

# **MIDLANDS STATE UNIVERSITY**



## **FACULTY OF EDUCATION**

### **DEPARTMENT OF POLICY STUDIES AND LEADERSHIP**

ACHIEVEMENTS MADE AND CHALLENGES FACED BY  
SCHOOL DEVELOPMENT COMMITTEES IN  
INFRASTRUCTURAL DEVELOPMENT AND RESOURCE  
PROVISION IN ANGWA CLUSTER OF MAKONDE DISTRICT IN  
MASHONALAND WEST PROVINCE.

**MUDZIVIRI OWEN RUWARE**

**R1815604A**

A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS OF A BACHELOR OF EDUCATION IN EDUCATIONAL  
MANAGEMENT AND LEADERSHIP DEGREE AT THE MIDLANDS STATE  
UNIVERSITY IN ZIMBABWE

**APRIL 2021**

# MIDLANDS STATE UNIVERSITY



## FACULTY OF EDUCATION

### DEPARTMENT OF POLICY STUDIES AND LEADERSHIP

## RELEASE FORM

NAME OF AUTHOR : *MUDZIVIRI OWEN RUWARE*

RESEARCH TITLE : *ACHIEVEMENTS MADE AND CHALLENGES FACED BY SDCs IN INFRASTRUCTURAL DEVELOPMENT AND RESOURCE PROVISION IN ANGWA CLUSTER OF MAKONDE DISTRICT IN MASHONALAND WEST PROVINCE*

DEGREE PROGRAM : *BACHELOR OF EDUCATION IN EDUCATIONAL MANAGEMENT AND LEADERSHIP*

YEAR OF AWARD : *2021*

Permission is thus granted to the Midlands State University library to produce single copies of this research and sell or lend any such copies for only scholarly or scientific research purposes.

The author ultimately reserves all publication rights and neither the projects nor large extracts thereof may be reproduced without the author's express written authority.

SIGNED : .....

PERMANENT ADDRESS : 207 CHIKONOHONO CHINHOYI

DATE : APRIL 2021

## DECLARATION

I, Mudziviri Owen Ruware, declare that this dissertation is my very own original piece of work and that it has not been previously presented and shall not, in future, be presented to any other university for a similar or other degree program.

**SIGNATURE :** .....

## **DEDICATION**

I dedicate this work to my parents Mr and Mrs Mudziviri who instilled and nurtured in me a 'never say die' spirit. Thanks to my lovely wife, Elizabeth, for her unwavering support. To my beautiful children, Chido, Angelo and Victoria, thank you for the cooling-off periods of laughter in between my hectic schedules. Lastly, it is a special dedication to my whole family. This one is for you!

## ACKNOWLEDGEMENTS

My heartfelt gratitude goes to the Almighty Living God for the unmerited gifts of life, strength and divine health as I laboured through this dissertation. Huge credit is in order for my distinguished supervisor, Dr Shoko, a fountain of wisdom, patience, understanding and encouragement, for his erudite suggestions that made this dissertation possible.

I extend my profound appreciation to my immediate family, especially my sister Mrs Muyeye, for her hospitality and prayers. It is imperative that I also acknowledge my all-important respondents and participants in this study, that is, school leaders and parents' representatives, without whose input this dissertation would never have been a reality. I however bear full responsibility for any inconveniences or shortcomings that may result from or be discovered in this dissertation

## ABSTRACT

The research investigated the achievements registered and the challenges faced by SDCs in infrastructural development and resource provision in Angwa Cluster of Makonde District in Mashonaland West Province. The main research question was 'What are the main achievements made and challenges faced by SDCs in infrastructural development and resource provision. Three research sub-questions sought to firstly probe the achievements of SDCs, secondly to unearth the challenges faced by SDCs and lastly to offer mitigatory suggestions for the challenges identified.

Both quantitative and qualitative approaches were employed using a radical structuralist paradigm under a descriptive design. Data collection instruments used were questionnaires and interviews. Data were organised and compressed to ensure accuracy of conclusions to be reached. The findings confirmed that significant progress had been made by SDCs in infrastructural development, fund mobilization as well as material and human resource provision. The study also unearthed massive challenges faced by SDCs in their quest to achieve sustainable school development.

Recommendations made include the design of policies that prescribe minimum academic qualifications for future SDC members as well as increasing the tenure of SDCs from the current one year to a possible two or three years. Another vital recommendation made was that the government should, as a matter of urgency, promulgate a policy that effectively bars all holders of teaching and non-administrative degrees from holding school management positions.

# TABLE OF CONTENTS

RELEASE FORM.....	i
CERTIFICATION.....	ii
DECLARATION.....	iii
DEDICATION.....	iv
ACKNOWLEDGEMENTS.....	v
ABSTRACT.....	vi
TABLE OF CONTENTS.....	vii
LIST OF TABLES.....	viii
LIST OF FIGURES.....	ix
LIST OF APPENDICES.....	x
LIST OF ACRONYMS AND ABBREVIATIONS.....	xi

## CHAPTER ONE : THE RESEARCH PROBLEM

1.0 Introduction.....	1
1.1 Background of the study.....	1
1.2 Statement of the problem.....	3
1.3 Purpose of the study.....	3
1.4 Research questions.....	3
1.5 Significance of the study.....	4
1.6 Assumptions of the study.....	4
1.7 Delimitation of the study.....	5
1.8 Limitations of the study.....	6
1.9 Definition of terms.....	6

1.10 Summary.....	7
-------------------	---

## **CHAPTER TWO : REVIEW OF RELATED LITERATURE**

2 Introduction.....	8
2.1 History of parental involvement in school development.....	8
2.2 Achievements of SDCs.....	10
2.3 Challenges of SDCs.....	13
2.4 Mitigation.....	13
2.5 Research gap.....	14
2.6 Summary.....	14

## **CHAPTER THREE : RESEARCH METHODOLOGY**

3.1 Introduction.....	16
3.2 Research Approach.....	16
3.3 Research Design.....	16
3.4 Population and Sample.....	17
3.5 Research Instruments.....	18
3.6 Data Collection Procedures.....	20
3.7 Data Analysis.....	20
3.8 Data Validity.....	20

3.9 Data Reliability.....	21
3.10 Ethical Considerations.....	21
3.11 Summary.....	22

## **CHAPTER FOUR : DATA PRESENTATION, ANALYSIS & DISCUSSION**

4.0 Introduction.....	31
4.1 Presentation and Analysis of Findings.....	31
4.2 Findings and Discussion.....	52
4.3 Summary.....	54

## **CHAPTER FIVE : SUMMARY, CONCLUSIONS & RECOMMENDATIONS**

5.0 Introduction.....	55
5.1 Summary.....	55
5.2 Conclusions.....	56
5.3 Recommendations.....	57
5.4 Further Research.....	58

## LIST OF TABLES

Table 1: Gender Analysis.....	31
Table 2 : Academic Qualifications.....	32
Table 3 : Professional Qualifications.....	32
Table 4 : Administrative Experience.....	33
Table 5 : Age Distribution.....	33
Table 6 : SDC Positions.....	34
Table 7 : Employment Status.....	34
Table 8 : School Leaders' Responses to Questions 1-14.....	35
Table 9 : SDC Responses to Questions 1-14.....	35

## LIST OF FIGURES

Figure 1 : Refurbished Staff Toilets.....	39
Figure 2 : Metal Rails.....	40
Figure 3 : Culture Hut.....	41
Figure 4 : High-Rise Security Wall.....	42
Figure 5 : Road-runner Project.....	44
Figure 6 : Broiler Project.....	45
Figure 7 : Learner-Friendly Environment.....	51

## LIST OF APPENDICES

Appendix A : Letter Seeking Permission to Study

Appendix B : Questionnaires

Appendix C : Interview Guides

Appendix D : Turnitin Feedback

## LIST OF ACRONYMS AND ABBREVIATIONS

**BEAM** .....Basic Education Assistance Module

**LIB**.....Legally Incorporated Boards

**MoPSE**.....Ministry of Primary and Secondary Education

**SADC**.....Southern Africa Development Community

**SDA**.....School Development Association

**SDC**.....School Development Committee

**SIG**.....School Improvement Grant

**UNICEF**.....United Nations International Children’s Emergency Fund

# **CHAPTER 1**

## **THE RESEARCH PROBLEM**

### **1.0 INTRODUCTION**

The chapter basically sets out the research topic and also lays bare background of the study, statement of the problem, presented in the form of research questions, purpose of the study, the main research question, significance of the study, delimitation of the study, limitations of the study and finally definition of terms. A summary winds up the chapter.

### **1.1 BACKGROUND OF THE STUDY**

School Development Committees (SDC) play a pivotal role in the qualitative and quantitative development of educational institutions as observed by Bray (2003). SDCs are by no means a novel concept in school development worldwide and their involvement in the global education system has been generally accepted and widely applauded both in developed and developing countries as opined by Chung (2008).

Sango (2014) rightly observed that in the United Kingdom of Great Britain (UK), since the Plowden Report of 1967, community members' and parental involvement in the organizational structure of educational institutions is now a matter of policy. These Legally Incorporated Boards (ILBs) owe their existence to a robust policy shift in the developed world as noted by Cuckle, Dunford, Hodgson and Broadhead (1998) who also acknowledged that these legally incorporated boards were either called Board of Governors or Board of Trustees in the United Kingdom. The paradigm shift in policy ensured greater accommodation of parents in the pedagogical and administrative structures of educational institutions. The UK Department of Education noted however that in the initial stages of implementation of the new policy, huge challenges were observed which almost persuaded the government to discard the idea.

In Botswana according to Bray and Lillies (1998) the national education policy was reformed in 1994 to ensure the improvement of cooperation between schools and host communities in the areas of infrastructural and instructional development especially. This gave birth to the formation of what were called Parents Teachers Associations (PTA) whose sole mandate was to complement the efforts of the school leadership in school development.

In Zimbabwe, local communities have actively participated in school development ever since the establishment of the first school in Inyati in 1859 according to Gwarinda (1995) and The Judges Commission on Education (1962). Chung (2008) observed that parents were the major drivers of the reconstruction process after the war of independence and the main agents of construction of new schools to meet the increased demand for basic education, resulting from such policies as Education for All, Free Education and Compulsory Basic Education.

With a view to decentralize authority as well as enhance accountability, the Zimbabwe government rightly promulgated a policy officially legalizing and directing the involvement of communities in institutional management, as noted by Chung (2008). The Education Amendment Act of 1991 gave birth to the establishment of SDCs for all non-government schools and SDAs for all government schools. According to Zvobgo (1992) Statutory Instrument 87 of 1992 was an effective prescription of how SDCs should participate in the management of schools to ensure quality control and general development of their respective institutions. The Instrument provided SDCs with the ammunition to develop schools through provision of moral, emotional, financial and material support. Statutory Instrument 70 of 1993 empowered SDAs to likewise provide the necessary support for the development of their schools.

According to Mafa (2003) the government's dream of providing quality education through parental involvement was heavily impeded by poor quality education in most rural schools. This clearly points out that SDCs and SDAs face daunting challenges in their quest to provide quality education for their children. It is this

observation that has motivated this researcher to investigate and unravel the challenges faced by parents' bodies in their endeavour to achieve sustainable institutional development.

## **1.2 STATEMENT OF THE PROBLEM**

The legal inclusion and involvement of parents in school development has had a positive impact which the researcher seeks to unpack. On the other hand, there have also been challenges or impediments that have negatively affected the development of schools. In spite of government's initiative to decentralize management of resources, schools in under-privileged communities are hopelessly under-developed in both an instructional and infrastructural sense. It is this observation that has driven the researcher to investigate the achievements and unearth the challenges faced by parents' bodies as opined by Tomlinson (2007) who noted that all new programs that have been introduced have fortunately faced surmountable challenges. This research basically seeks to highlight the achievements scored by SDCs since their inception, as well as explore the challenges encountered by parents' bodies in their push towards school development.

