GRADE SEVEN PASS RATE IN SELECTED SATELLITE SCHOOLS
IN CHIREDZI DISTRICT, MASVINGO PROVINCE, ZIMBABWE

by

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Submitted in partial fulfilment of the requirements for the

MAGISTER TECHNOLOGIAE: EDUCATION

in the

Department of Educational Studies

FACULTY OF HUMANITIES

TSHWANE UNIVERSITY OF TECHNOLOGY

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2009
DECLARATION

I hereby declare that the dissertation submitted for the degree M.Tech: Education at Tshwane University of Technology is my own original work and has not previously been submitted to any other institution of higher education. I further declare that all sources cited or quoted are indicated and acknowledged by means of a comprehensive list of references.

___________________________
E. CHILUMANI
DEDICATION

This dissertation is dedicated with all my love and affection to my wife, Sipiwe and my family for their unfailing support without which this project would only be an idea.
ACKNOWLEDGEMENTS

All research studies inevitably call for the involvement of many helping hands and this particular research was no exception. I am extremely grateful to all those who helped make what would have remained an idea a reality.

Foremost, I wish to express my deepest appreciation to Professor C.J. White, my dissertation supervisor for his relentless effort to assist me from scratch, idea formulation and the writing of the dissertation at every stage through every chapter, even when the process was becoming very difficult.

I would like to express my most sincere and heartfelt thanks and gratitude to my colleagues, Nisbert Mangure, Shadreck Gwatakwa, Vongai Mangena, Heads, and educators of satellite schools in which the research was carried for their unfailing and unrelenting cooperation.

Mrs. A. Muzondo’s secretarial and typing excellence was also demonstrated in the typing of this research. I thank her.
ABSTRACT

This study is about the Grade 7 pass rate in satellite schools in Chiredzi District, Masvingo Province, Zimbabwe.

The study employed both quantitative and qualitative approaches. These approaches were used for their added advantages of being able to describe and interpret the current status of a given phenomenon without altering the situation or factors in it.

Data was collected through questionnaires distributed to 64 educators and 18 Teachers In Charge (TICs). The questionnaires were sent and returned by post. Mail questionnaires were used for their wide coverage, even where the population is geographically dispersed and for their assurance of anonymity in this study.

In addition, face to face and tape recorded interviews were conducted with seven heads and TICs. During this process, informal observations were carried out.

The research study findings pointed to various factors affecting the Grade 7 pass rate in sampled satellite schools. These were inter alia, remoteness, lateness, absenteeism, lack of resources, family attitude and home environment. The research reveals that school authorities and parents themselves must collectively acquire textbooks by establishing viable projects in their schools.

The findings of the research study, brought to the fore that the Grade 7 pass rate could be improved through involvement of the Ministry of Education officials, school administrators, committed educators and parents.
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Declaration</td>
<td>i</td>
</tr>
<tr>
<td>Dedication</td>
<td>ii</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>iii</td>
</tr>
<tr>
<td>Abstract</td>
<td>iv</td>
</tr>
<tr>
<td>Abbreviations</td>
<td>xiii</td>
</tr>
<tr>
<td><strong>Chapter 1 - Introduction to the Study</strong></td>
<td></td>
</tr>
<tr>
<td>1.1 Introduction</td>
<td>1</td>
</tr>
<tr>
<td>1.2 Background</td>
<td>1</td>
</tr>
<tr>
<td>1.3 Statement of the Problem</td>
<td>2</td>
</tr>
<tr>
<td>1.4 Research Questions</td>
<td>3</td>
</tr>
<tr>
<td>1.5 Objectives of the Study</td>
<td>3</td>
</tr>
<tr>
<td>1.6 Research Methodology</td>
<td>4</td>
</tr>
<tr>
<td>1.6.1 Research design</td>
<td>4</td>
</tr>
<tr>
<td>1.6.1.1 Qualitative approach</td>
<td>4</td>
</tr>
<tr>
<td>1.6.1.2 Quantitative approach</td>
<td>4</td>
</tr>
<tr>
<td>1.6.2 Population sampling</td>
<td>4</td>
</tr>
<tr>
<td>1.6.2.1 Quantitative sampling</td>
<td>5</td>
</tr>
<tr>
<td>1.6.2.2 Qualitative sampling</td>
<td>5</td>
</tr>
<tr>
<td>1.6.3 Data collection</td>
<td>5</td>
</tr>
<tr>
<td>1.6.3.1 Literature study</td>
<td>6</td>
</tr>
<tr>
<td>1.6.3.2 Questionnaires</td>
<td>6</td>
</tr>
<tr>
<td>1.6.3.3 Interviews</td>
<td>6</td>
</tr>
<tr>
<td>1.6.3.4 Observation approach</td>
<td>7</td>
</tr>
<tr>
<td>1.6.4 Data Analysis</td>
<td>7</td>
</tr>
<tr>
<td>1.6.4.1 Qualitative data analysis</td>
<td>7</td>
</tr>
<tr>
<td>1.6.4.2 Quantitative data analysis</td>
<td>8</td>
</tr>
<tr>
<td>1.7 Limitations of the Study</td>
<td>8</td>
</tr>
<tr>
<td>1.8 Significance of the Study</td>
<td>8</td>
</tr>
<tr>
<td>1.9 Definition of Terms</td>
<td>9</td>
</tr>
<tr>
<td>1.10 Exposition of the Study</td>
<td>9</td>
</tr>
</tbody>
</table>
CHAPTER 2 – LITERATURE STUDY

2.1 INTRODUCTION

2.2 The establishment of satellite schools

2.3 FACTORS THAT INFLUENCE POOR PASS RATES IN GRADE 7 EXAMINATIONS

2.3.1 Underdevelopment and remoteness of schools

2.3.2 Government policies and class size

2.3.3 Absenteeism

2.3.4 Parental attitude to education

2.3.5 Family factors

2.3.6 Consultation days at school

2.3.7 Educators related factors

2.3.8 Media use

2.3.9 Geographical related factors

2.3.10 Supervision

2.4 HOW PASS RATE CAN BE IMPROVED

2.4.1 An open climate in the school

2.4.2 Classroom management

2.4.3 Curriculum content

2.4.4 Staff development programmes

2.4.5 Methods of instructions

2.5 THE IMPORTANCE OF RESOURCES IN GRADE 7 PASS RATES

2.6 SCHOOL RELATED FACTORS

2.6.1 School educator

2.6.2 Educator-centred and student-centred approach

2.7 HOME ENVIRONMENT

2.8 SUMMARY

CHAPTER 3 – RESEARCH METHODOLOGY

3.1 INTRODUCTION

3.2 RESEARCH DESIGN
3.2.1 A qualitative approach 22
3.2.2 Quantitative approach 22
3.3 POPULATION AND SAMPLE 23
  3.3.1 Qualitative sample 23
  3.3.2 Quantitative sample 23
3.4 DATA COLLECTION TECHNIQUE 24
  3.4.1 Quantitative data collection method 24
  3.4.2 Qualitative data collection method 24
3.5 DATA ANALYSIS 25
  3.5.1 Qualitative data analysis 25
  3.5.2 Quantitative data analysis 26
3.6 VALIDITY /RELIABILITY /TRUSTWORTHINESS OF THE STUDY 26
  3.6.1 Reliability in qualitative research 27
  3.6.2 Reliability in quantitative study 27
  3.6.3 Validity in quantitative study 27
  3.6.4 Trustworthiness of qualitative research 28
3.7 CONCLUSION 29

CHAPTER 4 – DATA PRESENTATION, INTERPRETATION AND ANALYSIS
4.1 INTRODUCTION 30
4.2 DATA PRESENTATION 30
  4.2.1 Quantitative data 30
  4.2.2 Qualitative data 30
4.3 SECTION A: PART A: BIOGRAPHICAL DETAILS FOR BOTH TEACHERS IN CHARGE AND EDUCATORS 31
  4.3.1 Age of respondents 31
  4.3.2 Academic qualifications of respondents 31
  4.3.3 Highest professional qualifications 32
  4.3.4 Teaching experience in satellite schools 32
  4.3.5 Methods of teaching 33
4.4 SECTION B: RESEARCH RELATED QUESTIONS 34
  4.4.1 Class size of respondents 34
  4.4.2 Distance from school 34
4.4.3 Supervision of educators per term
4.4.4 Consultation days
4.4.5 Staff development programmes
4.4.6 TICs intervention planned by staff for learning improvement
4.4.7 Blame for students’ failure
4.4.8 Availability of textbooks
4.4.9 Absenteeism
4.4.10 Late coming of students
4.4.11 Home background influence
4.4.12 Parents lifestyle
4.4.13 School staff and parents
4.4.14 Sufficient resources
4.4.15 Students’ learning attitude
4.4.16 Effectiveness of the TIC.

4.5. SECTION B: RESEARCH RELATED QUESTIONS: HEADS AND TEACHERS’ IN CHARGE RESPONSES

4.5.1 Staff turnover per term
4.5.2 Replacement of transferred educators
4.5.3 Supervision of schools
4.5.4 Grade 7 study periods
4.5.5 Completion of Grade 7 syllabus
4.5.6 Chalkboard preparation
4.5.7 Financial resources
4.5.8 Individual remediation
4.5.9 Enhancement of pass rate

4.6. PART B: DESCRIPTIVE DATA: MAJOR CHALLENGES OF SATELLITE SCHOOLS

4.6.1 Lack of textbooks
4.6.2 Accommodation
4.6.3 Transport
4.6.4 Sanitation
4.6.5 Lack of resources
4.6.6 Financial problems
4.6.7 Political interferences 54
4.6.8 School discipline 54
4.6.9 Supervision 55

4.7. SECTION D: DATA COLLECTED FROM HEADS AND TICS INTERVIEWS 55
4.7.1 Qualitative data 55
4.7.2 Parents’ attitude 55
4.7.3 Supervision reaction 56
4.7.4 Availability of resources 57
4.7.5 Academic performance 57
4.7.6 Grade 7 challenges 58
4.7.7 Improvement of Grade 7 pass rate 59
4.7.8 Conclusion 60

CHAPTER 5
5.1 INTRODUCTION 61
5.2 RESEARCH QUESTIONS 62
5.2.1 Current situation of satellite schools 61
5.2.2 Government policy regarding satellite schools 62
5.2.3 Factors that influence Grade 7 pass rate in satellite schools 62
5.2.4 Effects of supervision in satellite schools 64
5.2.5 Availability of resources 65
5.2.6 The attitude of learners in satellite schools 66
5.3 CONCLUSION 67
5.4 SUGGESTIONS FOR FURTHER RESEARCH 67

BIBLIOGRAPHY 68
APPENDICES

APPENDIX A: QUESTIONNAIRE FOR EDUCATORS
APPENDIX B: QUESTIONNAIRE FOR HEADS AND TEACHERS IN CHARGE
APPENDIX C: FACE TO FACE INTERVIEW QUESTIONS FOR HEADS AND TICs

LIST OF TABLES

TABLE 1.1 Grade 7 2006 final examination selected results in Chiredzi District

TABLE 3.1 Summary of strategies to establish trustworthiness

TABLE 4.1 Age of respondents

TABLE 4.2 Respondents’ highest academic qualifications

TABLE 4.3 Highest Professional qualifications

TABLE 4.4 Teaching experience in satellite schools

TABLE 4.5 Methods of teaching used by respondents

TABLE 4.6 Respondents class size

TABLE 4.7 Students’ distance from home to school

TABLE 4.8 Frequency of supervision of educators and TICs

TABLE 4.13 Textbook availability

TABLE 4.14 Existence of absenteeism

TABLE 4.15 Existence of late coming

TABLE 4.16 Effectiveness of the TIC

TABLE 4.17 Rate of staff turnover per term

TABLE 4.18 Replacement after educator’s transfer

TABLE 4.19 Supervision by other authorities
TABLE 4.20 Frequency of Grade 7 study periods

TABLE 4.21 Frequency of syllabus completion

TABLE 4.22 Frequency of chalkboard preparation

TABLE 4.23 Sufficient financial resources

TABLE 4.24 Grade 7 individual Remediation

TABLE 4.25 Enhancement of pass rate by Grade 7 educators

LIST OF FIGURES

FIGURE 2.1 Supervision: Human perspective: Sergiovanni 2002:36

FIGURE 2.2 Three dimensional cube. Hammond 1973

FIGURE 2.3 How schools contribute to academic achievement

FIGURE 4.1 Frequency of consultation days per term

FIGURE 4:2 Frequency of staff development programmes

FIGURE 4.3 Frequency of TIC’s intervention

FIGURE 4.4 Respondents showing who is blamed for students’ failure

FIGURE 4.5 Home background influence.

FIGURE 4.6 Influence of parents’ life style

FIGURE 4.7 Co-operation of school staff and parents

FIGURE 4.8 Sufficient resources

FIGURE 4.9 Students’ learning attitude

FIGURE 4.10 Effectiveness of TICs
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEO</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>EO</td>
<td>Education Officer</td>
</tr>
<tr>
<td>Fig</td>
<td>Figure</td>
</tr>
<tr>
<td>Km</td>
<td>Kilometre</td>
</tr>
<tr>
<td>MBO</td>
<td>Management by Objective</td>
</tr>
<tr>
<td>MBWA</td>
<td>Management by Wandering Around</td>
</tr>
<tr>
<td>Par</td>
<td>Paragraph</td>
</tr>
<tr>
<td>SDC</td>
<td>School Development Committee</td>
</tr>
<tr>
<td>SCU</td>
<td>Standard Control Unit</td>
</tr>
<tr>
<td>TIC</td>
<td>Teacher In Charge</td>
</tr>
<tr>
<td>ZIMSEC</td>
<td>Zimbabwe School Examination Council</td>
</tr>
</tbody>
</table>
CHAPTER 1 – INTRODUCTION TO THE STUDY

1.1 INTRODUCTION

The question of educational standards in both established and satellite schools are of vital importance in Zimbabwe.

