

MIDLANDS STATE UNIVERSITY



FACULTY OF ARTS

DEPARTMENT OF
DEVELOPMENT STUDIES

A DEVELOPMENTAL APPRAISAL OF THE MIDLANDS STATE UNIVERSITY
(MSU) RELOCATION TO ZVISHAVANE.

DONE BY

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**DEPARTMENT OF DEVELOPMENT STUDIES
APPROVAL FORM**

The undersigned certify that they have supervised, read this project and have made the recommendations and approved to the Midlands State University for acceptance of the research project entitled A developmental appraisal of the Midlands State University (MSU) relocation to Zvishavane.

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DECLARATION

I Tatenda Viola Marufu declare that this research is my work and has not been written for me by any other person(s). Quotations and paraphrases from other published and unpublished work used in this research have been clearly acknowledged. I declare that participants of this research were not compelled to participate and they participated out of their own will.

Signed.....

Date.....

DEDICATION

I would like to dedicate this research project to my beloved mother Mrs Tevera and young brother Tafadzwa Marufu for their endless support and care. I would also want to dedicate this work to my late mother, we began this journey together but you could not make it to see the fruits of your labour.

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ABSTRACT

This study sought to assess the developmental impacts of MSU relocation to Zvishavane community. MSU's relocation is derived from the idea of expansion and growth of the University to obtain quality tertiary education reaching throughout Zimbabwe, as a result of adoption of multi campus concept. The study unearthed the social, economic and environmental impacts that were brought about as a result of the relocation. Whenever a developmental activity is done, there are always negative and positive impacts associated, thus the relocation of MSU to Zvishavane has impacts on both the university and the recipient town socially there are impacts on health, accommodation and education, such areas have negative impacts especially on MSU students and staff. On the economic side, positive changes were brought about on areas such infrastructure development, employment creation, the establishment of small scale business by local people, increase in scales for local large and small scale businesses. However the environment was affected negatively through increase in dumping sites.

ACRONMYS

Key words: Relocation, multi campus, Zvishavane and MSU

AIDS Acquired Immune Deficiency Syndrome

EMA Environmental Management Act

FGDs Focused Group Discussions

GDP Gross Domestic Products

GZU Great Zimbabwe University

HIV Human Immune Deficiency Virus

MSU Midlands State University

NAC National Aids Council

SRC Student Representative Committee

UBA University Bachelors Association (Male students)

USA University Spinster Association (Female students)

Makorokoza Gold panners

Madhara Sugar daddies

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CHAPTER ONE

THE PROBLEM AND ITS SETTING

1.1INTRODUCTION

Midlands State University is an educational institution which was established in 2000 based in Gweru town of Zimbabwe. It operated as a single campus for about 14years. It then developed and relocated some of its faculties to other towns within Midlands Province, which is in line with the multi campus concept adaptation. Multi campus concept is a system that provides a strategy to increase learning accessibilities and opportunities in the field of Tertiary Education. It is defined as system of expansion of one Main campus with more than two or three small sub satellite institute to other towns. Education is considered the pre-requisite to development, which means it plays a pivotal role in developmental progress of a nation. That is the idea of multi campus concept in relation to education works hand in hand in the sustainability of development as it expands the quality of tertiary education. Multi campus concept has got different reasons for its establishment within an institute. There are challenges and advantages it poses on the socio-economic sector of development town as well as to the university itself.

1.2Background of the study

The Multi campus concept is not a new phenomenon in the world of education. It is believed to have originated from developed and some developing countries in the 1970's. Developed countries like United State of America and Australia have a got a number of Universities that adopted the multi campus concept, so as to improve the quality of education as well as to spread their wings and ensure that Tertiary education is accessible to all towns and especially less privileged majority. Lee and Bowen (1971) mentioned that systems that meet the definition of

multi campus concept in the U.S.A Institute should have a well-coordinated government to manage these multi campus institutions. The U.S.A's University of California has been described as the first born out of the first multi campus university system. Its aim was to spearhead the development of higher education by increasing the University intake of students and widening it curriculum by introducing new courses to meet the urgent national needs.

In Australia the concept of multi campus is an old phenomenon which has achieved similar performance outcomes as the USA through fair distribution of the few resources available. In Australia multi campus universities include Griffith University, Edith Cowan University, Victoria University, Queensland University and Australian Catholic University.

Australian multi campus universities aim to manage diversity while serving students with different social, cultural and residential backgrounds. James (2004, p.64) postulates that the universities help overcome inequity in access to higher education in rural and isolated areas, optimising the life chances of those who are less privileged in the receiving town of the institution. Multi campus Universities in Australia emphasise on the need to achieve greater depth of faculties which offer a diversity of courses and subjects to students. All multi campus universities are funded equally except for an additional funding which is awarded to regional rural located Universities.

In Africa the phenomenon has also been adopted by a number of Universities like Makerere University in Uganda, South Africa's Witwatersrand, Kwazulu Natal, and Stellenbosch Universities among others. The University of Ghana and the University of Nairobi are some of the African universities that have adopted the concept of multi campus concept system for their educational expansion. In South Africa Kwazulu Natal was formed as a merger between University of Durban and University of Natal. It started in 1949 and by the year 2004 it had

expanded into a multi campus institution. Its main aim is to be truly South African, academically excellent, and innovative in research, critically engaged with society and demographically redressing the disadvantages, inequalities and imbalances of the past. It has five (5) campuses each with its own characteristics. Makerere University in Uganda has also its multi-dimensional campuses whose aims are educational growth and offering quality of education. It has spread its territories all over the nation of Uganda, for accessibility education to the disadvantaged rural population.

In Zimbabwe Great Zimbabwe University (GZU) has also adapted the policy of multi- campus concept, where it has Mashava campus which is (40km) kilometres out of Masvingo town. GZU's main aim in the creation of multi campus concept was to be able to offer a conducive learning environment for the students making use of the old Mashava mining building premises which have lain idle for a long time. The buildings were still in shape and only required very little attention to turn them into learning rooms there by bringing tertiary education to the community doorstep. MSU has adapted to this phenomenon in an endeavour to achieve its aspirations for growth which is characteristic of the natural development process of tertiary institutions by copying from other institutions worldwide. The multi campus concept aims to represent the significant strides being made by the University to realise the strategic goal of establishing a lot of faculties. MSU and GZU have turned mere shadow mining towns into more vibrant towns.

1.3 Statement of the problem

Multi campus concept has become a darling of many Universities due to different reasons. Some scholars like Jeoff Scott (2007) highlighted that Universities establish multi campuses with

the intention to gain prestige and put the University name on map. MSU's establishment of multi campus concept has led to about five thousand students relocating to Zvishavane. This was done in a bid to de-congest the Gweru main campus. The relocation of MSU has got socio, economic and environmental impacts. Relocation of such a huge number of people requires a lot of resources in order to provide quality education for the students in terms of good infrastructure, accommodation among other learning facilities. In addition, whenever relocation takes place there are changes that are brought about to the recipient town. Therefore it is the purpose of the study to assess how the relocation has negative and positive socio-economic impacts on both the university and its stakeholders as well as to Zvishavane town.

1.4 Objectives of the study

Aim of the study

Assessing developmental impacts of MSU relocation to Zvishavane

Objectives

- To assess the implementation of MSU relocation to Zvishavane community
- To assess developmental impacts of MSU relocation to Zvishavane
- To assess the effects on affected students due to relocation
- To assess impacts of multi campus concept on quality education

1.5 Research Questions

The study is guided by the following questions:

- How has the relocation been implemented?
- How has the relocation affected the Zvishavane community?

- How have students been affected due to relocation to Zvishavane?
- How has the relocation affected quality of education?

1.6 Significance of the study

This study will be useful in its contribution as reference for academic purposes of similar research studies in the future. This is so because it is the first research as far as the Multi campus concept is concerned that has brought out the impacts of relocation to the recipient town as well as the University itself. The research will also benefit environmentalists such as EMA, Town council for environmental among others for the protection of the environment as they grapple with the challenges of dump sites around the campus created by women who have food outlet businesses there. It will help Institute planners to understand and seek resolutions to the students 'grievances and challenges in their residential areas as well as their learning facilities which have been triggered by the relocation.