## **1.3 PURPOSE OF THE STUDY**

The aim of the study is to explore the achievements and the challenges faced by parents' bodies in the development of Zimbabwean schools, in order to come up with practical suggestions to enhance their efforts. This will be done through interrogation of school administrators as well as members of the SDCs of sample schools

## **1.4 RESEARCH QUESTIONS**

### **MAIN RESEARCH QUESTION**

1.4.1. What are the main achievements and challenges of parental involvement in the development of schools?

1.4.2. Are members of the School Development Committee aware of the legal instruments that govern their operations?

1.4.3. What are the common challenges faced by SDCs in the development of schools?

1.4.4. What measures can be taken to ameliorate the challenges faced by SDCs in infrastructural development?

## **1.5. SIGNIFICANCE OF THE STUDY**

1.5.1. To the researcher

The researcher benefitted immensely in developing research skills such as analysis, interrogation, synthesis, and evaluation of research findings in partial fulfillment of the Bachelor of Education in Educational Management and Leadership degree at Midlands State University.

1.5.2. To theory and knowledge

The conclusions drawn from this research will certainly benefit future researchers as it provides a practical basis for further probes and arguments.

1.5.3. To policy development and practice

School administrators were assisted to better appreciate the vital role played by SDCs in school development thereby facilitating a paradigm shift in perception towards parents' bodies, resulting in a marked improvement in the working environments of sample schools.

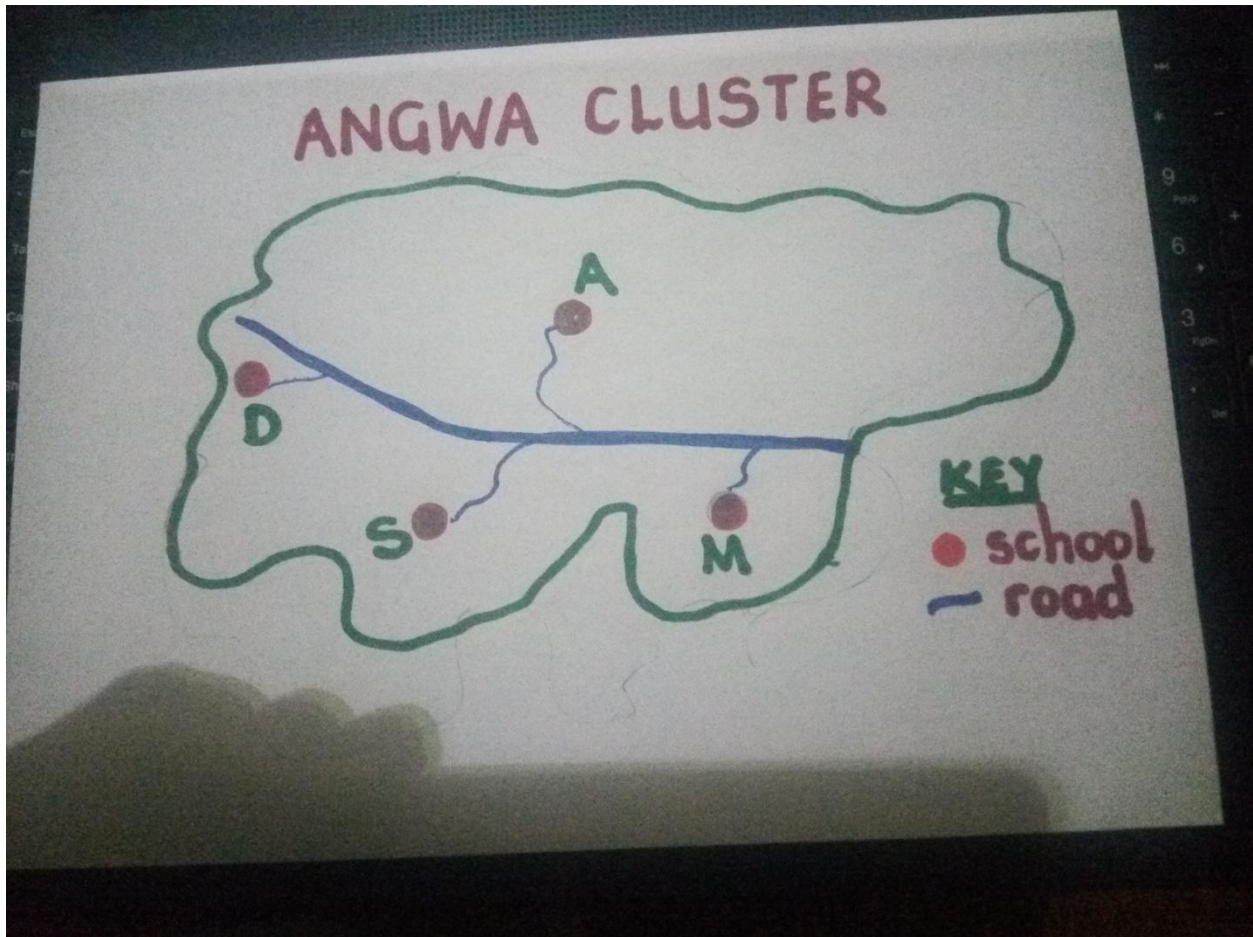
## **1.6 ASSUMPTIONS OF THE STUDY**

School administrators, being professionals themselves, will appreciate the significance of conducting a research on the achievements and challenges faced by SDCs as this will provide a specific knowledge base from which innovations to improve the operations of their own SDCs may be developed. SDC members will clearly understand the good intentions of the researcher in conducting the research

and will fully and willingly cooperate. Due to the COVID-19 pandemic and the accompanying lockdown measures, respondents will agree to process questionnaires and conduct interviews virtually.

### 1.7 DELIMITATION OF STUDY

The research focused primarily on four schools out of the eight schools in Angwa Cluster of Makonde District in Mashonaland West Province. See map below.



The main respondents of the study were school administrators and members of the SDCs concerned. Ordinary parents were conveniently excluded because their elected representatives responded on their behalf. The study was specifically concerned with investigating and exploring the achievements and challenges faced by SDCs in fulfilling their legal mandate, and so did not seek to explore other functions of parents' bodies.

### 1.8 LIMITATIONS OF THE STUDY

Budgetary constraints hampered the researcher's initial wish to cover a wider sample. Escalating travel and subsistence costs substantially limited the researcher to only the readily accessible centres. To reduce costs, the researcher traveled by bicycle to the various places. Lockdown measures imposed and enforced by central government as a result of the global Covid-19 pandemic also negatively impacted on the researcher as most schools were virtually deserted, while SDC members visited in their homes treated the researcher with suspicion at best, and at worst, utter disdain and discomfort. However, production of documentation authenticating the study eventually calmed down nerves. Some SDC members even offered to have the interviews conducted virtually to minimize physical contact, to which the researcher gladly agreed.

The national incapacitation of teachers also meant that schools were practically locked with no one in attendance, not even the administrators. This seriously delayed the commencement of interrogation, thereby setting the researcher behind schedule by months. Questionnaires for Heads were conveniently delivered online and this saved a lot of time. Confidentiality concerns were another limitation as respondents cunningly withheld vital information which they deemed classified. The researcher allayed these baseless concerns by assuring respondents that their responses as well as identities would be held in the strictest confidence.

## **1.9 DEFINITION OF TERMS**

### **1.9.1 ACHIEVEMENTS**

Achievements are accomplishments or feats that someone has succeeded in doing, especially through heroism or industry

### **1.9.2 CHALLENGES**

According to Hornby (2011) challenges are obstacles, impediments, drawbacks or setbacks that obstruct or hinder the development of schools.

### **1.9.3 SCHOOL DEVELOPMENT COMMITTEE**

Tshabalala (2013) defines school development committee as a body corporate that can sue or be sued and comprises a group of parents at a non-governmental school who are mandated to work in partnership with school administrators in the development of schools.

#### 1.9.4. SCHOOL DEVELOPMENT

According to Gwarinda (2013) this is a systematic approach to transformation at school level initiated to align a school towards the accomplishment of its goals, mission and vision. School development therefore refers to the process of gradual upliftment of instructional and infrastructural standards at an institution of learning.

#### 1.10 SUMMARY

The chapter has unveiled the research topic and background of the study. Statement of the problem, as well as purpose of the study were enunciated. The key research question subsequently led to the sub-questions listed in the chapter. The chapter also articulated the significance of the study, first to the researcher, then to the body of knowledge and lastly to policy and practice. Finally, the study's delimitation, limitations and definition of terms were highlighted. The next chapter basically concerned itself with review of relevant literature in a thematic approach, in relation to the listed research questions.

## **CHAPTER 2**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 INTRODUCTION**

In the preceding chapter the researcher basically focused on the study's introduction. This chapter now essentially looks at a comprehensive review of relevant literature in line with SDC participation in school development. The research sub-questions shall provide the guiding themes during the literature review. The main areas to be covered include background history, achievements, impediments and possible solutions or recommendations.

#### **2.1 HISTORY OF PARENTAL INVOLVEMENT IN SCHOOL DEVELOPMENT**

An inexhaustible pool of sources are available to elaborate on factors that influenced SDC/SDA involvement In school development. According to Zvobgo (1994), the attainment of independence in 1980 gave rise to far-reaching reforms in the political and socio-economic arenas, including education. Legislative frameworks were promulgated to solidify reforms in the education sector. Statutory Instrument 87 of 1992 legalised parental involvement in non-government school development matters while Statutory Instrument 70 of 1993 gave birth to School Development Associations for government schools.

Schaeffer (1984) notes that responsible authorities are obliged by an Act of Parliament to set up and involve SDCs or SDAs in all school development matters. Decentralization of power in a previously heavily centralized education system also meant that it became imperative to involve parents. Chivore (1995) observed that school financial management is now the direct preserve of the SDC, effectively empowering parents to control mobilization, management and disbursement of school finances. In concurrence, Abu-Dohou cited in Sango (2014) noted that decentralization was a direct consequence of misdemeanors that were manifesting in a centralized governance system.

Zvobgo (1996) concurred that the distribution of resources by the colonial central government was neither transparent nor equitable, thereby directly affecting

development of certain schools. The other challenge with the colonial centralized governance was that it did not serve the interests of the majority black people but was diabolically designed to perpetuate white hegemony as noted by Kasambira (1994). Parental involvement was a non-starter during the colonial era due to the colonialists' open disdain of the natives as either too ignorant or uninformed to actively participate in the development agenda of the education system. At independence, the incoming government sought to redress the challenges bedeviling the education system. Chivore (1995) also noted that the previous system of governance had a disabling effect on the improvement of educational standards.

As unraveled in the background of the study, community involvement received global acknowledgement as the entire world moved to implement reforms enforcing the novel idea. According to Chung (2008) the Zimbabwe government realized the merits of community involvement in development of especially rural schools and it moved swiftly to enforce that. Sango (2004) opined that the Education Amendment Act of 1991 introduced provisions legalizing and enforcing community involvement in school development through establishment of SDCs. As Pampalis (2002) rightly observed, emerging global economic trends and shifting political tectonic plates forced developing nations, including Zimbabwe, to move towards greater autonomy and decentralization of their education systems. The involvement of parents through SDCs enabled communities to participate in the management of school finances, enhancing school-community relations in the process.

Zvobgo (1996) disclosed that in pre-independence Zimbabwe, education was racially compartmentalized and the incoming majority government had an obligation to provide equal opportunities in education for all citizens. This presented a huge financial burden on the new government. Challenges in funding, resulting from budget deficits and donor apathy or fatigue, led government to consider inclusion of communities in school finance management to complement government efforts. To lend credence to this assertion, Secretary's Circular No 3 of 1991 actually exposes that the SDC concepts was a budget-sharing strategy conceived after government felt overwhelmed financially. The researcher can definitively claim that a combination of factors influenced government's

decision to involve parents in school development, as cited by numerous authorities. The underlying motive for the conception of the SDC/SDA involvement was, without a doubt, to upgrade the quality of education but in some instances conditions have actually deteriorated under the new system, presenting yet more evidence that the concept is fraught with numerous challenges.