It is for this particular purpose that the researcher wants to investigate the Grade 7 pass rates among selected satellite schools in Chiredzi District, because Grade 7 is a bridging class from primary to secondary education in Zimbabwe. The research will be based on Grade 7 results of 2006. The researcher will look into prevailing educational environments such as the supervision done by Teachers In Charge (TIC) of the satellite schools.

1.2 BACKGROUND

The opening of satellite schools in Chiredzi District came as a result of the Land Acquisition Policy of 2000 in Zimbabwe. Most satellite schools (attached to established schools) were established between 2001 and 2004. The satellite schools were controlled or harnessed by, (an) established school(s) so that the government would be able to pay the educators of these satellite schools. Migrants or agro peasants left their homes and schools to newly acquired farms where there were no schools for their children. Hence satellite schools began in accordance with the Zimbabwe Education Act (1996) which stipulates that every child should go to any school which should be within a reasonable walking distance.

Since their beginning, these satellite schools have had little assistance from the state and donor organisations. As from 2003, the state deployed educators to satellite schools beginning with at least one qualified educator per school. At a school of seven educators, the TIC was the only qualified educator. Qualified personnel increased from 2005 onwards with almost 95% to 100% qualified educators per satellite school.
The government, in the Land Acquisition Policy of 2000 stipulated that no permanent structures were to be built on the resettled farms. As a result, poor grass thatched huts of poles and mud were built. Shanty huts and open sheds served as classrooms. Basic needs like good accommodation, safe water and proximity to health centres were rarely available to both educators and students.

The parents who have their students on the satellite schools seem to be more concerned with farming activities than their children’s education. There is rampant absenteeism by pupils in most satellite schools during ploughing, weeding and harvesting seasons since children will be assisting their parents.

Some satellite schools in Chiredzi District are far away from the main roads. Both education officers and heads of the mother schools struggle to get to these schools. Since there are no incentives for work in satellite schools, there is little supervision resulting in little teaching and learning. The performance of both educators and learners is therefore seriously undermined.

1.3 STATEMENT OF THE PROBLEM

The quality of the Grade 7 final examination results reveals the standard of performance of each school in Zimbabwe, including satellite schools. The pass rate in satellite schools in Chiredzi District is lower than the pass rate in established schools.

Table 1.1 below is a reflection of a selected group of ten schools and five host schools, showing how the pass rates of the former related to those of the latter in 2006.

<table>
<thead>
<tr>
<th>Satellite Schools</th>
<th>% Pass Rate</th>
<th>Host School</th>
<th>% Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>12%</td>
<td>A</td>
<td>86.21%</td>
</tr>
<tr>
<td>B</td>
<td>25%</td>
<td>B</td>
<td>82.79%</td>
</tr>
<tr>
<td>C</td>
<td>16.67%</td>
<td>C</td>
<td>83.33%</td>
</tr>
</tbody>
</table>
There maybe other factors that contribute to students failure in satellite schools even though educators in both satellite and host schools teach with the same potential.

1.4 RESEARCH QUESTIONS

Grand tour question
What is the current situation regarding Grade 7 pass rates in satellite schools in Chiredzi District?

Sub-questions
- What is the Government policy regarding satellite schools?
- What factors influence the Grade 7 pass rate in satellite schools in Chiredzi District?
- What effect does supervision have on educators in satellite schools towards Grade 7 pass rate?
- How does the availability of resources affect the Grade 7 pass rate in satellite schools in Chiredzi District?
- What is the attitude of learners in satellite schools to teaching and learning?

1.5 OBJECTIVES OF THE STUDY

- To determine current situation regarding Grade 7 pass rates in satellite schools in Chiredzi District.
- To determine the Government policy on satellite schools.
- To find out factors which influence the Grade 7 pass rate in satellite schools in Chiredzi District.
- To determine what effect supervision has on educators in satellite schools towards Grade 7 pass rate.
• To determine the effect of availability of resources on Grade 7 pass rate.
• To establish the attitude of learners towards the Grade 7 pass rate in satellite schools.

1.6 RESEARCH METHODOLOGY

1.6.1 Research design

Qualitative and quantitative approaches were used in this study.

1.6.1.1 Qualitative approach

A qualitative approach will be used because participants will be describing their everyday experiences in selected satellite schools in Chiredzi District. Qualitative research is also an inquiry in which researchers collect data in face-to-face situations by interacting with selected persons in their settings (McMillan & Schumacher, 2001:395).

1.6.1.2 Quantitative approach

A quantitative method deals with data, which is principally numerical. A quantitative approach is usually based on what is called a logical positivist philosophy, which embraces the scientific method embodied in the problem solving process (Grinnel, 1993:30).

Descriptive research will be used. According to Gay (1987:10), descriptive research involves collecting data in order to test a hypothesis or answer questions concerning the current status of the subject study. Van der Merwe (1996:287) points out that the purpose of descriptive research is to describe what exists as clearly as possible.

1.6.2 Population and sampling
A population is the totality of persons, events, organisation of units, case records or other sampling units with which a research problem is concerned (De Vos & Fouche, 1998:190). The population of this study consists of 300 educators in satellite primary schools in Chiredzi District, Masvingo Province, in Zimbabwe.

Babbie (1989:72) and Cohen and Manion (1985:115) state that a sample is a smaller group or subset of a population, which is representative of the total population under study.

1.6.2.1 Quantitative sampling

In this research, satellite schools are grouped in clusters at District level according to their geographical resettlement areas, namely Chiredzi North, Chiredzi East and Triangle West. These clusters are made to proximity of six to ten schools in each cluster.

Probability sampling selection of two schools in each cluster will be done through simple random sampling so that each satellite school in each cluster of the population has an equal chance of being selected.

1.6.2.2 Qualitative sampling

Non-probability sampling was applied to select the respondents. The researcher used subjects who were accessible in situations that could be effectively and inexpensively tapped for research. These subjects were selected to provide information to address the purpose of the research (White 2005:120). In other words, these respondents were chosen because they were likely to be knowledgeable and informative about the Grade 7 pass rate in satellite schools in Chiredzi District.

1.6.3 Data collection

When a conclusion is supported by data from different triangulated instruments, its validity is enhanced.

Data collection method for this research will involve:

- Literature study
1.6.3.1 Literature study

The literature study involved the collection of pass rates of sampled satellite schools. Their pass rates from the table at the District education office were used to design and develop questionnaires. The data was collected after receiving permission to conduct the research from the Ministry of Education in Harare.

1.6.3.2. Questionnaires

White (2005:127) defines a questionnaire as an instrument with open or close-ended questions or statements to which a respondent must react. A questionnaire is a quantitative data collection tool and is normally distributed to large numbers of respondents. A questionnaire can ensure anonymity, is relatively economical and has the same questions for all subjects.

The questionnaire consisted of two sections. Section A of the questionnaire was used to gather data about the biographical information of the respondents. Section B was used to gather data on the experience of respondents regarding the Grade 7 pass rates in satellite schools.

1.6.3.3 Interviews

Interviews permitted the researcher to obtain important data that could not have been obtained from observations (Gay & Airasian, 2000:219 cited in White, 2005:186). Unstructured interviews were used.
In this research, the interviews sought for information regarding the current Grade 7 pass rates in satellite schools. The TICs were expected to give probable reasons for their challenges in an open-ended way. The researcher noted down the TICs’ responses during the interviews. The TICs were interviewed to supplement the data obtained through questionnaires.

1.6.3.4 Observation approach

Observation is generally regarded as an important data-gathering strategy of qualitative research (White 2005:161). The main advantage of observation is that one can do it anywhere.

The purpose of observational data is to describe:

- the setting that was observed.
- the activities that took place in the setting; and
- the people who participated in those activities and their participation.

The descriptions must be factual, accurate and thorough with relevant issues that permit the reader to fully understand the observed situation (Patton, 1983: 123 –124 as cited in White 2005:7).

In this study, three satellite Grade 7 educators were observed delivering lessons.

1.6.4 Data analysis

Data analysis is mainly interpretive, involving the categorising of findings. The main aim is to write objective accounts of lived or fieldwork experience. (White 2005:104).

1.6.4.1 Qualitative data analysis
Analysis of data obtained from individual interviews, was conducted through identifying common themes in the respondents’ description of their experiences. Irrelevant information was separated from relevant information in the interviews. The relevant information will be broken into phrases or sentences, which reflect a single specific thought (McMillan & Schumacher, 2001:464).

White (2005:168) summarises qualitative analysis as a systematic process of selecting, categorising, comparing, synthesising and interpreting data to provide explanations of the single phenomenon of interest.

1.6.4.2 Quantitative data analysis

The researcher made use of descriptive statistics to analyse quantitative collected data. Descriptive statistics is a mathematical technique for organising, summarising and displaying a sense of numerical data (Gall, Borg & Gall, 1996:757).

Tabular and graphical representation of data was used in this research to illustrate the variables being studied.

1.7 LIMITATIONS OF THE STUDY

A number of factors limited this study. It was impossible to cover all satellite schools in Chiredzi District. Only selected schools were sampled. The results could however be generalised for the Chiredzi District Grade 7 satellite schools’ performance.

1.8 SIGNIFICANCE OF THE STUDY

The study is important in that educators, planners, administrators, supervisors and other educationists may get information on Grade 7 pass rates for satellite schools. This study may provide a landmark for future researchers who might be interested in the factors that influence the pass rate in satellite schools. It forms a base for the realisation of the required qualifications to effectively carry out duties in satellite institutions such as the appropriate models of supervision basing on prevailing circumstances. The study will broaden the professional and academic understanding of the researcher in the provision of satellite
schools. Besides, the study is a requirement for the award of Magister Technologiae: Education, by the university to the researcher.

1.9 DEFINITION OF TERMS

The following terms should be understood within the context of this research:

**Academic performance** measures how well a student meets standards set out by local government and institutions itself (Bell 2009).

**Grade 7 examination** is testing of pupils’ knowledge and ability in Mathematics, English, Shona, and General Paper at the end of a seven-year primary school course (ZIMSEC 2000).

**Pass** achieving the required standard in an examination (Hornby 2000: 902).

**Rate** expressing the quality of one thing in relation to another. For example a high pass/failure rate (Hornby 2000:1039)

**Satellite** an organisation that is controlled by and dependent on another larger one (Hornby 2000:1042).

1.10 EXPOSITION OF THE STUDY

Chapter 1 will deal with a background to the study. It will consist of a presentation of the formulation of research problem, research questions, objectives of the study and the methodology of the study.

Chapter 2 will attend to literature study. The outcome of the literature will be described in this chapter.

Chapter 3 will be devoted to the discussion of the research methodology. It will consist of the research design, population sampling, data collection and analysis.

Chapter 4 discusses the findings of the research study.
Chapter 5 will be devoted to the conclusion and recommendations of the research study.

1.11 SUMMARY

The introductory chapter has the parameters of the problem to be investigated. The questions and objectives of the research have been identified. The other issues discussed in this chapter include the background, population and sampling, significance and limitation of the study.

CHAPTER 2 – LITERATURE STUDY

2.1 INTRODUCTION

In any educational research study, a review of related literature is carried out for different reasons. Firstly, it provides the researcher with a basis or foundation upon which the researcher can successfully carry out the study, through the knowledge gained from other authorities. Secondly, reviewing related literature to the subject under study provides the researcher with the opportunity to learn what other writers say and what remains to be done in the areas being investigated (Chiwawa, 2003:331). The researcher depended on an intensive review of related literature for this study as it acted as a guide upon which the research was built. For these reasons, effort was made by the researcher to make a thorough review of related literature on the Grade 7 pass rate on satellite schools.

2.2 The Establishment of Satellite schools

The state, in fulfilling its goal for literacy for all by 2015, permitted parents who requested to open new schools in resettled areas to do so. The Education Act (1994:25) which states that every child in Zimbabwe shall have the right to education was also fulfilled. The Government had to support these mushrooming satellite schools all over the country by providing trained personnel, and school grants for every child. The Government expected satellite schools to operate just like normal schools, because all schools in Zimbabwe are treated equally in terms of staffing and curriculum content, among others.
2.3 FACTORS THAT INFLUENCE POOR PASS RATES IN GRADE 7 EXAMINATIONS

2.3.1 Underdevelopment and remoteness of schools

As long as there are schools, there will be a need for educators to be effectively developed (West, 1989:17). Castetter (1992:346) states that schools that fail to provide opportunities for development jeopardize their ability to meet organisational goals. Musvusvi (1998:188) says, “Most rural schools fail to compete with urban ones in terms of the pass rate, due to underdevelopment”. Ministry of Education Secretary’s report of Zimbabwe (1996:5) says, “The rural areas did not fare as well as urban ones because of the shortage of resources and facilities”. This underdevelopment in satellite schools is critical in terms of facilities that should be available in the teaching and learning arena. For example, facilities like libraries, computers and electricity are scarce in Chiredzi satellite schools.