1.7 Limitations of the study

The researcher faced challenges like time management since she had other school activities to carry out in the study work in carrying out the study. Contextual analysis was also a challenge since some of the interviewees were reluctant and unwilling to cooperate. Questionnaires were at times misinterpreted due to the perspectives the local residents have of the MSU students.

1.8 Delimitations of the study

The researcher chose Zvishavane as an area of study because it is easily accessible. The researcher is keen to understand the implications of multi campus concept in the receiving

town (Zvishavane) situated in Midlands Province as well as the relocated institution of MSU. The study sought to assess the impacts of multi campus concept to development.

1.9 Conceptual framework

Multi-campus is whereby a university having one main campus and with one or more small satellite campuses with certain or specific faculties out of the main campus. This is mainly for the improvement for learning accessibilities and University growth. There are a number of universities all over the world that have adapted to the multi-campus concept. Main campus or the larger campus mostly is expected of containing at least 60% of the student population load. Thus the main campus has the large load of more of the programme faculties offered to students by the university, the small sub campus comprise of few or less faculties as compared to the main campus. This is mainly why the main campus contains the larger percentage number of students. This largely reduce congestion and pressure on learning resources and facilities at main campus, that is to say creation of sub small campus is not only a blessing of gaining prestige of University Nationwide or worldwide but also for the quality education results necessary for development.

Education is the essential key to development as it provides skills, theories and practices to development. This greatly shows that the existence of multi campus concept as part of tertiary education growth and expansionism of importance as it helps the University prestige to be recognised nationwide and worldwide as well to qualify as one of the most top University in Africa due to facilities being offered at the institute.

Development is the multi-dimensional process of transformation committees from in formalised to a favourable conditions. Thus the existence of multi campus concept of MSU in Zvishavane

have brought in favourable conditions as it has established job opportunities to the local people in the receiving town, expansion. According to Griffith University suggested that multi-campus means having more than two campuses, none of which are small satellite. Academic services, facilities and resources support are not only concentrated on one but are quietly dispersed and are also managed at centralised administrative system. MSU has managed to expand its growth in other small towns for development of business ideas and business growth to meet the demands of the population size within the town, students, MSU institutional staff.

It is also the positive change of social and economic growth in a society. Thus it has a pivotal role in changing the negative into the positive, in consideration of this study the Multi campus concept of MSU has positive and negative changes it has brought in Zvishavane. Thus the infrastructural development as the old ghost buildings of the Shabhanie mine administration buildings and residence have been occupied and taken charge by MSU as its learning premises. Infrastructure has a pivotal role in beautifying a town.

However it should be noted that the multi campus concept has got negative effects to the receiving town as well as to the relocated students. This is so because there will be existence of pressure on available resources to the local people and the resettling MSU students and staff, that is on accommodation, health facilities or municipal services and other essential goods and services necessary for survival. Students will be affected as they will try to adapt to the new environment whereby local people would not have been used in staying with University students, the perception they may have towards University students living around them may affect, students especially staying out of campus residents

1.10 CHAPTER BREAKDOWN

Chapter one

Contains the background of the study, introduction, the problem statement, objectives and research questions

Chapter two

It focuses on literature review on issues development in Zvishavane.

Chapter three

It encompasses of the research methods used to compile this study. It brings out how the research data has been collected in coming out with the impacts of development brought in through relocation.

Chapter four

It gives analysis to the data gathered from chapter three of its effectiveness to the study

Chapter five

This gives the concluding remarks of the study and recommendations to the results observed and the gape left out from the study

CHAPTER TWO

1 LITERATURE REVIEW

2.2 INTRODUCTION

This chapter is an evaluation of relevant literature that shows empirical findings related to the research study. It seeks to unearth relevant and important literature of study which is vital to the growth of multi-campus concept to reveal the impact of socio-economic development as a result of multi campus concept in Zvishavane community. The researcher used different journals, articles and sources from the internet to gather data necessary for the relevant literature. In this study the researcher will provide existing literature on multi-campus concept to review university growth and expansion for quality and quantity education. In addition the literature review provided will assist in the criticism of the expansion of the multi-campus concept to the university itself as well as the receiving towns. Finally the researcher will draw several conclusions on the effectiveness and appropriateness of the multi-campus concept to the development to the university and town concerned.

2.3 Multi campus concept

Multi campus concept is a system that has been adopted by a number of Universities all over the world. It is an existing phenomenon that is meant to increase capabilities, opportunities and learning accessibilities in Universities. The multi campus system is where by Universities having more than one sub small satellite campuses with certain faculties out of the main campus, Dliwayo(2014) states that multi campus concept is an approach where by universities are geographically departmentalized and can be classified in different regions which comprises a

considerable student population . The main idea is growth and expansion of tertiary education, to spread widely within a nation.

Multi campus concept primary function is to define missions of constituent universities and ensure diversity throughout the system. According to Trow (1979) institutional diversity is a distinguishing characteristic and ideological pillar of higher education. Its purpose is to ensure the improvement, increase in quality of education in Universities, accessible of education to willing students. It must have a solid requirement in order to justify a large system and purchase implementation. In America they have merged into multi campus concept and 9 multi campuses had 25% of student's population. They should manage best practices, in order to accomplish the mandate objective. Hilary Baker (2005) believes that providing additional opportunities over main campus and its sub small institute is wonderful as long as decisions are made in consideration of the organization structure. According to American Association of University Professors (2006), in multi campus model academic services, resources and support facilities should be typically distributed across the campuses and managed through a centralized administrative system.

Multi campus is a complex scenario of which its successes depends highly on the charismatic of leadership and aggressive management of faculties in different campuses. In Australia university of California has got multi campuses that are geographically spaced campuses, which have 60% of their student's population housed at the largest campus. Uganda has got Makerere which has also been in practices of multi campus concept with the main large campus containing the large population. The other sub small campuses are spread within the surrounding regions and towns within the country to reach and give access to citizens to obtain quality tertiary education.

Kwazulu Natal extends its sub small campuses to Durban which has the medical school for African, India and coloreds and faculty of Agriculture has been established in Pietermaritzburg.

2.4 Benefits of Multi campus concept

The study acknowledged other scholars' line of arguments, for instance the notion that it gives great depth for mixture of social cultures and ideologies. Everton and Clarke (2005) states that multi campus concept, manages diversity in serving student with different social cultures and residential background. According to Freeman (2003) he postulates that the more the institute grows the more different races and encourages the cultures are brought into the place. This gives room to the eradication of race discrimination and encourages the establishment and acceptance of tapping from different angles of the nation and the whole world. The gap is brought in as the study unveils the benefit as multi campus attracts foreign students to join in for tertiary education purposes, thus race mixture.

Tylor and Braddock (2007) postulate that most multi campus universities are of the benefit that their establishment or existence measures the excellence of universities in the communities they serve. The main idea is the creation of prestige of the institution nationwide and worldwide level. Freeman and Lezcano (2003) postulates that excellence of universities attracts both students and the staff to a standard of quality and functionality which creates a conducive and adequate environment that can support and encourage learning, teaching and research activities. The study intends to view the benefits of the multi campus concept to the university itself and the valuable effect of the phenomenon on the recipient town's excellence and growth due to the existence of the University.

Many scholars who wrote on the reasons behind the establishment of the multi campus, they did not directly indicate the benefits of the multi campus, although these reasons can be viewed as benefits. For instance Green (2006) has it that a multi campus results in greater depth learning and offers opportunities for the less privileged people to join in University studies, cuts on the expenses for accommodation will be cut of only left with tuition fees. Harman and Harman (2003) explain that the existence of institutions in marginalized residences or poorly developed towns increases opportunities for the receiving citizens in the town to attend university as tertiary education would have been brought to their door step. This is idea allows small institutions to be more frequently located in isolated towns and residents of underdeveloped towns are offered a great opportunity of developing to greater heights. Griffith University (2005) states that the idea of multi-campus broaden the students horizon giving them tools to adapt to changing business zones in the world. This study will go further to explore the socio-economic benefit of the multi campus concept. Many previous scholars only focused on the benefits of the approach to the university itself, students and staff without largely considering the recipient town.

