

MIDLANDS STATE UNIVERSITY



THE ACHIEVEMENTS AND CHALLENGES OF SCHOOL DEVELOPMENT COMMITTEES (SDC) AND SCHOOL DEVELOPMENT ASSOCIATIONS (SDA) INVOLVEMENT IN SCHOOL DEVELOPMENT IN CLUSTER 34 IN WARREN PARK MABELREIGN DISTRICT IN HARARE PROVINCE

MUFEMBI TAMBUDZAI

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NAME OF AUTHOR : MUFEMBI TAMBUDZAI

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Permanent Address : 7742 BELVEDERE WEST HARARE

DATE : APRIL 2018

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Midlands State University a dissertation entitled: **The Achievements and Challenges of School Development Committee (SDC) and School Development Association (SDA) Involvement in School Development in Warren Park Mabelreign District in Harare** in partial fulfilment of the requirements for the Degree in Educational Management and Leadership

Name: Dr Wonderful Dzimiri

(Supervisor)

Date-----

DECLARATION

I, Tambudzai Mufembi declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for a similar or other degree award.

Signature-----

DEDICATION

This work is dedicated to my late parents John and Jane Mufembi who nurtured and inculcated the zeal to continue learning. To my supportive husband Tina, I salute you for tolerating the pressure I bore as I went through my studies, my beloved sons Chris and Clive for their technological support, my beloved sister Tendai for the support so that I realise my dreams.

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I greatly acknowledge my profound and heartfelt appreciation to my family and church members for prayers and encouragement during my studies. I would also want to thank all my respondents involved in this study namely school administrators and school development committee and school development association members. Without their cooperation, this dissertation would not have been possible. I however solely remain responsible and accountable for inconveniences and weaknesses that may be found herein.

ABSTRACT

This study investigated achievements and challenges of School Development Committee and School Development Association (SDC/SDA) involvement in school development in Warren Park Mabelreign District. Three research questions guided the study, framed from the main research question: What are the achievements and challenges of SDC/SDA involvement in school development? The first sub research question was to identify the achievements of SDC/SDA involvement in school development, secondly to explore challenges faced by SDC/SDA involvement in school development and thirdly state the mitigation to challenges raised. The study employed both the quantitative and qualitative approaches under the descriptive design. The research study involved a sample of 40 participants from four primary schools. The participants were selected through purposive sampling technique. Questionnaires and Interviews were data gathering tools, which produced data analysed quantitatively and qualitatively. Data display was done after organisation and compression of data to allow conclusions to be drawn and verifications made. The findings revealed that SDC/SDA have made significant achievements in both infrastructure, resource provision, staffing and fund mobilisation though there is need to beef up. The study further revealed that there are so many challenges accompanied with SDC/SDA involvement in school development. Nevertheless, the study concluded that SDC/SDA is an important and essential component of a school considering the tangible (assets) and non-tangible (knowledge) achievements. However, the researcher recommends policy makers to design policies that stipulate the level of academic requirements that should be considered in the selection of SDC/SDA members. Another powerful recommendation is for the Ministry of Primary and Secondary Education (MoPSE) to set aside a fund to induct or orient new SDC/SDA members annually to acquaint the new members with the pre-requisite skills.

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LIST OF ABBREVIATIONS

SDC	School Development Committee
SDA	School Development Association
MoPSE	Ministry of Primary and Secondary Education
UK	United Kingdom
USA	United States of America
LIB	Legally Incorporated Boards
SADC	Southern African Development Community
PTA	Parents Teacher Associations
IMF	International Monetary Fund

s

CHAPTER ONE

THE RESEARCH PROBLEM

1.0 INTRODUCTION

This chapter introduced the topic of the research and then looked at the background of the study, statement of the problem, which was expressed in the form of research questions, purpose of the study, main research question and significance of the study, delimitation of the study, limitations and definition of terms. The chapter ends by a summary.

1.1 BACKGROUND OF THE STUDY

School Development Committees (SDC) and School Development Association (SDA) involvement in school development is viewed as a way of qualitatively and quantitatively escalating fundamental education as cited by Bray (2003) and World Conference for Education for all (1990) quoted in Sango (2014). However, in most cases both qualitative and quantitative increase in basic education is not noted due to various factors. SDC and SDA are not new concepts in school development the world over as involvement of SDC/SDA is widely applauded as a means for improving both the eminence and magnitude of education in developing and developed states as put across by Chung (2008) and World Conference for Education for All (1990) in Sango (2014).

Sango (2014) echoes that in the developed world in the United Kingdom (UK) ever since the 1967 Plowden Report, the involvement of parents and community members in instructive and organizational issues in schools has become a policy issue (Cuckle, Dunford, Hodgson, and Broadhead, 1998). This is evident that

involvement of parents was not just voluntary but it came about as a result of policies that enforced their existence. Bray(1996) in Sango (2014) points out that those Legally Incorporated Boards (LIB) were created in accordance with the education policies of that particular education system. Thus,legally incorporated boards' formation was influenced by the country's educational law and so varies from country to country. In United Kingdom (UK) they were called Boards of Governors as stated by Cuckle et al (1998) and UK Department of Education(2012) cited in Sango (2014). In order to enforce involvement of parents, policies were crafted to make sure parents were accommodated in schools. Sango(2014) went on to elucidate that the 1998 and 1993 instructive reforms reinforced the contribution of parents and community members in the pedagogical and administration aspects of schools as propounded by Abu Duhou(1999) and UK Department of education (2012). It is clear from the onset that parents' boards were formed for a purpose, that of contributing to the academic and organisation of schools, hence their involvement in school development. However, these school boards were criticised for unfair practises in their operations (Sango,2014). This research wants to find out why the school boards were criticised and in so doing, challenges are exposed.

