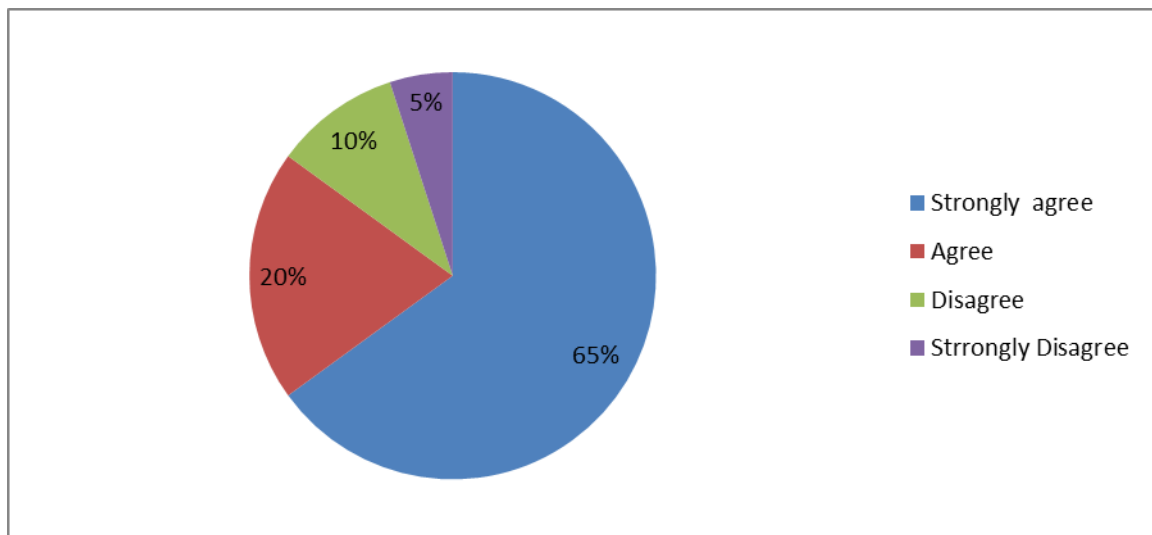


Fig 3

4.1.7 Parents in rural areas can manage to pay fees for their besides agricultural products.

Table 7

Variable	Strongly agree	Agree	Disagree	Strongly disagree	Total
Respondents teachers	20	8	2	4	28
School heads	3	1	0	0	4
Pupils	20	4	4	4	32
Parents	4	2	20	2	28

Table 8 Percentile rating on overall respondents

Variables	Number of respondents	Percentage
Strongly agree	47	47%
Agree	15	15%
Disagree	28	28%
Strongly disagree	10	10%

The above tables indicate that teachers and school heads have a feeling that parents can pay school fees for their children without basing on farming. Out of 4 school heads 3 of them strongly agreed and out of 28 teachers 20 of them also strongly agreed. This means that parents around the schools are rich in terms of domestic animals. These parents can sell some of them to pay school fees. In percentage calculation strongly agreed respondents had 47%, agree at 15%,

disagree at 28% and strongly disagree at 10%. Looking on the table it shows that parents who actually disagreed are the victims of not paying fees for their children.

4.1.8 What challenges are you facing in low school fees payment

From the interviews made amongst four schools 100% indicated that they are many challenges in running schools without financial support. Therefore these school experiencing high failure rate due to shortage of teaching and learning resources.

4.1.9 Which strategic are you employing in mobilizing parents so that they can pay fees for their children?

100% of my respondents agreed the engagement of debt collectors as a way of mobilizing fees from parents. However, these school heads were complaining about political intervention in this strategy.

4.1.10 How do you perceive the idea of not sending away pupils who had not pay their school fees?

The findings indicated that all school heads borderline the idea. One of the school head pointed out that, “parents in rural area because of their ignorance misinterpret the policy and get relaxed in paying of school fee.

4.2 Discussions

Low school fees payments seemed to be an ongoing problem in many school around the country. In this regard the researcher in his trial looked in and around the word to find ways and strategies

to alleviate the problem that made the researcher to embark into the research. Therefore the researcher discussed on all the findings he made and came up with strategies that can be employed, so that the problem could be decreased.

Zimbabwe situation sometimes get hard because of ever- prolonged droughts. Parents seemed to have challenges in paying schools fees for their children. This situation did not only happen in Zimbabwe. From the research made it was noted that there are other countries such as Bangladesh, India, Indonesia, Malawi, Ghana and Tanzania to mention but a few. Considering financial resource, it is very difficult to operate a school without money. Schools as institution require money to procure materials that are used within the institution. If a school fails to raise adequate funds it resulted in high failure rate due to malfunctioning.