2.3.2. Government policies and class size

According to Musvusvi (1998:120), “Large class sizes especially in rural areas cause failure especially when educators fail to cater for individual differences”. This is prevailing in the schools under study. Some schools have more than forty students in Grade 7 classes. It may be difficult for an educator to conduct on the spot remediation and even to successfully manage the class.

Ross (2005:15) reports in a survey in Namibia and Kenya, that some policy suggestions contributed to low pass rates. For example, citing the Zimbabwean experience, a high educator-student ratio of 1:40 or more in a class at primary level. This becomes difficult for an educator to cater fully for individualised teaching which normally results in a high pass rate.
2.3.3 Absenteeism

John (2002:22) suggests that “regular unnecessary absenteeism that may be a direct result of laxity on the part of the parents is one other core and influential factor to poor pass rates”. Absenteeism on the part of students is a blame attached to the parents since parents are responsible for encouraging the child to go to school (Ladislaus 1997:30). For example one finds that parents are not bothered that a student is at home during school hours or has not even gone to school that day. The student takes up household chores, herd cattle or work in the fields. This is common in satellite schools.

Ross (2005:12) further carried out a survey in Malawi which indicated that 50% of the principals admitted that the major problems of high failure rates in schools are caused by absenteeism of both educators and students.

2.3.4 Parental attitude to education

Mwale (1995:22) points out “Parents who speak ill of educators in the presence of their children are actually paving way for the failure of their children”. This only means that students who are exposed to negative characters of their educators have ill conceived ideas about the educators. Such students find it difficult to give maximum attention towards those educators’ lessons. Hence at the end they do not perform well at school.

According to John (2002:18) “Parents’ unwillingness to actively part-take in the learning process of the child in collaboration with the educator also accounts for a failure rate”. This entails that lack of follow-up by parents to find out more and to discuss the problems of a student jointly with the educator, might be one of the contributory factors to the failure rate. Joint discussions reveal the main areas of weakness. With the same vision, parents and educators may jointly institute proper and effective measures for remedial purposes.

Musvusvi (1998:18), indicates that a survey in Sub-Saharan Africa points out that in rural areas, in most schools, there are no textbooks in the primary schools. There may be one for the educator. This observation seemed to apply to the situation in Chiredzi satellite schools.
2.3.5 Family factors

Ezewu (1983:25) says “The value which each family attaches to education determines the motivation with which its children pursue such education.” This propounds that parents’ encouragement to school work determines the motivation with which students endeavour to attain education. Students from parents who underrate the value of education usually come to school after doing some work. The reasons for being late or absent show that the student comes from an uninterested family. These students give lame reasons like, “I was sent to the grinding mill, I was herding cattle or I was minding a baby while mother was washing”. These families value home activities more than school, thereby facilitating poor pass rates.

2.3.6 Consultation days at school

Contrary to rural areas, Musvusvi (1998:20) also observed that 80% of parents in urban areas visited students once per term to discuss educational matters with the educators and school principals. Consultation days may be helpful if they are well organised at a school. Parents, educators and learners may have the opportunity to discuss educational matters.

The above observation is further supported by Sergiovanni (1991:19) who says that moral involvement is the best bet for ensuring inspired commitment of educators, parents and learners. Together, they believe that what they do is right and good. Then they are intrinsically satisfied. Sergiovanni is also supported by Randburg (2002:112), who believes that supportive and co-operative relationships between individuals give sustenance to effort and productive learning.

2.3.7 Educators related factors

Mwale (1995:22) says, “Lack of dedication in educators also contributes to the failure of students in schools.” Teaching is more of devotion than a profession. Therefore, if educators are not dedicated, failure will persist in schools.
2.3.8 Media use

Friedman and Schustanor (2004:395) say, “Failure to effective use of media may influence poor pass rate.” Van Der Ross (1970:95) says “The educators must have equipment if they need to work effectively”. The use of real objects enable students to understand the concepts being taught. Hence teaching without media promotes the failure rate in schools (Orlich 1989:75).

2.3.9 Geographical related factors

The geographical set up of some schools also contributes to poor pass rates (Van Der Ross, 1970:120). For example, if the distance between schools and the students’ homes is more than two kilometres, students may be tired when they get to school. This is especially true of these satellite schools, where students travel long distances and arrive at their schools very late. They join others after two or three lessons. Losing three lessons every day means they would have missed many lessons and concepts by the end of the year.

2.3.10 Supervision

Sergiovanni & Starratt (2002:36) indicate that there is need for educators to be involved in supervision for better teaching and improved learning. The purpose of supervision is to help to increase the opportunity and the capacity of schools to contribute more effectively to student academic success. Sergiovanni et al (2002:40) continue to say that when the students are not learning well and when educators are not teaching well, the problem may be the quality of supervision the school provides.

Davies & Harper (1997:38) suggest that supervision on class records is of great value in promoting pass rate in schools. Davies et al (1997:32) carried out a survey in which they pointed out that supervision improves pass rate. Thus, the maximum use of Management By
Objectives (MBO) and Management By Wandering Around (MBWA) of students’ personal services of quantitative and qualitative nature are ensured.

Chivore (1994:98) views supervision as a way of harnessing effective teaching. The supervisors should have adequate knowledge of the aspects of the subjects that they can give advice on. Supervisors provide those checks and balances that enhance effective teaching as illustrated in figure 2.1.

Figure 2.1: The role of the supervision in promoting school effectiveness (Sergiovanni & Starrat 2002:36)

Principals and educators who collaborate improve their efforts. Successful implementation of goals and reforms at a school level reflects the effectiveness of principals in their organisational and supervisory responsibilities. Effective leadership and management are required to generate school improvement (Bush & Coleman: 2003:2).

2.4 HOW PASS RATES CAN BE IMPROVED

The notion of how to improve pass rates or how possibly pass rates could be improved in satellite schools, was looked at by the researcher considering the model of evaluation of educational programmes.

Figure 2.4.1. An open climate in the school

Figure 2.2 illustrates factors that influence effective education.
The model summarizes the factors that influence effective education of the educators and students in the class performance to improve pass rate in schools.

The three major dimensions of the cube include instructions, institutions and behavioural objectives. Each of these dimensions may contribute to students’ performance in examinations. The features of the model reveal educators and students’ factors that may influence the pass-rate in an effective education system in a school. In Figure 2.2, this is supported by Van Der Ross (1970:9) who says, “Educators should try to utilise factors in the environment or immediate surroundings which influence the students physically and mentally”.
2.4.2 Classroom management

MacBeath & Mortimore (2001:50) point out that the enhancement of the pass rate depends on educators’ knowledge, the subjects they teach, skills in teaching and classroom management. High quality teaching materials, strong professional commitment and working together enhances students’ abilities and performance.

In a viable classroom management, Mortimore (2000:142) in a case study in Singapore and London schools, suggests that the recipes for a high pass-rate include a good educator-student relationship, a well conceived curriculum, good organisational skills and effective discipline.

Sallis (2002:10) supports the idea when he argues that good discipline was linked to classroom management in which students are actively engaged in learning.

2.4.3 Curriculum content

On instructional quality, Sergiovanni et al (2002:37) propose that curriculum content should be grounded in the academic and professional disciplines. These demand deep understanding, completion of syllabi by the end of the year and application of basic teaching skills. A conducive environment is needed where commitment to caring of students and cooperation enhance high academic pass rates.

2.4.4 Staff development programmes

It is believed that principals and educators who collaborate improve their efforts. In effective staff meetings, all minds of staff members are connecting and working together to solve problems and to move the organisation’s goals and objectives forward. For example, successful implementation of regular staff and cluster meetings are necessary to promote efficiency and effectiveness. This is supported by Bhadia (2002:92) who pointed out that
effective leadership and management are required to generate school improvement. The internal operation of educational institutions relates well with their environment. The communities in which they are set together with their governing bodies, should responsibly work together to improve Grade 7 pass-rates. Regular staff and cluster meetings could be applicable in satellite schools in Chiredzi District.

2.4.5 Methods of instruction

From a different point of view, Bhadia (2000:92), argues that poor methods of instruction, lack of experience in the teaching field and sarcastic remarks influence performance negatively and finally affects pass-rates.

Vaidya (2005:360) notes that in an ineffective classroom there are:

- inconsistent approaches to teaching, that is, there is no order in using approaches in teaching: for example teaching from the higher order to the lower order or vice versa
- low level of teacher-pupil interaction
- high classroom noise level
- frequent use of criticism and negative feedback.

This further reflects that educators in schools should make use of the correct methodology of planning and should be backed by regular and qualitative supervision. The educators should monitor and evaluate whether progress is taking place to improve the Grade 7 pass rates.

Vaidya (2005:362) points out that maintenance of records such as registers of students, information on discipline, and individual record books are of importance in that the progress of each student is noted.

When teaching, instructional planning improves pass rates (Fig 2.2). For example, preparing lessons, providing study materials, evaluating students’ work, evaluating instructions, preparing reports and supervising students make educators understand the students they teach.

2.5 THE IMPORTANCE OF RESOURCES IN GRADE 7 PASS RATES
Satellite schools should make the most efficient use of the available resources in order to boost the Grade 7 pass rate.

Berkhout & Berkhout (1992:2) define resources in two contexts. Firstly it refers to funding sources (the financing source). Secondly, it refers to material or non-material resources necessary for running and undertaking organisation or state institution.

The above stated authorities point out that services may not be provided in schools without human input. For example, parents’ devotion to assist with homework or assist in school functions could help to improve the pass rate. Benefits such as housing and transport subsidies and other concessions have to be set as means of incentives or motivating educators for the improvement of pass rates.

Studies from Chingozho (2003:26) indicate that financial and human resources either affect educational progress positively or negatively. For example, when educators are paid enough, they perform their work effectively. In other words, satisfied educators would be in turn easier to work with. Happy educators become easier to manage when they have positive attitudes towards schoolwork where there are enough resources. Ministry of Education, Secretary’s report (1996:5) says, “The rural areas did not fare as urban because of shortage of resources and facilities”.

### 2.6 SCHOOL RELATED FACTORS

The relationship between the supervisor and the subordinates is important in order to increase organisational effectiveness. As from Figure (2.1) there should be consensus in decision making. This will result in educators’ satisfaction for they will aim to achieve their desired goals as from the decisions made. Satisfaction will in turn increase effectiveness in performance.
2.6.1 School educator

An educator is a supervisor, planner and controller of students’ learning in his or her own class. Studies cited in Chall (2002:17) point out that more progress is made when an educator selects or directs the activities and acts as a strong leader. The educator approaches a lesson in a direct, business like manner. He/she organizes learning around questions and occupies the centre.

2.6.2 Educator-centred and student-centred approach

There are changes proposed for school practices which fall into two categories: Those that recommend change in instructional practices and those that recommend change in student motivation and development.

Chall (2002:6) points out that a student-centred approach tends to view learning as good in itself and as a source of pleasure. Student-centred schools emphasise joyfulness. Educators emphasise students individual needs and interests. In a student-centred approach, an educator is a facilitator, a leader, guide or a coach as opposed to one who talks at length in front of the whole class.

An educator centred model produces higher results than the student-centred model as cited in (Chall 2002:80). The diagram below shows how the school leadership is affected by its environment.
Figure 2.3 shows the school and its environment

Figure 2.3 How schools contribute to academic achievement

An educator-centred model produces higher results than the student-centred model (Chall 2002:8).

2.7 HOME ENVIRONMENT
Home variables have been found to be the best predictors of school learning (Chall, 2002:19). For example, parents can provide a stimulating home environment that supports and encourages learning of the students. Chall (2002:80) continues to say that it is what parents do at home, rather than their status, that is important in influencing the child’s learning.

2.8 SUMMARY

This chapter focused on the literature with various factors which affect pass rates. These factors include elements such as principals, educators, parents, students, financial resources, textbooks, materials and community involvement in the students’ learning. If these elements are utilized positively, pass rates could be improved in schools.

It has also been pointed out that the models of teaching such as a student-centred model and educator-centred model play a very important role in class performance.
CHAPTER 3 : RESEARCH METHODOLOGY

3.1 INTRODUCTION

In chapter two related literature was reviewed. The intention of this chapter is to describe the research methods used in the study.

3.2 RESEARCH DESIGN

Research design is a grand plan for enhancing the researcher’s internal and external validity. Qualitative and quantitative approaches were used in the study.

3.2.1 A qualitative approach

The reason for using this method was that; what was being studied was experienced by educators on a daily basis. The respondents described their everyday experiences relating to Grade 7 pass rates in satellite schools in Chiredzi District.

Thompson (1994:14) defines qualitative research as a collection of approaches to inquiry, all of which rely on verbal, visual, tactile and auditory data. These data are preserved in descriptive narratives like field notes, recordings or other transcriptions from audio and video tapes.

The characteristics of qualitative research are that it describes and analyses people’s individual and collective social actions, beliefs, thoughts and perceptions. Qualitative research is also an inquiry in which researchers collect data in face-to-face situations by interacting with selected persons and their settings (McMillan & Schumacher, 2001:395).

3.2.2 Quantitative approach
A quantitative approach deals with data that is principally numerical (Leedy, 1993:139). A quantitative approach is usually based on what is called a “logical positivist” philosophy, which embraces the scientific method of inquiry, a method embodied in the problem solving process (Grinnel, 1993:130).