Most scholars mainly focused on how the multi campus concept contributes to the growth of the university as far as learning capabilities and opportunities are concerned. Harman and Harman (2003) postulates that the small specialized institutions are to create fewer but larger more comprehensive multi campuses which would achieve greater learning capabilities and this to this view that multi campus benefits the university only. More depth on education on tertiary education is improved and increased as a result of multi campus concept. It means spread of the university all over the possible communities. The study noted that many scholars dwelt on the issues that benefit the expansion of the university not putting into consideration the benefits to

the recipient town. So this study will give out the socio-economic development benefits to the town as well as to the university itself.

The study seeks to explore of the benefits and negative impacts of the recipient town as a result of the establishment and existence of the multi campus system in the town. Most scholars dwelt much on the benefits and negative effects of the concept on the University itself leaving the gap of its impacts on the recipient town at large. Scholars like Green (2006) put more emphasis on the quality of education, university reputation and excellence of the institute as well as the increase of post graduates and research students. Thus the main benefit of the multi campus concept to the available scholarly view is mainly based on the prestige of communities.

2.5 Negative impacts of multi-campus concept

In contrast to the various positive impacts and strength of multi campus concept listed above, some scholars have also found out the negatives on this phenomenon. Relocation has negative effects to the receiving town, students and academic staff, though not mentioned by previous scholars who wrote on multi campus study. According to Freeman and Goussal (2003) alludes on the challenges faced as a result of relocation, sub campuses are most likely to suffer on the equivalent distribution of affordable and accessible facilities as well as learning resources. Thus due to the above factors the idea of multi –campus concept becomes unfavorable to the small institutions for the expansion growth of the University. The resources may include things like learning facilities and venues which may not be conducive for the students and the lecturers.

Freeman (2003) states that the small sub institutions are less well-resourced than of the main traditional or single campus University. Thus the main campus is well resourced compared to the new small campuses that have to survive a long grace period putting things in order to be more

resourced. This is so because a lot of administration needs to be taken care of to reach proper institute development. This greatly shows how resources will not be equivalent and accessible, for the place is being rented for the students activities. Abbott (2003) states that relocated students as well are affected by the institute budget as per the satisfaction, experiences and expectations especially the relocated students.

Abbott and Doucouliagos (2003) believe that through widening participation the expansion of student numbers, economies in administration and overheads, saving in purchasing, estate management student services and information and technology provision. In most cases multi campus suffer as a result of being newer. Thus they suffer from being easily accommodated in the community they relocate to. Scholars seek determine the differences that actually exist in academic and professional fields of education between current sub institutions and already old campus.

Equality of education resources and services distribution should be fairly and equal. Scholars argue that the resources are not equally distributed to the campuses for accessibility of quality tertiary education. According to Murray and Dollary (2004) states that multi campus concept has got effects on small sub institutions. They suffer because establishment and settling in a new town requires a lot of services; it takes long term of investment, creation of historical background reputation. Some scholars have noted that some campuses are less resourced than older traditional and single universities, therefore the study explores whether the funding and expenditure of multi campus universities differ.

2.6 Conclusion

In a nutshell, the related literature on Multi-campus concept has shown that the concept is a possible factor to make significant expansion, growth and development of the MSU relocation to Zvishavane community. Thus the concept provides important benefits to the receiving town in terms of socio- economic development factors.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter reviews the methods or instruments used by researcher in gathering data for the research study. It consists of data sources, types of techniques used in collecting data, data analysis and presentation techniques. It reveals the reasons why the researcher decided to use instruments of her choice for research data acquisition or relevance of these techniques to the study. The research will be largely based on qualitative data and relied on document review, interviews and observations for data.

Research Methodology

Research methodology is viewed as the planned sequence of the process involved in conducting research Miller (2003). The research methodology is unquestionably the most complex process in research given the enormous variability in their different operations and the interactions that take place. Winter (2000) postulates that the research methodology implements and anchor paradigms in specific empirical sites or in specific methodological practices. It specifies how the study addresses the critical issues of representation. Stenbacka (2001) defines methodology as situates the researchers in the empirical world and connects them to specific sites, persons, groups, institutions, physical places and bodies of relevant interpretive materials including documents . The researcher made use of Qualitative research for the research study

Qualitative research allowed the collecting of in-depth information about the case study, which was processed to make deductions and conclusions. According to Strauss and Corbin (1990) states that qualitative research means ‘any kind of research that produces findings not aimed at

by means of statistical procedures or other means of qualifications. Qualitative research is highly contextual, that is information is collected in a natural real life setting. It further goes to provide a mere snapshot of events as well showing how and why things are as they are. The researcher used this method to discover the positive and negative developmental impacts of relocation of an institute in a community. To capture and observe what people say and their own experiences providing texture of real campus college and organizational life and its variations. Qualitative research gives participants opportunity of highest levels of effective explanatory of the relocation on development as to their own views. This study is qualitative in nature, therefore it focused on people's explanations, opinions and feelings about the relocation of MSU to Zvishavane community.

3.2 Research design

The research design adopted in this research is the exploratory study, it was meant to develop a better understanding on developmental impacts of MSU relocation to Zvishavane community. It assist in finding out what is happening, to seek new insight of the impacts brought about due to MSU relocation to Zvishavane community. Exploratory design does not provide conclusive evidence but discover new ideas as well diagnose a situation. It screen alternatives and research process is flexible. According to Hair and Babin (2003) exploratory design is valuable means of finding out and if the researcher wishes to clarify understanding of a problem.

3.3 Research population

Research population is a group of people to whom the researcher want the research study results to apply. The research population include MSU students, staff, Zvishavane community residents

(tenants, business operators, and landlords) as well as EMA, NAC, and Town Council. The total population targeted was meant so as to gain effective and efficiency information valid for the study. Considering that this was a survey, a sample of 15% population was considered suitable to constitute the sample representing all participants. Members were selected through purposive sampling method. According to Teddie and Tashakkori (2003) postulates that for a large population where a complete enumeration is impossible, at least 15-20% representation is reasonable to assess for effective and efficiency information needed for the study.

3.4 Sample size

Wood and Haber (1998) suggests that the larger the sample the more representatives and the less the sample, the less accurate of results to be obtained because of less representatives. The researcher used a sample size of 58 respondents from research population. From the total of 58 respondents, 10 were MSU students, 4 MSU staff, 16 were business operators (small scale operators and large scale operators), 15 landlords from 5 residential places both low and high density residents (Makwasha, Magirazi, Noveal, Eastlea and Platinum Park) 4 members from NAC, EMA and Town council as well 3 Constructors, 3 tax drivers and bar tenders. Who were interviewed and some also received questionnaires and focused group discussions in collection for effective data. The sample size was meant to not different stakeholders affected with MSU relocation, for as they provide with information of their feelings and thought towards the relocation to Zvishavane community. The researcher chose to work with a sample of 58 respondents as the population size was too large to work with as the time frame was inadequate for the researcher. However the sample size gave the study more chances of credible findings important for the research.

3.5 Sampling Technique

Sampling according to Field (2005) is viewed as a process whereby selecting units from available population of interest, so that by studying the researcher may fairly analyse results back to the population from it was chosen. The researcher made use of purposive or judgemental sampling and random sampling.

3.5.1 Convenience sampling

Researcher made use of convenience sampling techniques to select participants for effective contribution for information on impacts on socio-economic development as a result of multi campus concept. It is meant on the basis of what the researcher is able to access. The researcher is able to approach small scale pieces of research, in this case the Zvishavane community in line with MSU relocation to the town. Convenience sampling is also important when the group or phenomenon under study is generally difficult to access but the researcher is able to access and establish a sufficient degree of contact or trust particular participants to conduct a viable. It includes participants who are readily available and agree to participate in a study; it is often called accidental or haphazard as an alternative title. Babbie (1999) states that convenience sampling is reliance on available subjects, it has no excuse for sloppiness. It helps the researcher to find ways of procuring a sample that will present the population they are interested in learning about, for in this case to survey on people who are affected by MSU relocation to Zvishavane.