Comparable developments were also taking place in United States of America (USA) and Australia .In the USA, because of the globalexpansion of the interest in decentralising the provision of public services beginning around the 1970s, they made advances that have seen more errands being given to local authorities according to Brays and Lillies(1988) and Ornstein (1957). This was done to achieve educational goals.Jehl et al(2001) echo that this necessitated members

of school boards to work with parents and teachers. Australia was not left behind as put across by Abu Duhou (1999) who concurs that the 'Schools of the Future 'and Better Schools' reforms of the 1990s were policy drives to encourage parents and community members to become active participants in the management of local schools in Australia. All this depict that SDC/SDA is not weird to Zimbabwean schools only but the world over. This having been the piece-meal for most states, it impelled the researcher into trying to shade light on achievements and challenges of this group of parents in as far as school development is concerned.

Without leaving our continent Africa behind, Bray and Lillies (1988) quoted in Sango (2014) highlighted that most countries in the Southern African Development Community (SADC) region have legally integrated parents and community members' participation structures in their respective basic education systems. For example, because of the education policy of 1997, the Zambian government expected communities to meet the full capital costs of primary school projects according to Okitsu(2012) in Sango (2014). This means that parents were being involved in the developments of their schools through funding school projects. Prew (2009) says that South Africa on the other side introduced School Governing Boards (SGB), which required the use of parental involvement to drive school developments. The SGB in South Africa came into being through a suggestion from the Hunter Commission of 1995, which suggested greater participation of parents in the governance of education as indicated by the Ministerial Review Committee Report (2003).

Bray and Lillies(1988) highlighted that in Botswana, the revised national policy on education of 1994 emphasized the need to improve the corporation between schools and community in improving the schools.As an effect,harmonization of community activities was done through the Parents Teacher Associations (PTA), which was expected to work with school leadership in educational and administrative issues.

Similarly, such developments also took place in Zimbabwe where local communities participated through various ways in the development of official education ever since the establishment of the first school at Inyati in 1859 as explained by Gwarinda(1985),Judges Commission on Education(1962) and Passmore(1972) cited in Sango (2014). Chung (2008)postulates that duringpost independence parents were the main agents for the restoration of schools destroyed during the liberation war as well as constructing new schools to meet the high demand for education because of policies like free education, compulsory education and education for all.All these policies resulted in a huge growth of education and enrolments skyrocketed.Ministry of Education Sport and Culture (2000)and Zimbabwe Government(1990)are in agreement with this when they pointed out that enrolments nearly trebled .The skyrocketing enrolments impacted negatively to the centralised education disbursement which did not remain the same but escalated to meet the demand as cited by Zvobgo(1997)and Pakkiri(1989). During this time,the country was going through a tough slowdown in economic growth so it prompted the government to reduce its financial allocation to school budgets as highlighted by Levine (1996) cited by Sango (2014). The Word Bank and IMF as put across by Coltart in his speech in 1992

enacted the Economic Structural Adjustment Programme to countries where the economy was in complete mess. This led to cost sharing in education as a way to reduce the government's education expenditure. Chung(2008) postulates that it could have worsened the development of education in Zimbabwe if communities had not amplified their participation in developing schools for value education by volunteering their labour in moulding and laying bricks.

As a way of decentralising authority, the government thus premeditated a policy to officially involve communities in managing schools as echoed by Chung (2008). The Education Act of 1987 was amended to accommodate parental involvement in education. The Education Amendment Act of 1991, which prescribed the establishment of SDC for non-government schools, and SDA for government schools followed the legislature. The Statutory Instrument 87 of 1992 according to Zvobgo(1992) prescribes that SDCs should assist community participation in the operations and maturity of their schools to achieve high quality education. The instrument gave the SDCs the consent to develop their schools by providing the necessary provisosthat is material and non-material resources. Likewise, Statutory Instrument 70 Of 1993 also spelt the powers of SDAs to develop their schools. Mafa (2003) points out that the government's anticipation of producing high quality education through parents was in most cases not realised as research revealed that most rural schools offered poor quality education. All this can only be depicting that SDCs and SDAs have challenges that impinge them from executing their mandate hence the researcher's concern in trying to unpack achievements and challenges of involving the parent's body in school development.

1.2 STATEMENT OF THE PROBLEM

The involvement of SDC/SDA in school development yields achievements which the researcher seek to explore and challenges that impinge SDCs/SDAs efforts in bringing about the desired or expected development in schools. This is evident as some schools in impoverished communities continued to lag behind despite decentralisation of monetary management. Chikoko (2008) points out that some schools were still in a bad or shattered state. This is the driving force to the researcher to bring to light achievements brought by involvement of parents and challenges encountered as put across by Tomlison (2007) who echoes that whenever new programmes are introduced, challenges have been experienced. Therefore this study sought to state achievements of SDC/SDA since their inception and expose challenges encountered by SDC/SDA in their endeavour to bring development to schools as one of their core existence or establishment as well as challenges which emanate from working with SDC/SDA..

1.3 PURPOSE OF THE STUDY

The study's aim is to expose achievements and challenges of SDC/SDA involvement in school development in Zimbabwe through interrogation of school administration and School Development Committee members or School Development Association members of sampled schools.

RESEARCH QUESTIONS

- 1.4. **MAIN RESEARCH QUESTION:** What are the achievements and challenges of SDC/SDA involvement in school development?

1.4.1 Which are the achievements of SDC/SDA involvement in school development?

1.4.2 What challenges are faced by SDCs/SDAs in school development?

1.4.3 What can be done to mitigate challenges faced by SDCs/SDAs in school development?

1.5 SIGNIFICANCE OF THE STUDY

1.5.1 To the researcher

It benefited the researcher in building research skills including analysis and evaluation of findings in partial fulfilment of the requirements of the Bachelor of Education in Educational Management and Leadership degree at Midlands State University.

1.5.2 To Theory and Knowledge /Literature

It is hoped that the conclusion benefited other researchers for future research as it provides a foundation for further arguments.

1.5.3 To Policy Development and Practise

The research assisted school heads in appreciating the role played by SDC/SDA thus change their perception towards the parent's body as well as render the best possible working environment to the SDC/SDA in a bid to ease impediments they face. Research findings could be implemented for plans thereby countering challenges and realising achievements of the involvement of SDC/SDA in school development.