A descriptive research method was used. According to Gay (1987:10), descriptive research involves collecting data in order to test hypotheses or answer questions concerning the current status of the subject of the study. Van der Merwe (1996:287) points out that the purpose of descriptive research is to describe what exists as clearly as possible.

3.3 POPULATION AND SAMPLE

A population is the totality of persons, events, organisations or units, case records or other sampling units with which a research problem is concerned (De Vos et al, 1998:190). The population of the study can be described as all possible elements that can be included in the research (White, 2005:113). Tuckman (1972:98) describes the population as that group one sets out to study while Cohen and Manion (1985:124) views a population as those people from whom a sample is drawn. The population therefore is the designated group.

The population for this study consisted of 300 educators in satellite primary schools in Chiredzi District, Masvingo Province in Zimbabwe. The population was from three clusters namely Chiredzi North, Chiredzi East and Triangle West. These clusters were naturally grouped by their geographical proximity. Each cluster has at most ten satellite schools.

3.3.1 Qualitative sample

A sample is a group of subjects selected from a larger population. According to De Vos et al, (1998:19) a sample comprises the elements of a population considered for actual inclusion in the study.

In this research of satellite schools, non-probability sampling was applied. The researcher selected subjects who happened to be accessible in each cluster. Seven host heads and TICs were interviewed.

3.3.2 Quantitative sample
According to White (2005:117), probability sampling is any sampling that ensures a random sample; that is a technique that ensures that every element in the sampling frame has an equal chance of being included in the sample.

Simple random sampling was used to select the population of the study. The names of schools in each cluster were written on individual slips of paper. These slips of papers were placed in a box which was thoroughly shaken. After the slips of papers were well mixed, two slips of paper from the box were picked with names of schools to represent the population elements of satellite schools in each cluster. In this study 82 respondents were involved from 64 satellite educators and 18 TICs.

### 3.4 DATA COLLECTION TECHNIQUE

Data was collected by using questionnaires, interviews and informal observations.

#### 3.4.1 Quantitative data collection

Questionnaires as quantitative data collection methods were used. Haralambos and Holborn (2004:835) say, “a questionnaire consists simply of a list of pre-set questions”. Module DEA (560:59) describes a questionnaire as a document consisting of question items that solicit information from a subject that is suitable for research analysis.

The researcher chose this type of data collection procedure due to some underlying reasons: questionnaires save time. Each respondent works with his/her own sheets and thus many respondents participate at the same time. Questionnaires are easy to distribute. The respondents answer the questions, leading to validity and reliability of information outcomes. The questionnaires are a permanent record of data collection and can be reused when needed (Haralambos at el, 2004:783).

The researcher distributed questionnaires to the respondents personally and then collected them. This was done after the Ministry of Education Head Office in Harare and Chiredzi District granted permission to the researcher as shown in appendix E.

#### 3.4.2 Qualitative data collection
Interviews permit the researcher to obtain important data that cannot be obtained from observations (Gay & Airasian, 2000:219). An interview is a purposeful interaction with another person. In qualitative research, interviews are often quite open-ended and revolving around one issue.

In this research, the researcher sought for information regarding the satellite schools’ pass rates through interviews. The TICs and host heads were expected to give probable reasons for low pass rates in an open ended way and the researcher took notes during the interviews. Seven TICs and host heads were interviewed and tapped to supplement the data obtained through questionnaires.

Qualitative research usually involves fieldwork. The researcher must physically go to the people, setting, site or institution in order to observe behaviour in the natural setting (Merriman, 1998:7).

3.5 DATA ANALYSIS

3.5.1 Qualitative data analysis

A qualitative analysis is a systematic process of selecting, categorising, comparing, synthesising and interpreting data to provide explanations of interest (White 2005:82). Data analysis entails:

- continuous discovery, especially in the field of study but also throughout the entire study to identify tentative patterns.
- Categorising and ordering of data typically after collection.
- Qualitatively assessing the trustworthiness of data to refine patterns; and
- Writing synthesis of themes and or concepts (MacMillan & Schummacher (1997:500).

Qualitative data, according to Neuman (2000:441), requires more effort by an individual researcher to read and reread data notes, reflect on what is read and make comparisons based on logic and judgement. The collected data were organised and marked to indicate the kind and the source of data. There were seven respondents who were interviewed.
The data were broken down to manageable stages, sorted out and summarised in order to be interpreted.

### 3.5.2 Quantitative data analysis

The purpose of descriptive statistics according to Struwig and Stead (2001:158) is to provide an overall, coherent forward picture of large amounts of data. The researcher made use of descriptive statistics to analyse quantitatively collected data. Descriptive statistics is a mathematical technique for organising, summarising and displaying a set of numerical data (Gall, Borg & Gall, 1996:757).

Cohen and Manion (1985:304) view two processes that have to take place before data is analysed. These are:

- Making a physical count of all questionnaires that have been given to respondents even if they were personally administered and made sure that items have been completed.
- Coding which involves counting the numbers in the various categories and putting results into tables which would serve as basis for analysis as soon as the researcher has all the questionnaires.

The findings from data collected from the questionnaires were presented as percentages, tables and graphs. The results were used to make conclusions and to give the reader a condensed picture of the data on the Grade 7 pass rate in satellite schools.

### 3.6 VALIDITY/RELIABILITY/TRUSWORTHINESS OF THE STUDY

According to Aryl, Jacobs & Razavieh (2002:465) data analysis is a process whereby researchers systematically search and arrange the data in order to increase their understanding and to enable them to present what they have learnt from others.

Descriptive statistics were used to analyse quantitative data. The purpose of the descriptive statistics according to Struwig and Stead (2001:158) is to provide an overall coherent and straightforward picture of large amounts of data.
The collected information was tabulated in order to give the reader a condensed picture of the data. The data were analysed according to the categories as indicated in the tables.

### 3.6.1 Reliability in qualitative research

White (2005:197) defines reliability as the accuracy of an instrument and as a degree of consistence or agreement between two sets of scores.

Qualitative researchers regard reliability as elimination of casual errors that can influence the results (White, 2005:200).

For the purpose of this study, reliability was ensured by the use of a simple language in questionnaires while ambiguous questions and instructions were avoided.

### 3.6.2 Reliability in quantitative study

Quantitative reliability is associated with accuracy, stability, consistency and repeatability of the research. The core meaning of methodological reliability is this the absence of random errors that distort the object of the study (White 2005:200).

The researcher limited the error by preparing clear, straightforward questionnaires so as to avoid misunderstanding and ambiguity. Simple words were used during the construction of the instrument. The questions were logically arranged. The respondents all being educators were literate and understood the question items without any problems.

### 3.6.3 Validity in quantitative study

Validity of research according to Struwig and Stead (2000:136) refers to the extent to which the research is scientifically sound or appropriately conducted. Validity concerns conclusions about causal connections between variables to yield a statistically significant coefficient of correlation (White, 2005:201).
When a researcher says that an indicator is valid, it is valid for a particular purpose and definition. The same indicator can be valid for one purpose but less valid or invalid for another (Neuman, 2000:367).

Validity in this research study was ensured by the researcher doing the correct sampling procedures and selecting the correct data gathering instruments.

The researcher employed random sampling to avoid bias and preserved all information regarding the research so that the findings may be verified by an independent person even long after the study has been completed.

### 3.6.4 Trustworthiness of qualitative research

The strategies to increase trustworthiness of qualitative research are summarised in the following table (Krefting, 1994:214-222).

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credibility</td>
<td>- Prolonged and varied field experience</td>
</tr>
<tr>
<td></td>
<td>- Time sampling</td>
</tr>
<tr>
<td></td>
<td>- Triangulation</td>
</tr>
<tr>
<td></td>
<td>- Interview Techniques</td>
</tr>
<tr>
<td></td>
<td>- Establishing authority of researcher</td>
</tr>
<tr>
<td></td>
<td>- Structural coherence</td>
</tr>
<tr>
<td></td>
<td>- Referential adequacy</td>
</tr>
<tr>
<td></td>
<td>- Reflexivity (field journal)</td>
</tr>
<tr>
<td>Transferability</td>
<td>- Nominated sample</td>
</tr>
<tr>
<td></td>
<td>- Comparison of sample to demographic data</td>
</tr>
<tr>
<td></td>
<td>- Time sample</td>
</tr>
<tr>
<td></td>
<td>- Dense description</td>
</tr>
<tr>
<td>Dependability</td>
<td>- Dependability audit</td>
</tr>
<tr>
<td></td>
<td>- Dense description of research methods</td>
</tr>
<tr>
<td></td>
<td>- Triangulation</td>
</tr>
<tr>
<td></td>
<td>- Code record procedure</td>
</tr>
<tr>
<td>Conformability</td>
<td>- Conformability audit</td>
</tr>
</tbody>
</table>
In this study the following strategies, criteria and application were used:

**Strategy: credibility**

**Criterion: member checking**

Application: In order to prove the credibility of the study the researcher has kept the notes, tape recordings and other documents or experiences of satellite schools through interviews and these are available upon request.

**Strategy: transferability**

Criterion: Comparison of sample to demographic data.

Application: In order to enhance transferability, the researcher will make the research results available to the officials of the Department of Education in both South Africa and Zimbabwe.

**Strategy: Conformability**

Criteria: Triangulation

Application: Different data sources helped the researcher to complement the quantitative findings with data from qualitative findings in order to determine if similar patterns emerged from both analyses.

### 3.7 Conclusion

In this chapter the research design based on quantitative and qualitative approaches was discussed. Questionnaires were used as instruments for data collection. The results gave rise to the conclusion that questionnaires and interviews could be the most appropriate data collection methods. Focus has been made on the reliability and validity of the instruments.
In chapter 4 data collected from both quantitative and qualitative research approaches are recorded and these will be analysed for accurate conclusion to be drawn from data presentation and interpretation.

CHAPTER 4: DATA PRESENTATION, INTERPRETATION AND ANALYSIS

4.1 INTRODUCTION

The intention of this chapter is to present, synthesise, analyse and interpret data gathered during the study whose sole purpose is the investigation of Grade 7 pass rates in satellite schools in Chiredzi District. The data were collected using interviews and questionnaires. Tables, graphs and pie charts were used to present the data.

4.2 DATA PRESENTATION

4.2.1 Quantitative data

The data in this chapter is presented in tabular form with numerical values and percentages.

4.2.2 Qualitative data

In order to solicit information from the respondents, seven interviews were conducted with heads and TICs of satellite schools. The researcher collected, synthesised, collated, analysed and interpreted the data.
The data have been presented in sections as follows:

SECTION A: PART A – Biographical data for both TICs and educators

SECTION B: PART B – Research related questions: data on responses from educators.

SECTION C: PART B – Research related questions: data on responses from heads and TICs.

SECTION D: Data collected from interviews and questionnaires.

4.3 SECTION A: PART A: BIOGRAPHICAL DETAILS FOR BOTH TEACHERS IN CHARGE (TICs) AND EDUCATORS

The tables below show biographical details of both TICs and educators of Chiredzi Satellite schools.

4.3.1 Age of respondents

*Question 1: What is your age range?*

**Table 4.1 Age of respondents**

<table>
<thead>
<tr>
<th>Heads and Teachers In Charge</th>
<th>Respondents</th>
<th>%</th>
<th>Educators</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category</td>
<td></td>
<td></td>
<td>Category</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25-29 years</td>
<td>1</td>
<td>5.5</td>
<td>25-29 years</td>
<td>21</td>
<td>33</td>
</tr>
<tr>
<td>30-34 years</td>
<td>1</td>
<td>5.5</td>
<td>30-34 years</td>
<td>14</td>
<td>22</td>
</tr>
<tr>
<td>35-39 years</td>
<td>5</td>
<td>28</td>
<td>35-39 years</td>
<td>12</td>
<td>19</td>
</tr>
<tr>
<td>40 and above</td>
<td>11</td>
<td>61</td>
<td>40 and above</td>
<td>17</td>
<td>26</td>
</tr>
<tr>
<td>TOTAL</td>
<td>18</td>
<td>100</td>
<td>TOTAL</td>
<td>64</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 4.1 reveals that 89% heads and TICs were above 35 years of age. 45% educators were older than 35 years. According to table 4.1 different age groups were represented in the research.

### 4.3.2 Academic qualifications of respondents

**Question 2: Indicate your highest academic qualification**

**Table 4.2 Respondents’ highest academic qualifications**

<table>
<thead>
<tr>
<th>Category</th>
<th>Heads and Teachers in Charge</th>
<th>Educators</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior Certificate</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>‘O’ Level</td>
<td>13</td>
<td>38</td>
<td>59</td>
</tr>
<tr>
<td>‘A’ Level</td>
<td>2</td>
<td>19</td>
<td>30</td>
</tr>
<tr>
<td>Degree</td>
<td>3</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>TOTAL</td>
<td>18</td>
<td>64</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.2 reveals that most of the TICs and educators were O and A level graduates. These respondents are recommended by the government to teach Grade 7 students.