## **2.2 ACHIEVEMENTS OF SDCs**

### **2.2.1 Infrastructural Development**

The Gweru Conference of Educators of 1992 set the minimum standards expected for a quality rural school in Zimbabwe, and for purposes of this research, all achievements shall be benchmarked thereupon. The minimum expected standards for buildings according to Heneveld (1994) include staff quarters as per government recommended guidelines, a classroom for each class with a storeroom or cupboard, learners and teachers ablution facilities, a staff room and a Head's office fitted with a strong room, safe and storeroom.

Zvobgo (1996) applauds the immense efforts exerted by parents in post independence Zimbabwe in ensuring school improvements especially in rural areas. Classrooms were hastily constructed using bricks moulded and delivered by the parents themselves. Sango (2014) argues that the advent of SDCs actually heralded the dawn of a new era in school development as the majority of rural schools began to show signs of life after years of neglect. Whether this is factual or not, the researcher is duty-bound to investigate which infrastructure was put up and attach documentary evidence in the form of photographs.

Mutseyekwa (2010) observed that rural mission schools registered greater success in the field of infrastructural development compared to non-mission rural schools. Urban schools, according to Heyneman (2004), actually had additional material, equipment and facilities and surpassed the minimum standards prescribed by the Gweru Conference. EU Zimbabwe (2011) observed that after the capacity building workshops conducted in Manicaland Province as a pilot project, most SDCs went on to initiate construction of new infrastructure in schools as evidence that parents can indeed

spearhead development of their schools. In concurrence, Sayed (2002) points out the mindset shift in parents which saw some of them registering great strides in acquisition of new furniture, erection of fences and security walls, sign posts and renovation of classroom blocks. Gutuza (2015) notes that where parents toiled hard enough, adequate infrastructure became available for teaching and learning and the gulf between urban schools and rural schools was significantly reduced.

### **2.2.2 Provision of Resource Materials**

Cladwell (2005) notes that it is the fundamental responsibility of the SDC to provide financial, material and human resources for a school and, as a result, purchase of stationery and sports equipment becomes necessary. The major impediment to this is the failure or unwillingness by some parents to meet their fees obligation in time, thereby derailing the school's budget plans. Fullan (1999) observes that rural schools are worse off in terms of material resource provision, in some instances with a single textbook for the whole class, and should innovate additional ways to fundraise and meet their obligations. Suggestions include starting income generating projects such as bricklaying, poultry, piggery, apiculture or gardening.

In expressing sympathy with the debilitating shortage of resources in Zimbabwe's schools, the United Nations International Children's Emergency Fund (UNICEF) donated stationery in 2010– from textbooks, exercise books, chalk to pens, as highlighted by Mutseyekwa (2010). The initiative was aimed at promoting the 'one learner one book' mantra so as to improve quality of education in the country. Resource material availability improved greatly after the UN's act of charity but only temporarily, because with the introduction of the Competency Based Curriculum, some of the textbooks donated are suddenly obsolete and it is back to the drawing board for the cash-strapped SDCs.

### **2.2.3 Staffing**

As suggested by Chivore (1995) the majority of SDCs have registered success in hiring ancillary staff such as bursars, guards, and general hands, while others have

progressed a step further to employ drivers and messengers. Both ancillary and teaching staff have their respective roles aligned to the mission statement of the school.

According to Kasambira (2004), the employment of Early Childhood and Development (ECD) teachers by SDCs greatly ameliorated the gross understaffing in most rural schools and reduced overcrowding in most ECD classrooms, in the process sanitizing the teacher-pupil ratio. Sango (2014) however observes that the majority of these ECD teachers were untrained paraprofessionals who required further training to enhance their effectiveness. The above literatures indeed buttress the assertion tht SDCs have made huge strides in the area of staffing.

#### **2.2.4 Financial Resource Mobilization**

It is prudent to note that the majority of SDCs find it difficult to raise adequate funding to provide quality learning materials and upgrade infrastructure as put across by Nyagura (1993) and Nziramasanga (1999). Chivore (1997) acknowledges the role played by transparency in enticing parents to comply with fees payment schedules. Improved financial and asset management also boosted the parents' confidence in the financial management systems of their schools.

Garber (2009) urges fundraisers to think outside the box if they are to float above the global financial crises bedeviling the planet in contemporary times, including Covid-19. Instead of total dependence on levies, SDCs have considered other fundraising activities such as Civies Days, Culture Days and classroom rentals for churches for instance. Kanyongo (2015) observed that income generating projects are fast becoming the second major fundraiser for most schools. Schools have embarked on poultry, piggery, rabbit and gardening projects. Due to the stringent conditions attached to holding Civies and Culture Days, where permission must be sought from the Ministry prior to the days, school-based projects are much more popular than ever before.

Hill (2010) ponders that fundraising initiatives for schools are not universal and may depend on the school's cultural and economic environment. For example, rural schools may find it difficult to raise substantial funds through Civies Days due to cultural and economic limitations, but may initiate poultry or gardening projects relatively

successfully. The literatures cited above are in support of the notion that SDCs have made strides in financial resource mobilization.

### **2.3 CHALLENGES FACED BY SDCs IN SCHOOL DEVELOPMENT**

According to Mafa (2003) SDCs have faced huge challenges in their quest to achieve sustainable development for their schools. Among the challenges cited are parental attitude towards SDC, political interference, financial illiteracy on the part of the SDC, economic status of the community and, perhaps most importantly, school-community relations.

Political interference, according to Kasambira (2010), has negatively affected fees payment especially in rural areas as prospective election candidates discourage their gullible supporters from paying fees, wrongly quoting the government directive that bars schools from sending children home on the basis of non-payment of fees.

Tshabalala (2013) highlights that financial illiteracy on the part of the SDC has had a catastrophic effect on school development especially in rural areas. SDCs are merely used as a rubber stamp to approve obscure tenders and purchases, with school administrators taking full advantage of the ignorance of the committee members.

Barker (1994) complains that the economic status of rural parents makes it discouragingly difficult for SDCs to achieve meaningful development, as most parents find even the most reasonable fees to be steeply unaffordable. Mupundu (2012) warns of the toxic relations that may exist between the school and its host community, further complicating SDCs' endeavor to mobilize funds for schools. Parents become apathetic towards school fundraising activities such as fees payment or income generating projects.

These challenges towards parental involvement in school development have been highlighted by other researchers. The researcher seeks to discover other impediments relying on data collected and further evaluate the similarities or differences – substantiating findings where differences are observed.

### **2.4 MITIGATION**

Mafa and Nyathi (2013) suggested effective strategies that can be effected to improve the effectiveness of SDCs. These include transparency, communication and payment plans for defaulters. Sango (2014) highlighted the importance of organized visits to developed schools and continuous capacity building of SDCs to enhance their effectiveness in discharging their mandates. Barker (1994) urged SDCs to think outside the box and establish partnerships with established well-to-do schools and business conglomerates in order to attract donations and investment.

Mutseyekwa (2013) urged so called Fast Track Resettlement Area schools to take full advantage of government's pro-poor policies such as BEAM and donor agency initiatives such as SIG to enhance resource mobilization for infrastructural maintenance and development. The Ministry of Primary and Secondary Education SDC Handbook (2015) advises SDCs to establish partnerships even with their banks to create learner-friendly schools by constructing wheelchair ramps and rails for ease of inclusion of handicapped learners. The researcher presented own mitigatory initiatives as gathered through respondents during data capturing and sought to relate the measures to those provided by other established researchers.

## **2.5 RESEARCH GAP**

Most researchers are mainly concerned with focusing on challenges when attempting to address a problem and find a viable solution. This researcher adopted a holistic approach and attempted to balance the study by also focusing on the achievements. The thinking behind this move is that research will not fully address a problem if it ignores registered successes, hence the researcher decided to direct efforts towards investigating the successes as well. The road to the achievements might provide a breakthrough to a solution for the problems currently faced.

## **2.6 SUMMARY**

Related literature has been reviewed in this chapter as guided by the research sub-questions. Literature was reviewed in relation to SDC achievements in infrastructural development, provision of materials, staff recruitment and financial resource mobilization. Impediments and mitigatory measures as presented by other researchers

were highlighted and comparisons have been drawn to the researcher's findings during data collection. Chapter 3 focuses on research methodology.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 INTRODUCTION**

The preceding chapter dwelt on literature review. This chapter essentially focuses on research methodology applied in the study. Research design, population sample, research instruments, data collection procedures and data analysis are the areas covered in this chapter.

#### **3.2 RESEARCH APPROACH**

The research assumes an integrated research paradigm where both the qualitative and quantitative approaches will be taken on board. The radical structuralist paradigm will be adopted and the researcher will approach the research with a firm view to influence fundamental change in the sample organizations based upon analysis of such organizational phenomena as school-community relations, power politics and patterns of conflict. The researcher will however adopt the approach from a positivist perspective, firmly believing that the data collected will depict the absolute reality on the ground and will therefore form the basis upon which viable solutions may be derived.

#### **3.3 RESEARCH DESIGN**

The research applied the descriptive design which mainly concerns itself with the prevailing situation in relation to the settings, processes, values and practices, relationships and trends. Chiromo (2009) suggests that the descriptive design involves carrying out a study on a restricted number of cases in order to draw conclusions that generalize an assertion concerning an entire group under investigation. In concurrence, Orodho (2005) argued that the descriptive design is applied for determining the nature of prevailing conditions and to eventually ascertain relationships existing between situations. This means that conclusions about a population can be drawn from its sample. It is precisely for that reason that the researcher opted for the descriptive

design model in attempting to establish the successes and impediments faced by SDCs in school development.

### **3.4 POPULATION AND SAMPLE**

#### **3.4.1 Target Population**

Gwarinda (2011) defines population as a group of humans, objects or events that have common properties, characteristics and a common identity that exhibits a general pattern. In this study, the target population comprises SDC members and school administrators of four primary schools in Angwa Cluster of Makonde District in Mashonaland West Province. The estimated population size is 32. All the four schools are fully funded by SDCs. Cohen and Manion (2011) postulate that a population represents all objects that are located within an area of concern, effectively vindicating the choice of samples.

The sample size is 32 and it comprises four School Heads, four Deputy Heads, four Senior Teachers, four Teachers-in-Charge, four SDC Chairpersons, four SDC Vice-Chairpersons, four SDC Secretaries and four SDC Treasurers. Heads were chosen for their roles as the Chairpersons of the Finance Sub-Committees and general overseers of their schools. Deputy Heads were chosen for their responsibility as Chairpersons of Procurement Committees in schools. Senior Teachers were included for their role in the Procurement Committees. TICs were chosen for their role in infant –related procurement. SDC members were selected for their roles in all finance management and procurement processes as well as their general involvement in school development matters in their schools.

#### **3.4.2 Sampling Technique**

According to Tuckman (1999) a sample refers to a smaller representation of a larger population, that is, a sub-set of the whole. In this study, purposive sampling has been applied since it is most appropriate in investigating certain properties of a population and therefore better addresses research questions as opined by Dudovski (2016).

Becker (1998) explains purposive sampling as a sampling technique that provides non-probability samples which receive selection based on the characteristics which are present within a specific population group and the overall study. It is sometimes referred to as subjective, selective or judgmental sampling where targets are intentionally selected to gather information.

