FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL MANAGEMENT

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CHALLENGES FACED SDCs IN THE MANAGEMENT OF SCHOOL

DEVELOPMENT IN MT DARWIN DISTRICT OF MASHONALAND CENTRAL

PROVINCE

BY

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Introduction

This chapter encompass the important aspects of this research that is,(background to the study, statement of the problem and the objective of the study). The objective of the study is to unearth the challenges that SDCs are facing in the management of school development. This chapter gives precedence to all the other chapters and it begins with giving an overview of how SDCs came into being. The legal framework governing the operations of SDCs and their core functions. The chapter then proceeds to research questions, significance study, limitations and delimitations then ends with assumptions of the study

1.1 Background to the study

Education is viewed as an engine to economic growth and national development the world over. In light of this countries continue to invest in education in order to produce the human capital that meets the demands of the modern world. Zimbabwe's education system in particular has multiple stakeholders who complement each other in financing education. Although education financiers encompass the central government, non-governmental organisations, (NGOs), the donor community, Missionaries and the business community, parents have remained major stakeholders in schools. Parents' involvement in school management was provided for in the 1987 Education Act Amendment No. 26 of 1991 supported by statutory Instrument 87 of 1992 and again statutory Instrument No. 70 of 1993 which decentralised the management of schools from government to parents. The establishment of School Development Committees is governed by the Education Act of 2006 (chapter 25:04). Mpofu (2008) defines the School Development Committee as a corporate body which is a stand-alone committee of the school with the powers to either sue or be sued like any business entity. Moyo (2010) asserts that the SDC is composed of parents or guardians of children enrolled at given primary or secondary schools.

The attainment of Independence in 1980 saw various reforms being effected. In education, (Zvobgo, 1994) noted that Zimbabwean government redressed the colonial injustices by declaring education as a basic human right. The government crafted Education for All policy (EFA) to ensure that all citizens had access to education. According to the Education Act of 1987, the provisions included compulsory and free primary education. This saw the budget for education ballooning as education requirements eventually increased. During that time the government directly provided education from pre-school up to adult education (Chikoko, 2008). Government expenditure on education became unsustainable up to the extent that it reduced expenditure through decentralisation. Mumbengegwi (1995) states that the number of secondary schools in Zimbabwe increased from 70 in 1979 to 192 in 1990. This meant an increase of 122 (174%). This rapid growth exerted pressure on government's financial resources. In late 1980s government could not sustain the budget. The situation was worsened by Brenton Wood's recommended austerity measures such as Structural Adjustment Programme (ESAP). As noted by Kanyongo (2005:71) "The introduction of the programme required the government to cut expenditure in social services sectors including education …. The government scrapped a lot of subsidies…. The cumulative effects of these measures … have been devastating particularly concerning education of children…." This rise in education costs prompted the crafting of 1991 Education Act which gave life to SDCs. Decentralisation gave birth to SDCs and SDAs. The committees legally gave parents powers to become school finance managers. According to statutory instrument 87 of 1992 parents would then pay fees and manage school finances.

The statutory instrument 87 of 1992 stipulates that the functions of SDC encompass:

(a) To provide and assist in the operation and development of the school,

(b) To advance the moral, cultural, physical and intellectual welfare of pupils at school and

(c) To promote the welfare of the school for the benefit of its present and future pupils and their parents and its teachers.

1.2 Statement of the problem

Exactly twenty-six years after the establishment of SDCs, there are many schools dotted around the country which remain underdeveloped and some have no signs of development at all. Even though NGOs, the corporate world and the government have supported schools financially, in terms of development some schools remain underdeveloped. According to the Central Statistical Office (2003), the education sector received an average of 20% of the national budget in a bid to increase access and participation in education. Besides government funding, many schools have of late received various donations and fees payment from organisations like Higherlife foundation, Campaign for female education (CAMFED), Girl child network and government have chipped in with Basic Assistance Module (BEAM), per capita grant and School Improvement Grant (SIG). This has not changed the status of some rural schools. The schools remain underdeveloped and in terms of academic performance many of these have scored 0% pass rate at national examinations. According to NewsdzeZimbabwe of Wednesday, January 24, 2018: Twenty-nine primary schools in Matabeleland North Province recorded zero percent pass rate in the 2017 grade seven public examinations, a slight improvement from thirty-one schools last year.

The overall underdevelopment of schools generally affects the quality of teaching and learning and this subsequently erodes the quality of the education system's outputs thus human capital development. Many education stakeholders may be pointed fingers at but this research has targeted the SDC as the main committee to provide answers to the challenges hindering development. Some may blame government's decision to decentralise as the reason

for school underdevelopment; others may blame policy makers, politicians, the economy and even school administrators. This research has been prompted by the need to establish real challenges faced by SDCs in the management of school development in Mt Darwin district of Mashonaland Central province. SDC members therefore become the target group as it is the committee tasked with legally managing school development.

The main worry or concern comes when schools that have existed for more than twenty years fail to develop yet with a functional SDC. Infrastructure remains scarce and underdeveloped, teachers keep transferring seeking better accommodation, schools fail to meet their obligations and have huge debts which date back to as many as five years, furniture and sports equipment is inadequate and the schools does not have functional income generating projects. Experiences in Zimbabwe have revealed that rural communities continue to lag behind despite decentralisation of finance management, (Chikoko, 2008) The learners' textbook ratio remains very low and schools are not offering full curriculum due to lack of resources. The Herald of (16/11/09) confirms that some schools were in devastating conditions. Schools continue to perform dismally at national examinations with some scoring 0% pass rates(The Zimbabwean of 21/01/2018).It therefore remains crucial for this intended research to be conducted for this becomes a basis for establishment of real challenges faced by SDC in management of school development in Mt Darwin district of Mashonaland Central Province. Challenges faced by SDC in managing school development will be revealed, suggestions to overcome the challenges will be sought and put forward and further areas requiring research in this line will be noted.

1.3 Objectives of the study

This study was specifically guided by the following objectives:

(i) To establish challenges faced by SDCs in the management of school development

(ii) To determine the extent to which SDC are generating revenue to meet its needs.

(iii) To identify the performance level of SDC in Mt Darwin district of Mashonaland Central.

(iv) To determine measures that can be put in place to ensure school development.

1.4 Research questions

1.4.1 Main research question

What challenges are SDCs facing in the management of school development?

1.4.2 Sub questions

The study will be guided by the following sub questions:

(1) What measures are in place to ensure that fees and other revenue that accrues to the school is paid in time?

(2) To what extent are SDCs generating revenue to meet school needs?

(3) Which areas do SDCs prioritise when crafting their annual budgets?

(4) How capacitated are SDC members to carry out their duties efficiently?

(5) What suggestions can be made to improve management of school development by the SDCs?

1.5 Significance of the study

1.5.1 Significance to theory

Bearing it in mind that there are forerunners who have already made publications on school development, this study's findings will add on to the existing body of knowledge. It will either support or criticize prior researches thus helping to establish reality. Various

stakeholders in the Ministry of Primary and Secondary Education like teachers, parents, SDCs, school administrators, education planners, policy makers and constituency development committees will have an insight of real challenges being faced by SDCs in the management of school development. This will in turn be a basis for addressing the existing challenges as suggestions to overcome the challenges will be sought and presented. As the vision of the ministry to be the lead provider of quality inclusive education, the permanent secretary, PEDs and DSIs will be informed of some of the challenges hindering SDC in managing school development. Measures to curb these challenges will be instituted. To School heads, deputy heads and SDC members the research will act as a self-assessment tool. Both internal and external school auditors will know school development managers' shortcomings if any and they will then be able to give necessary advice and recommend staff development in needy areas. Policy makers will be informed by this research if ever there is need to revise existing regulatory framework for school finance management. This study will also be of beneficial to Non-governmental organisations that often financially assist schools in an effort to deliver quality education. It is the researcher's belief that this research may illuminate existing silences and ignite further researches in the area of managing school development.

1.5.2 Significance to self (researcher)

Embarking on this research will be a good experience for the researcher. It is going to be a learning experience that is going to enrich the researcher. The researcher will have a better understanding of challenges faced by SDCs in the management of school development. As an administrator who is instrumental in school management the research will better position the

researcher to manage school development with fellow members of the SDC thus aiding the attainment of school and ministry's vision.

1.5.3 Significance to Practice

The research findings will obviously be of interest to administrators, SDCs and many other stakeholders. Current and future members of the SDC will stay informed of challenges faced in managing development and suggestions to overcome the challenges as provided. Current legislature that is statutory instrument 2 of 1987 which governs the operations of the SDCs may have its shortcomings highlighted and other legislature governing SDCs.

1.6 Limitations

Energy, time and finance as a resource will be limiting factors in this research. The researcher is an administrator who is employed full time by the ministry of primary and secondary education. The administrative role demands energy and quality time. This research will also require energy and time, demanding the researcher to balance these. The researcher will counter the named limitations by scheduling his work, working after hours and responsibly delegating some of his work to senior teachers so as to strike a balance. The data collection method to be implemented thus questionnaire and interview schedule require adequate time to fully prepare, pilot test and fully administer. Another limiting factor in data collection instruments will be that respondents may overestimate their school or respond in a way that makes them as properly managing development when this is not true. To overcome this limitation the researcher shall use triangulation method. The same information will be collected from three different sources to enhance validity. Again use of questionnaires and interview schedule means the researcher has to move around schools. This is a financial obligation in the face of limited funds. At first the researcher had opted to minimise costs by adopting purposive sampling but this has been seen as a drawback in terms of research

validity. The researcher is therefore going to make a worthy sacrifice because sampling and data collection means is a major determinant factor in validating the research findings.

The nature of this research is somehow sensitive in that SDC chairpersons will somehow evaluate their work. The temptation is that they may not point out their own weaknesses as a challenge but rather emphasize on other challenges. As a measure to mitigate this limitation the researcher will fully observe research ethics and assure respondents that their responses remains confidential and only used for the purposes of this research.

1.7 Delimitations

The research seeks to establish the challenges faced by SDCs in the management of school development. The challenges hindering school development may be external or internal and possibly may be best known by other stakeholders not in the SDC for example some parents or teachers. Anything outside management of school development shall not be considered.

The focus area of the research will be Mt Darwin district. The district has 92 primary and 43 secondary schools. Both the primary and secondary sector has a total of 55 116 pupils as at (June 2018). The district boarders Mozambique by Mukumbura River. With a huge difference in fees paid in primary and secondary schools and also existence of practical subjects fees in secondary schools which are absent in primary schools, comparing the two won't give a fair view. All boarding schools in Mt Darwin shall be excluded also because of fees disparities which make management of development in boarding schools differ with day schools. Geographical location (whether urban or rural) also comes into play. The research shall focus on rural primary schools only. Conceptually the research will focus on challenges faced by SDCs in the management of school development and this will be guided by the framed research questions. This research is being conducted guided by the Midlands State University, Faculty of education department and there is a stipulated time frame within which

the research has to be conducted and concluded. It is therefore a requirement for the researcher to complete this research within the stipulated time limit. The researcher's time frame limit is 10months thus beginning of January to end of October 2018.

1.8 Assumptions of the study

The research will be based on the following assumptions:

(i)   That SDC members in Mt Darwin district are aware of the challenges that they are facing in managing school development.

(ii)   That SDC members do have suggestions to the challenges that they are facing in managing school development

(iii)   That all SDCs in public rural schools are governed by the same standardised instruments.

1.9 Organisation of the study

The study will be organised into five distinct chapters. Each one catering for various issues that makes this research a comprehensive package.

Chapter one

Chapter one had the background to the study, statement of the problem and research questions. The significance of the study, limitations and delimitations as well as the assumptions of the study is also presented in this chapter.

Chapter two

Chapter two reviews related literature and provides a conceptual and theoretical frameworks for the study.

Chapter three

Chapter three looks at the research design, research instruments and data collection procedures and techniques to be used in data analysis. It also caters for population and sample from which data will be sought.

Chapter four

Chapter four will cover data analysis and discuss the findings of the study.

Chapter five

Chapter five presents the study findings, conclusions and recommendations. The chapter also outlines the summary of the study and suggested areas needing further research.

1.10 SUMMARY

This chapter presented a brief outline of the study. Background to the study and statement of the problem was outlined. The chapter stated research questions, the significance of the study, limitations and delimitations. Also in this chapter were assumptions of the study and definition of terms.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This section seeks to review literature related to the study on challenges faced by SDCs in the management of school development. The review of literature shall indicate that challenges in the management of school development are not only a feature in Zimbabwe but in many countries. There is however differences and similarities in these challenges and the degree and type of challenges differ from country to country. It remains impractical to explore everything on management of school development, therefore only related literature shall be reviewed and this is going to be done under sub headings:

2.2 The coming in of SDC and its core functions

According to Chivore (1995) School Development Committees (SDCs) were established in terms of section 29 of the education Amendment Act 1991, which clearly states that "The responsible authority of every registered school to which a grant is made in terms of section 29 shall establish a committee to be known as the as the SDC for non-government schools". Statutory instrument 87 of 1992 outlines the membership of SDC as school head, deputy, teacher, councillor and five elected parents. Operational guidelines are also stated in the statutory instrument 87 of 1992 respectively. Education statutory instruments 87 of 1992 and 70 of 1993 decentralised the school governance system in Zimbabwe. The two instruments stipulated that SDC and SDA were to manage schools.