### 4.3.3 Highest professional qualification

**Question 3: What is your highest professional qualification?**

**Table 4.3 Highest professional qualifications**

<table>
<thead>
<tr>
<th>Category</th>
<th>Heads and Teachers In Charge</th>
<th>Educators</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate in Education</td>
<td>7</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Diploma in Education</td>
<td>10</td>
<td>53</td>
<td>83</td>
</tr>
</tbody>
</table>
Educators who were trained before 1990 obtained a Certificate in Education (CEs.) The government introduced Diplomas in Education in the early 1990s. 39% of the heads and TICs obtained certificates in education against 6% educators.

There are 56% of the Heads and TICs and 83% of the educators who obtained Diplomas in Education. These professional respondents are qualified to teach Grade 7 students in satellite schools just like their counterparts in established schools.

### 4.3.4 Teaching experience in satellite schools

**Question 4: Indicate your teaching experience in satellite schools?**

**Table 4.4 Teaching experience in satellite school**

<table>
<thead>
<tr>
<th>Category</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year to 2 years</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>2 to 3 years</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>3 to 4 years</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>4 to 5 years</td>
<td>11</td>
<td>61</td>
</tr>
<tr>
<td>TOTAL</td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>

Among the TICs, 61% indicated that they have taught for 4 to 5 years in satellite schools. The educators reveal that 45% of them have taught in satellite schools for less than two years. According to table 4.4 the TICs have more years of teaching experience in satellite schools than the educators.

### 4.3.5 Methods of teaching.
Question 5: Which method of teaching do you use in your class?

Table 4.5 Methods of teaching used by respondents

<table>
<thead>
<tr>
<th>Category</th>
<th>Heads and Teachers In Charge</th>
<th>Respondents</th>
<th>%</th>
<th>Educators</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student-centred</td>
<td>7</td>
<td>39</td>
<td></td>
<td>17</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Teacher-centred</td>
<td>1</td>
<td>6</td>
<td></td>
<td>5</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Both Tr/Student-Centred</td>
<td>10</td>
<td>55</td>
<td></td>
<td>42</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>18</td>
<td>100</td>
<td></td>
<td>64</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.5 indicates that 6% TICs and 8% educators use a teacher-centred method in teaching Grade 7 students. The student-centred method is used by 39% and 26% respectively.

Quite a number of TICs (55%) and 66% of the educators respectively use both methods in their classes when teaching. The Ministry of Education did not give one particular ideal method of teaching. Sergiovanni et al. (2002:34) point out that better teaching means improved student learning. In the learning process, Friedman and Schustaror (2004:395) propose that learning media should be used in the three learning approaches. TICs and educators in satellite schools in Chiredzi District use the above three methods as shown in table 4.5.
4.4 SECTION B: RESEARCH RELATED QUESTIONS:
EDUCATORS

4.4.1 Class size of respondents

*Question 6: What is your class size?*

**Table 4.6 Respondents’ class size**

<table>
<thead>
<tr>
<th>Category</th>
<th>Responses</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 40</td>
<td>24</td>
<td>38</td>
</tr>
<tr>
<td>Between 41-45</td>
<td>26</td>
<td>40</td>
</tr>
<tr>
<td>Between 46-50</td>
<td>11</td>
<td>17</td>
</tr>
<tr>
<td>More than 50</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>64</td>
<td>100</td>
</tr>
</tbody>
</table>

According to the Ministry of Education Secretary’s report (1996:7) an educator is expected to teach 40 students in a class. This is regarded as a normal teaching load by the Zimbabwean government.

Table 4.6 indicates that 50 out of 64 (78%) of the respondents taught classes exceeding 45 students in the satellite schools. With such a large class an educator might fail to give students equal chances of responding to questions (Ross 2005:15).

4.4.2 Distance from school

*Question 7: How far away from school do the majority of students in your class live?*

**Table 4.7 Students’ distance from home to school**

**Educators**

<table>
<thead>
<tr>
<th>Category</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 2km</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Between 3 to 4 km</td>
<td>28</td>
<td>44</td>
</tr>
</tbody>
</table>
Ninety-seven percent of the respondents indicated that the majority of the students reside more than 2km away from the school. These students walk more than 2km daily. They may arrive at school exhausted and fatigued. The Education Act of 1994 stipulates that a child should walk at most a distance of 2km to the nearest school.

<table>
<thead>
<tr>
<th>Distance</th>
<th>Educators</th>
<th>Heads &amp; Teachers In Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between 4 to 5km</td>
<td>16 25</td>
<td></td>
</tr>
<tr>
<td>More than 5km</td>
<td>18 28</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>64 100</td>
<td></td>
</tr>
</tbody>
</table>

4.4.3 Supervision of educators per term

Question 8 How many times are you supervised per term?

Table 4.8 Frequency of supervision of educators, TICs and heads

<table>
<thead>
<tr>
<th>Category</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once</td>
<td>16</td>
<td>25</td>
</tr>
<tr>
<td>Twice</td>
<td>14</td>
<td>22</td>
</tr>
<tr>
<td>More than twice</td>
<td>28</td>
<td>44</td>
</tr>
<tr>
<td>Not at All</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>TOTAL</td>
<td>64</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.8 reveals that supervision is done frequently which allows students to benefit. Chivore (1994:98) says that effective supervision plays a pivotal role in the improvement of pass rates. Sixty-six percent of the educators were supervised at least twice per term.
4.4.4 Consultation days

**Question 9:** How many times does your TIC hold consultation days per term?

![Pie chart showing 80% and 20%]

**Figure 4.1 Frequency of consultation days per term**

Figure 4.1 reveals that 51 out of 64 (80%) of the respondents indicated that there were no consultation days at their schools. Thirteen out of 64 (20%) of the respondents indicated that parents came to school for consultation days. In Figure 4.1, the indicated turnout of 20% is very low. It seems that consultation days are not organised as would be expected. Eighty percent of the parents in satellite schools need some orientation. For example, on a consultation day, educators and parents may work together to assist the students. Educators may encourage parents to provide the necessary items or requirements for their students. The students maybe motivated in their school work if they realise that their parents are more concerned and have more interest in their school activities.

4.4.5 Staff development programmes

**Question 10:** What is the frequency of staff development programmes per term?
Figure 4.2 Frequency of staff development programmes

Twenty percent of the respondents revealed that staff development programmes are held at their schools. Eighty percent (Fig 4.2) of the respondents never had any staff development programmes at their schools. This may reflect one of the weaknesses of the TICs and yet according to Marker (1999:16), staff development programmes are a planned process whereby the effectiveness of staff, collectively and individually, is enhanced to respond to new knowledge, ideas and challenging circumstances in order to improve directly or indirectly, the quality of students’ education.

4.4.6 TICs’ intervention planned by staff for learning improvement

Question 11: Does your TIC approve any intervention planned by staff to improve the quality of learning?
Figure 4.3 shows that 42% of the respondents reported that TICs never had any intervention planned for staff to improve the quality of learning. At the same time, 58% perceived that Heads and TICs influenced the behaviour of their educators as they created a good tone or atmosphere for the school. Musvusvi (1998:15) says, “A good educator is the prerogative of every school head”.

The head is equally to blame if he/she determines the environment that provides poor atmosphere for teaching and learning. The TICs should do what is expected of them at their schools. Consultation days, staff development programmes and large class sizes may slightly influence Grade 7 pass rates.

4.4.7 Blame for students’ failure

*Question 12: Who is blamed when students in the school fail in the examination?*
The above information reveals that 72% of the respondents perceived that an educator is responsible for the passing or the failing of students in Grade 7. Mwale (1995:21) says, “It is not only the students who are blamed for the high failure rate, but educators also contribute.” This statement has a bearing on the educators’ contribution to the failure rate in schools, for example, educator’s commitment on the Grade 7 class; the media used, classroom management, methods of instructions and other related factors.

Numbers 13 to 19 are statements on a Likert scale. The statements have the following options:-

1. Strongly agree
2. Agree to a certain extent
3. Disagree to a certain extent
4. Strongly disagree

1 and 2 were combined to Agree then numbers 3 and 4 to disagree.
4.4.8 Availability of textbooks

*Statement 13: There are enough textbooks for my class.*

Table 4.13: Textbook availability

<table>
<thead>
<tr>
<th>Responses</th>
<th>Respondents</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>17</td>
<td>21</td>
</tr>
<tr>
<td>Disagree</td>
<td>65</td>
<td>79</td>
</tr>
<tr>
<td>Total</td>
<td>82</td>
<td>100</td>
</tr>
</tbody>
</table>

The table 4.13 reveals that 79% of the respondents disagreed that they had adequate textbooks in their schools.

Lack of textbooks is a prevalent problem in satellite schools as evidenced by the findings above. In some cases there is only one textbook for a teacher per subject per class.

4.4.9 Absenteeism

*Statement 14: Absenteeism exists in my class.*

Table 4.14: Existence of absenteeism

<table>
<thead>
<tr>
<th>Responses</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>62</td>
<td>76</td>
</tr>
<tr>
<td>Disagree</td>
<td>20</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td>82</td>
<td>100</td>
</tr>
</tbody>
</table>

Seventy-six percent respondents have admitted that there is high absenteeism in their classes. It would be ideal to utilise 24% respondents to reduce absenteeism in other educators’ classes, because Ross (2005:12) admitted that the major problems of higher failure rates in schools is caused by absenteeism. For example, students miss lessons with important concepts that may be examined at the end of the year. Therefore, parents should try to assist in encouraging their students to go to school (par. 2.3.3) regularly.
4.4.10 Late coming of students

Statement 15: Late coming exists in my class

Table 4.15: Existence of late coming

<table>
<thead>
<tr>
<th>Responses</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>65</td>
<td>79</td>
</tr>
<tr>
<td>Disagree</td>
<td>17</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>82</td>
<td>100</td>
</tr>
</tbody>
</table>

Seventy-nine percent of the respondents admitted that there is a high rate of late coming in their classes. Twenty-one percent of the respondents indicated that there is no late coming in their classes.

According to 4.4.2, Table 4.7, 97% of the students stay more than 2km away from their schools. Subsequently, this late coming may have adverse effects on their end-of-the-year Grade 7 examinations, because early lessons are missed on a daily basis.

4.4.11 Home background influence

Statement 16: Home background influence pass rate in my class.
Eighty percent of the respondents agreed that home background influences pass rates. This reveals that the financial and economic status of parents determines the ability of the parents in paying fees, feeding and dressing the child. Chall (2002:159) says, “It is what parents do at home that is important in influencing the child’s learning”.

**Figure 4.6: Influence of parents’ life style**

Eighty-one percent indicated that parents’ life style influences pass rate. Olivia (1984:97) claims that most rural schools are located in areas where parents are poor. Children are undernourished and consequently achieve less than their counterparts in urban areas. For example, some children in satellite schools are brought up in poor environments that are so poverty stricken, that the children are malnourished. This has far reaching effects on the child’s progress at school. In most of the satellite schools, the untold suffering of the parents results in low Grade seven pass rates.
4.4.13 School staff and parents

Statement 18: The school staff and parents work together at this school

Figure 4:7 Co-operation of school staff and parents

Fifty-nine percent indicated that school staff and parents work together to improve the conditions of their schools, while 41% (26 out of 64) disagreed. Giddens (2001:180) points out that parental attitudes towards school learning influence school performance. There is very low co-operation between parents and educators in satellite schools and this might lead to a low Grade 7 pass rate.

4.4.14 Sufficient resources
**Statement 19: My class has enough resources**

![Bar chart showing responses to Statement 19](image)

**Figure 4.8 Sufficient resources**

According to Figure 4.19, 91% of the respondents reveal that they use insufficient resources.

Berkhout et al, (1992:2) point out that services cannot be provided in schools without adequate resources. The effective use of adequate resources at a school may increase the pass rate.

**4.4.15. Students’ learning attitude**

**Statement 20: My Grade 7 students have a positive attitude towards learning.**

![Bar chart showing responses to Statement 20](image)
Figure 4.9: Students’ learning attitude.

According to figure 4.20, 70% of the respondents (44 out of 64) perceived that students in their Grade 7 classes have positive attitudes towards learning. This may imply that satellite schools’ students are interested in school work, just like other students in established schools.

4.4.16. Effectiveness of the Teachers In Charge

Statement 21: Tick from where 1 is non existent and 5 is excellent concerning your Teacher-In-Charge.

<table>
<thead>
<tr>
<th>Sliding scale</th>
<th>Negative</th>
<th>Neutral</th>
<th>Positive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement</td>
<td>No %</td>
<td>No %</td>
<td>Total %</td>
</tr>
<tr>
<td>21.1 Effective discipline</td>
<td>11 17 8 13 30</td>
<td>13</td>
<td>20 15 23 17 27 50</td>
</tr>
<tr>
<td>21.2 Inspires commitment in teachers</td>
<td>8 13 11 17 30</td>
<td>13</td>
<td>20 12 19 20 31 50</td>
</tr>
<tr>
<td>21.3 TIC or Teacher relationship</td>
<td>6 9 12 19 28</td>
<td>12</td>
<td>19 14 22 20 31 54</td>
</tr>
<tr>
<td>21.4 Supervision of the academic success of the school</td>
<td>7 11 11 17 28</td>
<td>11</td>
<td>17 20 31 15 24 55</td>
</tr>
<tr>
<td>21.5 Expertise of the Teacher In Charge</td>
<td>7 11 12 19 30</td>
<td>7</td>
<td>11 22 34 16 25 59</td>
</tr>
</tbody>
</table>

Sixty four respondents were asked to rate their TICs on a sliding scale of 1 to 5. Responses on the scale of 1 and 2 were regarded as negative. An indication of 3 was ignored because of its neutrality. Responses on the scale 4 and 5 were regarded as positive.