In a case study read, the researcher pointed out Bangladesh. The country at one time experienced extreme poverty that led to closure of many schools especially rural areas. Being it the case in Zimbabwe has experiencing high economic challenges that sometimes exposed parents to poverty. So in a way to alleviate the problem, the government of Bangladesh engaged donors to assist in the education sector so that pupils access basic education. Poverty and education cannot operate in one sphere. If one dominates the other one dies. Van der Berg (2008) points that the relationship between poverty and education operates in two directions, poor people are often unable to obtain access to an adequate education. This means that if the country continues lacking education to its citizens, there is high increase in poverty. Therefore the government should look for donors who can assist under privileged children by paying those fees and also provide schools with other educational demands such as purchasing furniture and building

blocks. It seems that government at one time introduced Basic Educational Assistance Module. To more extend the government did a creditable effort. However, the module did not benefitted by the right pupils because of nepotism.

More so (BEAM) funds did not capture the majorly, since the selection was done at the school with school development committee. In my own perception, when pupils are to be selected for such module, there should no parents outside the school involved. The selection committee, sometimes pick the wrong pupils with parents who can pay fees for his/her children. This means that the rate of paying fees drops. To engage donors sometimes had negative impact. For instance. If a country gives you money, it means that there are some policies that the country forced to take, for example, changing culture in Zimbabwe and other countries. The main reason was that, there are enacted policies accepted by Zimbabwe as a way of acknowledging donation. Bangladesh being the case, its situation cannot be implemented in Zimbabwe. The strategy was euro-centric, that could affect the culture of that country.

Furthermore, schools were seemed to be constrained by other policies that the government enacted without consulting people on the ground. For example in Nigeria the government abolished school fees at primary course. The move failed to last after the school failed to operate. In Zimbabwe scenario the government enacted the policy created confusion, where other parents proclaimed that, the government was responsible for paying fees for them. Thereby most schools in rural areas faced the challenge. As a mitigation factor the government must come back to the ground and telling them what really they mean. As a fact, in Zimbabwe people understand more when the word comes from politicians.

On the issue of mobilizing parents to pay school fees the school, School heads suggested engagement of debts collectors. In support to the above notion, the Department of education (2013) advices that public school has the right to take legal action against a parent who does not pay fees... the learner must remain in the school while the case is on. It is noted that parents in rural areas lack priority. They take education as something useless, when they make their budget. Considering what they have you, simply concluded that, they deliberately fail to pay school fees. As a way of instilling fear engagement of debts collectors could trigger their minds and pay something to the school. This strategy can work if the politicians do not intervene. For instance some school at one time engaged them and they were stopped by local authority. The government must give school heads the mandate to make their strategies to mobilize school fees from the parents, rather to be at the fore- front.

In addition parents in rural areas need to be educated so that they value education. Adult education must be introduced to assist these people. The most people to suffer are the children in the hands of ignorant parents. As a matter of fact, the government should move around and make it sure that the right school going age is at school. It is the duty of the government to encourage parents to pay fees for their children.

Summary

The chapter presented data, analyzed it and discussed. The data was presented in tables, graphs and pie-charts. The data was discussed and analyzed linking them with the questionnaires and interviews done. The next chapter focused on summary, conclusions and recommendations.

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The main purpose of the chapter was to come to an end of the dissertation. This chapter dealt with the summary, conclusions and finally recommendations.

5.1 Summary

The first chapter focused on the background of the study where the researcher tried to make an analysis on the effects of low school fees payments in running schools. It has been also noted that most schools in rural areas were failing to meet the educational requirements, as a result these schools had experience high failure rate in national examinations. Furthermore, the researcher pointed out that parents in Gokwe North District were much more depending in agriculture as their source of income. Most schools around the area received some of their fees in the second term from parent .Thereby in this scenario the school heads got constrained and ended up failing to produce the desired outcomes.

The chapter also pointed at statement of the problem where the researcher clearly stated that running of schools requires financial back-up from parents. A school head cannot operate the

school without money. It seemed that researcher made so far had not done justices on the challenges encountered by school heads in running schools due to low school fees payments. The researcher also crafted research questions as guidelines in the study. Moreso the researcher explained the significance of the study, the research is going to assist people in Gokwe and other schools in and around the world. Finally the chapter concluded explains delimitations where the researcher took place and then the limitations explaining challenges during the study.

In second chapter the researcher read different books, trying to find out how other countries solved such problems. The reviewed literature came-up with mitigations strategies that can be employed in this situation, through other strategies failed to holds water, because they were Eurocentric in nature. This means that they were not worth implemented because of different norms and values.