According to the instrument, the SDC is entrusted to manage the financial affairs of the school for which it was established. The SDC is a corporate body which ensures that all stakeholders participate in the development of education at local level

(www.unesco.org/education/wef/countryreports/zimt). It is the role of the SDC to promote, improve and encourage both the development and maintenance of their schools. Chivore (1995) postulates that the SDC is responsible for charging fees, collecting fees, maintaining school premises, provision of classrooms and teachers' houses, teaching and learning materials and provision of furniture. Decentralisation was ushered in to promote a balanced development; more co-ordination of development activities; and increase of people's participation to boost mobilisation of resources and promotion of democracy (Nziramasanga Commission Report, 1999).

2.3 Financial management challenges

As stipulated by the statutory instrument 87 of 1992, SDCs are finance managers. The development of every school rests in the SDCs and how they manage the flow of funds in and out of the school. This management function requires SDC members to have sound management skills for preparation of periodic budgets, income and expenditure as well as monitor and control the flow of school funds. Coombs and Hallack (1987) propose that finance managers should be properly trained to control and authorise expenditure as well as maintain accurate and complete accounting records. Besides SDC members lacking requisite finance management skills to manage school development their pace to develop the school is also frustrated by fraud, misappropriation and embezzlement. All these regularly occur due to their limited financial management skills as history spells out that schools have been swindled huge sums of money that could have been channelled to school development whilst functional SDCs are present. A case in point is the one which appeared in the Sunday News of 12th September 2012, where a school clerk (bursar) embezzled huge funds raised from levies paid by parents. A threat is also posed by some SDC members as put forward by Nziramasanga Commission (1999) that parents' major concern was the calibre of SDA members and their trustworthiness in the proper administration of funds.

From the submissions of the Nziramasanga commission, it is clear that some members of the SDC do not have academic and professional qualifications. Both statutory instrument 87 of 1992 and 70 of 1993 allow any parent as eligible to be elected in the SDC without setting minimum educational qualifications. This limits school development in that the decisions and level of development initiatives is limited. However Liebenberg (2003) in Grobler and Mestry (2007:178): argues that "… parents have equal strength and expertise when compared to teachers and they can contribute and receive services on an equal footing and can even share responsibilities and accountability with professional staff in schools".

It remains practical that in some SDCs some members are place holders. The major cause of this is lack of skills. Karlsson (2002) believes that school heads play a dominant role in SDC meetings and decision making. This is largely attributed to the school head's position of power within the school in contrast to members to members of the SDC. Studies by Chikoko (2008) in Gutu district showed that members of the school development committees lacked financial management skills. Again Sergiovanni, (2000) states that SDC members do lack financial management skills to account for funds in their custody. Lack of skills to properly manage school finances remains tall stumbling block to SDCs to manage school development. This is also supported by Zvobgo (1997) who concedes that the decentralisation of the education system by the government did not provide personnel training. SDCs in Zimbabwe were only given legitimate power and not expert power (McLennan et al., 2003).

Well managed and well developed schools attract highly experienced and qualified staff. Such schools have a positive school environment that supports quality teaching and learning. This point is put through by Wohlsetter and Mohrman (2012) who suggests that schools should be run like businesses because stakeholders invests in education and are like clients in any other business. SDC ought to make sure that a better standard of education is attained.

This however remains a dream as SDCs do not have much knowledge and skills on financial and asset management (Wohlsetter and Mohrman, 2012). As a result, very little or no development will take place in schools with incapacitated SDCs.

2.4 Budgetary challenges

2.4.1 Lack of knowledge and skills in budget preparation, control and evaluation

Studies carried by Kato (2008) in India revealed that localization of decision making at Primary schools in Karnataka did not yield intended results because the SDC lacked skilled personnel to formulate plans. Furthermore, in Indonesia, studies by Ayele (2009) showed that decentralisation of the educational system to school development committee was a costly reform which exceeded their technical capacity. Likewise in Zimbabwe the ushering in of SDC through statutory instrument 87 of 1992 and 70 of 1993 has not brought the desired results as most of the schools especially rural schools remain underdeveloped. Tikson (2008) observed that some parents elected into SDC are illiterate and that has affected their level of participation in decision making.

Statutory instrument No. 87 of 1992 empowers School Development Committees in non-governmental schools to provide development and assist in the development of schools (Part II 4a) Again Statutory instrument No. 87 of 1992 requires all schools to set up finance sub committees which comprises of four members thus school head, deputy, SDC chairperson and vice chairperson. The ministry of primary and secondary education's handbook on school finance management cites budget preparation as the duty of the finance committee. Okumbe (1998) recommends that school managers must prepare a budget to set their priorities. However Argyropoulou (2009) is of the view that some SDC members do not have the basic knowledge of budget formulation. Lack of knowledge in budget preparation poses a challenge to school development in that priorities are not properly set. Besides crafting a

budget, UNESCO (1993) recommends that school budgets be monitored and supervised throughout the year. This process involves ensuring that expenditure is guided by the school budget. It therefore remains clear that with limited knowledge and skills in budget preparation, managing school development becomes a challenge.

2.5 Revenue collection challenges

2.5.1 Lack of mechanisms to push parents to pay levies

Among the core functions of the SDC is revenue collection, (Statutory Instrument 87 of 1992). Of all the sources of revenue available for SDC levies contribute a greater part for schools. However in Zimbabwe non-payment of levy do not result in the exclusion of pupils from school as stipulated by Statutory Instrument 70 of 1993. Again the education act stipulates that a pupil be admitted to a Government school despite the fact that any fees payable in terms of section (5) or (14) have not been paid. This remains a challenge to SDC in their efforts to collect revenue, maintain and develop the school. On the other hand this allows defaulting pupils to attend school and regular fees payers are tempted to default as well because they feel that they may be catering for their counterparts who keep defaulting. In some instances SDCs do not turn learners back home for non-payment of fees but resort to engaging debt collectors (B-Metro, 8th March, 2011).

2.5.2 Non-payment of fees by school stakeholders

According to the ministry of primary and secondary education handbook for School Development Committees version as of June (2010): Schools require constant source of financial inflows which are spent as fast as they come for the school to deliver its services. Non-payment of fees by school stakeholders poses a challenge in facilitation of school development. This leads to schools incurring debts and failing to cater for some of the items

in the school budgets thus development remain stagnant. The Herald of 12 January 2016 published that many schools turned away learners over non-payment of school fees.

2.5.3 Delays in fees payment by stakeholders

According to the amended section of the Education Act of 2006, all fees paid in schools are regulated by the Secretary for Education. These fees are payable on or before the first day of each term, (GZSR, 2011). Paying fees and levies would allow SDCs to acquire all requisite teaching and learning materials in time and embark on school developmental projects.

Delays in fees payment is a burden to the school finance subcommittee which takes recommendations of the SDC. The delays in fees payment distracts the school from meeting their timely expenses like paying monthly salaries, NSSA, NAPH and BSPZ subscriptions, electricity bills and sports affiliations among other obligations. Mito and Simatwa (2012) agrees that both non-payment and delays in fees payment negatively affects finance management of the school. According to a study published in International Journal of Academic Research in Progressive Education and Development (July 2012), the delay in the disbursement of funds to schools is a major problem. Among the study's recommendations was that stakeholders should release the funds in time so as to enable schools to forecast and plan ahead.

2.6 Low approved fees

A mismatch between school requirements including developmental projects and total revenue collected exists in schools. A 2010 World Bank study established that the development of post primary education in Africa would require substantial amounts of external aid to plug shortages in current funding. SDCs have a challenge in upgrading school Infrastructure, offer full curriculum and cater for all school requirements due to low approved fees. The education

act (2001) chapter 6 clearly states that tuition in Zimbabwean schools should be provided for the lowest possible fees consistent with the maintenance of high standards of education. With the current unstable economic situation, school development is affected. The Zimbabwe Mail of September 15, 2018posted that a new short-term economic blueprint is on the cards to stabilise the economy. It is common that efforts by the SDCs to increase fees have been turned down and sometimes fees increases have been frozen, this hinder development. In some cases the SDCs and the parents as stakeholders would have unanimously agreed to adjust fees but relevant authorities would disregard this. The Newsday of May 13, 2014 published that the former minister of primary and secondary education Doctor Lazarus Dokora announced fees increase freeze.

2.7 Lack of parental involvement in school matters

A school is an open system which takes inputs from the environment, processes it (transformation process) and then gives out the output to the same environment, (Pfeffer and Soloncik 2003). This means a school should continuously interact with its environment. Although school administrators runs the day to day business of the school assisted by the SDC, parents also have a role to play in the development of the school. The first educator of a learner is the parent, whose role facilitates the development of values and identity of the child (Narain, 2005). Many parents however do not involve themselves in education issues. They just send learners and provide for their needs. A study conducted by Rubaina Manilalin December 2014 at the University of KwaZulu Natal revealed that there is low parental involvement in many schools.

2.8 Absence of grants and other subsidies in schools

As stated by the education act (1987), it is the objective that tuition in schools in Zimbabwe is provided for the lowest possible fees consistent with the maintenance of high standards of education, and the minister shall encourage the attainment of this objective by every appropriate means, including the making of grants and other subsidies to schools. Grants were supposed to cushion schools. School improvement grant and building grants are crucial for school development. Section 75 of the Zimbabwean constitution provides for basic State-funded education. This is not exactly the case on the ground. Besides Basic Education Assistance Module (BEAM), parents are the ones funding education. Government's building grants is currently suspended and School Improvement Grant (SIG) is being given to selected schools. Though BEAM is still functional, the scheme has its fair share of challenges. The BEAM allocation is not matching demand. Deserving learners by far outnumber BEAM funds allocation. In an article published by Jonga Kandemiri in VOA of May 12, 2014, Makokoba councillor James Sithole said the BEAM situation is worse in his ward. Sithole said at Lotshe Primary School 369 learners applied for BEAM assistance but only 58 were catered for. This scenario limits school revenue collection and hinders school development if large number of learners fails to pay fees

2.9 Ineffective debt recovery methods

The tendency of delaying or not paying fees by parents leads to the accumulation of school debts. This is a very unhealthy situation which negatively affects school developmental projects like construction, acquisition of furniture and teaching and learning materials among others. B-Metro of 8th March, (2011) stated that Parents as major stakeholders of the schools sometimes default on fees payment and become debtors. The SDC ends up engaging debt

collectors to collect money from the parents. This is a drawback to managing school development in that part of the developmental revenue that would have accumulated to the school will now have to be paid to debt collectors. This means the SDC is somehow forced to forego some of the items on the annual budget. Parks (2004) discourages the accumulation of debts by parents pointing out that debt in any organisation presents a cost to the capital of the organisation. Dekker and Schalkwiyk (2007) regards the accumulation of fees and levies debt in schools as a drawback as they sates that this negatively affects the day to day running of the school. In a survey on debtor management conducted in 2003 in Gokwe East Cluster day secondary schools in (2013), it was noted that parents often state that the funds are hard to come by and as such they opt to work at the school rather than pay cash. The main challenge in managing school development is that the debt collectors have failed to improve the school coffers.

Schools also use the payment plan method as a measure to recover school debts. This has however not been yielding results as debts continue to increase year by year. This has been cited by Matimbe (2014) as a reason why development is stagnant in some schools. While some SDCs has given grade sevens, form fours and form six their final results on the basis that they would clear their balances many have not done so. The SDCs considered recovering their monies through the courts but they have also found the courts very expensive (Matimbe, 2014). Again the court route strains the school-community relation which is the glue that binds the two together. This poses a challenge to managing school development.

2.10 Lack of viable income generating projects

According to the Ministry of Primary and Secondary Education's Handbook for school development committees (June 2010), schools require a constant source of financial inflows. The handbook also emphasizes on the need to run the school like a business. Running a

school like a business means that the school as an organisation should not specialise in spending but rather invests what they have to generate revenue. Statutory instrument no. 87 of 1997 subsection (6) of section 19 empowers SDC to invest some of its funds that are not immediately required. Absence of income generating projects in schools is a great challenge in that SDC's capacity to provide and assist in the operation and development of the school is slowed down or completely halted.

2.11 Achieving teamwork

Statutory instrument 87 of 1992 clearly outlines all members of the SDC. The fact that it is a single committee means that it is one body with distinct goals. Teamwork is therefore a must for cohesiveness, working together and combined effort for all. No one is better, cleverer and more competent than the rest of the team (Clarke, 2007:45). Tendencies of overriding others, disregarding others views and not resolving conflicts when they arise pose a challenge to bringing development to the school.

2.12 Winning the support of the stakeholders

Support is a necessary ingredient for school development. Any organisation that do not have its stakeholders support is bound to fail. Henderson, Jacob, Kernan-Schloss and Raimondo believe that parents as external stakeholders have a critical role in sustaining improved school outcomes. This therefore implies that both internal and external stakeholders shave a role to play in school development. It is common that parents criticise SDC of fruitless expenditure, poor decisions and lack of commitment in developing the schools. As a result parents do not support SDC developmental projects. According to Sergiovanni (2000) one of the duties of effective school boards in financial management is to build/maintain good relationships with the community in order to gain financial and material support from the community. Unfortunately some schools do not have good relations with their communities and this has

negatively affected school development. Permanent secretary's circular number 5 of 2001 revealed that mismanagement of public funds in schools were common as heads of schools through their bursars and clerks have from time to time failed to account for public funds under their custody. This has caused the SDC to lose the support of the stakeholders.