The results are presented in table 4.16.
4.4.17. A graph showing effectiveness of TICs in satellite schools

![Graph showing effectiveness of TICs](image)

Figure 4.10 Effectiveness of TICs

**KEY**

- TICs Expertises – Knowledge and skills to assist educators
- Supervision of academics - Lesson observations, inspection reports on exercise books, official documents such as tests and individual record books.
- TICs and Educators’ relationship: - reciprocal atmosphere at the school.
- Discipline - The practice of training students to obey rules and orders and punishing them if they do not comply with school rules.
- Teachers’ commitment: - the willingness to work hard by giving their energy and time.

The figure 4.10 acknowledges that the TICs operate below 60% in their schools. Their effort as rated by educators reveal that TICs’ effort ranged from 50% to 59%. It could be assumed that their effectiveness maybe one of the contributory factors to low pass rates in satellite schools.
Supervision of academics in Figure 4.10 shows 55%. Fulfilment of what is on the key, the researcher, observed three educators teaching and discovered that TICs had problems in having teachers shunning being observed whilst teaching Grade 7 learners.

- They had no media, no textbooks or magazines.
- Educators resorted to dictation in lesson delivery.
- It seemed difficult, if not impossible, to have a smooth flow of information to the students.
- Remedial, test and individual records books had very little information if not none.
- TICs had neither inspection reports on exercise books nor assessment reports of their educators.

### 4.5 SECTION C PART B: RESEARCH RELATED QUESTIONS: HEADS AND TICS RESPONSES

The following data was obtained from 18 heads and TICs in charge of satellite schools.

<table>
<thead>
<tr>
<th>4.5.1. Staff turnover per term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 6: What is the rate of staff turnover per term?</td>
</tr>
</tbody>
</table>
Table 4.17 Rate of Staff turnover per term

<table>
<thead>
<tr>
<th>Category</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Educator</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>2 Educators</td>
<td>6</td>
<td>33</td>
</tr>
<tr>
<td>3 Educators</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>More than 3 educators</td>
<td>7</td>
<td>39</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>

Fifty percent of the respondents revealed that at least two educators leave a satellite school per term.

Chingozho (2003:26) says that if educators are constantly changing as with the case of many rural schools, the students are then tossed around trying to cope with the theme of changing educators. This implies that educator turnover is one of the factors that affect the students’ rate of success.

Again fifty percent pointed out that more than three educators leave their schools per term. This high turnover according to the Secretary’s Report of Ministry of Education (1996:6) says “Poor accommodation, poor infrastructure of the school, lack of decent shops or health facilities in some Districts, long distances to urban shopping centres militated against the retention of qualified educators in the remote areas of the country”. This entails that educators like any other resource are essential if students are to pass at the end of the learning programmes. Trained educators are always in transit in search of better schools with better facilities. Hence, the school pass rate is mal-affected.

4.5.2 Replacement of transferred educators

*Question 7: How soon do you get replacement after one educator has been transferred?*
**Table 4.18 Replacement after educator’s transfer**

<table>
<thead>
<tr>
<th>Category</th>
<th>Respondent</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within 1 month</td>
<td>9</td>
<td>50</td>
</tr>
<tr>
<td>Within 2 months</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>Longer than 2 months</td>
<td>6</td>
<td>33</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.23 indicates that 9 out of 18 (50%) of the respondents reveal that the staffing officer in Chiredzi District replaced transferred educators within one month. 33% of the respondents received educators after 2 months. This delay may impact negatively on the students’ learning.

### 4.5.3 Supervision of the schools

**Question 9: Who has visited your school for supervision this year 2007?**

**Table 4.19 Supervision by other authorities**

<table>
<thead>
<tr>
<th>Category</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Education Officers (DEOs)</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td>Education Officers (EOs)</td>
<td>6</td>
<td>26.0</td>
</tr>
<tr>
<td>Host Heads</td>
<td>7</td>
<td>30.4</td>
</tr>
<tr>
<td>School Development Committee (SDC)</td>
<td>8</td>
<td>35.0</td>
</tr>
<tr>
<td>Non of them</td>
<td>1</td>
<td>4.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>23</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

One of the responsibilities of the Ministry of Education officials like the DEOs down to the host heads is to visit schools for inspection. Thirty five percent of respondents indicate that SDC members come to school to liaise with the TICs for development.

Eller and Eller (2006:32) point out that supervision improves academic performance. The supervisor may have the opportunity to collaborate with his/her subordinates.
The Secretary’s Report (1996:17) says, “The shortage of Government vehicles and poor roads affect the supervision of schools”. This reflects that low levels of supervision persists. It is one other cause of poor pass rate in remote rural schools.

4.5.4. Grade 7 Study periods

*Question 10: How many times per week do the Grade 7 students have study?*

**Table 4.20 Frequency of Grade 7 study periods**

<table>
<thead>
<tr>
<th>Category</th>
<th>Respondent</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once</td>
<td>4</td>
<td>22</td>
</tr>
<tr>
<td>Twice</td>
<td>10</td>
<td>56</td>
</tr>
<tr>
<td>Thrice</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Four Times</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Daily</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.20 reveals that satellite schools have at least two study periods per week as indicated by 56% of the respondents. This might be inadequate for Grade 7 students to perform well in the end of year examinations.

4.5.5. Completion of Grade 7 syllabus

*Question 11: Do educators always complete the syllabus before students sit for the end of the year examinations?*

**Table 4.21 Frequency of syllabus completion**

<table>
<thead>
<tr>
<th>Category</th>
<th>Respondent</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>4</td>
<td>22</td>
</tr>
<tr>
<td>No</td>
<td>14</td>
<td>78</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>
Seventy eight percent of the respondents pointed out that the majority of the educators do not complete their syllabi before students sit for their Grade 7 final examinations. If some of the concepts are not covered in the syllabi by the end of the year, then this might lead to a low pass rate in satellite schools. Much effort is required from the Grade 7 educator to cover the syllabi.

*Numbers 12 to 17 are statements on Likert scale. The options were:*

1. strongly agree
2. agree to a certain extent
3. disagree to a certain extent
4. strongly disagree

1 and 2 were combined to agree; numbers 3 and 4 were combined to disagree.

*Statement 12 Late coming exists in my class done in Table 4.15.*

*Statement 13 Absenteeism exists in my class. See table 4.14.*

### 4.5.6. Chalkboard preparation

*Statement 14: Preparation of chalkboard is done before hand*

<table>
<thead>
<tr>
<th>Preparation of chalkboard is done before hand</th>
<th>Agree</th>
<th>Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondents</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Percentage</td>
<td>11</td>
<td>11</td>
<td>22</td>
</tr>
<tr>
<td>Total Percentage</td>
<td>22</td>
<td>78</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.22 Frequency of chalkboard preparation

Table 4.22 indicates that 78% of the respondents do not prepare their chalkboard work before hand. This shows lack of preparation by the educators which may result in a poor pass rate at the end of the year.
Statement 15. Textbooks are freely available at my school. Done in table 4.13 page 39.

4.5.7 Financial resources

Statement 16: I have sufficient financial resources at my school.

Table 4.23 Sufficient financial resources

<table>
<thead>
<tr>
<th>I have sufficient financial resources at my school</th>
<th>Agree</th>
<th>Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondents</td>
<td>1</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Percentage</td>
<td>6</td>
<td>22</td>
<td>28</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>72</td>
<td>100</td>
</tr>
</tbody>
</table>

Seventy-two percent of the respondents pointed out that they do not have enough financial resources. These respondents may experience financial difficulties in running their satellite schools.

Studies from Joan (1990:60) indicate that financial resources affect educational progress.

4.5.8 Individual remediation

Statement 17: Grade 7 educators cater for individual remediation

Table 4.24 Grade 7 individual remediation

<table>
<thead>
<tr>
<th>Grade 7 educators cater for individual remediation</th>
<th>Agree</th>
<th>Disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>
Table 4.29 shows that 61% of the respondents agreed that Grade 7 educators cater for individual remediation. This is supported by Sergiovanni (1991:19) who points out that inspired commitment and performance of educators intrinsically satisfied the learners.

Thirty-nine percent of the respondents indicated that the Grade 7 educators do not cater for individual remediation. Lack of individual remediation might lead to poor academic performance.

4.5.9 Enhancement of pass rate

Question 18: Arrange the following aspects in order of importance regarding enhancement of pass rate.

Table 4.25: Enhancement of pass rate by Grade 7 educators

<table>
<thead>
<tr>
<th>Organisational Skills</th>
<th>1 Most Important…</th>
<th>2</th>
<th>3</th>
<th>4 least important</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondents</td>
<td>3</td>
<td>11</td>
<td>3</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td>Percentage</td>
<td>17</td>
<td>61</td>
<td>17</td>
<td>5</td>
<td>100</td>
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<tr>
<td>Total</td>
<td>78</td>
<td>22</td>
<td>100</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effective Discipline</th>
<th>1 Most Important…</th>
<th>2</th>
<th>3</th>
<th>4 least important</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondents</td>
<td>1</td>
<td>5</td>
<td>9</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>Percentage</td>
<td>5</td>
<td>28</td>
<td>50</td>
<td>17</td>
<td>100</td>
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<tr>
<td>Total</td>
<td>33</td>
<td>67</td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Organisational Skills
Seventy eight percent of the respondents pointed out that to have a high pass rate, an educator should be well organised in his classroom. Owen (1981:85) says that organisational climate influences the behaviour of the students in the classroom in enhancing pass rates.

Effective Discipline
Thirty-three percent of the respondents perceived that effective discipline is important for the achievement of high pass rate in tests. For example, coming to school early and commitment to daily written work are some of the factors to be attended to in effective discipline (par.4.4.10)

4.6 PART B: DESCRIPTIVE DATA: MAJOR CHALLENGES OF SATELLITE SCHOOLS

The descriptive information below was collected from TICs as they responded to statement 19. Informal observations were carried out during the distribution of questionnaires. A number of challenges were identified. The factors identified are outlined and discussed in the paragraphs below:

Statement 21: State major challenges encountered in teaching in your satellite schools.

4.6.1 Lack of textbooks

The scarcity of textbooks is the first and worst impediment to education in satellite schools. During observation, the researcher found that the pupil-textbook ratio was 1:20. One torn textbook was used by at least twenty students in a class of forty. At some schools only the educator had the textbook which was at times out of syllabus, hence most of the writing and reading was done on the chalkboard. It could be assumed that one cannot expect good results
where students do not read, do not do homework and also do not do exercises from the textbooks.

One respondent remarked, “A student may go throughout the day without having laid his hands on a textbook, and this makes a drawback to learning, hence poor performance by students”.

4.6.2 Accommodation

The other issue was that of accommodation. “We live like squatters during the rainy season,” one educator said. “The structures we live in are dilapidated and unsafe. This has resulted in educators’ absenteeism from work during harsh and undesirable weather conditions. At times we find our belongings stolen by villagers. All this demoralize teaching spirit. Hence educators resort to transferring from satellite schools every term or commute from town, resulting in educators attending to students at most twice per week due to financial constraints”.

“The structures in which the students learn leave a lot to be desired. They are havens for lizards, scorpions and snakes which are health/safety hazards to both the educators and the students,” commented one respondent. “The learning environment is not secure. Vandalism is very rampant. The meager charts that dangle in the dagga classroom walls are pulled down and torn for no apparent reason”. The respondent continued to say, “A poor learning environment is not conducive to learning, and therefore students are not motivated to learn at all. Students decide, in most cases, to absent themselves from school, choosing to stay in the comfort and warmth of their homes because they shun the untrained educators”.

4.6.3 Transport problem

One other hindrance to learning in the satellite schools is that of transport. Educators who are deployed in these satellite schools often walk long distances from the main road to the schools. Some of the satellite schools are miles away hidden in the dense farms. Some of the
educators remarked that they were scared of the beasts and the long travels, compelling them to leave for better institutions, leaving the poor schools to untrained educators.

4.6.4 Sanitation

Sanitation in satellite schools in Chiredzi District has also been observed as one of the shortcomings to better pass rates. One of the respondents said, “Students walk for kilometres in search of dirty water from dams, rivers or streams. As for toilets, most of them are the pit latrines built of poles and dagga. This, also, has brought about some health hazards both to the educators and the students who again have to walk distances to get to the nearest health centre which is most likely to be out of drugs due to the problems faced by the government”.

4.6.5 Lack of resources

One educator remarked, “Resources like benches, desks, rulers, books and chalk boards are a talk of the past in satellite schools. Both educators and students face this problem and they struggle to make ends meet. Because of the scarcity of these resources, the satellites face a dire shortage of staff, absenteeism and also low morale by both the learners and the educators”. This may have an adverse effect on the performance of the learners. The parents also have a negative attitude towards the education of their students. Most of the illiterate groups of people invaded the farms mainly to cultivate the land. Another educator said, “Children are sources of labour and they spend most of the days’ time working to the last atom of their strength. When dismissed, they have no time to lay their hands on any piece of paper they might come across. This negative thought transfers to the students who, if asked what they would like to do when they grow up, suggest that being a peasant farmer or migrating to South Africa for employment are the only preferable options”.