3.6 Sampling Procedure

This is a procedure or steps taken by researcher in collecting or gathering data, effectively for the study. In this case study, the researcher took advantage of the time she travels to school with taxis to interview taxi drivers to their view of MSU relocation to Zvishavane. The researcher made appointments with environmentalist for questionnaires (EMA, town council), MSU staff (eg. Dean of students), large scale business operators and NAC stakeholders so that their daily works schedules could not be disturbed. As for small scale business operators, especially women who are engaged in food outlets businesses close to campus, the researcher took advantage of the time bought food there. To the respondents whom they could be located on campus, the researcher just made use of that opportunity as well go in door to door visiting landlords who have accommodated students in their houses in different locations.

3.8 Data sources

There are two types of data sources which are primary and secondary data sources for effective data collection for the research study;

3.8.1 Primary Data

This is data that is collected from the field specifically to address the research study objectives. According to Bryman and Bell (2003) they postulates that, primary data is free from alterations by human beings and has not been published, thus it is reliable, authentic and objective. Primary data advantage is that, the data collected is specific for the current research hence more accurate in answering the research questions and meeting the objectives of the research .Data was collected from MSU head of departments, stake holders (EMA) Environmental Management Agencies and town council, business elites, students and community members.

3.8.2 Secondary Data

Secondary data is data sourced to compliment primary data collected. It is data obtained from already published data sources. Secondary data sources include published government statistics, previous studies, newspapers, and organizational reports and data journals. They helped the researcher to develop the background information, to observe the existing trends and policy issues in relation to the research topic. In this study secondary obtained include newspapers and journals. It has advantages, Secondary data source provide a fast and relatively it is an easy method of collecting data, it is less time consuming. It also provides current journals for the study, hence closing gap between current trends and information that could be out-dated. Some information was found from newspaper articles based on other people's opinions which may not be true, thus affected the reliability of the source

3.8.3 Online sources

This was a fast method of obtaining data to use for looking at current trends in the world of multi campus concept on tertiary education , this gave the researcher a global view as far as the multi campus concept is concerned .Internet provided more information in great depth and variety of authors who explored the subject of the case study . It is user friendly and easily accessible with references properly given electronically as well as it avails the research to a variety of data of different multi campus concept for different universities and historical background of the Zvishavane mining community. However validity of information is very questionable because the information is based on personal opinions.

3.9 Data Collection Instruments

Data collection is a strategy of recording of units of interaction occurring in a defined social situation based on visual examination or inspection of a situation. Tashakkori and Teddie(2001) states that, It allows noting and reloading of events gathering detailed, non-judgmenta concrete descriptions of the growth of MSU multi campus concept establishment. It enables the use of multiple sources of evidence to obtain uniform data that can be compared and summed up.

3.9.1 Questionnaires

The study made use of questionnaires in carrying out the study. According to Weijun (2008) questionnaire is a general term to include all techniques of data collection in which each person is asked to respond to the same set of questions in a predetermined order. Czaja and Blair (1996, p. 106), “The questionnaire is one indispensable means by which the opinions, behaviors and attitudes of respondents are converted to data”.

Questionnaires allowed the participants to use self-report to express their attitude, feelings and thoughts towards developmental impact of multi campus concept. The questionnaires contained a list of questions that were pre-set. Questions were given out to MSU students, community residents who knew about the relocation of MSU, stakeholders from EMA, Town Council, NAC as well as institutional staff and these were selected through purposive and simple random sampling. The questions were asked in short so as possibly get only the required information and respondents were asked to be honest in their answers. The questionnaires incorporated closed and open ended questions. Open ended questions consist of questions that gave room to participants, for explanations and fully express what they know and have observed of multi campus concept’s developmental impacts. Closed ended questions gave only the possible responses.

Questionnaires data is easy to analyse as well they are a fast way of collecting data within a short space of time, respondents like students, NAC stakeholders etc. have time to fully understand the questions and answer effectively. Tenants, students would easily air their thoughts, feelings without fear of what they experience and observe from MSU relocation. Questionnaires are also characterized by low rate of return as to their disadvantage, that is low response rate is curse of statistical analysis which can dramatically lower input in the results. Thus to reduce low response rate, the questionnaires were filled while the researcher awaited and also persuaded the respondents to fill them. Questionnaires often have inability to probe responses. This is so because they are structured instruments of research which allow little flexibility to the students, tenants and NAC stakeholders with respect to respond rate.

3.9.2 Interviews

An interview is a data collection tool that involves one person asking questions (interviewer) and the other person answering questions being asked (interviewee). The interview questions contained structured and semi structured interviews so as to come up with depth information for the study. It is comprised of one to one interaction between the researcher and participants, giving effective information and room for expression of thoughts and feelings. Interviews also provide ample opportunity between persons and clarifications that are not clear. 23 respondent were interviewed which encompassed of the tax drivers, business operators, bar tenders, landlords and MSU staff.

The unstructured interview was seen to be more effective in situations where the researcher required depth knowledge and information about the impacts of the MSU relocation on socio-economic observation in the community. The researcher interpreted questions to tax drivers, bar

tenders as well as business operators during the interview session to foster understanding and to ensure that correct information is conveyed as well to continuously guide the interviewers so as to prevent shift from stipulated research study. Students, community resident's tenants, academic staff, environmental agencies and business operators from (OK shop, Pote as well as small scale operating businesses) were interviewed so as to assess or understand their feelings, attitude and thoughts to the implementation of MSU multi campus concept in the mining community of Zvishavane. Interviews could last for about 10-15minutes so as to get depth information as well giving room for respondents to fully express and explain their views.

Face to Face Interviews

It allowed face to face communication with the interviewer to get the chance to clarify questions as well to ensure that interviewees fully understand the question. It also allows interviewer to fully measure attitudes and facial expressions on the impacts of MSU relocation to Zvishavane. It provides depth information compared to other data collection methods. On the negative hand interviews are time consuming especially if the interviewee does not understand questions or having a negative attitude .At times due to misunderstanding or misinterpretation of the questions, the interviewer might be tempted to give hints, which may create bias.

3.9.3Focus group discussions

This is defined as a carefully planned series of discussions designed to obtain perceptions on a defined area of study. The groups encompassed of small scale women business operators, constructors who engaged in construction of new learning blocks at the campus.

The topics to discussion included how have the existence and establishment of MSU changed in their daily lives. How has been their life like before the relocation of MSU? What are the benefits of the implementation of multi campus system to the community? The questions were open ended questions so as to come up with open discussions and generate narrative data. Questions asked included, what are the challenges are they facing? What should be done to do away with the challenges? Ideas, information reviewed and discussed was generally useful to the study. Cooperativeness and commitment of participants of the groups was very much appreciated. However some participants were too shy to air out their views especially the women for food outlets businesses and others as well with over confidence would dominate and divert from the topic being discussed. Nevertheless the session succeeded.

3.10 Data Presentation and Analysis

Data presentation techniques are mainly concerned showing how the findings of the research were presented. Data collected using interviews, questionnaires, focus group discussions, secondary would be analysed to come up with meaningful information and would be presented in the form of descriptive data analyses and through tables. Quality standard of ethics were observed and maintained during field work. All responses are correctly, carefully coded and edited for accuracy.

3.11 Data presentation techniques.

There are a number of techniques that can be used to present data. For the purpose of this research, the following data presentation techniques were used by the researcher.

3.11.1. Tables

Tables will be used to display numbers since they are arranged in rows and columns. Tables will be employed to present numerical figures where the exact figures are important. Tables show facts and figures relatively easier than narrative techniques. The tables also represent an easier way for comparison of variables.

3.11.2 Images

The image classification process involved taking pictures around MSU Zvishavane campus to portray the activities around the campus as a result of relocation. The images shown shows infrastructure development of new buildings constructed at the old Shabhanie mine offices for learning purposes, small scale food outlets business operators as well as tax drivers operating their businesses around the campus. This technique is useful in terms of this qualitative research based where correct figures are not used. Images are evidence to explain the different issues covered by researcher.

3.13 Data Analysis, validity and reliability

3.13.1 Data Analysis

Data was collected using questionnaires, focus group discussions and interviews. Research findings were recorded manually during research sessions. The responses from questionnaires analysed and grouped that is, the same or similar answers were grouped together. The researcher used qualitative techniques to analyse the data from interviews and FDGs.