2.13 Lack of motivation

Motivation is the force that directs, energises behaviour, and makes one enthusiastic to press on in spite of challenges encountered (Heystek,Nieman, Van Rooyen, Mosoge&Bipath 2008:79). Since SDC members work voluntarily, some of them may not be motivated to spare their time for school meetings projects and sacrificing their effort time and again. It therefore remains the duty of the SDC members to constantly

2.14Lack of consistency and continuity in SDCs

Statutory instrument no. 87 of 1992 states that an elected member of the SDC shall hold office, subject to the regulations until the succeeding members has been elected to the committee at the next annual general meeting. Statutory instrument no.87 of 1992 in section 15 (1) outlines that no later than February in each year. Every school development committee shall convene an annual general meeting of parents of pupils at the school. This gives an opportunity for parents to willingly change their SDCs every year. While this is respect to citizens' democratic rights and freedom, this brings inconsistency in school development. It is possible that every year a new committee is elected. This disturbs the flow of things in that when elections are conducted in February, a budget for that particular year would already have been adopted and implementation underway. Each new committee have no choice in terms of bringing in new initiatives but would have to work with the budget of the outgoing committee. If this continues, It is the school development that suffers. In a study conducted by Ngware et al (2006) in Kenyan secondary schools it was noted that that most schools did

not have strategic plans. Among the few schools that showed evidence of strategic planning, weak systematic follow-up to ascertain the implementation of plans. The annual changes in SDCs also contribute to lack of implementation and formative evaluation of school strategic plans which is the guide to school development.

2.15 Conceptual framework

A conceptual framework for the challenges faced by SDCs in the management of school development in Mt Darwin district of Mashonaland Central province.
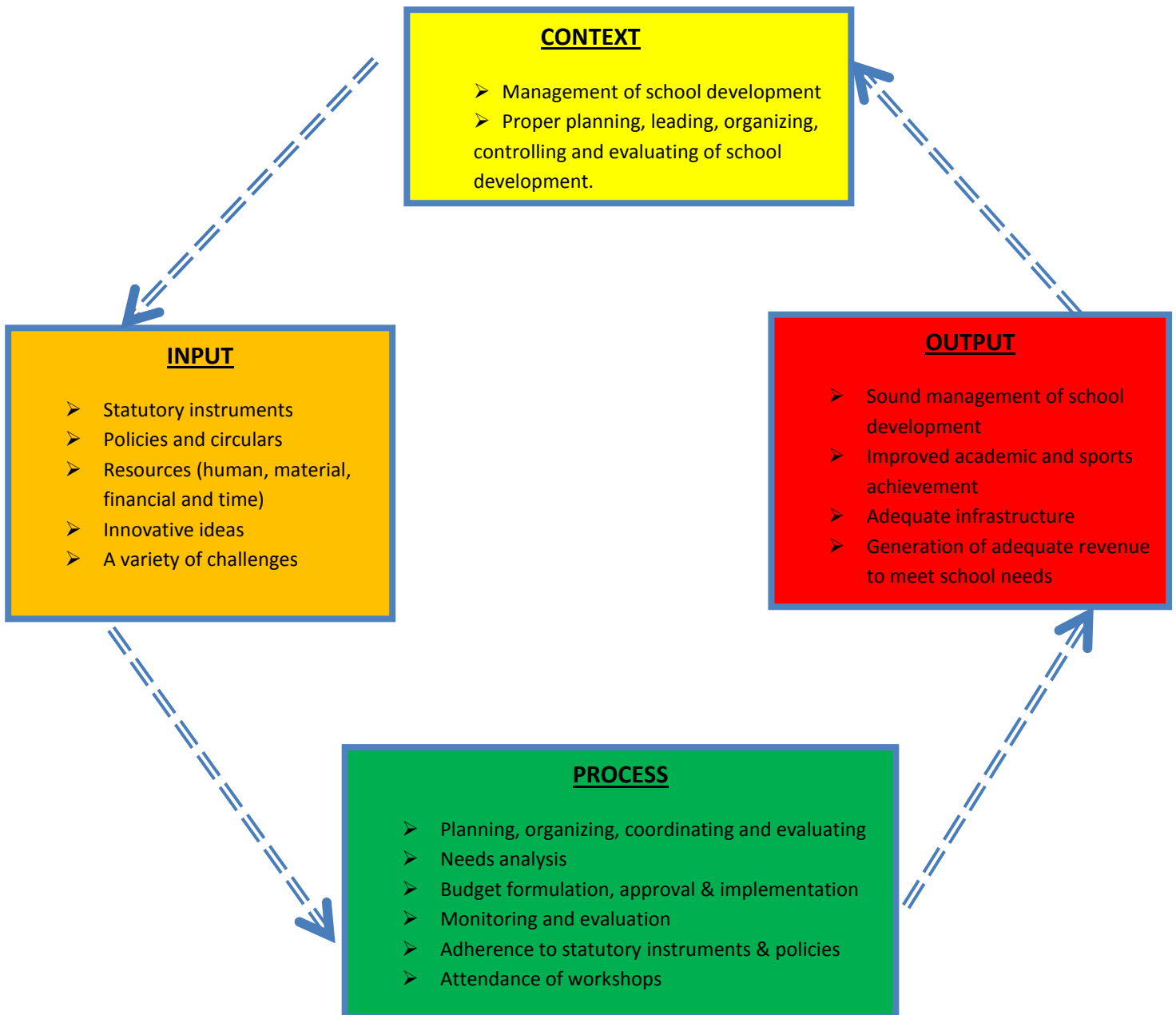

CONTEXT
- ➢ Management of school development
- ➢ Proper planning, leading, organizing, controlling and evaluating of school development.

INPUT
- ➢ Statutory instruments
- ➢ Policies and circulars
- ➢ Resources (human, material, financial and time)
- ➢ Innovative ideas
- ➢ A variety of challenges

OUTPUT
- ➢ Sound management of school development
- ➢ Improved academic and sports achievement
- ➢ Adequate infrastructure
- ➢ Generation of adequate revenue to meet school needs

PROCESS
- ➢ Planning, organizing, coordinating and evaluating
- ➢ Needs analysis
- ➢ Budget formulation, approval & implementation
- ➢ Monitoring and evaluation
- ➢ Adherence to statutory instruments & policies
- ➢ Attendance of workshops

Figure 2.1: Challenges faced by SDCs in the management of school development

Fig 2.1 Context, Input,Process and Product (CIPP) Model

Adopted from Stufflebeam, Katz and Khan (2000)

The CIPP model adopted here outlines the context, inputs, processes and outputs.

Context resembles the surrounding**s,** environment or background that determines management of school development. Inputs resemble that which is put into the process. It also includes the contribution that determines the output. The inputs encompassed the legal framework guiding the operations of SDCs in managing development, resources, ideas and challenges hindering school development. Process resembles a series of events to produce a result. These refer to planning, organizing, coordinating and evaluating. There is also needs analysis, budget formulation, presentation, adoption and approval. Among the process is also monitoring and evaluation, attendance to workshops and adherence to standing policies. Output depicts the desired outcome. As shown by the model this includes, sound management of school development, improved academic and sporting achievement, generation of adequate revenue to meet school needs, and adequate infrastructure among others.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology to be employed in this research. This encompasses the methodology to be used in data collection, research design and approach, targeted population, sample and sampling procedures; research instruments and data collection procedure. Also to be catered for are reliability and validity issues, data management, data analysis plan and presentation as well as ethical considerations.

3.2 Research paradigm

There are currently many philosophical paradigms used in research. (Bassey, 1999 in Morrison, 2007, p.19) defines a paradigm as "a network of coherent ideas about the nature of the world and the function of researchers which, adhered to by a group of researchers, conditions and the patterns of their thinking and underpins their research actions". In this research, a qualitative, constructivist approach was preferred. According to Flick, Von Kardorff and Steinke (2004) research design is a plan for collecting and analysing evidence that will make it possible for the investigator to answer the questions posed. Specifically a descriptive survey has been chosen. Baxter and Jack (2008) postulate that a qualitative research paradigm is based on a constructivist philosophical view which says that reality is subjective. This means that the world exists but various people construct it in different ways. The researcher chose a constructivist approach largely because of its ability to give the researcher a direct experience. This notion is put forward by (Cashman et al., 2008;Hein, 1991). Who believes that constructivism is based on the analogy or basis that people form or construct much of what they learn through experience.

3.3 Research design

The study will adopt a descriptive survey design. Orodho (2003) asserts that a descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. He goes on to say that descriptive studies are not only limited to face findings, but may often result in the formulation of important principles of knowledge and also solution of significant problems. Murphy (2018) postulates that descriptive research is an innovative tool for researchers as it presents an opportunity to fuse both quantitative and qualitative data as a means to reconstruct the "what is" of a topic.

Preference to descriptive survey was given since the design reveals aspects of phenomena under study. This method focuses on patterns that emerge as accurately as possible thus enhancing validity. In comparison with other designs, descriptive survey enables the researcher to rely on observations. Behaviour is recorded as it manifests. The researcher is therefore able to record first-hand information from the participants, (Creswell, 2003).

Just like any other research design, descriptive survey has its fair share of negatives. The design involves the extensive use of figures. This somehow complicates data handling and presentation, (Murphy 2018).Descriptive survey is time consuming and demanding to the researcher. As a measure to counter the stated negatives, the researcher is going to use a calculator to make calculations and base on generic software to insert tables, graphs and pie charts among others.

The aim of this study is to collect data on challenges faced by SDCs in managing school development. The nature of the topic has left the researcher convinced that a descriptive survey is the most relevant research design to adopt. The design will allow the researcher to dig deeper the challenges being encountered by SDCs in managing school development.

3.4 Population

Rick (2006) defines population as all the subjects one wants to study. Donald (2010) defines population as all members of any well-defined class of people, events or objects. The population for this research shall be 92 day primary schools in Mt Darwin district. The population will then consists of all the 92 school heads of the primary schools in Mt Darwin district and 92 SDC chairpersons.

3.5 Sampling

Bhattacherjee (2012) defines a sample as the actual units selected for observation. Ranjit (2011) says a sample is a subgroup of the population a researcher is interested in. With a very large population of 92 school heads and 92 SDC chairpersons, it remains impractical to deal with the whole population. Instead a representative sample shall be used. The sample will be characterised by school heads and SDC chairpersons. The research sample shall consist of 10 school heads to represent 92 school heads and 10 SDC chairpersons to represent 92 SDC chairpersons. The sample is 10.8% of the population. The researcher has been guided by Francis, Johnston, Robertson, Glidewell, Entwistle, Eccles and Grimshaw (2010) who agrees that a fair representative sample should be 10% of the targeted population. This notion is also supported by Bartlett, (2001) who states that a sample should be at least 10%. Crashaw (2002), however argues that sample size is not determined by population but by time and money to collect data. From the various existing sampling techniques the researcher has been attracted to simple random sampling method. This sampling method will be used because of its ability to give every member of the population equal chance of being selected. Creswell (2014) says less desirable is a non-probability sample. Crashaw (2002) again recommends that every member of the population should have an equal chance of being selected in the sample. He goes on to say this eliminates bias and increases validity.

All the 92 schools shall be represented by numbers on a sheet. The researcher made use of Lottery method of sampling as put forward by Erik (2014). The researcher had to randomly pick numbers, with each number corresponding to a subject or item, in order to create the sample. Meng (2013) recommends that in order to create a sample this way, the researcher ought to ensure that the numbers are well mixed prior to selecting a sample. Automatically both school heads and SDC chairpersons of those schools will constitute the research sample.

3.6 Instrumentation

Bell (2005) believes that each data gathering method has its strength and weakness. O' Leary (2004) further remarks that it is worth remembering that one method is most likely the advantage of the other. Bearing this in mind this research will use triangulation. This research will use two sets of questionnaires, an interview schedule and observation method to solicit for data. The questionnaires will be administered to both school heads and SDC chairpersons. Consequently interview schedule will be used in interviewing five school heads. The observation checklist shall guide the researcher in observing development in 5 schools. The research instruments are further explained below:

3.6.1Questionnaires

Chisnall, P. (2001) Defines a questionnaire as a research instrument consisting of a series of questions designed to solicit for information from respondents. Rowley (2014) identifies the existing types of questionnaires as telephone, mail, scaling, multiple choice, computer questionnaire and Dichotomous questionnaires. Just like any other instrument questionnaires have their advantages and a fair share of disadvantages. The advantage that questionnaires do have has made the researcher choose to use questionnaire. Among the advantages are that data can be gathered from a large number of respondents quickly. (Chisnall, 2001) believes that respondents can answer anonymously which may produce honest answers. This improves

the validity and reliability of the research. Another advantage of questionnaires as cited by Hinton (2004) is that online surveys are inexpensive and only one person can administer the whole process if well skilled.

According to Chisnall (2001), questionnaires do have disadvantages, among these are that questionnaires are complex and time consuming. The researcher will counter this by carefully researching on questionnaires before crafting questions. All questions shall be formulated guided by the aims of the research and working after hours to produce the best questionnaire that meet the demands of the research. Rowley (2014) noted that with questionnaires, responses may be inaccurate and it is very difficult to tell if all the respondents understood the questions. The researcher will control this by avoiding ambiguous words and using simple and understandable words. During data collection, the researcher will verbally clarify all sticking issues to help respondents understand the questions thus collecting only relevant data. Designing a questionnaire is a tiresome and complex task (Hinton, 2004). This only demands sacrifice and motivation. The researcher is already self-motivated and willing to sacrifice energy, time and finance to see the success of this project. Completing the project itself is another motivating factor that keeps the researcher energised.

Two sets of questionnaires will be used, one for school heads and the other one for SDC chairpersons. Questionnaires were chosen because of its significant advantages in administration. Questionnaires can be administered to quite a number of people simultaneously and generate a lot of data in a short space of time. In using questionnaires respondents have ample time to think and input data comfortably without being rushed as in an interview. Again questionnaires offer anonymity which tends to encourage respondents to provide more accurate data as compared to a face to face interview. Cohen (2009) maintains that a questionnaire offer respondents the opportunity to freely express their own views.