Furthermore, Cohen and Manion (2011) state that in purposive sampling, selection of respondents and participants is essentially dependent upon the study's purpose and type. The main reason why the researcher opted for purposive sampling is that its focus remains on individuals with specific characteristics in a targeted population of interest and in this case, school administrators and SDC members in Angwa Cluster were the population sample due to their common characteristic as school finance managers and infrastructural developers.

### **3.5 RESEARCH INSTRUMENTS**

Ritchie and Lewis (2003) define a research instrument as a method or tool for gathering empirical data during a research. The study will employ questionnaires and structured interviews as research instruments.

#### **3.5.1 Questionnaires**

Makore and Rukuni (2001) explain a questionnaire as a research instrument consisting of a series of questions systematically designed to collect appropriate information for analysis from selected respondents. The researcher chose to use a questionnaire over other forms of survey because it is economical in terms of finance, time and effort compared to verbal interviews and it usually has standardized answers thereby simplifying data compilation.

The questionnaire used had both open and closed ended questions. The questionnaire sought to solicit information from school administrators and SDC members on the achievements made and challenges faced in school development matters. The questionnaire had open-ended questions which afforded respondents the freedom to express their feelings, experiences, aspirations and attitudes while closed ended

questions had possible answers provided and the respondents chose a response that was appropriate to their situation from the choices offered.

### *3.5.1.1 Disadvantages of questionnaires*

There is a possibility of non-return of questionnaires or return of incomplete questionnaires. The researcher had a gentleman's agreement with all respondents that they would return completed questionnaires and would welcome polite reminders in the event of a delay in submission. Some respondents provided too much information which ultimately proved very difficult to accurately analyze. The researcher had to politely request the affected respondents to summarize their responses. Furthermore, ambiguous questionnaires may confuse respondents, resulting in inaccurate responses. To avoid this, questions in this questionnaire were clearly structured and unambiguous, leaving nothing to chance.

### **3.5.2 Structured Interview**

Nyarawanda (2003 : 7) defines an interview as 'a face to face conversation between the researcher and participant for purposes of collecting data for a research'. Cherry (2014) says that an interview is a method of data collection that specifically involves an interviewer asking an interviewee a series of leading questions that ultimately assist the interviewer to make a decision or reach a conclusion. Williams (2004) states that an interview can either be structured or unstructured. According to Denzin and Lincoln (2000) an unstructured interview consists of guidelines on pertinent issues, thus allowing respondents to openly disclose their thoughts, feelings and perceptions. In this research however, the structured interview was selected for application.

#### *3.5.2.1 Disadvantages of Interviews*

According to Ritchie and Lewis (2003) interviewer bias the degree to which the characteristics of the interviewer may influence the responses given by the interviewee. Makore and Rukuni (2001) also lament that the interviewer can make errors through misinterpretation of responses. In an effort to minimize interviewer bias, the researcher

will complement data from the structured interviews with questionnaires and content analysis so as to come up with a balanced assessment.

### **3.6 DATA COLLECTION PROCEDURES**

Data was collected using questionnaires and interviews. A questionnaire was used to collect primary data from school administrators and members of the SDC. The questionnaire was made up of both closed and open ended questions. The researcher sought, and was granted, permission to interview school managers and SDC members. Interviewees suggested convenient days and times during which they would be free to conduct the interviews and attend to the questionnaires. Other members opted for virtual interviews and electronic questionnaires to minimize physical contact during these dangerous COVID-19 times. The researcher duly agreed and honoured the suggested dates and times.

### **3.7 DATA ANALYSIS**

According to Creswell (2003) qualitative data essentially entails a variety of activities such as theory identification, examination and pattern establishment and interpretation to determine how the patterns and themes combine to unravel truths being searched by research questions. The process of data analysis usually begins prior to the collection of data, through selection of questions to be inserted in the questionnaire. The information that was gathered through interviews was scrutinized by portrayal and understanding. Data collected through questionnaires were examined through statistical packaging before decoding.

### **3.8 DATA VALIDITY**

Cohen (2000) explains validity as the extent to which an empirical measure correctly reflects the real measuring of concepts under investigation. It is essentially the accuracy of an assessment or investigation, entailing findings which truly represent the phenomenon being measured. Data validity therefore involves verifying questions probed in line with research objectives to strike a chord between questions and objectives. The researcher conducted a pre-testing trial run of both the questionnaire

and the interview guide and was satisfied that the research instruments would extract useful data that is very relevant to the research. A pilot study was carried out by the researcher to test the questionnaire and interview questions as the measurement instrument and ascertain data validity.

### **3.9 DATA RELIABILITY**

Cohen and Manion (2010) view data reliability as the degree of consistency that an instrument or procedure demonstrates, that is, the completeness or sufficiency of data that makes it convincing for the purposes for which it is gathered. The researcher applied a variety of strategies and techniques in a bid to fine-tune findings. To maximize reliability of data, the researcher visited the respondents on appointment and created a cordial and ambient atmosphere before embarking on the interview to solicit the best possible responses in terms of accuracy. As suggested by Williams (2004) the researcher applied both probability and non-probability methods, qualitative method, primary and secondary data, questionnaires and interviews to maximize data reliability. The questions on the questionnaire together with those in the interview were structured for simplicity and were therefore relatively easy to answer so as to limit the possibility of confusion or ambiguity.

### **3.10 ETHICAL CONSIDERATIONS**

Research ethics are a moral and humane code of conduct that researchers must observe before, during and after a study.

#### *3.10.1 PERMISSION TO CARRY OUT THE STUDY*

The researcher sought permission from the Ministry of Primary and Secondary Education ( the Provincial Education Office in Mashonaland West)

#### *3.10.2 INFORMED CONSENT*

Welfel in Urombo (2005) states that an ethical researcher will seek the informed consent of participants before embarking on a research. Informed consent entails participants voluntarily agreeing to participate in the research, having comprehensively

understood what the research involves, why it is being conducted and how the results will be used. During this study, participants shall be fully informed of the purpose of the study and they will sign informed consent forms.

### *3.10.3 PRIVACY AND CONFIDENTIALITY*

Bor and Palmer (2009) define confidentiality as the researcher's obligation to keep participants' identities and all research disclosures private. Information from this study, including but not limited to participants' identities, responses, residences and attitudes, shall be kept strictly confidential. Codes and pseudonyms will be used where possible.

### **3.11 SUMMARY**

The chapter basically dwelt on research designs, population sample, sampling techniques, the study instruments employed, validity and reliability of data, ethical considerations, data collection procedure and eventual analysis. The next chapter focuses on data presentation and data discussion.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND DISCUSSION

#### 4.0 INTRODUCTION

The chapter concerns itself with presentation of data that were gathered for the purpose of the study, collected data were both quantitative and qualitative. Questionnaires and interviews were used to collect data. To present the data, tables, graphs and pie charts will be used. Analysis of quantitative data was done by using the number of respondents to each question and then calculating the percentage. Data collected from interviews and open ended questions were presented in the form of narrative verbatim statement from descriptive data.

Little attention paid to the achievements registered by SDCs by the majority of researchers drove the researcher to investigate the achievements together with the challenges encountered by SDCs in the execution of their mandates. The study was carried out in Angwa Cluster of Makonde District and four primary schools were targeted. For purposes of this study the schools were given pseudonyms such as Tongogara, Chitepo, Mugabe and Nkomo.

The questionnaire return rate was 82% and this according to Weisman (1995) is acceptable as the minimum acceptable questionnaire return rate is 70%.

#### 4.1 PRESENTATION AND ANALYSIS OF FINDINGS

##### 4.1.1 Gender Analysis

The table below shows the gender composition of respondents including the percentages.

*Table 1 : Gender Analysis*

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
<i>Female</i>	<i>12</i>	<i>37.5</i>

<i>Male</i>	20	62.5
<b>Total</b>	32	100

The majority of respondents (62.5%) were male while 37.5% were female. It is clear from the composition that there is no gender equity in rural leadership positions. Traditional cultural beliefs that conservatively preserve male dominance in society may be the major cause of this inequality along with female teachers' general dislike of rural environments.

#### 4.1.2 Composition of Respondents by Academic Qualifications

*Table 2*

<b>Academic Qualification</b>	<b>Frequency</b>	<b>Percentage</b>
Zimbabwe Junior Certificate	6	18.75
Ordinary Level	15	46.87
Advanced Level	11	34.38
<b>Total</b>	<b>32</b>	<b>100</b>

Table 2 shows the academic qualifications of both school administrators and parents representatives. 6 respondents (18.75%) were the least qualified with a Junior Certificate as their highest qualification. 15 respondents (46.87%) had an Ordinary Level qualification while 11 respondents (34.38%) had an Advanced Level qualification. The majority of respondents thus have the ability to understand the questions as well offer plausible responses.

#### 4.1.3 Professional Qualifications

*Table 3*

<b>Professional Qualification</b>	<b>Frequency</b>	<b>Percentage</b>
<i>Certificate</i>	4	12.5
<i>Diploma</i>	9	28.12
<i>Degree</i>	7	21.88
<i>Para-Professional</i>	4	12.5
<i>None</i>	8	25
<b>Total</b>	<b>32</b>	<b>100</b>

The above table shows the composition of respondents by their highest qualifications. 62.5% of respondents had a professional qualification while 12.5% were para-professionals. The remaining 25% had no professional qualification. The qualification gap between school administrators and parents' representatives indicates a distinct advantage for one part of the SDC – the school administrators. This obviously impacts on the quality of both debate and decision making.

#### 4.1.4 Composition of School Administrators by Administrative Experience

*Table 4*

<b>Experience in Years</b>	<b>Frequency</b>	<b>Percentage</b>
0 - 5	3	18.75
6 - 10	7	43.75
Above 10	6	37.5
<b>TOTAL</b>	<b>16</b>	<b>100</b>

The table shows the years of experience in school administration by school administrators. The above data shows that almost 80% of respondents have 6 or more years experience in school administration. This puts them in good stead in executing their mandates as school managers and SDC members.

#### 4.1.5 Composition of Respondents by Age

*Table 5*

<b>Age</b>	<b>Frequency</b>	<b>Percentages</b>
<i>Below 28</i>	0	0
29 - 35	2	6.25
36 - 65	30	93.75
<i>Above 65</i>	0	0
<b>TOTAL</b>	<b>32</b>	<b>100</b>

The above age composition clearly shows a mature complement of SDC members who are capable of working together in harmony and mutual respect. It is important to point

out that this age distribution could also be a recipe for disastrous conflict as the battle of egos could affect the smooth flow of operations in the SDC.

#### 4.1.6 Composition by SDC Positions

Table 6

<b>Committee Position</b>	<b>Frequency</b>	<b>Percentage</b>
<i>Chairperson</i>	4	25
<i>Vice Chairperson</i>	4	25
<i>Secretary</i>	4	25
<i>Treasurer</i>	4	25
<i>Committee Member</i>	4	25
<b>TOTAL</b>	<b>16</b>	<b>100</b>

The above composition shows that all parents' representatives in the SDC were consulted. This wide consultation means the information that will be gathered would be independently availed from both executive and non-executive members of the Committee.

#### 4.1.7 Composition by Employment Status

Table 7

<b>Employment Status</b>	<b>Frequency</b>	<b>Percentages</b>
<i>Employed</i>	4	25
<i>Self-employed</i>	7	43.75
<i>Unemployed</i>	5	31.25
<b>TOTAL</b>	<b>16</b>	<b>100</b>

The table shows that of the SDC members interviewed, 11 (67.75%) were either employed or self-employed. The remaining 5 members (32.25%) were unemployed. This indicates that the majority of the SDC members are gainfully occupied and may not always be available when summoned to duty.

#### 4.1.8 School Leaders' Responses to Quantitative Questions

Where respondents AGREED or STRONGLY AGREED it was taken as a YES. Where they DISAGREED or STRONGLY DISAGREED, it was taken as a NO. NEUTRAL responses were regarded as N/A for purposes of this table presentation.