4.6.6 Financial Problems
“Satellite schools have very meager sources of income. The poor people who invaded the farms, which are the catchment areas for the satellite schools, propose very low fees for their students’ tuition. Some make promises and pledges which they do not satisfy. As a result of this hindrance, the schools are not in a position to buy the necessary equipment such as books, dusters, chalk, et cetera, both for the educators and the students. For instance, just a few months ago, new syllabuses for Shona and Mathematics for all grades came into circulation. The better-funded schools had access to them because they had funds in store. Satellite schools had nothing, because they could not raise the required amount to purchase the syllabi and textbooks. Yet the content in the syllabi will be tested or examined,” proclaimed one of the educators.

4.6.7 Political interferences

One of the TICs said, “The political affair on the invaded farms has brought more harm than good, especially towards the pass rates in satellite schools. Educators are humiliated, threatened and cursed in the face of the public and even in front of the students they teach. Educators fail to exercise control and instill discipline because parents interfere too much in school affairs. In such cases, parents do not give educational support to their children who view the school only as a place for play.

4.6.8 School discipline

One of the host heads had this to declare, “Indiscipline in the schools such as bullying, theft and vandalism is very common. One would wonder if there are any rules at such schools. A well disciplined student is more teachable than an indisciplined, otherwise education would be like seeds falling on roads for an indisciplined learner.”

4.6.9 Supervision

The host heard continued to say, “The DEOs and EOs have not given full support to these schools since they were established. They have never set their feet on the premises of some of the satellite schools nor do they know where the institutions are. Yet they expect good harvest
at the end of the Grade 7 course. This has been noted as a negative attitude. Until or unless financial and social support are provided, failure in these schools shall be the talk of the day”.

4.7 SECTION D: DATA COLLECTED FROM HEADS AND TICs INTERVIEWS

4.7.1 Qualitative data

The data was collected from Heads and TICs interviews.

| Introduction |

The qualitative data that follows is an analysis of recorded taped responses from face to face interviews with seven heads and TICs of satellite schools in Chiredzi District.

4.7.2 Parents’ attitude

Question 1: What is the attitude of parents in your school towards pupils’ learning?

According to responses, parents are not concerned about the academic progress of the learners. Satellite schools lack resources such as textbooks, exercise books and pens to write with. Parents are not constructing ideal brick classrooms. The learners are using grass-thatched shelters built of poles and mud. There is very poor infrastructure such as school toilets, educators’ accommodation and playgrounds that are not being developed by parents.

Parents’ meetings are not attended as expected by educators. One respondent remarked, “When we call for meetings, very few parents turn up. That shows that the parents have negative attitudes towards school programmes”.

Several respondents have claimed that parents are not interested in the education of their children, as attested by the fact that parents involve their children in farming activities and other household chores during school hours.

One of the respondents said, “The majority of the parents are not very positive, because they are uneducated and ignorant”. Therefore, it can be argued that the parents do not view academic education of their children as important as their subsistence farming activities.

“Very few parents, especially those who are educated, are supportive,” said one of the respondents. “These few educated parents are cooperative and much concerned about their children’s’ education”.

4.7.3 Supervision reaction

**Question 2: How do educators react on your supervision?**

According to responses, most of the TICs found it difficult to supervise their co-workers because some of the educators have negative attitudes towards supervision. One of the respondents remarked, “I find it tough because educators do not respect me, especially because I am their peer and of the same level in qualification. Some of the educators are even more senior than I, their Teacher In Charge”.

One respondent added, “Educators have negative attitudes towards supervision due to economic hardships that have impoverished our profession. We suffer from some environmental and economic constraints such as poor accommodation, poor remuneration, lack of health facilities and other working conditions”.

One of the respondents said, “There is need to push my way through observing how educators do their everyday business of teaching the students, carrying out book inspection, collecting monthly enrolment statistics and encouraging co-curriculum activities”. One
respondent remarked “I wish these satellite have devoted officers to make education more progressive.”

4.7.4 Availability of resources

Question 3: How available are resources for Grade 7 class(es)?

According to respondents’ views, generally satellite schools have a dire need for resources for Grade 7 classes. Satellite schools have a serious need of textbooks, reading materials, exercise books and furniture such as tables, chairs, desks and benches. They also need Grade 7 past examination question papers and stationery like pens and charts for display. All these facilitate learning.

One of the TICs said, “We have very limited resources at my school. In particular, I have a textbook for an educator per subject. That is, an educator has to copy work from textbooks to very small built-in chalkboards. This means most of the work that the students do is from an educator’s effort”. In effect, this is a tiresome task for a Grade 7 educator. The respondents further pointed out that due to the acute shortage of reading material and other resources, the outcome is disappointing at the end of the year.

“Educators transfer on termly basis due to poor infrastructure at the satellite schools” said one of the TICs.

As a result the school academic performance is negatively affected.

4.7.5 Academic performance

Question 4: How does lack of resources affect the academic performance?

According to responses, given, academic performance is adversely affected by lack of resources. “Lack of resources lead to poor academic performance”, said one of the
respondents. Another respondent remarked, “Satellite schools always obtain very poor results because students have no resources to use”.

One of the respondents elaborated the effects of lack of resources by saying, “Students have restricted exposure to information, restricted acquisition of information and concepts. The students experience reading and writing difficulties”. Shortage of materials results in having difficulties in reading especially in pronunciation. This reveals that at Grade 7 level students can hardly read with fluency because they have never had enough resources to learn reading. This accounts for very poor performance by the Grade 7 students.

Bad handwriting in the students’ exercise books is cited as a direct result of lack of furniture in satellite classrooms; some pupils sit on stones or on the floor during their lessons.

The other effect of lack of resources is that both educators and students have very low morale. Therefore, there is high absenteeism of students, hence perform poorly.

**4.7.6 Grade 7 challenges**

**Question 5: What are the challenges concerning the Grade 7 pass rate in your school?**

All respondents pointed out “lack of resources” as the major challenge in satellite schools. They elaborated the challenge in terms of lack of reading materials such as novels and magazines at school and at home. Secondly, lack of financial resources for purchasing textbooks for their schools, exercise books for pupils as well as stationery for the educators. Manilla paper is needed for drawing charts for their lessons.

“There are a few classroom desks that make learning and writing difficult in satellite schools. Students cannot shape their letters properly if they do not have proper furniture. Scarcity of resources has an adverse impact on the performance of the students at my school”, said one of the respondents.
One of the respondents said, “Absenteeism is one of the challenges. Quite a number of students end up having no interest in their school work”. He commented further by saying, “High absenteeism by most of the students at my school resulted in students not gaining adequate concepts to sit for Grade 7 examinations”.

Similarly, another challenge was that of infrastructure in the schools. “The infrastructure for satellite schools does not promote learning”. The respondent went on to say, “This is a true testimony of negligence or negative attitude by the parents. Parents do not have enough support to boost the morale of their educators in constructing the schools and encouraging the educators to work very hard”.

Most of the educators lack motivation so much that their performance in class is very low. At the end of the day, all these challenges result in low performance in school work.

4.7.7 Improvement of Grade 7 pass rate

Question 6: What have you done in your school to improve the Grade 7 pass rate?

The respondents outlined the following measures they took in their schools to improve the Grade 7 pass rate.

One respondent said, “I have bought some textbooks by introducing textbook levy, tuition fees, sports levy and general purpose fund.” Another respondent said, “I wrote a letter to ask for assistance from the local politicians, companies and stakeholders to buy textbooks for my school”. They were partially successful because a handful of textbooks were donated to their schools.

Some of the TICs were encouraging the Grade 7 students to attend free holiday lessons whereby educators give extra holiday lessons to their students. Committed Grade 7 educators work with their students over the weekends and during the holidays in order to improve their pass rates.
One of the TICs had this to say, “At my school, staff development courses are conducted so that educators acquire skills and ideas for teaching the students. Educators discuss concepts, including mastering and drilling of concepts so that learners benefit more. In these workshops educators take turns in different subjects to coach other educators. For example some workshops are geared on teaching and marking of Grade 7 tests and the like”.

Educators become motivated enough to perform and produce good results.

One school has proposed to have team teaching whereby some educators get to try to assist the Grade 7 students, covering some specific areas that they feel need a lot of attention to improve the Grade 7 pass rate. So educators take turns to teach the Grade 7 students in the afternoon in subjects in which they are well versed.

One of the respondents said, “We have already clustered with our sister schools to set and exchange Grade 7 tests on monthly and end of term tests in order to boost our Grade 7 performance by having more test practice.” One respondent elaborated further and said, “The Grade 7 students are also given homework in which parents assist. At school, students are given morning work and daily work. This is done every day to make sure that students improve their pass rates.”

One of the TICs said, “We have exempted Grade 7 students at our school from general work in the afternoon. This gives students ample time to study with their educators or with other staff members as they prepare for the end of year Grade 7 examinations”.

One of the respondents remarked, “I have started collecting of previous Grade 7 question papers from established schools in order to give practice to the students who are also engaged in a reading programme using magazines, newspapers, novels and the like”.

Most of the respondents ended up with a suggestion that they were seeking donors to construct structures such as classrooms, toilets and sanitary facilities and developing necessary infrastructure needed for learning to take place effectively.

### 4.7 CONCLUSION

The conditions prevalent in satellite schools are considerably unfavourable especially when pitted against established schools in that the schools operate with very limited financial and material resources.
The parents in the satellite schools seem to value farming activities more than the education of their children. Unless the Ministry of Education improves provision of textbooks, educators’ accommodation, and solve financial challenges, it could be assumed that satellite schools maybe the dumping site of established schools. The talents of the gifted sons and daughters of Zimbabwe may be buried there in the satellite schools. Their destiny may be laid in the hands of the ministry concerned. There, the students can do the job but have no tools for the task.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This concluding chapter establishes whether the data collected answered the research questions raised in this study. Each research question will be raised in the light of its findings. Possible solutions to the problems and recommendations will be made.

5.2 RESEARCH QUESTIONS

The answers obtained were from the point of view of the respondents’ perceptions, experiences and opinions.

5.2.1 What is the current situation regarding Grade 7 pass rate in satellite schools in Chiredzi District?

Conclusions

The percentage pass rate of satellite schools is lower than that of their host schools: (1.3).
Recommendations

- Satellite schools should be given established status by the Ministry of Education so that the TICs and local community can devote themselves fully to the programmes of the schools. For example, each school should have required textbooks available for the Grade 7 students and educators.

- The supervisors such as the DEOs, EOs, TICs and host heads should effectively and frequently supervise satellite schools, at least once per term so that there is effective learning in these schools.

5.2.2 What is the government policy regarding satellite schools?

Conclusions

Currently, the government does not have any policy regarding satellite schools. However, the Ministry of Education allowed these schools to be built on acquired farms while attached to a nearby established host school. The government through their host school pays the satellite schools’ educators (See 1.2 first paragraph).

Recommendations

- The government should assist with material support to satellite schools in these remote areas in order to speed up their physical and academic development.

- The Ministry of Education should grant satellites schools independent status so that they have their own authority or operate autonomously.

5.2.3 What factors influence the Grade 7 pass rate in satellite schools in Chiredzi District?
Conclusions

- **Geographical aspects:** Distance from the school and the location of the school (par. 2.3.9) contribute to poor pass rate. Some students miss the first lessons on a daily basis due to late coming as unveiled by (table 4.7).

- **Absenteeism:** Most of the parents in local communities involve their children in subsistence farming activities and other household chores as reflected in table 4.14 and 4.15. Their families contribute to the poor pass rate by absenting and sending children to school late. Educators are also contributing to poor pass rates in schools. They absent themselves from work. Their incompetence such as failing to complete Grade 7 syllabi may cause the poor Grade 7 pass rate.

- **Lack of resources:** The schools contribute to poor pass rates especially by not having adequate resources, like libraries, students textbooks, furniture and by not having adequate study time for Grade 7 classes.

- **Staff-turnover:** TICs’ poor rapport with staff and the community at large contribute to poor pass rate. Inadequate facilities at the schools contribute to staff turnover as reflected in Figure 4.21. and in Table 4.22.

- **Infrastructure:** There is very poor infrastructure in satellite schools such as learning shelters, toilets, educators’ accommodation and grounds that are not being developed by parents. During the rainy season, the grass thatched shelters leak because they are not properly done. In winter, students are exposed to cold because in some schools students learn in open sheds instead of proper classroom shelters.

- **Supervision:** The Ministry of Education is also to blame for the poor pass rates. Delays in replacing transferred educators and lack of effective supervision from DEOs as shown in Table 4.23 and 24 contribute to poor performance by Grade 7 students.

Recommendations
For the distance between schools, the Government should help local communities to build more satellite schools in Chiredzi District or, alternatively, relocate farmers who are currently in linear settlement patterns so that satellite schools would be built at central points.

To reduce late coming and absenteeism, those concerned with education of Grade 7 students, (EOs, TICs, Grade 7 educators, and parents) must adopt a collaborative approach to these problems in order to minimise them.

To improve the availability and adequacy of resources in satellite schools, schools could embark on fund raising projects such as gardening, cotton growing and chicken rearing. Schools can also introduce book levies.

To improve staff retention in these satellite schools, the Government should assist local communities to improve the standard of infrastructure, accommodation, transport, health facilities, communication networks, as well as the water systems.