The questionnaire for school heads has 20 questions in total. The questions are a mixture of closed and open ended questions. The questionnaire begins with an introductory part, followed by questions seeking demographic data of the school heads and their schools. The rest of the questions focused on soliciting for data on the nature of challenges hindering school development. The formulation of questions was guided by the research's main and sub questions.

Questionnaire for SDC chairperson has 20 questions in total. The questions are combined, thus open and close ended questions. The questionnaire begins with an introductory part followed by questions seeking demographic data, academic qualifications and experience as a member of the SDC. The greater part of the questionnaire seeks to establish challenges being faced by SDCs in the management of school development. All the questions were guided by the research's main and sub questions.

3.6.2 Structured Interview

Structured interview will be used in this research. The researcher will use interview to solicit for data on the challenges faced by SDCs in the management of school development in Mt Darwin district. The researcher shall interview five school heads using a semi structured interview. An interview is defined by Akbayrak: (2000) as controlled conversations that the interviewer uses to obtain data required from the respondent by means of asking serious questions verbally. Interview was chosen mostly because of its advantages. Kombo & Tromp (2006) agrees that a structured interview gives in-depth information, saves time and its data quantifiable. Interview is one of the most commonly used and basic methods for obtaining qualitative data. The main advantage of interview according to Collins and Hussey, (2003) stems from its capability to offer a complete description and analysis of a research subject, without limiting the scope of the research and the nature of participant's responses. Ary,

Jacobs and Sorensen (2010) believes that interviews gather data from people about opinions, beliefs, and feelings about a situation in their own words. After seeking informed consent, the researcher wishes to record the interviews using a voice recorder. During the interview the researcher will also be taking down notes. The interview will last approximately 5 to 10 minutes.

3.6.3 Observation method

This is a technique which allows researchers to directly see what people do without relying on what is said only. It gives the researcher an opportunity to get first-hand information. The researcher shall observe the availability of SDP School development Plans and match it with the implementation if any. Observations shall also be made on SDC developmental aspects of the school thus availability and performance of income generating projects among others.

3.7 Data collection procedures

Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test, hypotheses, and evaluate outcomes(Meredith, 2017). Data collection remains a complex process and also a crucial part of this research. This has prompted the researcher to take the following steps: planning, obtaining letter of introduction, seeking permission from the ministry of primary and secondary education, seeking permission from the PED, DSI and finally visiting schools to solicit for data.

Planning: Data collection plan is indeed a crucial element in developing a sound study. To ensure that relevant data is collected and everything flows smoothly, the researcher will lay down a course of action (schedule). This plan will clarify the time frame for data collection and where data collection starts and end thus guiding the researcher. The idea of having a
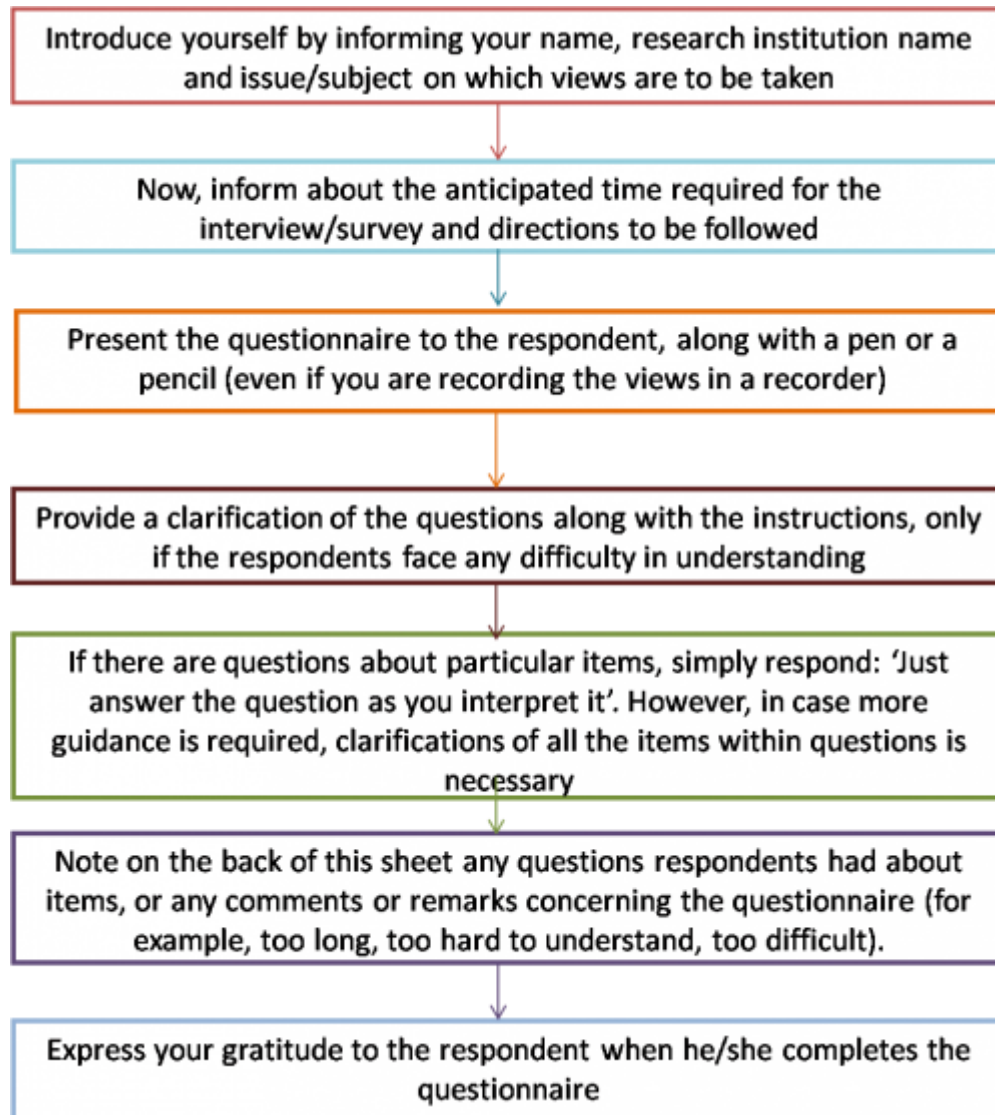
plan in research is mandatory, not optional (Ranjit, 2011). Mandatory planning ensures that work is carried out responsibly and with integrity.

It remains a must that the researcher get an introductory letter from the Midlands State University to present to the ministry for initial approval to conduct the research. According to research ethics and also as put forward by (Kothari, 2011), permission has to be sought before the research is conducted. This begins with applying to the parent ministry which is the Ministry of Primary and Secondary education. This is where the researcher will seek initial permission to conduct the research. Upon obtaining permission from the ministry of primary and secondary education, the researcher will proceed to apply to the PED of Mashonaland Central to get permission to carry out the research in Mt Darwin district. After obtaining permission from the PED, the researcher shall then seek final authority to carry out the research in the district from Mt Darwin DSI. The last stage in data collection procedure is visiting selected schools: At this stage the actual data collection begins. The researcher will present relevant authorisation to school heads and seek for final permission to administer questionnaires, conduct interviews and to observe all schools chosen as a sample. Prior communication would have to be made in time so as to make sure that respondents will be available on the chosen dates of visit. Having sought informed consent from school heads and SDC chairperson, the questionnaires will then be administered as explained below:

The researcher is physically going to visit all sampled schools. Questionnaires will be administered personally to respondents. Visiting individual schools will also enable the researcher to interview some school heads and undertake necessary observations in different schools.

Questionnaires can be administered using different methods according to Saunders, (2009). The different portals include postal, electronic, Face to face and telephone. Step by step administration of questionnaire will be as follows:

Introduce yourself by informing your name, research institution name and issue/subject on which views are to be taken

Now, inform about the anticipated time required for the interview/survey and directions to be followed

Present the questionnaire to the respondent, along with a pen or a pencil (even if you are recording the views in a recorder)

Provide a clarification of the questions along with the instructions, only if the respondents face any difficulty in understanding

If there are questions about particular items, simply respond: 'Just answer the question as you interpret it'. However, in case more guidance is required, clarifications of all the items within questions is necessary

Note on the back of this sheet any questions respondents had about items, or any comments or remarks concerning the questionnaire (for example, too long, too hard to understand, too difficult).

Express your gratitude to the respondent when he/she completes the questionnaire

Source: Saunders, Lewis and Thornhill (2009).

Interview will begin by the interviewer politely greeting the interviewee and giving a self-introduction. The interviewer will seek informed consent and prior to the interview; the interviewer would have asked the interviewee if the interview could be recorded. When permission is granted, the interviewer shall establish a good rapport before the actual interview begins. In interviewing, notes will be taken down whilst the interview session is

recorded. Hahn (2008) recommends that the interviewer should clarify and confirm details. This is helpful to ensure accuracy. Towards the end of the interview, further questions shall be asked to understand salient points. The interviewer will end with thanking the interviewee for his or her time.

Angrosino (2005) state that observation provides a chance for the researcher to learn things that people may be unwilling to discuss in an interview. The researcher will have a 10minute observation guided by the observation checklist. The researcher will allow data to emerge through the process of seeing. Creswell (2007) recommends that whilst observing, take note of the richness of data. Silverman highlights that observation data comes predominantly from notes so the researcher will write field notes to complement observations.

3.8 Reliability and Validity Issues.

Kothari, (2011) defines instrument reliability as the ability of a measuring instrument to provide consistent results. Again Mugenda and Mugenda (2003) agree that instrument validity implies that the instrument measures what it is intended to measure. While it remains rare or nearly impossible to have instruments that are 100% valid and reliable, the researcher will take several steps to ensure that instruments are valid and reliable to a greater degree. The researcher remains fully aware that reliability and validity issues will determine the external validity of this research so caution will be taken to safeguard validity and reliability. Steps to be taken encompass:

Pilot testing: Since the researcher is going to use subject completed instruments, these will be pilot tested in two selected schools to ensure validity. Pilot testing will also assist the researcher in assessing whether the instruments conform to both the research objectives and the research questions. If need be adjustments will be made with a view to improve reliability and validity. The researcher will have a discussion with the supervisor on the relevancy,

clearness, ambiguity and validity of all questions in the instruments. Formulating all the questions on the instrument based on the research questions. Confusing, complicated and uncommon words will be avoided. Triangulation: Denzin & Lincoln, (2005) believes that triangulation is convincingly used to ensure validity and reliability in qualitative research. The researcher will make use of different gathering instruments to ensure validity and reliability. Mixed methods shall be used to collect data: Use of various methods to collect data enhances both validity and reliability (Singh, 2014).

Prior to visiting schools for data collection, the researcher will pre-test the questionnaires in two selected schools in Mt Darwin that are not part of the target group. The aim of this pilot study will be to assess instrument validity and reliability. Triangulation will be used to enhance validity and reliability. Effort will be made to eliminate ambiguous or veg questions as well as improve the instrument based on the responses to be obtained in the pilot study. The researcher will also gain an insight in best approach in administering the instrument. Test-retest reliability: This will be a necessary measure of consistency whereby questionnaires will be administered to the same respondents' one after the other. The expectation will be to get similar responses thus instrument reliability.

3.9 Ethical considerations

It is widely accepted that ethical issues are of great importance in any research. Research ethics provides guidelines for the responsible conduct of research. In addition, it monitors and educates researchers conducting research to ensure a high ethical standard (The office of research Integrity, 2018). Ethics are the principles as well as guidelines that help us uphold the things we value and research ethics are a set of principles to guide and assist researchers in conducting ethical studies (Johnson & Christensen, 2008:101-102). Every researcher

therefore has to know and adhere to ethical principles. The researcher guarantees good ethics in this research. Special preference will be on establishing safeguards that will protect the rights of this research's participants. Ethical considerations made in this research are shown in **figure 3.1**below and will further be elaborated:
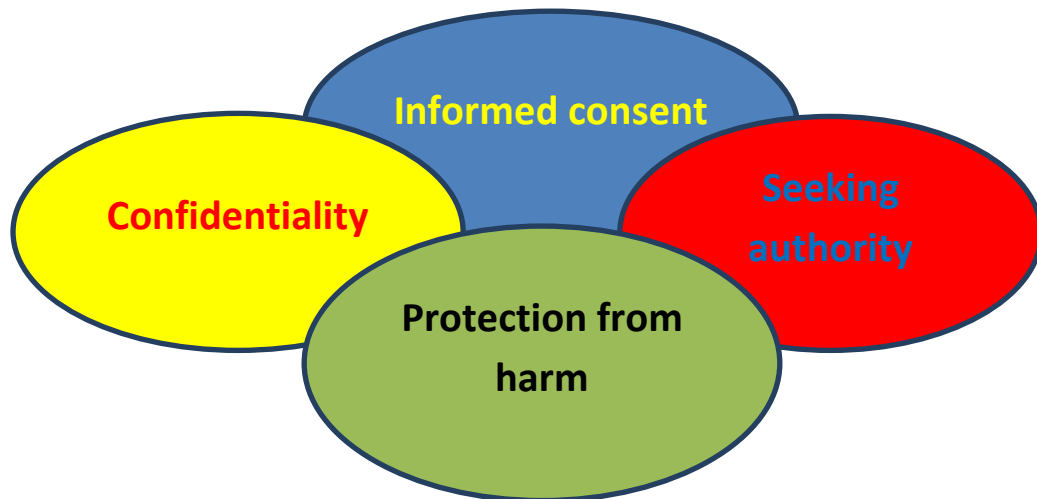
The four: informed consent, confidentiality, protection from harm and seeking authority are crucial and closely related in ensuring good ethics in research.

Protection from harm: Since the researcher is a role model and a member of the Public Service Commission who remains guided by various statutory instruments including statutory instrument 1 of 2000 as amended, exemplary behaviour will definitely be demonstrated. No one will be harmed in any way including the institutions in which the respondents belong to.