1.6 DELIMITATION OF THE STUDY

The research was strictly concerned with finding achievements and challenges of SDC/SDA involvement in school development and thus it did not concern itself with other functions of SDC/SDA. The study focused on four schools only

out of eight in cluster 34 of Warren Park Mabelreign District in Harare Province. The respondents of the study were school administrators and School Development Committee members.

1.7 LIMITATIONS

The limited financial resources did not allow the researcher to cover a larger sample. The limited time on the part of the researcher made it difficult to interview all stakeholders, instead the researcher alternatively interviewed school heads and school development chairpersons and others were given questionnaires, which were hand delivered to each of the respondents in four schools short-listed for the research. Confidentiality is another limitation as school heads for the purpose of confidentiality withheld some information. The researcher solved this by assuring respondents of confidentiality of their identities, and responses were given on grounds of anonymity.

1.8. DEFINITION OF TERMS

1.8.1 ACHIEVEMENTS

An achievement is something, which someone has succeeded in doing, especially after a lot of effort. It can be explained as something that has been accomplished especially by hard work, ability, or heroism.

1.8.2 CHALLENGES

Hornby (2011) defines challenges as something new and difficult, which requires great effort and determination. Thus, the researcher can define challenges as obstacles, setbacks, drawbacks and impediments that deter school developments according to this research.

1.8.3. INVOLVEMENT

Hornby (2011) defines involvement as an act of taking part in something. In as far as this research is concerned it also entails participating in school development. Thus, involvement is practical and has hands on aspect.

1.8.4 SCHOOL DEVELOPMENT COMMITTEE

According to Tshabalala (2013) a school development committee is a body corporate which is a detached committee of the school that can sue or be sued like any other business enterprise. Lightly speaking, SDC is a group of parents at a non-government school who are mandated to work in partnership with school administration in development of the learner's moral, physical, cultural and intellectual capabilities.

1.8.5 SCHOOL DEVELOPMENT ASSOCIATION

It is a body of parents chosen to represent other parents at a government school in their day-to-day running of the school. It is made up of parents whose children attend that particular school.

1.8.6 SCHOOL DEVELOPMENT

It is a methodical approach to change at the school level designed to guide and focus a school towards the achievement of its mission, improved student learning and distinctiveness of the local school environment. In other words, school development is a process, which entails upgrading for gradual growth to uplift standards of infrastructure, academic and projects at a learning institution. This means school development is continued growth of schools.

1.9 **SUMMARY**

The chapter has introduced the research topic and outlined the background of the study. The statement of the problem and purpose of the study were given. The main research questions gave birth to sub-research questions provided in the chapter. Significance of the study to the researcher, theory and knowledge, policy and practise was highlighted. The delimitation of the study, limitation and definitions of terms were stated. The next chapter concentrated on review of related literature, which has been arranged in thematic approaches based on the sub-research questions.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

In the previous chapter, the researcher looked at the introduction of the study but this chapter now focuses on comprehensive review of related literature in respect of SDC/SDA involvement in school development. The literature review is going to be according to themes guided by the research sub-questions. The areas to be covered entail history, achievements, challenges and recommendations.

2.1 HISTORY OF SDC/SDA INVOLVEMENT IN SCHOOL DEVELOPMENT

Various literatures are available to explain factors that led to SDC/SDA involvement in school development. Zvobgo (1994) states that the attainment of nationhood in 1980 in Zimbabwe lined ways for various reforms in the socio-economic, political and education spheres. Statutory Instrument (SI) 87 of 1992 necessitated school Development Committee involvement in school development while School Development Association was ushered in because of (SI) 70 of 1993. Schaeffer (1994) establishes that various Acts of parliament, which pressurize responsible authorities for schools to establish school committees, have backed SDC involvement in education. The statutory instrument came as result of decentralisation and devolution of power from a system, which was once centralised. In decentralised organisations, managers spearhead action and in centralised organisations, decisions are made at head office and cascaded down. Chivore (1995) points out that in Zimbabwe

financial management has been devolved to SDC. This means the SDC with powers invested in them were responsible for controlling school finances. Abu-Dohou (1999) in Sango (2014) highlights that decentralisation came because of some injustices that were found in many centralised systems of governance.

Zvobgo (1997) echoed the same sentiments when he said that one of the injustices was inequitable distribution or allocation of educational provisions by central governments. This means resources were not shared equally and as a result some schools which received better allocations developed well while those who received fewer resources remained in their dilapidated state. The other problem of centralised education system in African societies during the colonial era was that it was detached from the interests and problems of African societies as echoed by Zvobgo (1997). Education was regarded a preserve for the few and alienated the majority as they were considered unacquainted or uninterested to contribute to the learning of their children Zvobgo (1997). The fact that colonial education did not address the interests and problems of the black majority pressed the government to promptly address the predicament of the majority who were lacking their basic right. Chivore (1995) clearly states that the centralised system of governance had many disparities or shortcomings. Literature quoted above agrees that the emergency of SDC/SDA involvement was a result of unfair practices by the central government that left the government with no choice, but to design a policy that would make involvement of SDC /SDA in school development mandatory in bid to curb the injustices.

Chung (2008) points out that when the government of Zimbabwe realised the advantage of involving community members in curbing the fall in quality of education in rural schools, it designed a policy to officially involve communities in managing schools. The development led to the amendment of the Education Act of 1987 to include legislature on community participation as noted by Sango(2014). Education Amendment Act of 1991 spelt the establishment of SDC/SDA for non government schools and government schools respectively. The background of the research has shown that the matter of involving parents was globally recognised as both developed and developing nations envisioned the need to. From this, parental involvement in the education of children became influenced by global trends in education, so Zimbabwe like any other nations could not be left behind. Pampalis (2002) points out that some countries were compelled by their shifting political climate to move towards greater impartiality in educational provisions. This is true of Zimbabwe, which had to embrace policies like education for all, free and compulsory primary education and inclusive education aimed at correcting the injustices that prevailed or existed during the colonial period. Therefore, equity was sought through the involvement of SDC/SDA in Zimbabwe. In this way, parents could actually plan for their children's education through using funds sourced to develop their schools. Moyo(2000) supports this when he says that before independence, parents in Zimbabwean schools operated in the philosophy of totalitarianism where parents were seen as consumers who had little say in school administration and functioning. This meant that parents had a passive role in matters of their children's learning. Zvobgo(1994)states that soon after independence the

government wanted to redress the policy of separate racial development, to equalise educational opportunities amongst citizens.