3.13.2 Validity and Reliability

When data is collected provides a clear picture of the research study it becomes valid. It is so in the view that in the research data collected is considered valid as the majority of the participants gave their time to the session of the study. Tashakkori and Teddie (2009), states that the term ‘validity’ means an instrument that measures what is intended to measure and measures it correctly. Thus the appropriateness and effectiveness of a specific inference made from the impact of multi campus concept

Reliability of instruments

Reliability is the extent to which research instrument measures are free from errors and mistakes. This shows that the greater the reliability of the research instrument, thus the less the errors will occur. In the study reliability was achieved by using more than one research instrument for data collection.

3.14 Ethics

Research ethics set standard of good conduct or behaviour. The researcher therefore managed to observe the following ethics, Confidentiality and anonymity of research findings from respondents was maintained by not reviewing names on the questionnaires. Management protocol was reserved and observed at all times and the research did not affect the normal activities and schedules. Researcher clearly highlighted that the data collected was for academic purposes only .Participation was kept voluntary; the researcher did not coerce the participants in taking part in the research study.

3.15 Conclusion

Chapter three reveals research insight on methodologies used to collect data for the research study. it shows research design, sources of data collection, research instruments sampling procedures and techniques. Data collection techniques and procedures that were used are also revealed.

CHAPTER FOUR

DATA PRESENTATION, INTREPRETATION AND ANAYLISIS

4.2 INTRODUCTION

This chapter presents, interpret and analyze the data of the research study. The research findings presented in this chapter respond to the research objectives and also answers the research questions of the study. This study involves qualitative techniques describing the characteristics of data, classifying it and then making connections so as to make comprehensive analysis.

It presents primary and secondary data collected by the research from the field so as to examine the findings. Data is presented in the form of tables and images. Questionnaires, interviews were used by the researcher as the source of primary data. The internet, newspapers and journals were used as the sources of secondary data. Data presentation and analysis involves a set of descriptive and narrative techniques. Data was broken down into manageable units, synthesized and patterns or themes were identified to make it possible for meaningful analysis, (Leedy & Omrod, 2001).

4.2.1 Response rate

In a survey, the response is the number of those selected in a sample that actually provides data for analysis. The response rate is essential in a research thus the lower the response rate may be the higher the probability that the sample is biased to the research study, so the response rate has to be greater. The response rate is most affected by the methods of data collection, the more the

interaction between the respondents and the methods used for data collection the higher the response rate would be for effective information for the case study.

The research mainly used the qualitative analysis for the research study. Interviews, questionnaires and FGDs accounted for 58 respondents within the institute stakeholders and Zvishavane community people. The responses from questionnaires, interviews and FGDs are presented below to reveal of the participants who took part in the research. The analysis and presentation of data was done in the categories of students, large and small scale business Community, (Stake Holders) Town Council, EMA, NAC, landlords, Tax drivers, bar tenders, constructors (who work at MSU campus) and MSU staff.

Table 4.2.1 Interview Respondents

<i>Interviews</i>	Number of Respondents	Total
Pote Holdings	3	
OK supermarket	1	
Tax drivers	7	
Landlords	15	
Bar Tenders	3	
MSU Staff	3	
		32

Source: Primary data

As shown by table 4.2.1 below interviews were conducted to 32 participants. Landlords were selected from Makwasha, Maglas and Eastlea where most students' are renting. There are also landlords from Platinum park and Birthday who were also interviewed. FGD's were conducted to constructors and women who run small scale food outlet businesses close to campus gate. A total of 8 people participated in FGD's. Basically these participants aired out their feelings and thoughts on their experiences and observations of MSU relocation to Zvishavane. They revealed out the socio-economic developmental impacts that have taken place. Most participants greatly acknowledge that the idea of multi campus concept, in bid to improve quality education has a pivotal role to small towns. Zvishavane town had MIMOSA being the survival big company that has been offering job opportunities to community people. It is so because since Shabhanie mine had collapsed few people were employed to MIMOSA mining company for employment but the rest were retrenched and were left jobless. Thus this hampered their living standards as they had to look out for sustainable ways of living.

The town was developing into a ghost town as most of the Shabhanie mine offices were not functional. Some of the mine buildings were collapsing due to lack of proper monitoring and maintenance. MSU relocation has brought about employment opportunity in the community as well increase income earning. Participants also revealed that it is a blessing having the institute in their home town, majority of community citizens will access to tertiary education, and hence education is an essential key to development. This greatly shows that the community is most likely to obtain a quite number of educated citizen candidates for their community development.

4.3 Questionnaire Response

Table 4.3.1

Questionnaires	Questionnaire distributed out	Questionnaire Returned Back
Students	19	13
NAC	1	1
EMA	2	2
Town Council	1	1
Total	24	17

Source: Primary data

As shown by table 4.3.1 above questionnaires were accounted for 24 participants but only 17 were received back answered. The questions were open ended type of questions so as to allow respondents to fully express and air out their thoughts and feelings concerning MSU relocation to Zvishavane community. Participants managed to air out their views and observations, on what actually affected them due to MSU relocation. Students could air out their grievances as well as the benefits of being in Zvishavane. From the findings it seems that majority of students have not yet fully adapted to the new campus, their social lives, learning environment as well as accommodation seem not to please them comparing to main campus in Gweru. However there are also other factors they consider and acknowledge due to relocation.

4.4 Analysis, Presentation and discussion of Findings

4.4.1 Assessment of the implementation of MSU relocation to Zvishavane

As part of its growth MSU expanded its tentacles into Zvishavane town. It opened a new campus in August 2015. The campus is located at Old Shabhanie Mashava Mining Holdings Offices. This was done because Shabhanie mining company had declined and collapsed hence MSU made use of the Mining Holding Offices to create learning opportunities. This greatly increased development within the recipient town. The multi campus approach that the University adopted is meant to embrace a growth strategy characteristic of the natural development process of higher education in aiming to reach out all citizens all over the nation.

In August 2015 Zvishavane campus housed the Faculty of Mining Sciences, Department of Peace Studies, Politics and Public Management, which are offered under the Faculty of Social sciences and Bachelor of education degree in Information Technology which falls under the Faculty of Education. The mentioned groups relocated at short and immediate notice towards opening days of the 2015 August semester. At the beginning of the 2016 first semester, 6 of the 10 programs in the Faculty of Arts also relocated to the new MSU Zvishavane campus. These programs are Development Studies, History, Film and Theater Arts, African languages, English and communication as well as Modern languages. This move increased campus population as well as the general population of Zvishavane. MSU Zvishavane campus is a self-contained campus with support services which are similar to those at the main campus in Gweru apart from geographic locations. When it was firstly established in 2015, it encompassed facilities like administration offices for key units such as the bursary and registry sections. Learning, teaching and research facilities include the library, computer resource centers and lecture rooms.

With regards to students welfare the new campus has a clinic, dining hall, tuck shop and student halls of residence. In the beginning of the 2016 first semester when the faculty of Arts joined in, the campus had no adequate lecture rooms that could contain Development Studies students' population, which was later accommodated at the Shabhanie mine club while lecture rooms were under construction. However this had great effects on students increasing their grievances on the relocation to Zvishavane. Later in the mid-month of April after Semester break, the department of Development Studies joined other departments on the Zvishavane main campus. The opening of Zvishavane campus is therefore a celebration to the University as it represents the significant strides made by the University, to realize its strategic goal of establishing more faculties by 2015.

4.5 Social Impacts

4.5.1 Environment

As a result newly established Zvishavane campus, Zvishavane residents especially women discovered new business opportunities. Most women have opened small scale food outlets by the campus gate. More dumping sites have increased as women who sale food at the campus gate throws away their litter just close by area they operate at. EMA and town council cited that there is highly increase of dump sites even in residential places , due to community ignorance as well as inconsistence of litter collection due to poor resources for transportation, hence people end up dumping litter everywhere so as clear up their house yards, operating spaces and bins with dirty. These dumping activities have effects on the flora and fauna of the environment in the community. Sewage and dump sites contains dirty water and litter, thus results in cholera and typhoid as well as malaria.