Informed consent: As recommended by Hammersley (2012) the researcher shall inform the respondents upon arrival that participation in this research is strictly voluntary and whenever they want to withdraw they have the right to do so. The researcher shall also inform the respondents that denying participating or withdrawal in participation has no negative consequences but shall be accepted and that participants remain protected. The researcher

will however take advantage of his appeal and human skill to have participants assist with data. No force shall be used. Consent forms shall also be used as an ethical consideration.

Confidentiality: In an endeavour to ensure confidentiality the research instruments has a declaration at the beginning that data collected will only be used for the purpose of this research and nothing else. This was recommended by Oliver (2010) when he puts confidentiality as one of the research ethics. Oliver (2010) emphasized the need to protect confidential communications. As a measure to safeguard confidential communications, names of participating heads, SDC chairpersons and their schools shall not be written anywhere or revealed. Pseudonyms instead may be used to conceal the identities of the participants. Notes of the interview with the DSI shall be destroyed at the end of this research. RCUK Policy and Guidelines on Governance of Good research conduct - http://www.rcuk.ac.uk/publications/researchers/grc/ states that research participants should be respected concerning the confidential nature of information and personal data should be respected.

Seeking authority: The researcher shall seek proper authority from the university, ministry of primary and secondary education, the responsible PED, and school heads. This was influenced by http://www.ethicsguidebook.ac.uk/EthicsPrinciples which talks of legality in research. The ethics guide book singled out the need to know and obey relevant laws and institutional and government policies.

3.10 Data management

Research data management concerns the organisation of data, from its entry to the research cycle through to the dissemination and archiving of valuable results, (Whyte, 2011). Data

management aims to make the research process as efficient as possible. Data collected will be confidentially kept up until the day of disposal. The researcher crafted a data management plan with steps to follow from data collection to organising, analysis, backup and presentation. Interviews were read several times for familiarisation. Thematic content analysis was chosen and the steps followed include familiarisation with the data collected through reading and rereading as suggested by Cresswell (2009). Data was coded (labelling text) and themes were crafted in line with data collected. Cresswell (2009) puts forward that in thematic content analysis themes must be clearly defined and named. Data was then coherently narrated under themes. Cohen, Manion and Morrison (2000) agree that in observing, one explores data and record. The researcher did make observations and went on to record findings graphically.

As a measure to enhance data security, all filled questionnaires were locked up and only accessed by the researcher. Data was backed up by external hard drive, Google cloud and electronic mails periodically sent to tutor provided the necessary secure back up.

3.11 Data analysis and presentation

This section focuses on data analysis and presentation. It is prudent that research findings be analysed and presented to close the existing gap and also to add on to the existing body of knowledge.

3. 12 Data analysis

Qualitative data

McMillan and Schumacher (2010) suggest that "qualitative researchers analyse and make meaning from the data, starting with specific data and ending with categories and patterns"

(p.367). Data analysis, as Cohen et al (2002:147) state, involves organising, accounting for, and explaining the data; in short making sense of the data in terms of the participants' definitions of the situations, noting patterns, themes, categories and regularities. It involves organising what you have seen, heard, and read so that you can make sense of the data collected (Regenysis, 2003:34). Soon after data collection has been completed, the researcher shall gather all data collected, thoroughly inspect it to identify questions not responded to, mistakes in spellings and questions that may not have been responded to properly. Data will be classified according to research questions so as to ascertain if the formulated research questions have been fully answered and for recommendations to be response driven.

Qualitative data will be classified into similar themes which will be coded. The tallying system will then be used for similar responses per item. All items having similar responses will have frequency count and this will aid data presentation after analysis. The results of data analysis will be summarised in the form of graphs, tables and pie charts. Qualitative researchers usually transcribe their data; that is, they type the text (from interviews, observational notes, questionnaires etc.) into word processing documents. It is these transcriptions that are later analysed, typically using one of the qualitative data analysis computer programs, (Johnson and Christensen, 2013).

Quantitative data

For better statistical data analysis, the researcher is going to use Statistical Package for the Social Sciences (SPSS). This is a software package used in Statistical analysis of data. Data collected will be coded using a coding scheme shown below:

1   representing do not know,

2   representing yes

3   representing no

For meaningful presentation, the SPSS will be used to display quantitative data. Quantitative

data to be collected will be presented in the form of charts and tables.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 INTRODUCTION

This chapter presents data analysis and discussion of the research findings. The purpose of the study was to establish challenges faced by SDCs in the management of school development in Mt Darwin district of Mashonaland Central Province. The presentation of this research's findings is based on the main and four sub questions.

Demographic data is presented first thereafter comes the presentation of findings on each of the five questions.

4.2 Demographic information

The study targeted 92 primary school heads and 92 SDC chairpersons from Mt Darwin district. A total of 10 school heads and 10 SDC chairpersons comprised the study sample. Out of the 10 school heads in the sample nine were males and only one was a female. Out of 10 SDC chairpersons sampled eight were males and two were females. Table 4.1 shows biographical information of both the school heads and the SDC chairpersons.

Table 4.1 Biographical information of respondents

School	Designation	Gender	Qualification	Age range	Experience
A	School head	M	Degree level	31-40years	0-5 years
	SDC chairperson	M	O' level	21-30 years	2 years
B	School head	M	Degree level	31-40years	0-5 years
	SDC chairperson	F	O' level	31-40 years	2 years
C	School head	M	Degree level	31-40years	0-5 years
	SDC chairperson	F	Form 2	31-40 years	2 years
D	School head	M	Degree level	41-50years	0-5 years
	SDC chairperson	M	O' level	31-40 years	3 years
E	School head	F	Degree level	41-50years	0-5 years
	SDC chairperson	M	O' level	31-40 years	3 years
F	School head	M	Degree level	41-50years	6 -10 years
	SDC chairperson	M	O' level	31-40 years	3 years
G	School head	M	Degree level	51 and above	6 -10 years
	SDC chairperson	M	O' level	41-50 years	5 years
H	School head	M	Degree level	51 and above	6 -10 years
	SDC chairperson	M	Form 2	41-50 years	5 years
I	School head	M	Degree level	51 and above	11 years plus
	SDC chairperson	M	O' level	41-50 years	5 years
J	School head	M	Degree level	51 and above	11 years plus
	SDC chairperson	M	O' level	41-50 years	5 years

4.3.1 Biographical information of the respondents

Data collected indicates that 90% of the school heads are males and 10% are females. Of the 10 SDC chairpersons interviewed 80% are males and 20% are females. This clear indicates male dominance in administration of schools.

The research reveals that the majority of the school heads are above 51 years of age. 40% are over 51 years old whist there is 30% in the age ranges 31-40years and 41-50years.

Age bracket for school heads

	18-30 years	31 - 40 years	41 - 50 years	51 years plus
	0%	30%	30%	40%
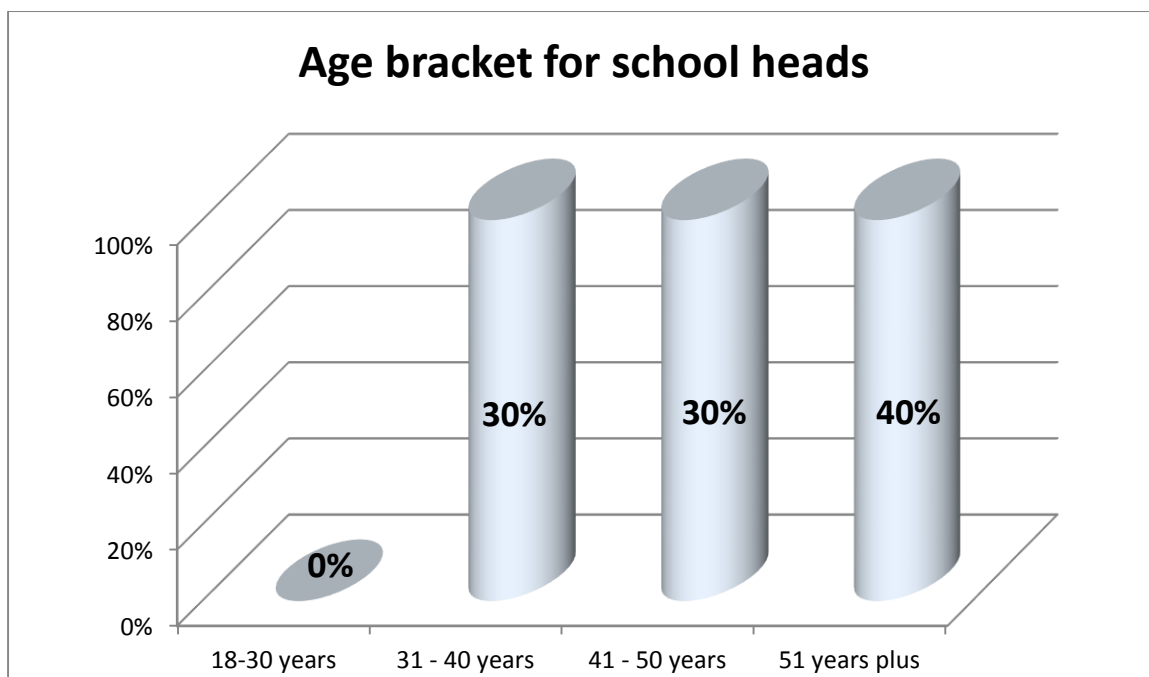
SDC's capacity to effectively carry out their duties

4.3.2Level of education for SDC members

Level of education	SDC	
	Frequency	**%**
Master's degree	0	0
Bachelor's degree	0	0
Diploma	0	0
Post-secondary level		
Secondary O' level	8	80%
Form two	2	20%
Total	10	100%

Table 4.3.2 shows that 20% of the SDC chairpersons have attained education up to form 2,

80% of them holds Ordinary level certificate. This indicates that school heads have attained

higher levels of education and are therefore better positioned to be the most influential members in SDC and manage school development. The majority of the SDC chairpersons who chairs and steers SDC meetings and sets agenda have attained Ordinary level. 40% of the SDC chairpersons have been in SDC for five years which somehow gives them an upper hand in that their experience counts in steering school development. It has also been observed in the study that 30% of the SDC chairpersons have served as SDC chairpersons for two years. The same percentage has also served as SDC chairpersons for three years. This is a clear indication that some SDC members are re-elected on some annual general meetings. At least continuity of some school projects is enhanced.

4.3.3 Number of finance management workshops attended by the SDC members
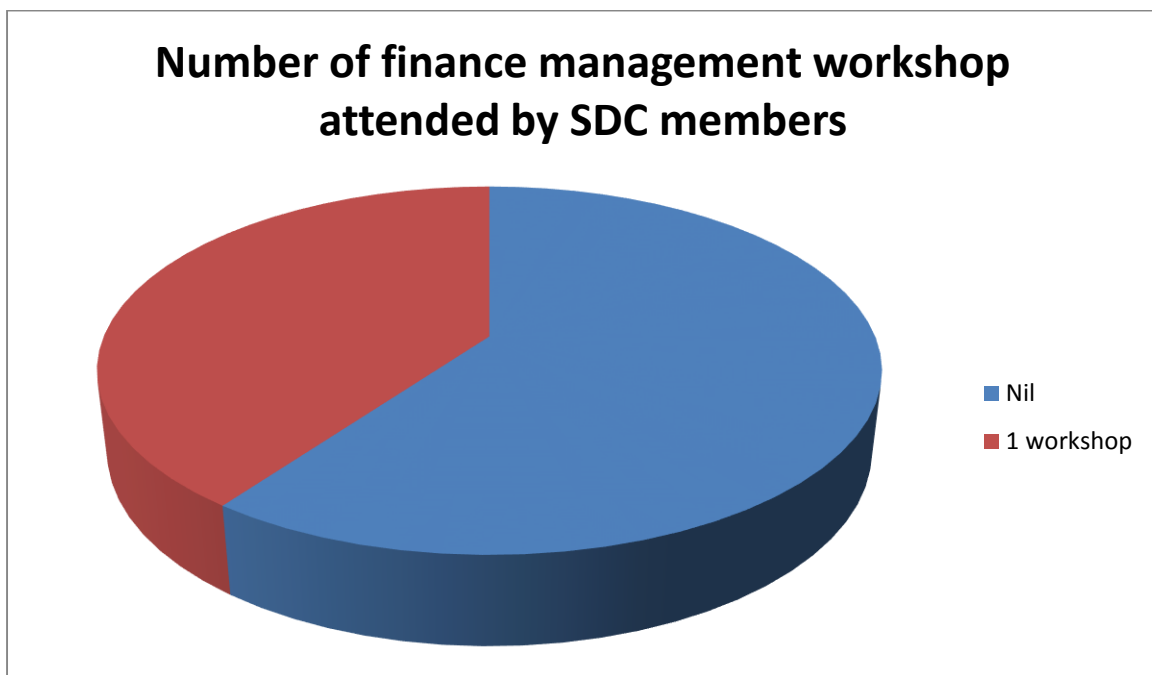
Data collected through questionnaires indicates that100% of the schools have functional finance committees. While there is continuity in some SDCs, it is disheartening to note that 60% of SDC chairpersons as finance managers have not attended any SDC workshop in the last two years. 40% of the SDC chairpersons have attended one finance management training

workshop. This scenario limits SDC's capacity to steer meaningful development in schools. Training SDC members would capacitate them in managing school development.

4.3.3 Age of the respondents

The research reveals that the majority of the school heads are between 10 and 10 years thus 10% of the heads who responded. 10% of the school heads are in the range 10 -10 years and 10% are over 10%. For SDC chairpersons ……….