The third chapter dealt with methodology that included research design, population and sample, instrumentation, data collection procedures and data analysis plan, the researcher used the descriptive survey. This means that the research included proper analysis interpretation, comparisons, identifications of trends and relationships. The research comprised 1000 people and four schools in Ward 2 of Gokwe north district. In this research the researcher used a sample of 100 people which included 4 school heads, 36 teachers, 28 parents and 32 pupils. The respondents were selected using sampling techniques such as stratified sampling and convenience sampling. The population sample was selected using probability sampling.

Furthermore, the study was conducted using qualitative method. Data were collected through interviews and questionnaires. These instruments helped in gathering information needed.

The fourth chapter dealt with data presentation, analysis and discussion. All the findings were presented, analysed and discussed. The researcher used table, bar graphs and pie charts to present data. After the presentation and analysis the researcher made a detailed discussion.

5.2 Conclusions

The research findings have revealed the effects of low school fees payments in school administration as an issue that is going on in Gokwe North District particularly in Ward 2 ,The researcher discovered that financial constraints are the main causes of low pass rates around the area.

Poverty has caused some parents fail to pay school fees for their children. The reseach findings revealed that poverty is a major cause for parents not to comply with educational demands. Most parents around the area rely on agriculture as their source of income of which seasons varies. From the findings made most parents this year did not yield enough, because of poor rainfall pattern. Therefore payments of school fees got worsened. This means that only few parents paid fees for their children that constrained the school running. Basing on the findings these parents can pay school fees for their children besides relying on agriculture. Most parents have possessions that they can convert into cash to pay school fees, but it seems to be a matter of priority. Therefore parents because of ignorance they need to be enlightened and educated to

that they can value education. The research findings, revealed that due to the new policy enacted by the government that say ‘ no children shall be send away from school no matter he/ she paid or not paid”. Most parents seemed to misinterpret and relax to pay fees for their children, other parents also proclaimed that government is going to pay fees for their children. Yet the government could not do it. From the interview made to school, the school heads were really against the policy, because since the policy passed, payments of declined drastically. Before it was enacted parents used to pay school fees for their children using other means. The policy created a tension between parents and school administrators. Thereby school heads fail to convince parents to pay school fees.

The research findings suggested that the schools must engage debts collectors to deal with non-schools fees payers. If the parents are having problem with paying fees for their children they must come to the school to make a payments plan with the school heads. This means that the government must ensures that all school going age are at school. It is the duty of the school head to be innovative and designed strategies to mobilize parents so that they pay fees for their children. As a matter of fact schools head must also be transparent and provide feedbacks to parents so that they are kept informed with the financial proceedings of the school.

5.3 Recommendations

- Government must ensure that all schools are providing quality service.
- In times of drought the governments must assist parent in rural areas in paying fees for their children

- Parents need to be educated so that they value education. (Adult literacy programmes.)
- School heads must use different strategies to mobilizes fees from the parents.
- Legal actions must be taken to non-schools fees payers (parents) to engage debts collectors.
- Schools in rural areas should not wait until second term before parents pay their children's school fees.
- Politicians must not engage themselves in operations of schools.
- The government must ensure that money donated to assist vulnerable children benefited the right pupils.

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APPENDIX A

QUESTIONNAIRES FOR SCHOOL HEADS

This research is conducted by Chitsama Braine a student of Bachelor of Education in management and leadership at Midlands State University. The main purpose of the study is to examine the effects of low school fees payments in school administration in Gokwe North District School. I would appreciate very much for your assistance in responding to all as honestly as possible. All information provided will be treated with confidentiality and will be used for the purpose of this study.

Complete the space provided or tick on the given alternative

Name of School

Province

Age

Sex Female Male

1. Highest level of qualification attained.

Diploma Certificate No Qualification

2. Low school fees payment affect job execution

Strongly agree Agree Strongly disagree Disagree

3. Low school fees payments in rural areas is caused by poverty.

Strongly agree Agree Strongly disagree Disagree

4. Parent in rural areas rely on Agriculture to pay fees for their children?

Strongly agree Agree Strongly disagree Disagree

5. Parents are facing challenges in paying school fees for their children?

Strongly agree Agree Strongly disagree Disagree

6. Since the governments enacted the policy of not sending away non- school fees payers payment of school fees declined

Strongly agree Agree Strongly disagree Disagree

7. Parents in rural areas can manage to pay school fees for their children besides agriculture products

Strongly agree Agree Strongly disagree Disagree

8. Lack of priority in education by parent in rural area causes low school fees payments

Strongly agree Agree Strongly disagree Disagree

APPENDIX B

QUESTIONNAIRES FOR TEACHERS

This research is conducted by Chitsama Braine a student of Bachelor of Education in management and leadership at Midlands State University. The main purpose of the study is to examine the effects of low school fees payments in school administration in Gokwe North District School. I would appreciate very much for your assistance in responding to all questions as honestly as possible. All information provided will be treated with confidentiality and will be used for the purpose of this study.