*Table 8*

Question	Yes	%	No	%	NA	%	TOTAL
<b>ACHIEVEMENTS</b>							
1	16	100	0	0	0	0	16
2	15	93.8	1	6.2	0	0	16
3	14	87.5	2	12.5	0	0	16
4	4	25	12	75	0	0	16
<b>CHALLENGES</b>							
5	8	50	8	50	0	0	16
6	0	0	16	100	0	0	16
7	14	87.5	2	12.5	0	0	16
<b>COOPERATION</b>							
8	16	100	0	0	0	0	16
9	7	43.8	9	56.2	0	0	16
<b>MITIGATION</b>							
10	4	25	12	75	0	0	16
11	14	87.5	2	12.5	0	0	16
12	16	100	0	0	0	0	16
<b>CONFLICT</b>							
13	10	62.5	6	37.5	0	0	16
14	15	93.8	1	6.2	0	0	16

The majority of respondents (87.5%) acknowledged that there was visible infrastructural development in their schools. 12.5% disagreed and thought the developments were nothing to write home about. A comparison of the two sides clearly reveals that there was indeed notable infrastructural development in the majority of the four schools.

Regarding the promotion of inclusive education in schools (Question 4) an appalling 25% thought enough had been done while 75% countered that SDCs should do more to promote inclusion. This was evident during the researcher's physical visits to the schools. Only two of the four schools, Tongogara and Nkomo, had wheelchair ramps and metal rails. The rest showed no sign of ever having heard the term 'inclusion' as evidenced by the bumpy narrow pavements and the total absence of ramps and rails.

School administrators were deeply divided on whether challenges they faced in their schools were universal or localized but they unanimously agreed on lack of full support from parents. Mafa (2003) and Tshabalala (2013) noted the challenges in involving parents in school development. However, the majority (87.5%) of administrators were positive that the challenges they faced were surmountable.

On cooperation, respondents unanimously agreed on the need to establish close cooperation between schools and their communities. Only 43.8% were satisfied with their school-community relations while 56.2% believed the relations were not cordial enough to stimulate sustainable growth in the schools.

75% of respondents were not satisfied with the effectiveness of resource mobilization mitigatory measures such as payment plans. Defaulters apparently routinely ignored or disregarded the payment plans they sign at schools. On a brighter note, all respondents agreed that parents should be treated as equal partners in the education system as propounded by the Warnock Commission of Enquiry Final Report on the Education of Handicapped Children and Young People (1978). 62.7% of respondents acknowledged that there was indeed friction between parents and teachers in schools.

#### 4.1.9 SDC Responses to Quantitative Questions 1-14

Table 9

Question	Yes	%	No	%	N/A	%	Total %	Total
<b>ACHIEVEMENTS</b>								
1	16	100	0	0	0	0	100	16
2	6	37.5	8	50	2	12.5	100	16
3	4	25	10	62.5	2	12.5	100	16
4	0	0	13	81.25	3	18.75	100	16
<b>CHALLENGES</b>								
5	2	12.5	14	87.5	0	0	100	16
6	1	6.25	15	93.75	0	0	100	16
7	14	87.5	2	12.5	0	0	100	16
<b>COOPERATION</b>								
8	16	100	0	0	0	0	100	16
9	4	25	12	75	0	0	100	16
<b>MITIGATION</b>								
10	8	50	8	50	0	0	100	16
11	16	100	0	0	0	0	100	16

12	16	100	0	0	0	0	100	16
<b>CONFLICT</b>								
13	6	37.5	6	37.5	4	25	100	16
14	1	6.25	15	93.75	0	0	100	16

Parents' representatives fully agreed on the usefulness of income generating projects. That represents unity of purpose as school administrators also unanimously agreed on the value of school projects. On achievements, respondents were less appreciative and less impressed than their school administration counterparts. The disparity represents a difference in expectations with parents' representatives apparently having higher expectations than their professional counterparts.

93.75% of respondents felt that parents were not doing enough in supporting the SDC. This self-introspection shows that parents know their shortcomings and thus will find a solution to the problem. 87.5% believe that the challenges faced by their schools are surmountable and the same percentage of school administrators held the same belief the same degree of optimism and confidence on both sides of the SDC is a positive sign that solutions are within grasp.

There was full agreement among respondents that cooperation is vital between parents and teachers, the community and the school. Chiwore (2012) outlined that a divided SDC will almost certainly fail to its school development goals. However in this instance, both parents and teachers were agreed that close cooperation is necessary in pursuing sustainable progress. Only 25% were satisfied with the prevailing school-community relations. This low approval rating of school-community relations in schools by parents themselves is a clear pointer to the fundamental reason why there is little or no development in some schools. Poor school-community relations usually culminate in low fees payment compliance, poor attendance at parents meetings, parental apathy in school functions and a hostile perception towards the school.

There was 100% agreement on the need to treat parents as equal partners in the education of their children. School administrators agreed 100% that parents were indeed equal partners in the battle to achieve school development. However, 37.5% of parents' representatives believed there was friction between parents and teachers. One respondent wrote additional information to the effect that politicians were dividing

parents and teachers for their own selfish ends by labeling teachers as opposition agents who could not be trusted. This seed of distrust is a sure recipe for stagnancy or even retrogression in schools. It is precisely because of this kind of divisive politics that there is no development worth mentioning at Chitepo and Mugabe.

#### **4.1.2 QUALITATIVE ANALYSIS OF ACHIEVEMENTS MADE BY SDCs AS SUBMITTED BY SCHOOL ADMINISTRATORS AND PARENTS' REPRESENTATIVES**

##### **4.1.2.1 Infrastructural Development**

Both school administrators and parents representatives have highlighted that indeed there are infrastructural achievements scored by SDCs such as construction of ECD blocks, refurbishment of toilets and establishment of ECD play centres. At Tongogara, an eye-catching culture hut and a state-of-the-art ICT hub were constructed. Broiler brooders, fowl runs and rabbit hutches are the other notable infrastructural development projects undertaken. Pavements were widened and neatly constructed using slates.

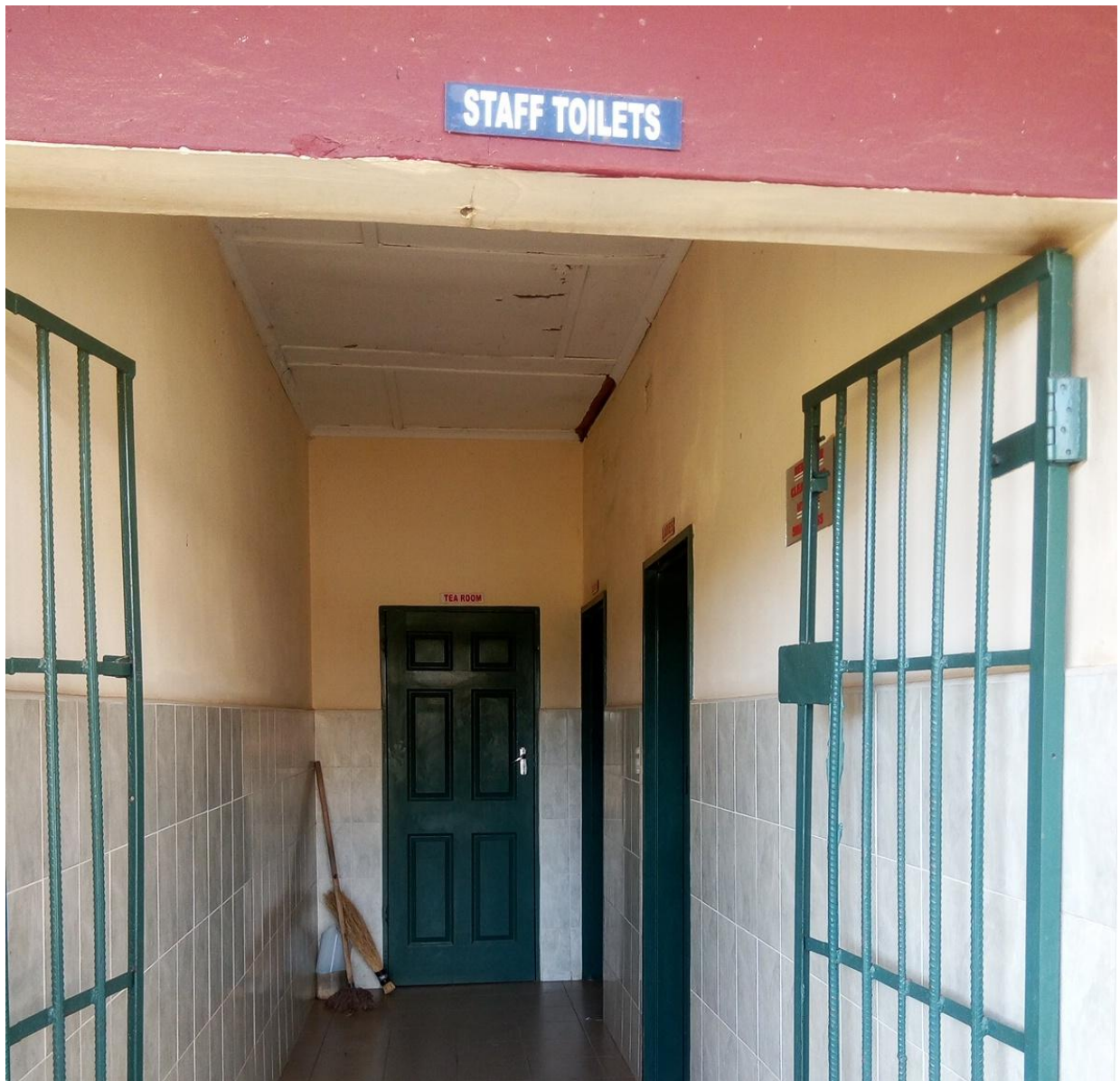
The Salamanca Statement (2004) stipulates that learners with disabilities have an inalienable right to education. Consequently, it is the duty of schools, through SDCs to create an environment that includes, accommodates and provides for the diversity of learners. The thrust is on making mainstream education more responsive to, and inclusive of, diversity in order that any differences in learners need not result in discrimination of whatever form. In response to this, Tongogara constructed wheelchair ramps to replace steps and put up metal rails along all corridors to create a user-friendly environment. Toilets were refurbished and all door handles were lowered to ensure ease of access by all learners in line with the demands of inclusive education.

Tongogara also constructed a massive high-rise security wall to enhance the security of learners and staff as well as spruce up the image of the school. Respondents at Tongogara mentioned that the progress the school made in infrastructural development was a direct result of a Five Year Development Plan 2016-2020.

Furthermore, Nkomo respondent cited the construction of a new tuckshop and initiation of ECD block construction project which was yet to be completed due to financial

constraints resulting from the Covid-19 induced lockdown. Learner and staff toilets were refurbished and flush systems installed in both sets of toilets after the construction of a septic tank. The system greatly improved the general health situation in the school and it boosted parents' confidence in the SDC and the school's development agenda.

*Below are images captured by the researcher to authenticate some of his findings on infrastructural development achievements made by SDCs.*



**Figure 1**      *Refurbished Staff Toilets*

**Figure 2 Metal Rails**



The metal rails were constructed in line with the policy of inclusion to enable ease of movement for all physically handicapped visitors. Elderly visitors to the school have found the rails particularly helpful and notes of appreciation to the SDC were shown to the researcher as proof of the user-friendliness of the rails. There is clear evidence that SDCs have made great strides in infrastructural development.

**Figure 3 Culture Hut**



The Culture hut was constructed as part of the Tongogara's 'Five Year School Development Plan (2016-2020)' in line with government policy on heritage and cultural preservation.



**Figure 4** *High-rise Security Wall*

The high-rise security wall was constructed by the SDC as part of efforts to improve institutional security, especially the personal security of learners who are a high risk group taking into account rising cases of abduction, rape and ritual murders of children.