Zvobgo(1997) airs the sediments that pressure mounted on government at independence after declaring education a basic human right. More education facilities in terms of classroom, furniture and books were needed thus increasing pressure on government, which was financially unstable to donor apathy and the introduction of Economic Structural Adjustment Program (ESAP) as noted by Sango (2014). The government's challenges to fund the education sector gave rise to the 1991 Education Act that led to the formation of SDCs and SDAs. These parents' bodies were to augment governments' efforts in developing schools. On the other hand (Secretary's Circular, Minute No 3 of 1991) states that in Zimbabwe, SDAs came into existence mainly as a cost sharing strategy. In this regard, the researcher can safely admit that various reasons led to SDC/SDA involvement in school development as cited by the numerous literatures. The aim was to improve the quality of education offered but in most instances like rural schools, the conditions of schools deteriorated. This when closely analysed means there were challenges being faced in those areas. The researcher thus wants to unveil the challenges and achievements of SDC/SDA involvement in school development as put across by Tomlinson(2007) who says that whenever new programs are introduced there ought to be challenges.

2.2 ACHIEVEMENTS OF SDC/SDA

2.2.1 INFRASTRUCTURAL ACHIEVEMENTS

For the purpose of this research, infrastructural achievements are benchmarked by the Gweru conference of educators of 1992, which stipulated standards, expected for a quality rural primary school in Zimbabwe. Heneveld (1994) lists the needs in the area of buildings as, a classroom for each class, a head teacher's office complete with a strong room, safe and storage room; a staff room and one classroom in size; a store room or cupboard for each classroom, teachers' houses as per government recommended housing guideline, and pupils' and teachers' ablutions according to regulation.

Zvobgo (1997) explains that parents worked hard soon after independence to ensure that infrastructure improves at schools mainly in rural areas. Parents provided their labour in brick moulding so that they build classrooms to accommodate the skyrocketing enrolments due to education for all and free primary education. Mutseyekwa (2010) emphasises that the government could not continue with the mandate of providing grants to schools as it was facing many challenges due to economic meltdown. The economic crisis was worsened by the introduction of the Economic Structural Adjustment Programme imposed, by the World Bank and International Monetary Fund. Zvobgo (1997) explains that the advent of SDCs/SDAs in Zimbabwe's education system saw more infrastructural developments taking place. If the SDC/SDA made infrastructural developments, then the researcher's task is to find out which infrastructure they erected and provide evidence in form of

pictures. Mutseyekwa (2010) points out that most mission schools had quite notable infrastructural developments as compared to rural areas. Mutseyekwa (2010) is of the view that mission schools and government schools made noteworthy progress towards quality education as seen in the academic performance and provision of beneficial learning atmosphere and, which was different from those other schools in rural areas. This aspect of other schools lagging behind is testimonial that there ought to be challenges, which the researcher will expose. Heyneman (2004) observed that most urban primary schools have additional materials from the minimum requirement set out by the Gweru conference. These urban primary schools according to Nyagura (1991) had additional staff, administration facilities, office equipment, vehicles and specialist rooms for example computer rooms and libraries, which were built by SDC/SDA.

With the introduction of SDC/SDA capacity reinforcement project, there has been a remarkable improvement in SDC/SDA governance and management of schools according to Boonstopell and Chikohomero (2011). EU Delegation Zimbabwe (2011) in Boonstopell and Chikohomero (2011) pointed out that after training received some SDC/SDA initiated the building of newly childhood development (ECD) classrooms. The EU Delegation went on to say that, this gives evidence that SDCs are now in a better position to ensure and promote that every child within their community not only attends school but will learn in an environment with optimum conditions for the realisation of quality education. Lewis and Naidoo (2004) also echoes the sentiments that SDC/SDA are working towards improving learning infrastructure, better

financial management and improved parent involvement in the education of their children. Sayed (2002) pointed out that some SDC/SDA made furniture, fencing, door and lock repairs, signposts and classroom renovation. All these are great strides in infrastructural achievements by SDC/SDA. Gutuza (2015) pointed out that where parents' representatives were working effectively, schools they led had adequate infrastructure for learning and teaching.

Zvobgo (1997) points out the issue of double session or hot sitting in urban areas as an indicator of not enough classrooms. Mutseyekwa (2010), who says that while it would appear that there are enough schools for all children who would need education, there is the phenomenon of double sessions or hot sitting that portrays the need to construct more schools and classrooms in urban areas. This scenario depicts that even though there is evidence of infrastructural developments, SDC/SDA need to continue building classrooms until they eradicate the issue of double sessions as it compromises on quality.

However not all SDCs/SDAs made notable infrastructural developments, some in rural areas struggled to make ends meet, as a result most schools in rural areas are trailing behind in terms of infrastructure as noted by Sango (2014). Sango (2014) points out those most rural schools are still in a dilapidated state even after the decentralisation process because of poverty hence could not meet the minimum requirements as set by the Gweru conference of educators. This means the SDC/SDA could not get the necessary support from parents so that they develop their schools since they are struggling with

their own lives. Mutseyekwa (2010) is of the opinion that while most schools are better in terms of infrastructure, there are newly established schools that lack basic infrastructure. Mutseyekwa (2010) went on to say that these schools are found in remote parts of the country in newly resettled areas, a product of the Fast Track Resettlement Programme. As a result such schools require assistance in the form of classrooms, books, desks, chairs, teachers' houses as well as teaching needs. This means more needs to be done in terms of infrastructural developments so that the education system is equalised thereby abolishing two separate education systems prevailing under the pretext of urban or rural education.