Complete the space provided or tick on the given alternative

Name of School

Province

Age

Sex Female Male

1. Highest level of qualification attained.

Diploma Certificate No Qualification

2. Low school fees payment affect job execution

Strongly agree Agree Strongly disagree Disagree

3. Low school fees payments in rural areas is caused by poverty.

Strongly agree Agree Strongly disagree Disagree

4. Parent in rural areas rely on Agriculture to pay school fees for their children?

Strongly agree Agree Strongly disagree Disagree

5. Parents are facing challenges in paying school fees for their children?

Strongly agree Agree Strongly disagree Disagree

6. Since the government enacted the policy of not sending away non-school fees payers, payments of school fees declined.

Strongly agree Agree Strongly disagree Disagree

7. Parent in rural areas can manage to pay school fees for their children besides agriculture products.

Strongly agree Agree Strongly disagree Disagree

8. Lack of priority in education by parent in rural area causes low school fees payments

Strongly agree Agree Strongly disagree Disagree

APPENDIX C

QUESTIONNAIRES FOR PARENTS

This research is conducted by Chitsama Braine a student of Bachelor of Education in management and leadership at Midlands State University. The main purpose of the study is to examine the effects of low school fees payments in school administration in Gokwe North District School. I would appreciate very much for your assistance in responding to all questions as honestly as possible. All information provided will be treated with confidentiality and will be used for the purpose of this study.

Complete the space provided or tick on the given alternative

Name of School

Province

Age

Sex Female Male

1. Highest level of qualification attained.

Diploma Certificate No Qualification

2. Low school fees payment affect job execution

Strongly agree Agree Strongly disagree Disagree

3. Low school fees payments in rural areas is caused by poverty.

Strongly agree Agree Strongly disagree Disagree

4. Parent in rural areas rely on Agriculture to pay school fees for their children?

Strongly agree Agree Strongly disagree Disagree

5. Parents are facing challenges in paying school fees for their children?

Strongly agree Agree Strongly disagree Disagree

6. Since the government enacted the policy of not sending away non-school fees payers, payments of school fees declined.

Strongly agree Agree Strongly disagree Disagree

7. Parent in rural areas can manage to pay school fees for their children besides agriculture products.

Strongly agree Agree Strongly disagree Disagree

8. Lack of priority in education by parent in rural area causes low school fees payments

Strongly agree Agree Strongly disagree Disagree

APPENDIX D

QUESTIONNAIRES FOR PUPILS

This research is conducted by Chitsama Braine a student of Bachelor of Education in management and leadership at Midlands State University. The main purpose of the study is to examine the effects of low school fees payments in school administration in Gokwe North District School. I would appreciate very much for your assistance in responding to all questions as honestly as possible. All information provided will be treated with confidentiality and will be used for the purpose of this study.

Complete the space provided or tick on the given alternative

Name of School

Province

Age

Sex Female Male

Grade Form

1. Low school fees payment affect job execution

Strongly agree Agree Strongly disagree Disagree

2. Low school fees payments in rural areas is caused by poverty.

Strongly agree Agree Strongly disagree Disagree

3. Parent in rural areas rely on Agriculture to pay school fees for their children?

Strongly agree Agree Strongly disagree Disagree

4. Parents are facing challenges in paying school fees for their children?

Strongly agree Agree Strongly disagree Disagree

5. Since the government enacted the policy of not sending away non-school fees payers, payments of school fees declined.

Strongly agree Agree Strongly disagree Disagree

6. Parent in rural areas can manage to pay school fees for their children besides agriculture products.

Strongly agree Agree Strongly disagree Disagree

7. Lack of priority in education by parent in rural area causes low school fees payments

Strongly agree Agree Strongly disagree Disagree

APPENDIX E

INTERVIEW QUESTIONS FOR SCHOOL HEADS

1. What challenges are you facing in low school fees payments?
2. Which strategies are you employing to mobilise parents so that they can pay school fees for their children?
3. Does school development Committee takes part in mobilizing school fees from the parents? If Yes / No. How?
4. How do you perceive the idea of not sending away pupils who have not paid their school?