**4.1.2.2 Resource Provision**

Both parents' representatives and school administrators noted that there was a massive effort towards provision of teaching and learning materials such as chalk, exercise books, textbooks for the Competency Based Curriculum and technological resources such as computers, photocopiers, printers and smart boards. Nkomo administrators proudly mentioned their acquisition of a monster non-impact printer which they argued was so sophisticated they had to send ICT teachers to Harare to be taught how to operate it. The Nkomo computer lab was well equipped and fully functional.

Chitepo administrators highlighted how donations have helped them to stay afloat in the lockdown period. A local senator, who happens to be the school patron, donated a range of personal protective equipment (PPEs) such as face masks, sanitizers, thermometers and fumigants as well as new desks to promote social distancing in classrooms. Mutseyekwa (2010) came out in full support of donations when he mentioned how UNICEF bailed Zimbabwean education and pulled it out of the woods with a donation of over one million text books in 2010.

#### **4.1.2.3 Fund Mobilization**

Respondents at Nkomo and Tongogara noted how they had explored other avenues of resource mobilization for resource provision. For example, Nkomo has vibrant broiler, roadrunner, rabbit and garden projects that augment the school's levy collections. The projects are so viable that ancillary staff wages were derived therefrom during the Covid-19 induced lockdown. Support from the community is evident in the way they market and buy the school's products. Parents who are domiciled in far-away places such as Harare drive all the way down to Chinhoyi just to support their school. Profits derived from the projects have gone a long way in shielding the school from the effects of the lockdown. ***See images below.***



**Figure 5** Road-runner Project

The road –runner project was initiated to improve fund mobilization in the school and to lessen the burden on parents by keeping school levies at affordable levels. The project is highly commercialized and produces two hundred and fifty birds per batch with the profits being channeled directly to the school coffers to complement the levy income, which in most cases is highly inadequate. Nkomo SDC respondents spoke highly of their road-runner project which they described as a cash cow.



**Figure 6** Broiler Project

The broiler project was initiated to boost school funds since levies were not enough to cover school expenses. The project is being run on a commercial basis by the SDC.

Government policy prohibits schools from sending learners home for non-payment of fees so SDCs had to be creative and come up with payment plans for clients in arrears. In addition, some schools such as Nkomo hold monthly Civics Days to raise funds for the National Feeding Program relish. They also lauded the viability of their tuckshop which they said helped pay wages for ancillary staff. This has helped the school to avoid illegal means of fund mobilization like sending children home to collect fees, as such practice is in violation of a child's right to education. It also flies in the face of the United Nations Convention on the Rights of the Child (UNCRC) and is also against the letter and spirit of the African Charter on the Rights of the Child (ACRC) as well as Millenium Development Goals (MDGs), Goal 4 in particular.

#### **4.1.2.4 Human Resource Provision**

Respondents from all four schools acknowledged that they hired para-professional ECD teachers to sanitize the teacher-learner ratio that was spiraling out of control in ECD departments. At Tongogara, respondents mentioned the recruitment of non-teaching staff such as grounds men, bursars, gardeners and security guards. One respondent noted the hiring of resource persons on a temporary basis to assist learners various sporting disciplines such as Physical Education, Music and Traditional Dance.

#### **4.1.3 CHALLENGES FACED BY SDCs AS HIGHLIGHTED BY SCHOOL ADMINISTRATORS AND PARENTS' REPRESENTATIVES**

The research apparently exposed fewer challenges highlighted in the literature review particularly by Mafa (2003) and Tshabalala (2013). The research interestingly unearthed yet other impediments that had been overlooked by the literatures consulted.

##### **4.1.3.1 Role Ignorance**

School administrators noted that there was a clear lack of knowledge of roles on the part of parents' representative in the SDC with the Chairpersons sometimes attempting to act like Chief Executive Officers of the schools. At one school, the Secretary was

clearly semi-literate and the Head quipped that it was difficult working with him. Duties of SDC members are clearly spelt out in the Ministry of Primary and Secondary Education SDC Handbook (2015). Unfortunately, SDC members, including school administrators could not spell out their specific roles and responsibilities. This ignorance is a recipe for role confusion, intersection and conflict.

#### **4.1.3.2 Unawareness of SDC Functions**

Respondents, including supposedly knowledgeable school administrators were scantily aware of the functions of the SDC. They generally cited 'school development' which is a very broad phenomenon in itself. Parents' representatives could barely list two functions of the SDC such as School Development Planning, Resource Mobilization, Financial and Asset Management, Infrastructural Provision, Conflict Management and Creation of Learner Friendly Schools.

#### **4.1.3.3 Unfulfilled Promises**

Some respondents noted that the SDC sometimes failed to fulfill promises made at parents' meetings. School administrators at Tongogara, for example, promised to acquire a brand new generator and ensure WIFI connectivity at the school in Term 1 2020 but both promises are still a pipedream and one SDC member cited that as having caused disgruntlement among a section of parents who were beginning to question the sincerity of the SDC. Mafa (2003) and Tshabalala (2013) did not mention this challenge or anything remotely linked to failure to fulfill promises.

#### **4.1.3.4. Decision Making Delays**

Both school administrators and parents' representatives concurred that there were inordinate delays in decision making resulting from lack of quorums in meetings due to the busy schedules of important SDC members. This lack of a quorum has led some school heads in Angwa Cluster to make unilateral decisions which have been a major cause for friction in SDCs. Last year at Nkomo, the school head arbitrarily organized a Civies Day to buy a laptop for the Head's office without consulting the SDC. The

unscrupulous initiative was a monumental and embarrassing flop as learner apathy, secretly encouraged from homes, took its toll.

#### **4.1.3.5 Non-Payment of Levies**

By far the greatest challenge faced by SDCs was non-compliance with fees payment requirements. All the 32 respondents concurred that some parents were either not paying levies at all or were not paying in time and this impacted negatively on budget implementation. In fact, the school administrators at Chitepo hid behind this scourge in explaining lack of meaningful progress in their school. Sango (2010) came out in full support of these findings when he cited political interference as one major reason behind parents' apparent resistance.

#### **4.1.3.6 School-Community Conflict**

Most respondents noted that school-community relations were not very cordial and were clearly sour in some instances. For example, at Mugabe, the parents' representatives stated that the school administrators did not treat them as equal partners but viewed them as ignorant willing tools which could be manipulated to achieve their selfish ends. At Chitepo, one respondent cited a meeting that was convened to discuss initiation of an income generating project. Due to the deep distrust between the school and the community, the meeting quickly slid into a verbal slanging match which nearly degenerated into a fist fight had it not been for the timely intervention of law enforcement agencies. There is still no income generating project at the school, almost one year after the incident.

### **4.1.4 MITIGATORY MEASURES**

#### **4.1.4.1 School Administrators' Views**

The majority of school administrators cited the need to orient and induct newly elected members of the SDC. The induction and orientation will conscientize the new members of their roles and responsibilities as well as educate them on the basic functions of the SDC. New members should also be aware of SI 87 of 1992 and the Education Act as well as being in possession of the MoPSE SDC Handbook (2015). Respondents who

cited induction and orientation as a constructive idea were also worried that the one year tenure of SDCs complicated matters, effectively meaning induction of new members every year at the school's expense. Six respondents suggested that the tenure of SDC members should ideally be a minimum of three years to allow for program continuity.

Four out of sixteen school administrators advocated for a minimum Ordinary Level qualification for SDC members so as to upgrade the quality of debates in meetings and to minimize unnecessary conflicts in the Committee. During an interview, one respondent said, 'Parents should avoid political loudmouths and financial ignoramuses when electing SDC members'. The suggestions indeed make sense but without legal backing, they remain high-sounding nothings.

#### **4.1.4.2 Parents' Representatives' Views**

Having identified their major challenge as late or non-payment of levies, the majority of respondents suggested using payment plans for those who could not pay the full amount at once as well as those who were in arrears. Mafa and Nyathi (2013) suggested the use of payment as a non-confrontational way of recovering school funds without creating conflict with parents. Payment plans also shield SDCs from using confrontational means such as sending children back home to collect due levies.

Seven out of sixteen respondents also suggested that parents in arrears should be given manual tasks to perform at school that were equivalent to the amounts they owe. However, school administrators argued that schools need money for purchases and affiliations, not labour which was already being provide by ancillary staff. The move would also be detrimental to the same child it seeks to assist, as the breadwinner spends weeks or months laboring for no pay at school, thereby depriving his family of basics such as food. The best option according to most respondents was payment plans and they proposed the engagement of the local councilor to validate the payment plans and give them a measure of legal and political weight.

SDC members also proposed legal lawsuits for perennial defaulters. Mafa (2003) made the same suggestion when he noted that some SDCs have enlisted the services of debt

collectors to enforce compliance with fees payment obligations. However, others countered that hiring debt collectors had two distinct advantages. Firstly, the debt collectors will need to be paid for their services by the cash-strapped schools. Secondly, the option poses a very real possibility of serious conflict between the school and the community as most members of the community are inter-related and interconnected.

#### **4.1.5 QUALITATIVE ANALYSIS OF SCHOOL ADMINISTRATORS' INTERVIEW RESPONSES**

School administrators confessed to applying the situational approach when dealing with SDC proposals, always weighing the proposals' conformity to educational policy before adoption. For example, the Chitepo SDC had proposed the adoption of a 'pass system' where a 'pass' would be issued to a learner who had paid fees. The 'pass' would act as a passport for gaining entry into the school premises on the opening day of each term. Learners without 'passes' would not be allowed into the school to attend lessons, in clear violation of the Education Act. The Chitepo Head laughed' It was a preposterous proposal that had the potential to destroy our very careers. Naturally, I vetoed it, much to the chagrin of SDC members and some even walked out of the meeting in protest'.

Respondents also mentioned construction of ECD classroom blocks, play centres, wheelchair ramps and rails, renovation of classrooms and widening of pavements. Resources such as textbooks, stationery, sports equipment and computers were sourced from various sources including politicians. The major challenge cited by all participants was the non-payment of levies and the unanimous view was that this was the biggest drawback on all development initiatives. The harsh economic environment was also noted as contributing factor as late payment would result in levies being hopelessly eroded by inflation.

Eight out of sixteen administrators described their school community relations as cordial. Interestingly, they all belonged to two of the four schools. This confirmed that at two of the schools, school-community relations were frosty, which militated against any attempts to develop the school. Good relations had enabled Nkomo and Tongogara schools to run viable income-generating projects that had seen them through the eye of

the Covid-19 lockdown storm. There is visible infrastructural development at the two schools and this can easily be linked to the collaborative and supportive stance of the community. Payment plans were religiously adhered to by parents due to the robust follow-up regime that awaited defaulters.

Creating a learner-friendly environment was not too difficult for Tongogara because of the massive support they enjoyed from the parents. The environment is not only learner-friendly but teacher and visitor-friendly as well. Wheelchair ramps, metal rails lining all corridors, wide pavements and a picturesque landscape with flourishing lawns and flowers are on view. *See image below.*



**Figure 7** *Learner-friendly environment*

#### **4.1.6 QUALITATIVE ANALYSIS OF PARENTS' REPRESENTATIVES INTERVIEW RESPONSES**

Nkomo and Tongogara SDC members cited massive infrastructural development projects and resource provision in the form of new textbooks, machinery such as lawnmowers and technological gadgets such as an electronic 'smart' board. The members acknowledged the support of parents as their secret weapon to success in the middle of a crippling national economic crisis. Non-payment of levies by a section of parents has made it difficult for all four SDCs to meet their budgetary obligations. At Chitepo and Mugabe, the SDCs noted deep distrust and conflict between the school and its parents, citing that as the major cause of lack of development in the schools.