2.2.2 RESOURCE/MATERIAL PROVISION ACHIEVEMENTS

SDC/SDAs know that it is obligatory that they ensure provision of financial, human and material resources. Due to this aspect procurement of textbooks, stationery and sporting equipment and facilities has been given high priority on the school budget as echoed by Cladwell, (2005). However, this is hindered by the fact that not all parents are able to pay their levies so as a result the few dollars collected will not be able to purchase enough instructional resources. Fullan (1999) echoes that the situation is different in rural areas where they operate under scarce or no resources. However, this is in sharp contrast with Sango (2014) who gave various ways rural parents fundraise to provide resources for their children like selling gum poles to community members and brick moulding project as an alternative way to fundraise. Shortage of resources drove UNICEF to donate textbooks and exercise books throughout the country in 2010 as supported by Mutseyekwa (2010) who says

that to alleviate textbook shortage, UNICEF in 2010 came up with a textbook distribution programme that seeks to ensure a textbook to pupil ratio of 1:1.

Chatiza(2011)highlights that because of the training the SDC/SDA have acquired they now possess better financial management skills .This means children are likely to have better resourced teachers, more conducive learning environments through better management and governance at their schools. SDCs freely provided resources into the education of children and thus expected results from teachers.Since the SDC/SDA provided instructional resources, they expected results to improve. Chatiza (2011) highlighted that effectiveness of parental involvement was witnessed in Manicaland province in the Eastern parts of Zimbabwe after a series of 0% passrate from 2005 to 2007 on Grade 7 public examination.That shows that SDCs/SDAs were no longer backbenchers or spectators in their children's education but forerunners. The researcher thus provided pictures of some physical resources provided by the SDC/SDA.

2.2.3 STAFFING ACHIEVEMENTS

Chivore(1995)states that most SDC/SDAs have managed to employ non-teaching staff as clerks, night watchman and grounds people. This has seen most schools having support staffs that clean the toilets for teachers and children as well as messengersand bus drivers. Teaching and non-teaching staff complement each other for success. Mutseyekwa(2010)points out that a milestone achievement by parents is when they employed Early Childhood Development teachers. It alleviated the teacher pupil ratio, which was out of

hand in most schools surpassing the stipulated teacher pupil ratio of one as to twenty-five. Sango (2014) also echoed that SDC/SDA employed extra staff for their respective schools. The problem associated with the extra staff employed as put across by Sango (2014) was that some of them were paraprofessionals who had little formal training in the work they were employed to do. Sango went on to state that SDC/SDA hired resource persons to train children in different sporting disciplines. The various literatures above prove that there are indeed achievements in respect to staffing brought about by SDC/SDA.

2.2.4 FUND MOBILISATION ACHIEVEMENTS

It is pertinent to first acknowledge the truth unveiled by Peresuh and Nhundu(1999), Nyagura(1991)and Nziramasanga(1999) that most SDCs/SDAs have problems in raising enough funds for improving school facilities and providing teaching and learning materials. The researcher therefore wants to find out the problems parents face in raising funds and the techniques, which they employ to get the little they use. Chivore (1997) explains that SDC/SDA has made notable changes with the few funds concerning their finance and asset management as there was transparency in management of school finances. The precision won SDC/SDA greater confidence from parents who paid fees. As a result, they could make some developments at their respective schools. However, defaulters in payment of school levies make it impossible for them to get on meaningful developments and finish on time as highlighted by Mutseyekwa (2010). Tshabalala (2013) states that directives, which stipulate that non-payment of fees does not result

in the exclusion of pupils from school and politicians who take the advantage of the socio-economic status of parents and denounce payment of fees as a campaign strategy have perpetuated defaulting in payments.

Since most SDC/SDA funds are raised from levies, so the development processes at a school are determined by the levies paid .If no levies are paid it means no development hence the difference seen in how schools are developed. Mafa (2003) and Kanyongo (2005) points out that SDC/SDA source funds through civvies days where children come in their civilian clothes and requested to pay, culture days and renting out school halls, classrooms and grounds .All this will help them boost their finances and they could initiate different developmental projects. However, due to fund embezzlements, the government has since banned the civvies euphoria and demanded schools to apply if they want a civvies. This means if the reasons for holding the civvies are not holding water, the Ministry through the permanent secretary declines the offer.

Fund embezzlement incident by a school head has been highlighted by the Daily News of Monday 21 May 2018, headlined **Ex-school head up for fraud.** In this report the Dzivaresekwa Primary School former head appeared in court on allegations of converting \$35000 meant for the institution's development into personal use. This is a drawback to most SDC/SDA efforts and the researcher wants to find out if the findings will expose this as one of SDC/SDA challenge. Hill (2010) states that most SDCs/SDAs have embarked on various projects at their schools like poultry, gardening and fish farming

aimed at augmenting their levies so they can make some developments at school. Fund mobilisation for urban schools is quite different from rural areas. Sango (2014) in his research conducted in Manicaland Province, points out that parents raised funds through selling gum poles to community members and engaging in brick moulding project. This shows the ways SDC/SDAs use to mobilise for funds is dependent upon the environment in which the school is in.

2.3 CHALLENGES OF SDC/SDA INVOLVEMENT IN SCHOOL DEVELOPMENT

Mafa (2003) gave various challenges faced by SDC/SDA in school development. He contends that most SDCs/SDAs are disturbed by political interference, economic status of parents, attitudes of parents towards SDC/SDA, limited financial knowledge of some SDC/SDA executive members as well as friction between school heads and SDC/SDAs. On political interference, Mafa (2003) says that SDA chairpersons and school heads bemoaned political interference in collection of levies where political and civic offices such as councillorship, discourage parents from paying as a way of campaigning. The challenges have also been echoed by Tshabalala (2013) but went on to add another challenge which Mafa (2003) was silent on of lack of time on the part of SDC/SDA since they are formerly employed. Mupindu (2012) asserts that there is apathy amongst most parents and guardians towards fund-raising activities organised by SDAs. All these are impediments towards SDC/SDA's efforts in school development highlighted by other researchers. The researcher thus is to give other challenges basing on the

data collected and evaluate whether the challenges are the same or different and if different substantiate findings.