4.3.3 School head's experience

Table 4.3 shows school SDC chairpersons and school head's experience

Experience	School heads Years served		SDC chairperson Years served	
	Frequency	%	Frequency	%
Point A	—			
Point B	87	—		
Point C	64	56	—	
Point D	37	32	91	—
Point E	93	35	54	43

In relation to work experience the study established that, 8% of the school heads had served for …. Years.8% had served for ….. years. Only two school heads were still new. On the part of the SDC chairpersons, 8% had served below 8 years, 8% of them has served for 8 years and 8% had served for 8 years.

### 4.4 The functionality of the school's sub finance committee

Even though development is managed by the whole SDC, the school finance subcommittee
spearheads finance management which is a crucial element in development. A question had
been set to determine the functionality of this committee in Mt Darwin district of
Mashonaland Central. In answering this question, 8% of school heads indicated that their
schools had functional finance committees. Their responses are shown in the pie chart 4.4
below:

Figure 4.5 School heads' responses on the functionality of finance committees
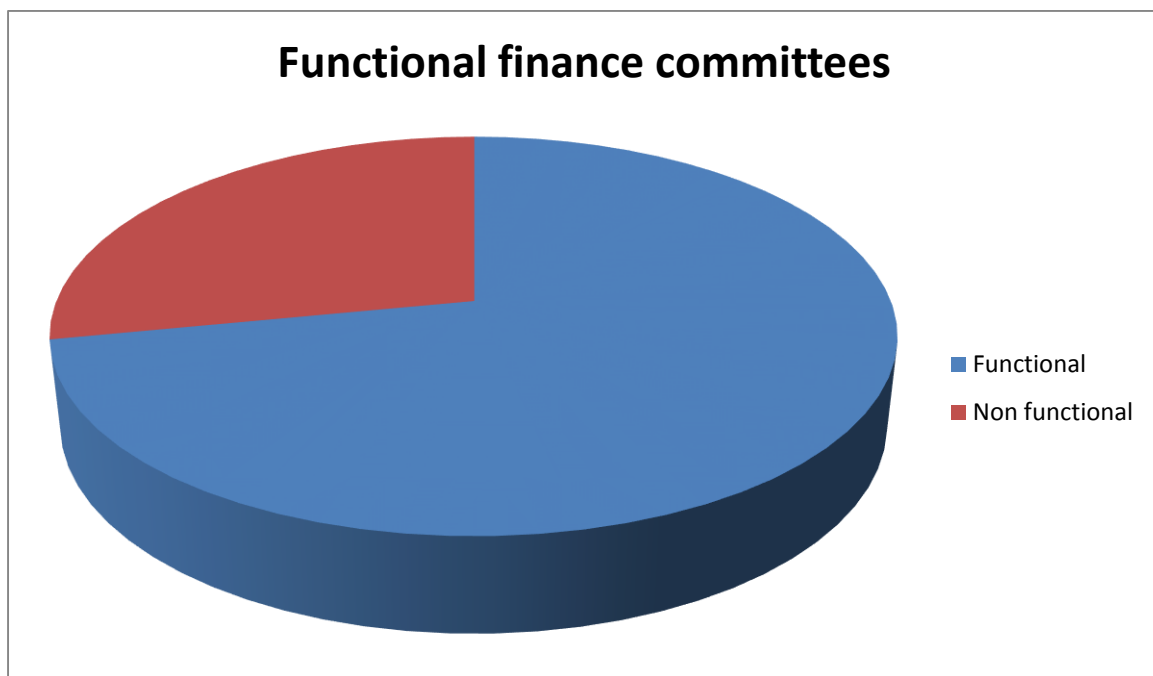
4.5 FINANCE RELATED CHALLENGES HINDERING SCHOOL DEVELOPMENT

Low approved fees

Approved fees per term
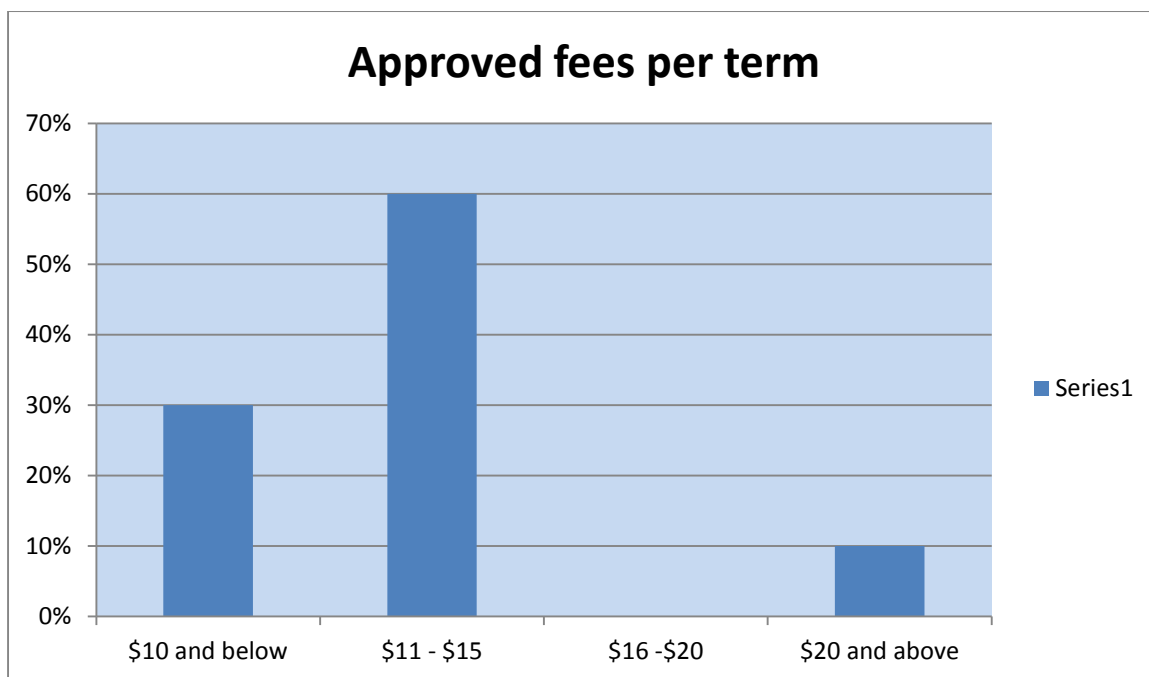
An approved fee per school is still very low. 10% of the schools have approved fees below $10. Schools with an approved fee ranging from $11 to $15 constitute 60%. There are no schools charging between $16 and $20 in the sampled schools. Only 10% has an approved fee of $20 and above. This is an indicator of a challenge to managing school development. Furthermore, both the school heads and SDC chairpersons revealed that school stakeholders are not constantly injecting finances to the schools to aid school development. Table 4.6 below shows an analysis of how school stakeholders are constantly injecting finances to aid school development.

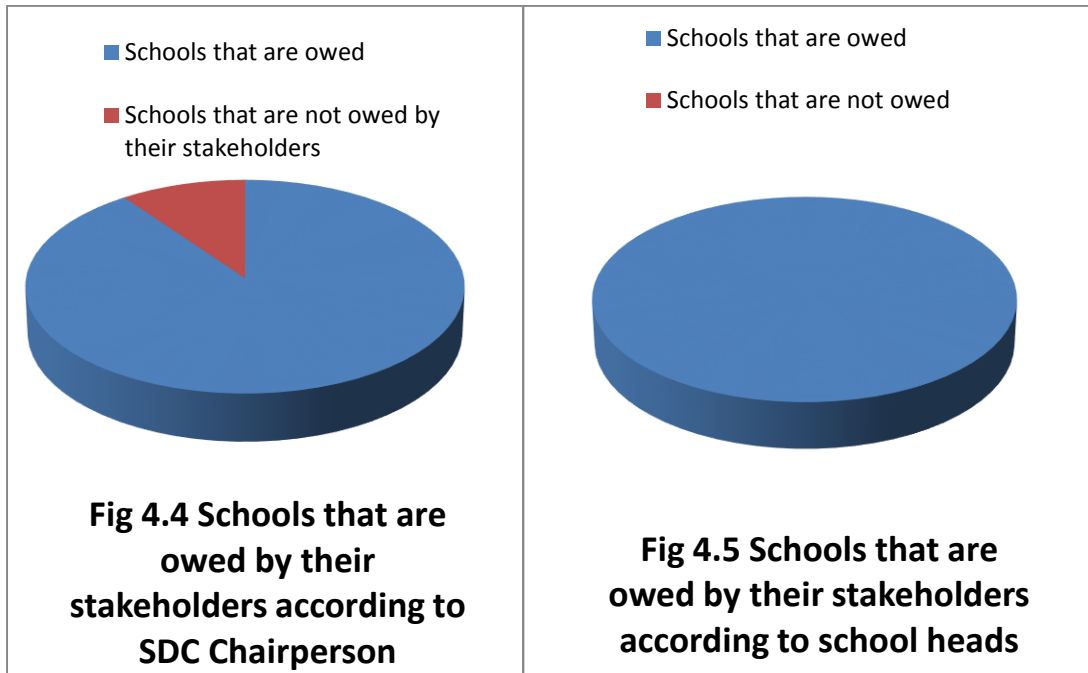**Table 4.6 Pattern in injecting school finances to aid school development.**

Constant injection of finances	School heads frequency	Percentage	SDC Chairperson Frequency	Percentage
Yes	*3*	30%	2	20%
No	7	70%	8	80%
Total	**10**	**100%**	**10**	**100%**

The injection of school finance is a crucial element that determines school development. In an endeavour to develop schools SDC are having challenges with constant finance injection by its major stakeholders. This was confirmed by 80% of the sampled SDC chairpersons. 20% of these SDC chairpersons were however satisfied with the injection of school finances. Data collected indicates that 30% of the school heads confirmed that stakeholders are constantly injecting school finances. 70% of the school heads confirmed through the questionnaires and 100% also confirmed through the interview that school stakeholders were not constantly injecting finances to the school to aid development. This is a big drawback in managing school development. The school heads complained much about finance injection into schools and stated that this is as a result that most rural parents are not employed but are peasant farmers. Regular fees payments are therefore affected drought and seasonal changes. Three school heads interviewed, pointed out that due to poor social background a handful pay fees in time and the majority of their stakeholders do not value education and as such do not constantly pay fees. This poses a challenge to school development in that projected monthly payments are disturbed due to inconsistent revenue collection.

4.7 Revenue collection challenges leading to huge debts

School heads interviewed cited revenue collection challenges as hindrance to effective management of school development. Schools are failing to collect targeted revenue each term resulting in increased school debtors. Items in monthly and termly budgets remain unaccomplished due to uncollected school revenue. This was confirmed by 100% of the school heads and again by 90% the SDC chairperson. The respondents pointed out that year in year out schools are failing to collect their targeted revenue. School debtors continue to increase and this limits school development. Generally a mismatch exists between the revenue generated and the school budget requirements. A statistical representation of schools

owed by stakeholders as pointed out by both the school heads and SDC chairpersons is shown below:

Fig 4.4 Schools that are owed by their stakeholders according to SDC Chairperson

Fig 4.5 Schools that are owed by their stakeholders according to school heads

MEASURES IN PLACE TO GENERATE REVENUE

4.8 Ineffective debt recovery strategies

Whilst schools are failing to collect targeted revenue, one school head pointed that to date no clear strategy is in place to ensure that school debts have been recovered. Strategies being

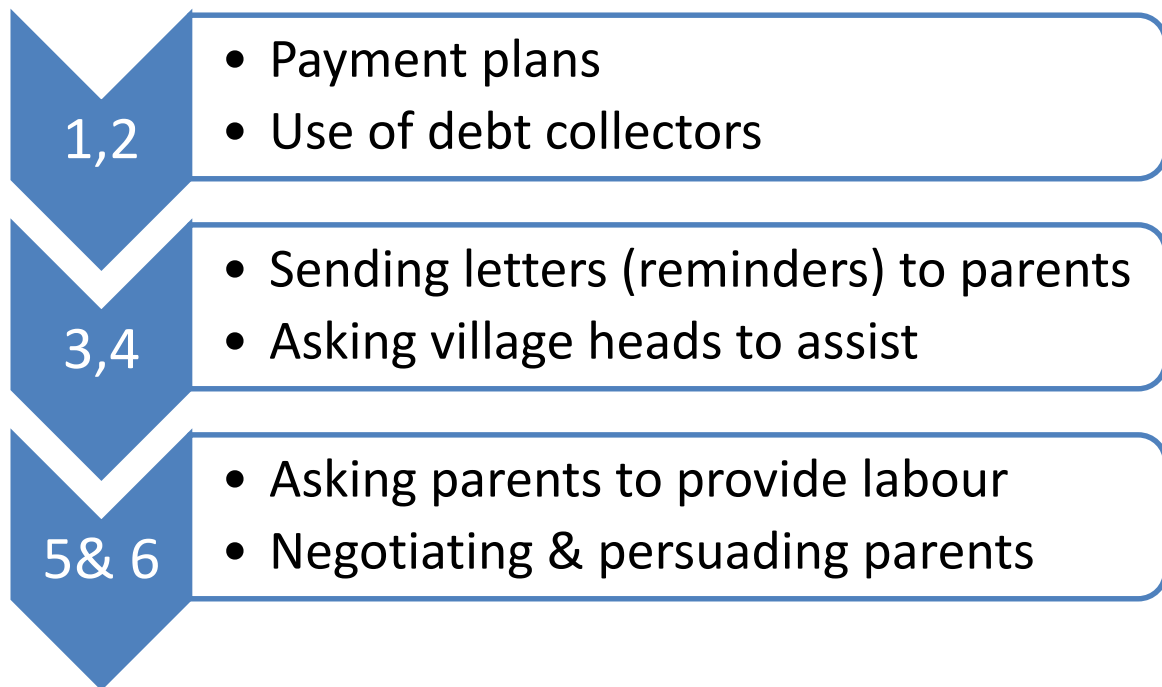used currently to recover school debts are presented below

- 1,2
  - Payment plans
  - Use of debt collectors

- 3,4
  - Sending letters (reminders) to parents
  - Asking village heads to assist

- 5& 6
  - Asking parents to provide labour
  - Negotiating & persuading parents

Figure 4.7 Strategies in use to recover school debts

According to school heads, an estimate of the annual fees collection revealed that 70% of the schools are collecting below 50% of their targeted revenue. The other 30% collects between 50% and 75% of their revenue.80% of the SDC chairpersons pegged annual school fees collection at 50%.20% of the SDC chairpersons pointed that annual revenue collection ranges from 50 to 75% respectively. In an interview school heads cited that development in their schools had not been at its best because of huge school debts which continue to increase as the above stated strategies have not yielded good results.