SDCs at Tongogara and Chitepo continuously pointed at income generating projects such as broiler, roadrunner and garden as messianic initiatives that had saved their schools from potentially drowning in bankruptcy. The researcher personally witnessed a thriving broiler and roadrunner project at Nkomo which sustained the school during the lockdown. On infrastructural development, respondents at Chitepo and Mugabe had virtually nothing to offer but Tongogara and Nkomo had wheelchair ramps and new ECD toilets to show for their efforts. Some respondents complained that school heads did not value their input in meetings and so they had resolved to silently sit through SDC meetings without contributing anything.

### **4.2 FINDINGS AND DISCUSSION**

#### **4.2.1 Questionnaires**

A wide range of infrastructural development achievements were noted and some respondents were satisfied with the pace of development at their schools. The involvement of the SDC had seen construction of new ECD blocks, toilets, wheelchair ramps, stone pavements and fowl runs. Renovation of classroom blocks and toilets were necessitated by the availability of the School Improvement Grant (SIG) funds.

In resource provision, teaching and learning materials such as textbooks, stationery and computers were acquired. All respondents were however agreed that they needed to be tougher in resource mobilization so as to enforce compliance with fees payment obligations. Income-generating projects were clearly very popular in all schools, including even those that did not have any. There appeared to be consensus on the usefulness of projects from all respondents.

The existence of friction between schools and their host communities was cited by 50% of respondents. Two schools that later confessed to having frosty relations with their communities are clearly lagging behind in infrastructure and resource provision thereby confirming the widely held view that cooperation between communities and schools is the key ingredient in school development.

#### **4.2.2 Interviews**

The mere fact that parents' representatives complained about school heads bulldozing proposals in Committee meetings is the clearest sign of empowerment and enlightenment on the part of parents. It is evident that they can provide the necessary checks and balances as well as hold rogue school leaders to account. It could be a result of the rising levels of education in SDCs as depicted by the demographic data collected.

In resource provision, some schools are miles ahead of their compatriots yet they are located in the same geographical location with parents in the same social and economic strata. Adoption of sound and creative resource mobilization strategies by some schools set them apart from their peers.

Where there was conflict between the school and the community, the researcher found out that there were serious communication barriers caused by a closed school climate where the school head wrongly believed he was the wherewithal, the alpha and omega of decision making processes. Upon further enquiry, the researcher discovered that both Chitepo and Mugabe school heads had degrees in Agriculture and Art and Design respectively and had been promoted on the basis of these. It was clear that the two had no idea what management and leadership entails. This presents a dilemma for the

authorities since promotion of unqualified people to management positions is clearly detrimental to school development.

On the other hand, the heads of Tongogara and Nkomo are holders of degrees in Educational Administration and Educational Management respectively. The researcher was left wondering whether there is need to conduct research on the impact of unqualified school managers on school development and the possible solutions thereof. The difference in quality of leadership was so glaring that it is surprising why education authorities have not picked it up yet. The unqualified school heads had poor communication skills, were arrogant, were not accommodative, were symbols of personal authority and were basically autocratic in approach. The researcher actually had problems making an appointment with the two of them for the interview. The unqualified heads were in conflict with the communities they were supposed to serve. However, the other two qualified school heads enjoyed the full support of their communities and have tangible results to show for it.

#### **4.3 SUMMARY**

The chapter basically analyzed collected data from parents' representatives and school administrators who constituted the SDCs of the four schools in Angwa Cluster that were sampled concerning the achievements and challenges of parents involvement in the development of schools. Responses were gathered from questionnaires given to respondents and interviews conducted with the respondents. Respondents essentially answered questions on achievements made, challenges faced as well as mitigatory measures adopted to overcome the challenges cited. Data gathered from questionnaires were presented quantitatively as pie charts or tables. Additional information provided on questionnaires and responses given during interviews represented qualitative data that was then presented in its narrative verbatim form.

The overriding observation from this research is that SDCs have registered tremendous achievements in the face of monumental localized and universal challenges that they encountered. The next chapter will finally focus on summary, conclusions as well as recommendations of the research topic.

## **CHAPTER 5 : SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **5.0 INTRODUCTION**

The previous chapter focused on data presentation, analysis and discussion of findings. This chapter spells the end of the study and it spelt out the main achievements and challenges of the SDCs' involvement in the development of schools. It encompasses the summary of the research, conclusions derived from findings in the data presentation and analysis. Finally, recommendations are tabled.

### **5.1 SUMMARY**

The main thrust of the research was highlighting the achievements made and unraveling the challenges faced by SDCs in school infrastructure development and resource provision. Consulted literatures concurred with the researcher that there were significant achievements in fund mobilization, infrastructure and resource provision as well as recruitment and staffing due to the involvement of SDCs. Zvobgo (1997) noted that the birth of SDCs marked a new era of infrastructural development in schools. New classroom blocks, ablution facilities, wheelchair ramps and rails have been constructed in schools.

Resources such as textbooks, computers, stationery and sports equipment have been continuously acquired by SDCs in the schools studied. Gordon (2004) observed that SDCs have employed ancillary staff such as cleaners, messengers, grounds-men, security guards and bursars. The study clearly vindicated the observation as almost all four schools had security guards, cleaners and bursars employed by SDCs.

In arriving at the findings, the researcher applied the descriptive design which concerns itself with current phenomenon. Purposive sampling was used as the researcher sought to focus on certain specific characteristics of the population. Research instruments employed were questionnaires and interviews which enabled the researcher to gather

data in order to address the research questions. Data validity was ascertained through a pilot study or pretesting. Ethical considerations taken into account were anonymity, confidentiality and informed consent. Analysis of data was guided by research questions and it was done using the thematic approach. The main findings of the research are that SDCs have registered significant progress in infrastructure and resource provision as well as recruitment and staffing.

On the other hand, SDC involvement in school development is fraught with massive challenges such as non-payment of levies, frosty school-community relations, role confusion and conflict, lack of basic knowledge of the functions of the SDC and financial illiteracy on the part of parents' representatives in the SDC. The research also noted the need to craft policies that promoted the election of holders of at least an Ordinary Level certificate into the SDC to improve the quality of both debates and service.

The recruitment of non-qualified school heads, some with degrees in Music and Home Economics, as school managers has been grossly retrogressive in the development of schools. It is clear that government is dangerously underestimating the catastrophic impact these unqualified school 'managers' are having in the depreciating standards of education in Zimbabwe's schools. The trend of hiring unqualified staff has shifted a gear up – from untrained so-called temporary teachers, to untrained school heads who are literally running down institutions of learning with the full knowledge and blessing of the government.

## **5.2 CONCLUSIONS**

The study has revealed that :

- SDCs have made huge strides in resource and infrastructure provision, fund mobilization and staff recruitment.
- There is significant progress by SDCs in their attempt to comply with the policy on inclusion.

- SDC involvement in infrastructure and resource provision is littered with numerous impediments.
- Most of the challenges faced by SDCs can be resolved locally.
- Newly elected SDC members are basically ignorant of their roles and functions.
- Unilateral decision making by school managers has brewed conflict in the SDCs.
- Promoting people with degrees in Computer Science, Building, Physical Education and other teaching degrees to positions of school management has had disastrous effects on school development. It is a calamitous and unforgivable oversight on the part of government.

### **5.3 RECOMMENDATIONS**

In view of the findings made and conclusions reached, the following recommendations were offered:

- There is need to construct more infrastructure to create learner-friendly schools in promotion of inclusive education.
- SDCs need to be creative and innovative in fund mobilization and should not just rely solely on levy collections. SDCs should think outside the box to enhance their schools' financial standing.
- Orientation and induction of newly elected members of the SDC should be made mandatory.
- Government should ensure promotion of only those individuals with degrees in Educational Management or Educational Administration to positions of school management and let those with teaching degrees concentrate on their classroom duties.
- All SDC decisions must be a product of thorough debate and consultation to avoid possible conflict and apathy.

-School heads should cultivate effective horizontal and vertical information channels in order to strengthen their relationship with parents as well as build trust and foster cooperation and collaboration. All communication barriers in schools should be pulled down as a matter of urgency.

#### **5.4 FURTHER RESEARCH**

**\*The impact of recruiting unqualified school ‘managers’ on SDC involvement in school development\***

## REFERENCES

- Beck, L.G. & Murphy, J.M. (1995) *The Four Imperatives of a Successful School*. London : Corwin Press.
- Bess, J. L., & Goldman, P. (2001). *Leadership Ambiguity in Universities and K–12 Schools and the Limits of Contemporary Leadership Theory*. *Leadership Quarterly*, 12, 419–450.
- Boonstopell, E. & Chikohomero, R. (2011) *School Development Committee Capacity Reinforcement Project in Zimbabwe*. SNV Netherlands Development Agency. Harare.
- Chatiza, V. (2011) *Report of Outcomes Review of the SDC Capacity Development* , Centre for Applied Social Sciences. Harare, April
- Chikoko, V. (2009) *Educational Decentralization in Zimbabwe and Malawi ; A Study of Decisional Location and Process*. *International Journal of Educational Development*, 29.3
- Chiromo, A.S. (2007) *Research Methods and Statistics in Education : A Student's Guide*. Amadi Press : Mbabane.
- Cohen, L. & Manion, L. (1990) *Research Methods in Education*. London. Croom Helm.
- Chung, F. (2008) *Accelerating the Expansion of Access Secondary Education : The 1980-1990 Experience in Zimbabwe*. Paper presented at ADEA Biennial on Education in Africa, Maputo.
- Fullan, M.G. (1991) *The New Meaning of Educational Change (2<sup>nd</sup> ed.)*. London : Cassell.
- Gibbs, G.R. (2006) *Qualitative Data Analysis : Explorations with Vivo*. Buckingham : Open University Press.

Gordon, G., & Crabtree, S. (2006). *Building Engaged Schools: Getting the Most out of America's Classrooms*. Simon and Schuster.

Gordon, I. J. (2004). *Parent Education and Parent Involvement: Retrospect and Prospect on Childhood Education*, 3 (1): 162-156.

Government of Zimbabwe (1987) *The Education Act of 1987*. Harare : Government Printers.

Government of Zimbabwe (1992). *Statutory Instrument 87: Education (School Development Committees) (Non-Government Schools) Regulations*. Harare: Government Printers.

Government of Zimbabwe (1996) *Education Act*. Harare : Government Printers.

Grigorescu, A. (2003). *International Organizations and Government Transparency: Linking the International and Domestic Realms*. *International Studies Quarterly*, 47(4), 643-667.

Hill, T. (1999) *Managing Primary Schools*. London : David Futton.

Kanyongo, G.Y. (2005) *Zimbabwe's Public Education System Reforms : Successes and Challenges*. *International Education Journal*, 6(1) : 65-74 Accessed 17 March 2021.

Kasambira, S.Y. and Nyamuda, P. (2001) *Corporate Integrity and Ethics: Module MBA518*. Harare: Zimbabwe Open University.

Meijer, A. (2009). *Understanding Modern Transparency*. *International Review of Administrative Sciences*, 75(2), 255-269.

Moyo, D. (2010). *Parents and School Participation*. Harare: ZPH.

Mupindu, W. (2012). *The Capacity of the SDC/SDAs Towards Providing School Instructional Resources in Zimbabwe*. *Online Journal of Social Sciences Research*. Vol 1 (7): 200-212.

Nardine, F. E. and Morris, R. D. (1991). *Parent Involvement in the States: How Firm is the Commitment?* Phi Delta Kappa January: 6 (5): 363-391.

Nziramasanga, T.C. (1999) *Report of the Presidential Commission of Inquiry into Education and Training*. Harare : Government Printers.

Ornstein, A.C. (1997) *Decentralization and Community Outlook*. The Educational Forum, 45 (1) : 45-53.