2.4 MITIGATION

Mafa and Nyathi (2013) raised strategies to be put in place to enhance the effective operation of SDAs as payment plans to defaulters, transparency, communication and visits to school and other well developed schools. The researcher thus gave her own mitigation measures as given by respondents after data capturing and related the mitigations measures to those given by other researchers.

2.5 SUMMARY

The chapter has reviewed related literature guided by the sub-research questions. Literature was reviewed based on achievements of SDC/SDA in infrastructure, resource provision, staffing and fund mobilisation. Challenges and mitigation as stated by other researchers were outlined and they have been compared with what the researcher gathered from participants during data collection. Chapter 3 to follow dwells on research methodology.

CHAPTER THREE

METHODOLOGY

3.0 INTRODUCTION

The previous chapter focused on literature review .This chapter looked at the research methodology used in this study .The areas to be covered include research design ,population and sample ,research instruments ,data collection procedures and data analysis plan.

3.1 RESEARCH DESIGN

This study used the descriptive design as it is concerned with the present situation in terms of the setting, practises, values, processes, relationships or the trends. Chiromo (2009) highlighted that a descriptive design entails studying a limited number of cases with the view portraying conclusions that cover the generality of the whole grouped under study. Orodho (2005) concurred that a descriptive design is used to determine the nature of the existing conditions and determine interaction that exist between situations. Conclusions could be drawn about a population based on sample. It is because of some reasons that this study found the descriptive design to be ideal in establishing the achievements and challenges of SDC/SDA involvement in school development.

3.2 POPULATION AND SAMPLE

3.2.1 TARGET POPULATION

Mugenda and Mugenda (2005) define a population as a group of persons ,events or objects that possess a common character that conforms to a given pattern. This includes objects under study. The target population of

this research are SDC and SDA primary schools in Warren Park Mabelreign District in Harare Province and this research focused on four primary schools in which two are government SDA and two are council SDC. Silverman (1998), who postulates that a population denotes all those who fall into the group of concern, has supported this.

3.2.2 SAMPLING TECHNIQUE AND SAMPLE SIZE

Tuckman (1999) defines a sample as a sub-set of a population or a representative of a larger population. Purposive sampling has been used, as its main goal is to focus on particular characteristics of a population that is of interest, which best answers the research questions as highlighted by Dudovski (2017). Cohen and Manion (1995) clarify that in purposive sampling participants are included based on their type and purpose. In this research, school administrators and SDC/SDA members were the population under study in Warren Park Mabelreign District.

3.3 RESEARCH INSTRUMENTS

According to Borg and Gall (1979), a research instrument is a relative tool used in a research to gather information. The research shall make use of questionnaires and interview guide to collect data.

3.3.1 QUESTIONNAIRES

According to Yin (2008) a questionnaire is a document containing questions designed to solicit information appropriate for analysis. This means questionnaires contain a topic of interest to the researcher. It was given to a

respondent for answers where a respondent reads, interprets and provide answers. The questionnaire had both closed and open-ended questions. Closed questions were given first with alternative answers provided. The respondent will choose the appropriate alternative. The questionnaire will seek information from the school administrators and SDC/SDA committee members about the benefits and challenges of SDC/SDA involvement in school development. The respondents filled in the questionnaire at their own time, which gave them time to think and evaluate their responses. Foddy (1994) says that the questionnaire have been structured in such a way that it will be easy to understand while enabling pertinent issues to be addressed. Branco et al (2005) ascertain that questionnaires enable quick collection of information needed. The method of data collection is objective and precise as responses are gathered in a standard way. Thus it allows the research to achieve the maximum coverage with the least cost as established by Gillham (2008). The open-ended questions gave respondents time to express their individual feelings, attitudes and aspirations.

3.3.2 DISADVANTAGES OF QUESTIONNAIRES

Questionnaires may not be returned or may be returned incomplete. When this is done it is difficult to find out who did not complete since they do not have names. Best and Khan (1993) say that respondents may give a lot of information on open-ended questions. The researcher thus would not be able to analyse it correctly. On the other hand, if questionnaires are ambiguous the respondents may fail to understand them clearly hence will end up giving wrong or inappropriate answers.

3.3.3 INTERVIEW GUIDE

Interview is another research instrument where the respondents will provide ideas orally on a number of questions to be asked. Mbetu et al(2012)define interviews as a two-way method, which permits the exchange of ideas and information. Data are collected through direct verbal interaction between interviewer and interviewee. Williams (2004) points out that, interviews can be either structured or unstructured. Structured interviews are standard interviews in which the procedure to be followed is determined in advance and all respondents are asked the same questions with the same wording and in the same sequence. According to Gillham (2008) unstructured interviews are none directed and a flexible method. It is a more casual method than the structured interview. In this research, structured interview technique was administered to the aforementioned respondents .Corbetta (2007) points out that interview give respondents room for discussion and assurance of confidentiality guaranteed. Interviews provide enough room for flexibility by way of explaining unclear issues and as well enable the researcher to get immediate feedback.

3.4 DATA VALIDITY

Cohen (2000) defines validity as to the extent to which an empirical measure adequately reflects the real measuring of concepts under consideration. In other words, validity is an indication of how sound ones' research is. Fleiss (2003) points out that it also entails findings, which truly represent the phenomenon one is claiming to measure. Cohen (2000) says that this involves checking questions asked in relation to the objectives of the research thereby

ensuring an opportunity of equal number of questions for each is covered in the objectives. The researcher conducted a pilot study to test the measurement instrument and determine the validity of the measurement instrument.

3.5 DATA RELIABILITY

Cohen (2010) defines data reliability as the accuracy and completeness of computer processed data, given the uses they are intended for. Foddy (2004) who says that data reliability is a state, which exists when data is sufficiently complete, and error free to be convincing for its purpose and context supports this. The research faced a number of challenges in production but the researcher triangulated a number of different methods, techniques, strategies and approaches to refine findings. Gillham (2008) postulates that to ensure data reliability, the researcher used qualitative method, probability and non-probability sampling methods, primary and secondary data, questionnaires, and interview methods as a way of study collection.