To improve the school related factors, the Standard Control Unit (SCU) of the Ministry of Education should step up supervision of schools to ensure all educators are seriously working to avoid laxity on the part of the learners. The Ministry of Education should allocate transport to the DEOs in order to have regular school inspection visits. Grade 7 educators would be guided and assisted in effective organisational skills.

5.2.4 What effects does supervision have in satellite schools towards the Grade 7 pass rate?

Conclusions

The EOs rarely visit satellite schools for supervision. They also give blame to lack of vehicles, fuel and even inaccessibility of satellite schools due to poor roads. As a matter of fact, the inadequacy of supervision is across the board from Grade 1 to 7. There was, therefore, in this study an exploration of the relationship between supervision and the Grade 7 pass rate. This relationship indicates that the lesser the
supervision, the less the effectiveness of the Grade 7 educator in satellite schools and elsewhere.

**Recommendations**

- The Government should take proper action in transporting educationists responsible for supervision of educators to satellite schools so that these schools come out of this mess. Supervision of educators would yield teaching effectiveness.

- Grade 7 educators should collaborate with their Grade 7 students to provide checks that would make effective teaching which in turn improve students results. This is supported on 2.5.

- The heads of schools should make an effort to encourage educators to be creative and innovative. This could be achieved through supervision of demonstration lessons, which have proved to be a way of directing educators into desirable behaviour. Demonstration lessons should be held at each school.

5.2.5 *How do the availability of resources affect the Grade 7 pass rate in satellite schools in Chiredzi District?*

**Conclusions**

- It was established in this study that satellite schools have a serious need of textbooks, classroom furniture and infrastructure. As a result educators transfer on termly basis to better established schools thereby disadvantaging satellite schools.

- Lack of required resources by the Grade 7 classes may contribute to lack of dedication in educators which may also contribute to low academic performance.

- Students understand better when taught with media. Hence teaching without media promotes failure rates in schools.
Satellite schools in Chiredzi District are in remote farm areas. These schools are critical in terms of facilities that should be available in the teaching and learning arena.

**Recommendations**

- For the improvement of school infrastructure, school facilities, educational materials and textbooks, the Government should grant loans to satellite schools.

- Through parent – teacher associations, schools could make use of those parents who have interest in school progress to encourage other parents in the provision of resources. There is need for the provision of resource materials towards the Grade 7 classes.

- The local community and other stakeholders should work together in order to improve the school accommodation, infrastructure and facilities. This could be done by levying students a reasonable amount of money, which will be used to acquire resources in order to reduce high staff-turnover.

**5.2.6 What is the attitude of learners in satellite schools on teaching and learning?**

**Conclusions**

The researcher found that the students in Grade 7 classes have a positive attitude towards learning as revealed in Fig 4.20 but at the end of the day their results are poor. The parents’ lifestyle (Fig 4.17) and the poor school environment seem to affect the learners’ performance. There seems to be mild co-operation of school staff and parents in satellite schools as revealed in Fig 4.18. Insufficient resources such as lack of textbooks and reading materials may have an impact on the students. This challenge fosters a negative attitude and lack of interest in the school work among the learners which is revealed through late coming.

- Another negative attitude of learners towards learning is reflected in Table 4.14. Absenteeism is one of the major causes of high failure rate in satellite schools.
The parents’ involvement inspires commitment towards school work among the learners and Grade 7 educators. Eighty percent of parents in urban areas visited their schools once per term to discuss educational matters with educators and school heads (2.3.6 first par.). However, this research reveals that only 20% of the parents visit satellite schools to discuss educational matters (Fig 4.9).

Recommendations

- To sustain students’ positive attitude towards school work, the TICs should collaborate with the local community: parents, school educators and the learners. The collaboration should extend to other local stakeholders such as politicians, war veterans, village chairpersons and business community. They should actively and jointly discuss the problems of their children and solve them together.
- To reduce students’ absenteeism, each family should motivate their students to pursue education. The local community and educators should collaborate and iron out causes of absenteeism and pave way to maximum attendance.
- There must be clear channels of communication. Open, frank and candid-communication among TICs, educators and parents should prevail so that their effort in minimizing late coming, truancy and indiscipline complement each other.
- The Ministry of Education should provide a platform whereby educators work hand in glove with the parents in order to cultivate interest in the education of their students. This could be done through visiting satellite schools.

5.3 CONCLUSION

Effective teaching and learning lies in the guidance, supervision and provision of resources.

It is my appeal to the Ministry of Education to work tirelessly to improve the learning environment, provide books, furniture, and good sanitation, not forgetting upgrading the road network and offering descent accommodation to educators. I am sure that Grade 7 results at the schools may be improved since students are the same in terms of potentiality provided
they are accorded equal opportunities. Learning has to be done from Grade 1 to 7 with adequate facilities, thus enhancing the pass-rate at Grade 7.

To the research fraternity, this research offers the challenge to carry out more research into this problem which is as old as the Third Chimurenga War of 2000 in Zimbabwe or even venture into over populated areas where there is need for more schools.

5.4 SUGGESTIONS FOR FURTHER RESEARCH
The following are three possible topics related to this study, that can be researched by future students

➢ The effects of child abuse towards the educational development of the learner in satellite schools.

➢ The roles played by the community and educators in enhancing the educational development of the learner in satellite schools.

➢ The roles played by the community and the Ministry of Education to perfect communication development in satellite schools.

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<th>BIBLIOGRAPHY</th>
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APPENDIX A

QUESTIONNAIRE FOR EDUCATORS

TSHWANE UNIVERSITY OF TECHNOLOGY
FACULTY OF EDUCATION
DEPARTMENT OF POST-GRADUATE STUDIES IN EDUCATION
PRIVATE BAG X680
PRETORIA
0001

The researcher Edson Chilumani is a M.Tech student at Tshwane University of Technology in South Africa. In this questionnaire the researcher is engaged in a research project on:
Grade 7 pass rate in Chiredzi District Satellite Schools in Masvingo in Zimbabwe.

Educators are kindly requested to complete this questionnaire.

It is very important that you complete the questionnaire honestly and truthfully. All responses will be treated confidentially. Thank you for your co-operation.
### PART A: BIOGRAPHICAL DETAILS

Please mark with X in the appropriate box.

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<tr>
<th>Question</th>
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<td></td>
<td>30-34</td>
<td>V2</td>
</tr>
<tr>
<td></td>
<td>35-39</td>
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<td></td>
<td>40 and above</td>
<td>V4</td>
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<td>Diploma in Education</td>
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<td>Others (Specify)</td>
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<td>1 year – 2 years</td>
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<td>2 years - 3 years</td>
<td>V13</td>
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<td>3 years - 4 years</td>
<td>V14</td>
</tr>
<tr>
<td></td>
<td>4 years - 5 years</td>
<td>V15</td>
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<td>Student-centred model of teaching</td>
<td>V16</td>
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<tr>
<td></td>
<td>Teacher –centred model of teaching</td>
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### PART B: RESEARCH RELATED QUESTIONS

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<td>Between 41-45 pupils</td>
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<tr>
<td></td>
<td>Between 46-50 pupils</td>
<td>V21</td>
</tr>
<tr>
<td></td>
<td>More than 50 pupils</td>
<td>V22</td>
</tr>
<tr>
<td>7. How far away from school do the majority of students in your class live?</td>
<td>Less than 2km</td>
<td>V23</td>
</tr>
<tr>
<td></td>
<td>Between 3 to 4 km</td>
<td>V24</td>
</tr>
<tr>
<td></td>
<td>Between 4 to 5km</td>
<td>V25</td>
</tr>
</tbody>
</table>
8. How many times are you supervised per term?
   - Once
   - Twice
   - Thrice
   - More than thrice
   - Not at all

9. How many times does your T.I.C hold consultation days per term?
   - Once
   - Twice
   - Never

10. What is the frequency of staff development programmes per term?
     - Once
     - Never

11. Does your TIC approve any intervention planned by staff to improve the quality of learning?
     - Never
     - Once
     - Twice

12. Who is blamed when the students in the school fail in the examination?
     - Teacher
     - Pupils
     - School Head
     - Community

For each of the following statements choose one of the options. Indicate your responses by marking with an X.

1. = strongly agree
2. = agree to a certain extent
3. = disagree to a certain extent
4. = strongly disagree

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. There are enough textbooks for my class.</td>
<td></td>
<td></td>
<td></td>
<td>V44</td>
</tr>
<tr>
<td>14. Absenteeism exist in my class</td>
<td></td>
<td></td>
<td></td>
<td>V45</td>
</tr>
<tr>
<td>15. Late coming exist in my school</td>
<td></td>
<td></td>
<td></td>
<td>V46</td>
</tr>
<tr>
<td>16. Home background influence pass rate in my class</td>
<td></td>
<td></td>
<td></td>
<td>V47</td>
</tr>
<tr>
<td>17. Parents life style influence pass rate</td>
<td></td>
<td></td>
<td></td>
<td>V48</td>
</tr>
<tr>
<td>18. The school staff and parents work together at this school</td>
<td></td>
<td></td>
<td></td>
<td>V49</td>
</tr>
<tr>
<td>19. My class has enough resources</td>
<td></td>
<td></td>
<td></td>
<td>V50</td>
</tr>
<tr>
<td>20. My class has positive attitude towards learning</td>
<td></td>
<td></td>
<td></td>
<td>V51</td>
</tr>
</tbody>
</table>
Indicate on a scale from 1 – 5 the presence of the effect of the following in your school concerning your Teacher-In-Charge. Tick where 1 is non existent and 5 is excellent.

<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>21.1 Effective discipline</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>V52</td>
</tr>
<tr>
<td>21.2 Inspire commitment of teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>V53</td>
</tr>
<tr>
<td>21.3 TIC and teacher relationship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>V54</td>
</tr>
<tr>
<td>21.4 Supervision of academic success of the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>V55</td>
</tr>
<tr>
<td>21.5 Expertise of the TIC.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>V56</td>
</tr>
</tbody>
</table>

APPENDIX B

QUESTIONNAIRE FOR HEADS AND TEACHERS IN CHARGE

TSHWANE UNIVERSITY OF TECHNOLOGY
FACULTY OF EDUCATION
DEPARTMENT OF POST-GRADUATE STUDIES IN EDUCATION
PRIVATE BAG X680
PRETORIA
0001

The researcher Edson Chilumani is a M.Tech student at Tshwane University of Technology in South Africa. In this questionnaire the researcher is engaged in a research project on:

Grade 7 pass rate in Chiredzi District Satellite Schools in Masvingo in Zimbabwe.

Educators are kindly requested to complete this questionnaire.
It is very important that you complete the questionnaire honestly and truthfully. All responses will be treated confidentially. Thank you for your co-operation.

**PART A: BIOGRAPHICAL DETAILS**

Please mark with X in the appropriate box.

1. What is your age range?
   - 25-29
   - 30-34
   - 35-39
   - 40 and above

2. Indicate your highest academic qualification
   - Junior Certificate
   - “O” Level
   - “A” Level
   - Degree

3. What is your highest professional qualifications?
   - Certificate in Education
   - Diploma in Education
   - Others (Specify) ……………………………………..

4. Indicate your teaching experience in satellite schools
   - 1 year – 2 years
   - 2 years - 3 years
   - 3 years - 4 years
   - 4 years - 5 years

5. Which model or method of teaching do you use in your class
PART B: RESEARCH RELATED QUESTIONS

6. What is the rate of staff turnover per term?
   - 1 Teacher
   - 2 Teachers
   - 3 Teachers
   - More than 3 teachers

7. How soon do you get replacement after one teacher has transferred?
   - Within 1 month
   - Within 2 months
   - More than 2 months

8. How many times per term do you supervise your teachers?
   - Once
   - Twice
   - More than twice

9. Who has visited your school for supervision this year 2007?
   - District Education Officer (DEO)
   - Educational Officers (EOs)
   - School Development Committee (SDC)
   - Host Head
   - None of them
10. How many times per week do the Grade 7 students have study?
   Once  
   Twice 
   Thrice 
   Four times 
   Daily 

11. Do educators always complete the syllabus before students sit for the end of year examination?
   Yes 
   No 

For each of the following statements choose one of the options. Indicate your responses by marking with an X.

1. = strongly agree
2. = agree to a certain extent
3. = disagree to a certain extent
4. = strongly disagree

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Late coming exist in my school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Absenteeism exist in my class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Preparation of chalkboard is done before hand</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Textbooks are freely available at my school</td>
<td></td>
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<td></td>
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<tr>
<td>16. I have sufficient financial resources in my school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. My Grade 7 educators cater for individual remediation</td>
<td></td>
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</tr>
</tbody>
</table>

18. Arrange the following aspects in order of importance regarding enhancement of the pass rate.
<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organisational skills</td>
<td></td>
<td>V47</td>
</tr>
<tr>
<td>Effective discipline</td>
<td></td>
<td>V48</td>
</tr>
</tbody>
</table>

19. State major challenges encountered in teaching in your satellite school?

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APPENDIX C

FACE TO FACE INTERVIEW QUESTIONS FOR HEADS AND T.I.Cs

1. What is the attitude of parents in your school towards pupils’ learning?

2. How do educators react on your supervision?

3. How available are resources for Grade 7 class(es)?

4. How does the lack of resources affect the academic performance?

5. What are the challenges concerning the Grade 7 pass rate in your school?

6. What have you done in your school to improve the Grade 7 pass rate?