Pakkiri, L. (2009) *Educational Policies and Economic Development in Zimbabwe*. Zimbabwe Journal of Educational Research. 1.3, 282-303

Parker, K. (2000). *School Council's Influence on School and Classroom Practice*. Peabody Journal of Education, 75 (4): 37-65.

Sango, M.G. (2010) *Contribution of School Development Committees Towards Development of Primary Schools in Mutare District*. Unpublished M.Ed Dissertation.

Schaeffer, S. (1994). *Participation for Educational Change : A Synthesis of Experience*. Paris : UNESCO.

Zvobgo, R.J. (1996) *Transforming Education : The Zimbabwean Experience*. Harare : College Press.

Zvobgo, R.J. (1997) *State, Ideology and Education*. Gweru : Mambo Press.

# DATA COLLECTION INSTRUMENTS

## QUESTIONNAIRE FOR SCHOOL ADMINISTRATORS AND SDC MEMBERS

My name is Mudziviri Owen and I am an undergraduate student at Midlands State University (MSU) in Zimbabwe. My contact details are Cell 0773683875 or email [mudziviriowen@gmail.com](mailto:mudziviriowen@gmail.com). As a requirement of my study, I am conducting research on the achievements made and challenges faced by SDCs in resource provision and infrastructural development. I am kindly asking for your cooperation in honestly and truthfully responding to questions in the questionnaire. The information gathered and data collected in the course of this study shall remain strictly confidential and shall be applied purely for academic purposes only.

Thank you in advance for your courtesy.

### A. DEMOGRAPHIC INFORMATION

#### 1. Age Range (tick where appropriate)

21-30 Years	
31-40 Years	
41-50 Years	
51-60 Years	

2. **Gender:** Male  Female

#### 3. Educational Qualifications (tick highest level attained)

Primary  ZJC  O Level  A Level

#### Professional Qualification

N/A  Certificate  Diploma  Degree

#### Administrative Experience

0-5 yrs [ ] 6-10 yrs [ ] over 10 yrs [ ]

Please indicate whether you agree or disagree with the following statement scale:

Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1.

S/N	ITEM	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
	<b>Achievements made by the SDC</b>	-----	-----	-----	-----	-----
1	School projects are financially helpful					
2	SDC should be tougher in resource mobilization					
3	There is visible infrastructural development					
4	SDC has done enough to promote inclusion					
	<b>Challenges faced by the SDC</b>	-----	-----	-----	-----	-----
5	The greatest challenge is timely fees payment					
6	There is no trust between the school and the community					
7	The school can beat the challenges faced.					
	<b>School-Community Cooperation</b>	-----	-----	-----	-----	-----
8	There is need for close cooperation between schools and communities					

9	I am satisfied with my school-community relations					
	<b>Mitigation</b>	-----	-----	-----	-----	-----
10	Payment plans have not been helpful with defaulters					
11	Capacity building workshops have helped SDC members					
12	Parents should be treated as equal partners in schools					
	<b>Conflict in SDC</b>	-----	-----	-----	-----	-----
13	There is friction between the teachers and parents					
14	SDC should agree with everything proposed by the Head					

If you have any additional information kindly write it below.....

.....

.....

**Thank you for your participation**

## INTERVIEW GUIDE FOR SCHOOL SDC MEMBERS

My name is Mudziviri Owen Ruware and I am an under-graduate student at Midlands State University (MSU) in Zimbabwe. My contact details are Cell Number 0773683875 or email [mudziviriowen@gmail.com](mailto:mudziviriowen@gmail.com). As part of my study requirements, I am conducting a research on the achievements made and challenges faced by SDCs in resource provision and infrastructure development. I would like to kindly ask for your valued participation in the interview. The data collected and all the information gathered in the course of this study will remain strictly confidential and shall only be used for academic purposes.

Thank you in advance for your courtesy.

### A. DEMOGRAPHIC INFORMATION

#### 1. Age Range

21-30 Years	
31-40 Years	
41-50 Years	
51-60 Years	

#### 2. Gender:

Male [ ] Female [ ]

#### 3. Academic Qualifications (highest level attained)

Primary [ ] ZJC [ ] O Level [ ] A Level [ ]

#### 4. Professional Qualifications (highest level attained)

N/A [ ] Certificate [ ] Diploma [ ] Degree [ ]

#### 5. Employment Status

Employed [ ] Self-employed [ ] Unemployed [ ]

## **6. Administrative Experience**

0-5 yrs [ ] 6-10 yrs [ ] Over 10 yrs [ ]

### **B. ACHIEVEMENTS MADE BY THE SDC IN INFRASTRUCTURAL DEVELOPMENT AND RESOURCE PROVISION**

1. What achievements have you made in infrastructural development so far as a Committee?
2. What do you think has been your greatest achievement since you joined the SDC?
3. Why do you think your Committee has been able to register these achievements?

### **C. CHALLENGES FACED BY THE SDC IN INFRASTRUCTURAL DEVELOPMENT AND RESOURCE PROVISION**

4. What challenges have you faced as a Committee in trying to develop the school?
5. How have these challenges affected your school development plans as a Committee?

### **D. SCHOOL – COMMUNITY COOPERATION**

6. How can you describe the cooperation of parents in the school development agenda?
7. In what way has school-community relations affected the operations of your committee?

### **E. MITIGATION**

8. What measures have you taken as a committee to improve resource mobilization in your school?
9. What have you done to improve infrastructure to accommodate all learners in your school?

## F. CONFLICT

10. How would you describe your working relationship with the Head and other school administrators?

11. In your view, do parents trust your committee to do a good job in developing their school?

**Thank you for your participation**

## INTERVIEW GUIDE FOR SCHOOL ADMINISTRATORS

My name is Mudziviri Owen Ruware and I am an under-graduate student at Midlands State University (MSU) in Zimbabwe. My contact details are Cell 0773683875 or email [mudziviriowen@gmail.com](mailto:mudziviriowen@gmail.com). In partial fulfillment of my study requirements, I am conducting research on the achievements made and challenges faced by SDCs in infrastructure development and resource mobilization. I am therefore kindly requesting for your participation in this interview. The data to be collected in this study shall be held in the strictest confidence and will be applied only for academic purposes.

Thank you in advance for your courtesy.

### A. DEMOGRAPHIC INFORMATION

#### 1. Age

21-30 Years	
31-40 Years	
41-50 Years	
51-60 Years	

#### 2. Gender

Male [ ] Female [ ]

### **3. Academic Qualifications (highest level attained)**

O Level [ ] A Level [ ]

### **4. Professional Qualification (highest level attained)**

Certificate [ ] Diploma [ ] Degree [ ]

### **5. Administrative Experience**

0-5 yrs [ ] 6-10 yrs [ ] Over 10 yrs [ ]

## **B. ACHIEVEMENTS MADE BY THE SDC IN INFRASTRUCTURAL DEVELOPMENT AND RESOURCE PROVISION**

1. What achievements have you made in infrastructural development as a committee?
2. What success have you registered in the area of resource provision?
3. What do you think might be the reason behind those achievements?

## **C. CHALLENGES FACED BY THE SCHOOL ADMINISTRATION IN INFRASTRUCTURAL DEVELOPMENT AND RESOURCE PROVISION**

4. What are the main challenges faced by your administration in trying to develop infrastructure?
5. What challenges have you faced in resource provision?

## **D. SCHOOL - COMMUNITY RELATIONS**

6. How would you describe your school-community relations in brief?
7. Explain how school-community relations have impacted on the general development of the school?


## **E. MITIGATION**

8. What mitigatory measures have you adopted as the SDC to try and improve resource mobilization as a school?

9. Explain how you intend to create a learner-friendly environment in your school in line with the policy on inclusion



**MIDLANDS STATE UNIVERSITY**



**FACULTY OF EDUCATION**  
**DEPARTMENT OF POLICY STUDIES AND LEADERSHIP**

ACHIEVEMENTS MADE AND CHALLENGES FACED BY SCHOOL DEVELOPMENT COMMITTEES IN INFRASTRUCTURAL DEVELOPMENT AND RESOURCE PROVISION IN ANGWA CLUSTER OF MAKONDE DISTRICT IN MASHONALAND WEST PROVINCE.

**MUDZIVIRI OWEN RUWARE**  
**R1815604A**

A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS OF A BACHELOR OF EDUCATION IN EDUCATIONAL MANAGEMENT AND LEADERSHIP DEGREE AT THE MIDLANDS STATE UNIVERSITY IN ZIMBABWE.

**APRIL 2021**

Page 1 of 83



**MIDLANDS STATE UNIVERSITY**



**FACULTY OF EDUCATION**  
**DEPARTMENT OF POLICY STUDIES AND LEADERSHIP**

**RELEASE FORM**



G 1 H+ H+ 2 92% 12:38

receipt\_dissertation

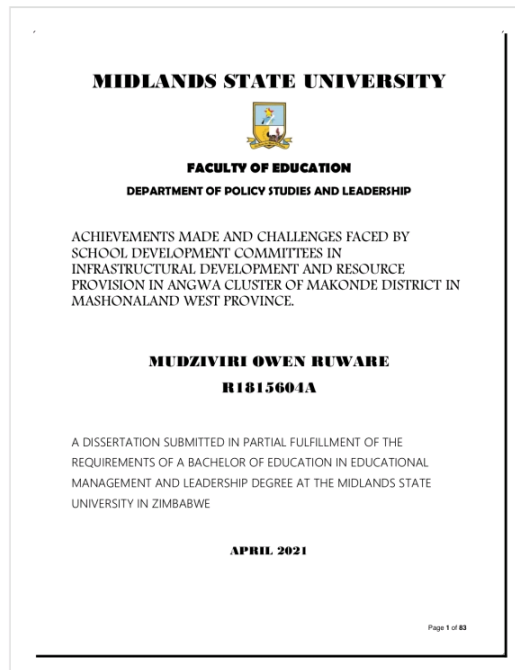


## Digital Receipt

This receipt acknowledges that Turnitin received your paper. Below you will find information regarding your submission.

The first page of your submissions is displayed below.

Submission author: owen mudziviri mudziviri owen  
Assignment title: project  
Submission title: dissertation  
File name: MUDZIVIRI\_OWEN DISSERTATION\_1.docx  
File size: 6.1M  
Page count: 83  
Word count: 15,548  
Character count: 93,046  
Submission date: 08-Apr-2021 04:06PM (UTC+0200)  
Submission ID: 1553657472



All communications should be addressed to  
"The Provincial Education Director"  
Telephone: 067-23043/25655  
Tele Fax: 067-23320  
Email [edumashwest@gmail.com](mailto:edumashwest@gmail.com)



Ref :C/246/1/MW

Ministry of Primary & Secondary Education  
Mashonaland West Province  
P.O Box 328



The District Schools Inspector  
MAKONDE DISTRICT

AUTHORITY TO CARRY OUT EDUCATIONAL RESEARCH: SCHOOLS IN  
MAKONDE DISTRICT: MR/MRS/MS. MUDZIVIRI OWEN  
ECNO/IDNO 08586664 STATION MUREREKA PRT  
DISTRICT MAKONDE INSTITUTION MSU  
REG.NO R1315604A PROGRAMME BED

The above named student has been granted authority by the Provincial Education Director to carry out a research in MAKONDE District. The student has been advised to visit your office before entering the schools.

Please ensure that the learning and teaching programmes at the targeted schools are not interrupted in any way, the student strictly adheres to the activities and topics specified in his letter of request and the research should be conducted according to the given time frame.

The District Schools Inspector is requested to liaise with the researcher on the specific schools where the research will be conducted and then advise the Provincial Office of the chosen schools. Furthermore, the District Schools Inspector should ensure that a copy of the research findings is submitted to the Provincial Education Director once the research is completed.

FOR PROVINCIAL EDUCATION DIRECTOR  
MASHONALAND WEST PROVINCE

CC.Mr/Mrs/Ms.....