3.6 ETHICAL CONSIDERATIONS

Saunders et al (2009) assert that research ethics relate to questions about how we formulate and clarify our research topic, research design, gain access, collect data, store our data write up our research findings in moral and responsible way. There is voluntary participation of respondents thus the researcher respected the respondents' willingness or unwillingness to respond to the questions drafted for study hence, it gave respondents the right to withdraw partially or completely from the process as stated by Pope (2000).

3.6.1 Anonymity

Cohen(2010) points out that privacy of responses must be anonymous to build confidence in respondents.The researcher did not use names of participants and the sampled schools.Pope (2000) says that research sites can be identified by pseudo names that do not relate directly to any community that is known to the researcher. In line with this,the researcher used pseudo names in this study.

3.6.2 Confidentiality

Babbie (2010)explains that the researcher should always assure his participants that all information obtained during the study is for the purpose of research.Under this background, the researcher promised not to disclose any information from the respondents to anyone except using the information for academic purposes only.In addition to this, all data that were to be used did not carry names of participants and research materials were well handled so that participants would not be identified Sango (2013).

3.6.3 Informed consent

The researcherdiscussed with the school heads of concerned sampled schools on issues relating to the nature and purpose of the studyexplaining why their schools were chosen for the study and negotiating entry and access to participants as put across by Hossan (2008) and Ritchie and Lewis (2003). It is also pertinent to seek permission to interview school heads, teachers and the SDC/SDA.The researcheralso respectedrespondents' feelings by not forcing them to get on with the interview if they felt reluctant on that day.

Instead, the interview was rescheduled to a convenient day and date. Gray (2004) echoes that if respondents are uneasy, interviews can be cancelled or postponed.

3.7 DATA COLLECTION PROCEDURES

The researcher sought permission from relevant authorities and administered questionnaires to the aforementioned respondents under study. The authorities include Ministry of Primary and Secondary Education, Provincial and District Education personnel and the Midlands State University. The respondents filled in the questionnaires that were ready for collection in three days. The researcher also sought permission to interview school heads, teachers and SDC/SDA members. The interviewees gave the interviewer their own free days they felt were comfortable for them. The researcher respected their views and thus slotted each group on its own specific date and day.

3.8 DATA ANALYSIS

Creswell (2003) explains that qualitative data usually involves two things, writing and the identification of theme. Writing involves writing about the data and what one writes may be analytical. Siedel (1998) posits that identification of themes involves coding and labelling which enable the researcher to quickly retrieve and collect all the text and other data that has been associated with some thematic ideas so that they can be examined together and different cases can be compared in that respect. In this research, the researcher also employed the thematic approach in data analysis. This is in agreement with

Coffey et al(1996) who say that qualitative data analysis involves the identification, examination, and interpretation of patterns and themes in textual data and determine how these patterns and themes help answer the research questions at hand. Gall, Gall and Borg (2007) pointed out that data analysis often starts before collecting the actual data through the initial choice of questions to be included in the questionnaire.

3.9 **SUMMARY**

The chapter focused on research designs, population sample, sampling techniques, research instruments used, data validity and reliability, ethical considerations, data collection procedures and analysis. The following chapter will analyse data presentations and discussion of data.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 INTRODUCTION

In this chapter, the researcher presents data that were collected for the study. The data collected were quantitative and qualitative. The data were collected using questionnaires and interviews. Tables, pie charts and graphs are used to present the data. The quantitative data were analysed by determining the number of respondents for each response, and calculating the percentage for each. Data from open-ended questions and interviews were presented in their narrative verbatim statement form as descriptive data.

The researcher was driven by less attention given to the achievements made by SDC/SDA by most researchers and sought to unpack them together with the challenges the SDC/SDA face in their day-to-day endeavours in school development. It is prevalent that the SDC/SDA has numerous challenges as depicted in print and electronic media. The research was carried out in Warren Park Mabelreign District with four primary schools whose pseudo names were Chaminuka, NeHanda, Kaguvi and Lobengula. The study comprised of twelve (12) school administrators, five senior teachers who take acting positions during the absence of school administration and eighteen (18) representative members of the SDCs/SDAs. The return rate of the questionnaires was eighty-seven comma five percent (87.5%). Return rate of this kind is acceptable according to Weisman (1995), who suggests that the

return rate of seventy (70%) is considered the minimum acceptable rate of return for questionnaires.

4.1 Presentation and Analysis of findings

a. Gender analysis

The figure below shows the composition of respondents by sex. Percentages for female and male respondents are given.

Table 1. Gender Analysis

GENDER	FREQUENCY	PERCENTAGE
FEMALE	23	66
MALE	12	34
TOTAL	35	100

Table 1 above shows the composition of respondents by sex. Most of the respondents sixty-six (66%) were females and thirty-four (34%) were males. There is an indication that more females are involved in school administration, either as school administrators or as members of the SDCs/SDAs. Such a trend could be necessitated by the gender policy, which is paving way for women into leadership positions just like their male counterparts. The analysis also reveals that the teaching profession is female dominated in primary schools maybe because females are better at nurturing as compared to males.

b. Composition of respondents by academic qualifications

Table 2. Academic qualifications

ACADEMIC QUALIFICATION	FREQUENCY	PERCENTAGE
ZJC	0	0
O LEVEL	28	80

ADVANCED LEVEL	7	20
TOTAL	35	100

Table 2 shows academic qualifications of respondents both educators and parents. Eighty percent (80%) of the respondents, who are the majority possess Ordinary level passes and 20% have Advanced level passes. This indicates that the most respondents have minimum academic requirements expected. Respondents are literate thus, they have the ability to read and interpret data. Concerning SDC/SDA, it is an indication of the level of understanding to various issues they encounter in their tenure in office.

c. Professional Qualifications

Table 3.:Composition of respondents by professional qualifications

PROFESSIONAL QUALIFICATION	FREQUENCY	PERCENTAGE
CERTIFICATE	3	8.6
DIPLOMA	20	57.1
DEGREE	9	25.7
PARAPROFESSIONAL	0	0
NONE	3	8.6