Image 4.5.1 Dump site area near MSU campus by Food outlets small scale operators



Source: Primary data

4.4.2Health

NAC (National Aids Council) has reported that $\frac{3}{4}$ of Zvishavane population is infected with HIV/AIDS and there is likely to be an increase in the spread of this disease due to the increase in population caused by the relocation of MSU. Zvishavane has been recorded as one of the highly HIV and AIDS infected town. It is believed that due to mining activities in and near the town Makorokozas who are living without their families would resort to commercial sex workers to

quench their sexual needs. The findings state that the Makorokoza are running after university female students for sexual satisfaction leaving the already well known community commercial sex workers. This has caused chaos and created enmity of students and community commercial sex workers. Furthermore this has created family disputes as husbands and wives quarrel over cheating and irresponsible spouses. The same scenario applies to male students as they clash on local women with the married men who flash cash to them and grab them easily from the 'UBAs'. Available and affordable health services cannot meet the demands of the population. A respondent from Mandava residence highlighted that, *Some of local social sex workers are walking carrying laptop bags with DVDs, so that they can be identified as University female students, who walk carrying laptop bags and books, so that they do not lose their clients They say it a bitter pill to swallow but the reality is that female university students have taken all the attention of local men.*

4.5.2 Accommodation

The researcher managed to get information on the state of accommodation of MSU students. Due to limited on-campus accommodation many students are renting apartments in Zvishavane locations. Apart from the inadequacy of accommodation at campus, many students reiterated that they prefer to stay off-campus because it is cheap. The Institute's residence includes Panorama lodge, Manjerere boy's hostel and Main residence in Noelvale among others where an estimated population of 120-150 per residence will be accommodated whilst a population of 5000 students is recorded to have relocated to Zvishavane campus. Students are residing in locations such as Mandava, Eastlea, Noelvale, Makwasha, Platinum Park, Birthday and Maglas among other areas. Landlords from these locations highlighted that they are delighted with MSU's relocation to

Zvishavane. They highlighted that they have cleared some rooms for students to rent. This has become a common source of income to these residents. Some of the landlords interviewed are former Shabhanie mine employees who have stressed that renting some rooms to students have created a new avenue for the unemployed landlords to get money, which will help in the payment of school fees, bills and for buying food. This is so because respondents indicated that they had no source of income as some are retired electricians from Shabhanie Mining Company, retired teachers and many others who have lost their jobs due to the economic crisis in Zimbabwe.

Rents in these locations vary according to the facilities that the landlord offers. In old locations such as Mandava and Maglasthere are very poor living conditions and the majority of people living there are poor. Therefore the rentals are cheap ranging from \$35-50 per room and sometimes per head. In Makwasha rents range from \$ 50-65 per head, Maglas Cottages, Noelvale, Eastlea and Birthday charge are \$65-80 per head. In other households where they provide beds, stoves, refrigerators and internet the charges are up to \$100 per head per month.

It has been difficult for most of them to earn a living but since the establishment of MSU in the town they are able to squash so as to accommodate students, although this has effects on the environment and their health. Residential renting has become a livelihood strategy to earn an income. Most houses in Noelvale have not been occupied since the decline and collapse of Shabhanie mine and some of the owners had moved to rural areas where they feel life is cheaper since they are no longer employed. Thus with the relocation of MSU they have managed to let their houses and apartments to boost their income security. Students who stay in Makwasha, Platinum Park and Birthday mentioned that the impacts of accommodation are two sided. On the other side, it's the landlords who benefit positively by gaining income thereby reducing poverty

in their households. On the other hand MSU students are negatively affected. This is because the rents in some of the locations are very high considering that these locations are very far away from the campus. So students will need almost \$30 -\$40 for transport per month.

Although it has been a great benefit, it is a blessing in disguise in the fact that some are living with families and students within the same house, making it more inconvenient for a proper household capacity resulting in the spread of diseases and pressure on public services. Most of University Spinsters (USA) are not fully accommodated and welcomed in the houses they stay, since they pose a threat to the married women who fear that they may snatch their husbands. They revealed that ‘USAs’ are a threat to their marriages since most of them are already experiencing problems with their spouses emanating from the relocation of MSU to Zvishavane. Community mothers also expressed their concern that it is for the sake of earning an income and assisting students with shelter that they have accommodated these students who pose a risk to their young daughters’ health and future prospects since they seem to develop an attraction to ‘UBAs’ . They fear that at times ‘UBAs’ may take advantage of their daughters and abuse them or impregnate before they finish school, just like what they have been experiencing during the time of vibrant gold panning activities.

4.6 Economic Impacts

4.6.1 Infrastructure development

It has been noted that the MSU has transformed the mining town by carrying out renovations that have left the mine structures presentable and has also brought university education to the community’s doorstep. EMA postulates that in as much as population increase has affected the environment, the existence of MSU has brought about infrastructural development. This was

because the mine had declined and the buildings had been neglected and unoccupied for a long time. The institute pre-occupied the mine territory and transformed it for tertiary education purposes. This has prevented the creation of ghost buildings and a waste of resources by greatly wisely converting the available resources into a vibrant tertiary institution for national development. Infrastructural development plays a pivotal role in beautifying a town. There are about 15 new buildings built by MSU for learning purposes, toilets, dining hall, lecture rooms and the library which have given Zvishavane town a new look. Most of roads have been maintained for proper transport system. Renovated Shabhanie mine buildings have changed the town's appearance immensely. Technology increased due to the renovation of buildings for education purposes. Education requires a lot research through the internet and this has seen the establishment internet services which covers the whole campus.

Image 4.6.1 MSU Zvishavane Main camps (New learning blocks)



Source: Primary data

4.6.2 Increase in Employment (Formal and Informal)

a) Formal employment

Due to the establishment of the institute in the community, employment rate increased. Most people were unemployed since the major mining companies like Shabhanie and Sabi had shutdown. The only company which people relied on for employment MIMOSA Company which employed the majority of the residents. MSU employed about 300-310 workers for construction projects. Women and men have highlighted that some got the opportunity as

builders, general hands and electricians. It was highlighted that some of them have been engaged as taxi drivers and gold panners but when gold panning went down they were left with no option but to hustle for piece jobs in nearby areas and other towns.

b) Informal employment

Few individuals have managed to engage in small scale business operation so as to sustain a living. There are about 15 women who are engaged in small scale food outlets close to the campus gate. They highlighted that they have empowered themselves in through creation of employment so as to sustain a living. Most of these women were full time house wives, widows, cross boarder traders vendors and flea market business operators. Some highlighted that the profit they get from their businesses are sustaining them and enabling them to send their children to school, pay rentals as some do not own apartments and provide proper meals for their families.

Those who sell sadza and rice stated that they get about \$7 profit per day while those who sell fresh chips get about\$ 15-\$20 per day. Spending time at their business operating places is better than being at home the whole day without any productive activity. Although they have not yet fully enjoyed huge profits, they believe that they will surely succeed. They believe that with perseverance they will soon enjoy the profits of the business. Some have also stated that through small scale business operation, they are managing to plan engage and in some small manageable business units like poultry and flea markets so as to increase their family earnings. Women have gained confidence and self-esteem as they empowered themselves using their talents and skills.

Image 4.6.2 small scale food outlet and taxis close to main campus gate.



Source: Primary data

Furthermore it has been noted that the small business operating system of small scale food outlets and vending markets boost economic Gross Domestic Product (GDP). In addition Pote procurement manager noted that there is increase in rural to urban migration of people coming to fill the gap and need for other employment activities like photocopying and printing for example Mega printing shop that has recently been established. This business activity is essential as it meet the students' needs to print assignments, projects and many others documents. However they face stiff competition in their businesses, for example those who operate food outlets are located at the same place with the campus dinning which sell food to students, staff and other workers.

4.6.3 Transportation

As shown in Fig 4.6.2 above transport business services have increased. It is so because students dearly need transport to and from campus. The institute has got two school buses that pick and drop students who stay on campus and those who stay close to on campus residents who can get access to the bus in time. Majority have to find their own transport to campus. At most even those on campus residents they make use of taxis to campus because the buses do not travel every hour. Fungcargo taxi owners have all the reason to rejoice for the business flourish and increase in income earning. It is so because the taxi fee is \$2.00 but they are now earning more as they at times transport more than 6-7 students in one car which gives them \$3.00- \$3.50 per trip. Taxi driver's states that they do more than two trips within an hour compared to the time when students were not around. The business would not have been flourishing high when MSU had not relocated; the earning was not as good as it is compared in the past.