4.8 Absence of a school fees payment policy

Through the questionnaire, both school heads and SDC chairpersons confirmed that there is absence of a school fees policy in their schools. This again has an impact on the school's capacity to develop. 50% of the school heads confirmed that their schools had no school fees payment policy. The other 50% said that their schools had fees payment policy but 60% of those schools with fees payment policy were not very effective. 40% of the schools had a

good rating of their fees payment policy. SDC chairpersons concurred with what school heads had said about school fees payment policy. Figure 4.9 further elaborates this.

Respondents	Schools without fees payment policy	Schools with fees payment policy	An assessment of the policy's effectiveness
	5	5	60% not effecive
School heads	5	5	40% good
Total	**10**	**10**	
SDC chairpersons	5	5	60% not effective
	5	5	40% good
Total	10	10	

4.9 Challenges faced by SDCs in the management of school development

The main research question sought to establish the challenges that SDCs are facing in managing school development. Data relating to this question was presented and discussed below:

4.9.1 Limited weekly cash withdrawals

One school head cited weekly cash withdrawal as a challenge to managing school development. Instead of schools getting cash as per their needs, banks have set $300 as maximum weekly withdrawal.

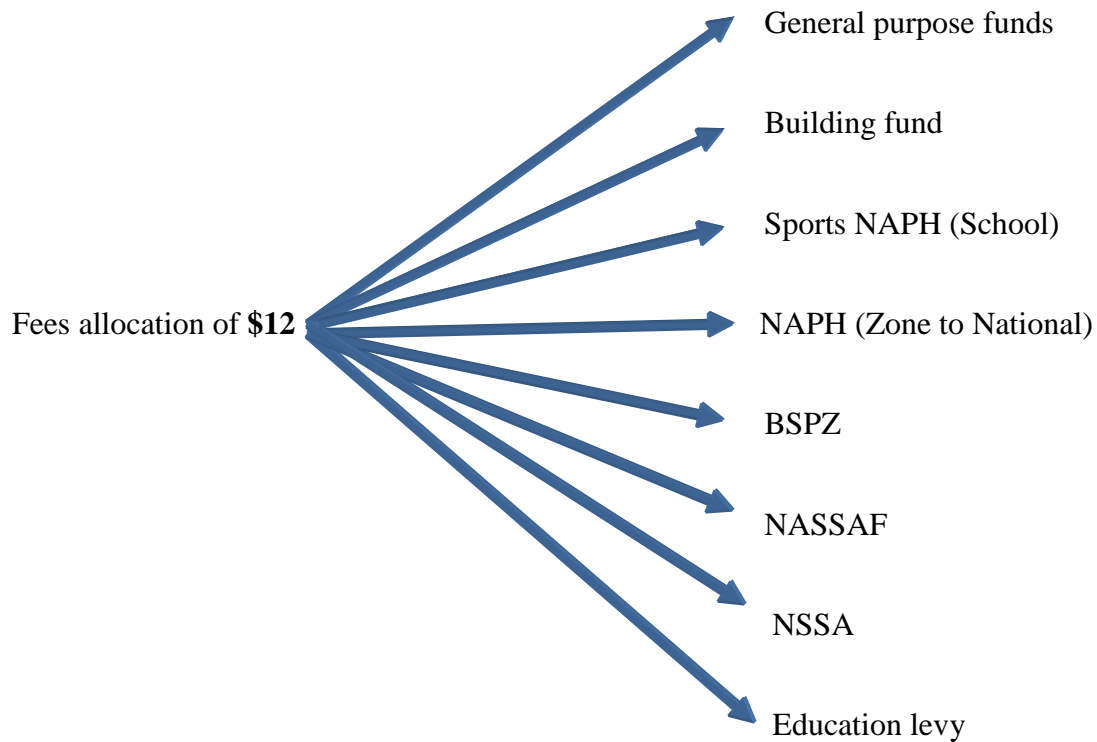### 4.9.2 Lack of parental support in school activities

The interpretation of data collected indicated that there is lack of parental support in school activities. This ranges from non-fees payment to not attending crucial meetings like annual general meetings. This limits the sharing of ideas when crafting annual budgets, presenting solutions to school problems and generally developing the school.

4.9.3 Numerous changes in SDC membership each year

Although it is a requirement that SDC elections be conducted each year, this has acted as a drawback to SDCs in that numerous changes are effected each year. Three school heads confirmed that each year new faces keep coming. The negative impact of this is that developmental continuity is disturbed. In an interview one school head pointed out that each year members need to learn and know each other. This disturbs the once existed team work thus development is somehow disturbed especially if a replaced member had knowledge of some SDC project(s).

4.9.4 Budgetary challenges

The respondents cited that crafting and controlling school budgets was a big challenge in the face of a high demand for finances when they are scarce. Three school heads singled out that subscriptions to BSPZ, NAPH, NSSA, NASSAF and education levy are based on each learner's contribution. Failure or untimely fees payment makes budget implementation impossible. A certain school head through the interview pointed out that with a fees approval of $12, subscribing to BSPZ, NAPH, NSSA, NASSAF and paying education levy to local authorities is budget straining. The school heads cited this as hindrance to school development. The majority of the school heads strongly felt that much of the school funds should be used at school not taking a school as a bowl for other organisations. Schools should not be taken as cash cows if there are to develop. Figure 4.10 outlines how the paltry fees is distributed.

Fees allocation of **$12**
→ General purpose funds
→ Building fund
→ Sports NAPH (School)
→ NAPH (Zone to National)
→ BSPZ
→ NASSAF
→ NSSA
→ Education levy

4.9.5 Suspension of fees increases by relevant authorities

Both school heads and SDC members concur that schools are having scarcity of funds problem. Their endeavours to address the situation have hit the brick wall in that relevant authorities have suspended fees increases for 2018. This is therefore a major blow in that even if parents agree to raise their fees for a certain project, the suspension becomes a barrier.

4.9.6 Non commitment to payment plans

SDC Chairpersons cited that when school stakeholders agree on payment terms with the SDC, they do not show commitment to their payment plans. All school heads echoed the same sentiments. This leads to the school incurring debts in running costs and disturbance or total failure of school projects requiring constant injection of funds.

4.9.6 Lack of motivation by fellow SDC members

Some school heads cited lack of motivation by SDC members as a challenge to managing school development. Through the interview it was established that some SDC members are

not committed to their duties. One head through the interview pointed out that some SDC members lack motivation to drive the school to greater heights.

4.9.7 Inadequate training of SDC members

The research has established that there is inadequate training of SDC members to fully equip them with relevant knowledge and skills to carry out their duties. 40% of the school heads indicated that they had attended one management course in the last two years. In the same period 10% indicated that they had attended two management courses. 50% of the school heads however indicated that they had not attended any management training course in the last two years. Bearing it in mind that some of these SDC members have more than 5 years' experience in SDC, there is need to equip them with requisite skills so that the human resource transform their schools and not spend 5 years experimenting. This poses a challenge to school development in that managers of school development remain incapacitated to fully execute their duties. Below is a presentation of the state of training of current SDC membership.

Table 4.3 Training courses for SDC members in the last two years

| Number of training courses	Frequency	Percentage
One	4	40%
Two	1	10%
Three	0	0%
None	5	50%
Total	10	100%

4.10 Major considerations in the appointment of SDC members

As indicated by the respondents, there are some considerations to be made in the appointment of SDC members. Among the considerations were one's passion for the school, level of

education attained, fees payment record of the parent and a clean criminal record. Other considerations made encompass having a learner at that school, being a good manager of their own families and having a positive attitude towards school development. One school head in the interview emphasized the need to consider one's ability and willingness to lead (volunteerism) since SDC is a voluntary work.

4.11 Absence of a viable income generating project for the school

As per the provision of the statutory instrument no. 87 of 1992, SDCs are empowered to invest idle funds that are not required for immediate use, schools should invest in income generating projects to supplement to their revenue. The research has established hat while the majority of the schools have inadequate funds, not every school is engaged in viable income generating. This limits the school's capacity to grow. In fact non engagement to income generating project is suicidal in that the school survives on what comes into their coffers and not what they generate. With a hand to mouth situation the school won't be able to fully develop. Data collected indicated that 70% of school heads had income generating projects running in their schools. The remaining 30% were not engaged in any income generating project. 60% of the SDC chairpersons indicated that their schools had functional income generating projects and 40% had no income generating project. Below is a presentation of the availability of income generating projects in schools.

Availability of income generating projects

Legend: Schools with income generating projects / Schools without income generating projects
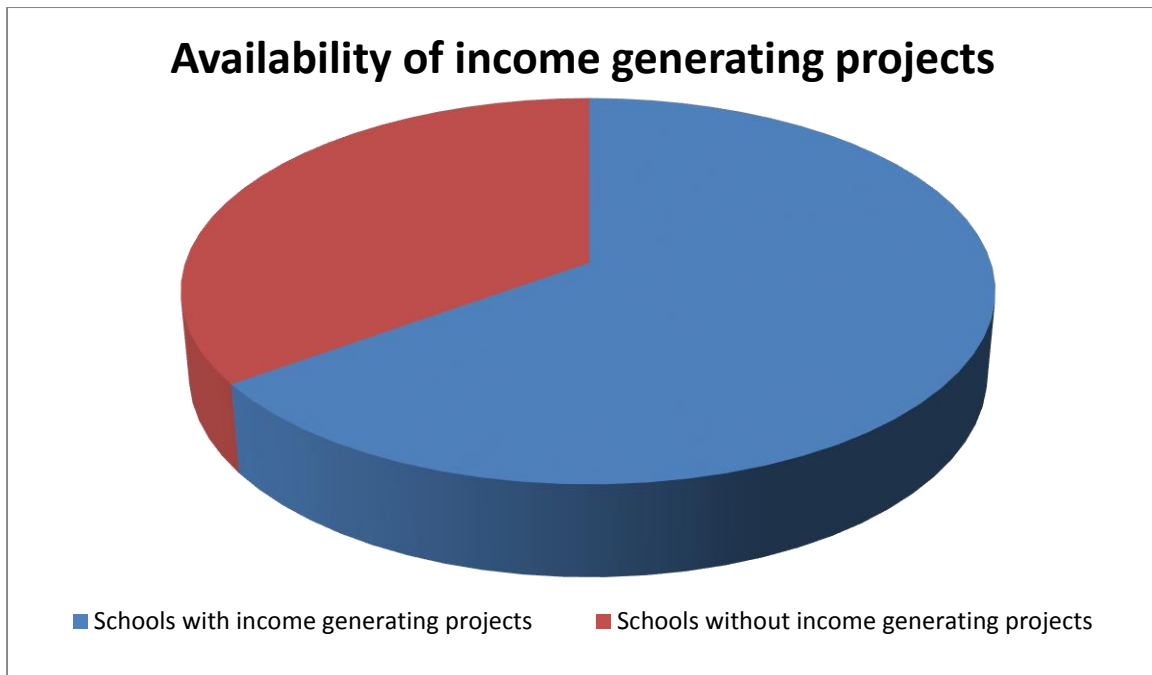
The research further established that schools with income generating projects were engaged in tuck shop, report book selling, gum pole selling, gardening and poultry.