Most of these taxi drivers are former gold panners, electricians who used to work at Shabhanie mine. Some of them they are drivers for primary school and ECD pupils, hence during the time pupils will be at school they transport UBAs' and USAs' as well when they are done with the pupil transportation they continue with MSU students' transportation.

Although they have this benefit they also postulate that at times the profits are becoming less, in the sense that some have close relationships with the UBAs' and USAs' to a point that they just pick and drop them for free of charge due to drug and alcohol dealings they associate in. Others take advantage and deliberately do not pay due to the inter relations of UBAs' sourcing USAs' for the Makorokoza drivers and other taxi drivers connection links. This has greatly put their business down. They also state that some of the USAs' they do it deliberately if with the intention of giving away their womanhood value to the taxi drivers.

4.6.4 Increase in Profitability local large scale businesses

It has been noted from findings that there is increase on sales for the large scale business operators. Businesses like Pote Holdings, Metro peech, (inscor) Chicken inn, Ok supermarket etc., are experiencing beautiful business flourish due to MSU relocation. Ok supermarket relocated in August of 2015. It was attracted by MIMOSA mining activities, gold panning as well it is to their advantage as MSU relocated in Zvishavane town. Sales of goods have increased with 7, 5-10%. Circulation of money has increased within the town. There is an experience on increase of demands of goods and services. Chicken inn sales have increased with 51% especially pizza inn sales. As from 2015 during January to May period their profits were ranging from \$ 9000, 2016 in the same period to that of 2015 profits have increased ranging to \$ 13 000. Relocation of MSU to Zvishavane town has a vital growth for their business.

It is not only students buying food staffs but also the University itself as it purchases building materials from Pote holdings (Pote Hardware) for construction as well community people are buying building materials for construction of theirs houses this has increased sales with 25%. Ok supermarket was to some extent attracted by the relocation of MSU in Zvishavane community. I Pick n' Pay (T.M) supermarket is experiencing good business services as well. Pote Procurement Manager States that they are glad and happy doing business with MSU as it is not only in the warehouse and hardware they have increased business income but also at Pote Hill Hotel. This is so because most of MSU officials and visitors are accommodated there. In addition some of visiting and block students make use of the Pote Hill Hotel for accommodation. Furthermore it was noted that even fulltime students who book for one night stand with their boyfriends (madhara) especially over the weekends or even with Makorokoza who take them out for fun and leisure.

4.7 Effects on affected students and staff due to MSU relocation

Relocation of the institute to Zvishavane community had effects on students. Some students are staying in unfavorable conditions. Mandava and Maglas locations are known of high rates of theft and crimes hence it is close to the campus and has cheap accommodation. The distance is manageable unlike in Makwasha, Noveal, Highlands, Lot 2 and Birthday the distance is long for the students to actively walk for lectures, they are to find transport to town and wait for the school bus or walk to Panorama Lodge and board a school bus hence buses are limited compared to the population of students. Students are forced to live campus early for them to be safe, so as not to put their lives on risk for those who stay where the school bus cannot reach. This limit student on time for internet research as well as study and late discussions as they are dispersed within the community for effective group discussions gatherings. Greatly this drains their fiscal as parents are forced to be out of budget to money they sent per month to sustain student's survival per semester. The SRC (student representative committee) president explained of some of factors that are pushing students into prostitution due to lack of adequate finances. 'At times it pushes students to be in close gap relationships with tax drivers for free ride to campus, due to lack of transportation fee, says one of the students.'

Some parts of Eastlea location and Mandava cottage the distance is manageable but a bit expensive and the houses are few that accommodate students for renting. The renting cost are expensive for students therefore they are scattered everywhere in Zvishavane seeking for favorable and affordable rentals. This becomes a challenge on meeting points for discussions as they are scattered everywhere and the distances are unbearable to walk hence forced to always visit the campus for research and discussions. Unlike in the main campus where students had a lot of meeting points and places for research like Telone campus for Faculty of commerce and

law was a conducive place for all students who lived close to it, others could make use of Batanai campus as well other could use the main campus.

At the beginning of the 2016 first semester Development students could make use of the old Shabhanie mine club. This was due to shortage of proper learning venues that could contain Development studies students who have an approximate population of 1200- 1250 students with each class approximately having 185- 200 students. Students were psychologically affected as they were to learn in a bar environment though it had no bar clients in the time students carried out their studies. For some students they could not concentrate with school studies due to the club environment all they could thought of was pleasure and enjoying themselves with slug and snooker games. This is because the environment was not conducive for learning. Transportation to the mine club for learning purposes was limited as students at most times could be late for lectures waiting for the school bus as well transport back home or to the main campus for research and study they could at times get assisted with their lecturers but not all could make it. Most students lost their electronic gadgets due to pressure they got on transportation to and from mine club campus, thus the existence of pressure on available facilities and services for education.

Due to the fact that Zvishavane community had not been used to staying with University students, they felt that students are superior over them and the environment became unfriendly for students. They became victims of abuse as they faced harassment and insults. It has been noted that some students suffered abuse as well they became victims of murder due to the fact of relocation. Environment was not friendly for student when they joined the community; they were not fully accepted of their nature. They suffered from discrimination, isolation and rejection mostly in public places like clubs, bars, residential areas as well as town center. University

female students are prone to victim of abuse from gold panners/buyers (Makorokoza) as they take advantage of their gender status. As well the general public has got a wrong perception on all MSU female students, when they walk in the streets and location they are called by all sorts of harassment names. It is so because they are viewed as prostitutes and gold diggers.

Student's social life is compromised, thus University Bachelors association (UBA's) as they feel neglected, discriminated at refreshment points and sporting activities are limited. School rents sporting venues and they are limited. There are certain bars they desire to visit but they cannot because of the threat from Makorokoza and other executives of the community. It is so because of the University spinster Association (USA's) who are becoming the attraction center for both the local man and 'UBAs.' Makorokoza are no longer of interest to their local commercial sex women, but rather are after 'USAs'. Bars in Mandava are life risking for students because they struggle for power and in charge with the Makorokoza. Red parrot which is sited in town is user friendly for it is rare to make a distinction of who is who within the bar unlike in Mandava and Magirazi where people really know each other so they discriminate when they see students. FC Platinum Lounge is the most quite drinking place; it is a non-violent environment for leisure. Most of Makorokoza who engage and relate with 'UBAs' very well they do so in favor of connections for 'USAs'. The USAs who are more into parting and drinking have got an advantage from one of the bar owners in Mandava who take them with his sprinter car and gives them beer at free charge, this he do so that the USAs attracts more male clients for drinking and this increase his profits. *AS us ma 'UBAs' we not interested in places full of noise and violence, we desire it the 'UBAs' and 'USAs' way, which has no much hustles, they will be just drinks and dances unlike if you hook up with local women ukatochonjanisa pamadances, it becomes the*

center for noise because vanotobatira, USAs they are not like that. (Voice of Jonso- pseudo name).

Staff members were also affected as they separated with their families and spouses. This greatly creates entrust among spouses as it is not always and every weekend that they will manage to travel to home town. It is also an expense for them to travel weekends to visit families. In addition majority they do not own houses in Zvishavane and are forced to rent a one roomed house to obtain an accommodation .To some it's not only families to consider them being separated from, but also of note some have businesses in Gweru that needs maximum supervision from them this increase more expenses as well. This is so because they try by all best to monitor and maintain their business income as from the start.

4.8 Impacts on quality education as a result of relocation

Data and information drawn from findings from interviews and questionnaires indicated that multi campus concept has a pivotal role in attainment of the best tertiary quality education. Students from politics and public management, History studies and from development studies programs assisted the researcher to obtain data. Thus due to proper structured learning environment student are able to attain quality education. According to African Charter, Article 11of the Right of education states learning environment for quality education has to be conducive for studies as well a gender sensitive learning environment, thus study resources should meet the demands of the students and staff. Student population in Zvishavane and that of the main Campus in Gweru was not favorable for all students to be at one campus. The Development Studies Programme Students used to have challenge at the main campus of their learning rooms which was the Multi-Purpose Hall (Mph). They normally get distracted of their lectures because of the noise from other learning bays rooms; for the noise was not manageable

as well movements of other students passing by the learning venues could distract student's attention and focus. Zvishavane campus has big learning rooms that have been constructed which contain the Programme in their bigger or smaller numbers peacefully and without objects distraction.

Congestion on available learning resources was reduced. This was so because the population at the main campus in library, laboratories and lecture rooms was too much or heavy for the institutional staff as well as students. The library and computer laboratories at the main campus could not contain a large number of students at once. Zvishavane campus has got favorable studying rooms and two libraries with a lot of plugging sockets where laptops for research and study students can make use of their , research rooms and laboratories with extension rooms for personal laptop use. That is multi campus concept gives or creates gap for quality tertiary education in consideration of available resources on campus just as other Universities in developed like California, Griffith University, and in developing countries like Kwazulu Natal in South Africa and Makerere University in Uganda have experienced and testified. Congestion on movement of students in and out flow due to large population was also reduced, thus population on campus as students moves around the campus for lectures, studies and other school businesses will be in manageable population units on campus.

On overview on filling the gap of the research study multi campus is pivotal for development as due to the formation of sub small institutions; Universities grow big and widely recognized. This gives room for creation of more faculties within the University thus acquiring every citizen's needs, reducing high rate of migration to other countries in search for suitable Masters, Degree or PHD studies in other countries. But rather education is brought in within the door step in the communities or nation. By and large this reduces the idea of brain drain and high rate of

migration. Due to this it gives more value to Zimbabwean tertiary education studies as well attraction to foreigners to apply for studies in Zimbabwe at MSU.

4.9 Conclusion

In conclusion, the above data reveals research findings, data presentation, interpretation and analysis for the research study. It presented in form of description, tables and chats to illustrate the developmental impact of MSU multi campus system in a community as well as the institute itself. The discussions and interviews highlighted that to a greater extent the establishment of MSU multi campus concept had positive impact to community development compared to the negative impacts to the community and MSU institute. Multi campus concept has much more benefit to development; to harm that can be murmured by people.

CHAPTER FIVE

5.1 SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.2 INTRODUCTION

This chapter is the summary of discussions from findings obtained from research objectives and questions. It also encompasses conclusions of the focus area that has been of discussion. The researcher, respondents and participants of the research came up with some of the recommendations of the findings made and the secondary data that has been used extensively in this research.

5.3 Summary

This research mainly focused on developmental impacts of MSU relocation to Zvishavane. The first part of the study revealed was the problem statement, research objectives and questions significance of study, scope and limitation of the study as well as conceptual framework to the study.

In chapter two, it revealed relevant literature which was consulted by the researcher on previous research on multi campus system. Chapter three comprise of methodology which shows the various instruments used by researcher to carry out the study through interviews, questionnaires and focus group discussions so as to come out with effective and efficient findings of the impact of the MSU multi campus concept in Zvishavane. Chapter four focused on the implementation of the MSU relocating to Zvishavane community and the changes brought about by multi campus concept to the institute. The research method of qualitative employed in chapter three provided useful information for data analysis and interpretation in chapter four, also for conclusion and recommendations in chapter five. Research findings that the researcher got were easy to analyse

as it dealt with depth information as well the number of participants involved. Data analysis presented in chapter four provided data to highlight the impact of MSU multi campus concept to development in Zvishavane. In this chapter questionnaires and FDGs outcomes were presented and analysed.

5.4 Conclusions of Multi campus concept in Zvishavane

The researcher observed that MSU multi campus concept has the following positive impacts

- Increase in women empowerment into to small scale businesses operation
- Decrease of poverty in community
- Increase in job opportunities in Zvishavane community
- Increase in infrastructure development
- Rebound of business booming in Zvishavane, such as restaurants , furnished pubs, food courts, flea markets to meet customer standards of mine workers, gold dealers as well as MSU stakeholders
- Major banks and retail shops increase in functioning
- Growth and expansion of MSU into a big recognized campus
- Improvements on quality of education
- Increase in mixture of culture, races and ideologies

5.5 Challenges

Whilst carrying out the research, there are negative impacts observed on MSU multi campus in Zvishavane. These included but not limited the following:

5.5.1 Pressure on available Resources

Resources are essential for development, therefore they have to be distributed fairly and equally among the existing population within community. It is of note those available resources for Public services are poor to carter for the large population size of students, institutional staff and already community dwellers in Zvishavane.

5.5.2 Poor adaption to environment

Majority of students who relocated to Zvishavane found it so hard to easily adapt to the new environment of the community as they had get used to the old campus environment. Community members also found it difficult living with students in their community, they patched on wrong motives and image towards students; hence they were supposed to accommodate and accept them as their own children.

5.5.3 Stiff competition

Most business operators are facing competition on the market, mostly for the same product sale, thus women operating on small movable food outlets and that of the campus dining hall, hence their profit will be very small and it takes time for them to enjoy the profits. It is also because most of on campus resident's students makes use of their gold card to access food.

5.5.4 Increase in Spread of HIV/AIDS

Rampant spread of HIV/AIDS has increased all over the community although it has been the most HIV/AIDS infected town in Zimbabwe. Increase in population has also made the spread of diseases easily through students and the community.

5.6 RECOMMENDATIONS

In order to counter the challenges mentioned the researcher and the participants on contribution to the study came up with recommendations to counter the negative effects of effective implementation of multi campus concept of MSU in Zvishavane.

5.6.1 Distribution of condoms and HIV/AIDS Programmes

This criterion is meant to reduce the spread of HIV/AIDS as well as other sexual transmitted diseases in Zvishavane community as well to students. HIV/AIDS awareness campaigns are more of a reminder to students and community warning them of the effects of the diseases as well to reduce the decrease of life low life expectancy and immature death. Condom distribution assists to those who may be shy to buy them in shops as well who may feel shops are far from them. To educate students of the long after effects of STIs and HIVAIDs in their lives.

5.6.2 Raising awareness and environmental education

Environmental awareness assists in warning community in Zvishavane of the dangers of mass destruction of environmental species. It assist in warning people of the ignorance on dump site and living in squatter, as this results in sewage system and other diseases that will eventually affect human health within the community resulting. Sewage system and dump site also have effects on the flora and fauna which have got the nature of beautifying environment

5.6.3 Raising awareness on friendly unity of students and community

The research indicates that community and students are not relating very well, in a friendly manner. Students received insults, humiliation; they feel neglected and discriminated within the society. Community feels inferior hence they have been pushed in reaction of not fully accommodating and fully accept University students as their own children. Thus awareness campaigns enhance understanding among students and the community for both to know and respect each other's human rights.

5.7 Conclusion

In conclusion, the results of this study revealed that Multi campus concept of MSU in Zvishavane have overwhelming changes in the recipient town as well as the relocated population. Positive and negative changes have been reported in access to socio-economic activities as a result of MSU multi campus concept.

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Appendix 1 Interviews with the community

- 1. How did the community benefited as a result of MSU establishment of Zvishavane campus**

- 2. How have they been affected**

- 3. How do the community feel about the presence of MSU students in Zvishavane**

- 4. What are the changes that have been brought about by establishment of Zvishavane campus**

- 5. How did they want the institution to be implemented in their community**

- 6. How do they see their community or lives like in the coming years since MSU has been brought about**

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Appendix 2 Stakeholders

- 1. What are the reasons behind relocating to Zvishavane**

- 2. What are the motives, intended outcomes/ goals and target**

- 3. How was the new campus implemented**

- 4. What are the major constrains faced in implementation and how do they intend to solve/solved**

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Appendix 3 Questionnaires with students

1. How do you feel about the relocation

2. Have you been consulted before relocating

**3. How is the environment compared to the original campus learning environment,
social life environment :**

a) accommodation

b) Transport

c) Security

**4. How do they view quality of education to the new campus compared to the original
campus on facilities: a) Adequate learning venues, library**

b) Is the environment gender sensitive learning place

c) How is the population compared to the origin campus

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