SDC's PRIORITIES IN ANNUAL BUDGETS

4.12 Availability of master development plan

Having a school strategic plan is not only a requirement of the ministry of primary and secondary education but a necessary guide in enhancing school development. A question had been slotted to solicit for data on its availability in school. Data collected showed that only a few schools do not have this crucial plan. Only 10% of the school heads confirmed that their schools had no master development plan whilst 90% indicated that they had the plan. 20% of the SDC chairpersons indicated that their schools did not have master development plan and 80% indicated that they had the master development plan.
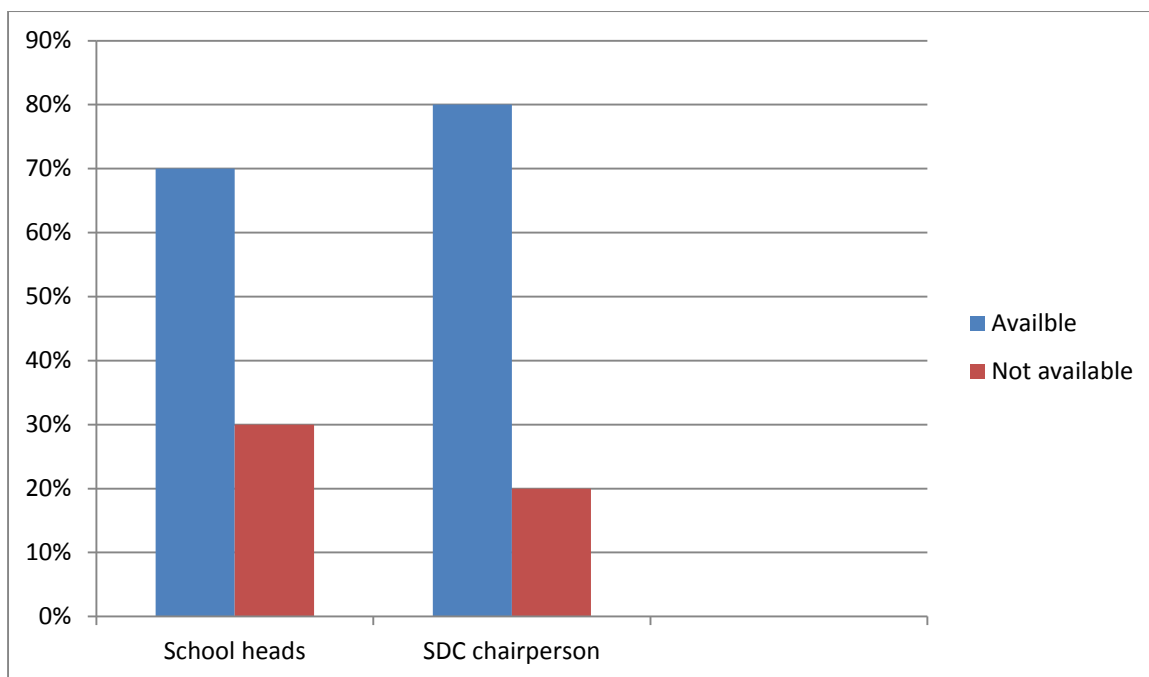
Figure 4.6 Availability of Master development plans in schools

Since annual school budgets are guided by the master development plan, prioritisation has been traced from both the master development plan and the annual budgets. Priority areas in the master development plan were: Infrastructure development, teaching and learning, furniture, salaries and school running costs as well as sports and BSPZ affiliations.

4.13 Priority areas in crafting annual budgets

A perfect relationship exists between priority areas in the master development and annual budgets. Areas prioritised by SDCs in crafting their budgets encompass Infrastructure development, teaching and learning, furniture provision, salaries and running costs, ICT provision, school running costs and clean water provision.

SUGGESTIONS TO IMPROVE SDC's MANAGEMENT OF DEVELOPMENT

4.14 Suggestions to improve management of development by the SDCs

For the vision and mission of the ministry of primary and secondary education to be attained, Schools must continuously develop for this improves the quality of the output. Respondents

gave a variety of suggestions. These include the employment of ECD teachers by government to cushion rural schools from using the little they have in paying teachers and contributing to NSSA. In line with improving finance injection in schools, the government must craft a policy that compels parents to pay fees. It was suggested that all SDC members should be trained so as to acquire relevant knowledge and skills that assist them to develop schools. There is need for teamwork and cooperation among SDC members for development to prevail. SDCs should have exchange programmes, where they visit other SDCs, interact and learn from each other. Cluster heads should be instrumental in organising SDC workshops at cluster level. In an effort to lure parents' support, the respondents cited the need for SDCs to organise regular meetings with stakeholders to inform, update, seek advice and support on school developmental issues.

The study established that more funding is required for real development to take place and offer full curriculum. Respondents through the interview suggested that Government and other stakeholders need to intervene and ensure that all schools have decent accommodation, classrooms, electricity and water provision. These basics are a must. In order to motivate SDC to propel school development, Government need to regularise SDC provisions in statutory instrument 87 of 1992, there is need for their annual budgets to be scrutinised and an allowance be given at the end of the year upon assessing their achievements.

In a bid to enhance consistency, progression of school projects and continued of the human capital there is need for extension of SDC membership's tenure of office from the current 12 months to either 24 or 36 months. This will give SDC members more time to learn, build a performing team and help develop the school. With the training and appointment of new members every year, development is hampered. Respondents through the interview suggested that schools maintain performing teams for some time rather than changing a crucial committee every year. A suggestion was also made by the respondents that responsible

authorities should disburse BEAM funds in time. All delays in fees payment have been cited as a major drawback in ensuring school development.

It has also been suggested that ministry of primary and secondary education personnel supervise and monitor SDC operations in line with school development. Based on data collected, the respondents raised the point that policy makers should consider the feasibility of withholding academic results as a way to curb increased school debts which hinder school development. Respondents pointed out that more funds should be sought from all angles to ensure real development in schools. It was also emphasised that the PED should assist schools who present genuine and worthy applications for fees increases. Developments with scarce resources remain stagnant.

4.15 Summary

This chapter focused on presentation of research findings, analysed data, presented a discussion of the research findings. This was guided by the research questions and themes. Both qualitative and quantitative data was presented.

Data collected revealed that SDCs are faced with multiple challenges in managing school development. The challenges range from lack of parental support in school activities, delays or non-fees payment by stakeholders. High demand for finance which remains scarce and numerous changes in SDC each year which is also impacting school projects and development as new members sometimes fail to uphold projects initiated by the former. Data collected revealed that a huge percentage of the collected revenue at school is forwarded to organisations like BSPZ, NAPH, NSSA, NASSAF subscriptions and to the local authority as education levy. This leaves the school with little finances for development thus a big challenge to the SDC. There is lack of commitment and cooperation from the other SDC members. SDC members are incapacitated to fully perform their duties. All these challenges

are a threat to the management of school development and are hindrances to the attainment of individual schools vision and the vision of the ministry at large. They therefore need to be addressed. The respondents also managed to give their fair share of suggestions to the cited problems.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives an outline of the research findings, conclusions and appropriate

recommendations then lastly suggestions for further research.

5.2 Summary of the study

The aim of the study was to establish the challenges faced by SDCs in the management of

school development in Mt Darwin district of Mashonaland Central province.

In an endeavour to establish the real challenges some questions were framed and time and

effort was devoted in answering the following questions:

(a) What challenges are SDC facing in the management of school development?

(b) What measures are in place to ensure that fees and other revenue that accrues to the

school is paid in time?

(c) To what extend are SDCs generating revenue to meet school needs?

(d) Which areas do SDCs prioritise when crafting their annual budgets?

(e) How capacitated are SDC members to carry out their duties efficiently?

(f) What suggestions can be made to improve management of school development by the

SDCs?

Due to the nature of underdevelopment in schools, the study was seen as significant to theory,

practice and to the researcher himself as a school administrator. The delimitations of the

study included geographical area. The study was confined to Mt Darwin educational district.

Data collected was focussing on challenges faced by SDC in managing development. The

study assumed that SDC members in Mt Darwin are facing challenges and are aware of the

challenges that they are facing in managing school development. The other assumption was that SDC members do have suggestions to the challenges that they are facing in managing school development. The research also assumed that all SDCs in rural schools are governed by the same standardised instruments.

Relevant literature on SDC management of school development was reviewed. The literature was strategically reviewed under separate headings. These encompassed a background of how SDCs came into being and its functions, financial management challenges including lack of skills, budgetary challenges, revenue collection challenges, low approved fees, lack of parental involvement in school matters and absence of grants and other subsidies in schools. Schools had ineffective debt recovery methods, lack of viable income generating projects and absence of teamwork in SDC efforts. Lack of motivation on the part of the SDC and lack of continuity and consistence in SDC due to annual membership changes were also looked at. Lastly the chapter gave a conceptual framework.

The research adopted a descriptive survey, specifically a descriptive survey. This was because of its ability to report things as they are. The research's population consisted of 92 day primary schools in Mt Darwin district. From these schools 92 school heads and 92 SDC chairpersons were among the population. Out of a total of 92 school heads and 92 SDC chairpersons, 10 school heads, 10 SDC chairpersons comprised the research sample. Data was collected through the use of questionnaires to both school heads and SDC chairpersons. Five heads were also interviewed and in visiting schools the researcher also completed an observation checklist. The crafting of all the instruments and its contents was done with constant guidance of the research supervisor. In an effort to improve on content validity and reliability, a test retest pilot study was conducted in two primary schools outside the targeted area of study. All relevant procedures in data collection were followed religiously. These included planning for the research, obtaining an introductory letter from the Midlands State

University faculty of education, applying to the Ministry of primary and secondary education, provincial office and the district office. Reliability and validity issues were taken good care of throughout the research. Good ethical practices also guided the researcher.

The research had a 100% research rate. Data collected unmasked several challenges that SDCs are facing in managing school development. Challenges emanating from the study included delays and non-payment of fees, low approved fees, and lack of parents' support in school activities. Huge debts, unavailability of viable income generating projects, non-compliance to agreed payment plans, high NSSA contributions and staff bills were among the challenges. It was also revealed that SDC members are incapacitated to carry out their duties as they have received very little training and some have not been trained in the last 24months. Low motivation in SDC members was also cited including frequent changes of members.

Data collected was presented in various forms for interpretation. Data was presented in form of tables, pie charts, bar graphs and tables. The study has established that SDCs in Mt Darwin are facing numerous challenges.

5.3 Conclusions

The research focussed on establishing the challenges faced by SDCs in the management of school development in Mt Darwin district of Mashonaland central province in Zimbabwe.

Data collected revealed that managing scarce financial resource to meet high demands was a challenge to the SDC. School stakeholders were delaying and some did not even pay fees leading to school debts. Schools had low approved fees. In an endeavour to recover school debts, strategies employed (payment plans, debt collection and negotiating with parents among others) were not yielding good results. This has caused an increase in school debts and delayed projected school development as indicated in master development plans and annual

budgets. Failure to collect targeted revenue has caused budgetary challenges thus hindered school development. It has been noted that even if all schools make good plans and prioritisation inadequate finance is disturbing budget implementation. Team work was lacking in SDCs and the members lacked motivation to propel the schools to greater heights as their work is not paid but it is voluntary work. Where pressing issues arise at home, it is practical that school work comes second after resolving personal problems. Training of SDC members was a grey area. SDC members were not trained to capacitate them to carry out their functions. This situation needs redress because acquisition of knowledge and skills would have increased the rate of school development through improved management.

Parents involvement in school activities was very low. This has left the SDCs with limited advisors and assessors thus stunted development. It is healthy to see parents supporting SDCs, attending AGMs, consultation days, speech and prize giving days and any other school gathering for their input is of great importance the development of the school and to the ministry at large. Schools were found to be money spenders and not money generators. There was absence of viable income generating projects in schools. This situation is not healthy at all and calls for redress. No school should exist without any income generating project.

5.4 Recommendations

Emanating from the research findings, the recommendations were as follows:

a) The responsible authority must ensure that fees charged in every school is enough to meet its requisite needs and for the school to continue to grow and develop for this is crucial in improving the quality of education.

b) More players should be incorporated in the financing of education for many rural schools have scarce resources, particularly the financial resource.

c) The ministry responsible for Primary and secondary education should craft a policy that compels parents to pay fees and not to ignore this crucial responsibility.

d) Intensive nationwide campaigns are necessary to educate parents on the benefits of investing in education and the role that they have to play in education thus increasing their participation in school activities.

e) There is need for revision of statutory instrument no. 87 of 1992 to increase the tenure of SDC members to allow for continuity, consistency and capitalisation of trained human resource.

f) With the country's high literacy rate, it is now prudent and sound to have a qualification of at least an O' level certificate for one to be an SDC member. This needs to be included in a revised statutory instrument regulating the operations of SDCs.

g) There is need to limit the amount of money that goes out of schools as affiliations and subscriptions to organisations like BSPZ, NAPH, Council, NASSAF, and NSSA. If possible rural schools that pay ECD teachers, clerks and guards should be exempted from NSSA contributions for they are struggling financially.

h) The central government should employ ECD teachers in rural schools and cushion SDCs in paying as many as 6 ECD teachers. This limits school development.

i) Whilst SDC wok remains voluntary, Government should have mechanisms in place to motivate high performing SDCs. An example is having SDCs to submit their projected results, targets and budget at the beginning of each year and comparing these with actual performance at the end of the year. Those found to be highly performing should be rewarded for their efforts. This also becomes motivating factor for other SDCs.

j) The ministry of primary and secondary education needs to have a school fees payment policy that guides all citizens. The policy should stipulate that fees be paid during school holidays. This will go a long way in saving SDCs time in engaging debt collectors, negotiations for fees payment and printing huge volumes of paper as payment plans. This ought to be complemented by timely disbursement of grants, SIG and BEAM funds.

k) As a complementary measure to ensure that revenue collection in schools improves, each district should have two big farms managed by BSPZ, (one for primary and the other one for secondary schools). All parents as recommended by the SDCs who require to provide labour in return for fees payment should be directed to the district farms and serve the farms in return for fees payment. It would then mean that what is now left is for the school and BSPZ to agree on monetary value worked for by the labourers. This measure will push everyone to pay fees in time.

l) There is need to adjust statutory instrument 87 of 1992 to have all schools conducting AGM in December. This will then pave way for a combined induction training programme in January for all districts in Zimbabwe. Periodically members be trained and their training programme can be taken care of the BSPZ and the local authority.

m) At least once a year SDCs should have an exchange programme where there travel to other school(s) and learn how they are managing school development.

n) BSPZ should strictly monitor and supervise the operations of all the SDCs in the district.

o) School authorities should be empowered to withhold academic results until fees is fully paid.

5.5 Other areas to research on

The study has focussed on establishing challenges faced by SDCs in the management of school development in Mt Darwin district of Mashonaland central province. There is need to research the impact of fees increase freeze in schools. Strategies to improve school revenue collection also needs to be explored because 100% confirmed that revenue collected were scarce. An investigation into the causes of low visibility of women in school leadership is also worthwhile to take. In this study, 90% of the school heads were females and 10% males.