The above representation shows composition of respondents by highest professional qualification. All members in school governance have undergone a basic training in different fields. This clearly shows that both school

administrators and parents' body are working on an equal playing field where they do not undermine one another. Typically, achievements are realised at an organisation if the administrators are educated.

d. Respondents by experience

Table 4.:Composition of respondents by experience

Yearsof experience	Frequency	Percentage
0-5	1	6
6-10	3	18
Above 10	13	76
Total	17	100

The table above shows the distribution of respondents by experience in school administration. Data in figure 4 indicate that most school administrators have enough experience in matters of running schools as indicated by their experience. This means that they now understand how to work with SDC/SDA for the common good of their schools and if they cannot work with them, it is out of mere ignorance. Lumby and Foskett (1999) assert that most challenges are experienced between the school administrators and the parent bodies due to lack of experience in handling school affairs. As they say, experience is the best teacher, so experience is the best administrator as well.

e. Respondents by Age

Table 5: **Distribution of Respondents by Age**

Age	Frequency	Percentage
Below 28	0	0

29-35	5	14.3
36-64	30	85.7
Above 65	0	0
Total	35	100

Age distribution shows that school administrators and SDC/SDA members are mature persons. Maturity is prevalent when it comes to decision making. This means the two groups can work together well with respect and mutual understanding of one another. However, not all mature people can work well and make sound decisions, some are problematic according to how they were socialised.

f. Positions in the SDC/SDA Committee

Table 6.:Leadership Positions held by SDC/SDA Respondents

Committee Position	Frequency	Percentage
Chairperson	4	22
Vice Chairperson	3	17
Secretary	6	33
Treasurer	3	17
Committee Member	2	11
Total	18	100

The representation above shows that all members of the SDC/SDA from the highest position to lowest position in SDC/SDA were consulted in this study and they gave their input. Percentage participation of chairpersons was 22%,

vice chairpersons 17%, secretary 33%, treasurer 17%, and committee members 11%. This is a fair representation and gives solid information on issues involved.

g. Employment Status

Table 7.:Employment status of SDC/SDA Members

Employment Status	Frequency	Percentage
Employed	10	56
Self Employed	8	44
Unemployed	0	0
Total	18	100

The employment status reveals that most SDC/SDA members are employed by someone or self-employed. It is an indication that they are not only looking up to school duties but have something else to do.

h. School Administrators' Responses

Table 8.Responses by School Administrators on quantitative questions 1-5

Question	Yes	%	No	%	N/A	%	Total
1.Achievements	16	94	1	6	0	0	17
2.Challenges	11	65	6	35	0	0	17
3.Mitigation	16	94	0	0	1	6	17
4.Positive contribution	16	94	1	6	0	0	17
5.Conflicts	6	35	10	59	1	6	17

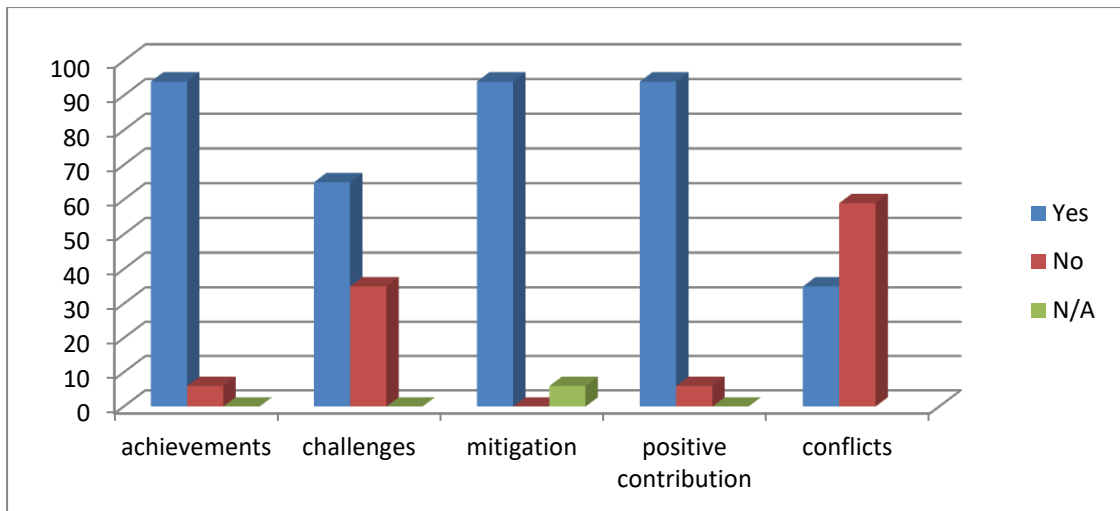


Fig 1. Responses by School Administrators

Most respondents comprising of ninety-four percent (94%) acknowledged that there were indeed infrastructural achievements at their schools spearheaded by the SDC/SDA and only six percent (6%) admitted that there were no infrastructural achievements. Looking at the two percentages, it is clear that there are indeed infrastructural achievements at most schools in Warren Park Mabelreign district necessitated by involvement of SDC/SDA. This is in line with what Nyagura (1991) echoed when he stated that urban primary schools had additional staff, administration facilities, office equipment and vehicles. On question2, the above presentation reveals that 65% of the respondents concurred that there are challenges in dealing with SDC/SDA in school development while 35% disagree with the notion of existence of challenges. Mafa (2003) and Tshabalala(2013) also highlighted the existence of challenges due to involvement of parents in school development. Majorityof respondents of 94% unanimously agreed that the challenges that existed could be solved. This is true because for every challenge a solution ought to be available. Only 6% was indecisive. Ninety-four percent(94%) of the respondents agreed that the SDC/SDA positively contribute to the

development of the school while only a fraction of 6% disagreed. Those who agreed with the positive contribution brought about by SDC/SDA have been supported by Chatiza(2011) who attributes the increase in percentage pass rate in schools that once had zero percent pass rate as the involvement of SDC/SDA in resource provision. The ratio of those who agree is enough evidence of the positive contribution of the SDC/SDA. Most respondents of 59% disagreed with the notion of existence of conflicts between SDC/SDA and the school administration while 35 % accept existence of conflicts and 6% were indecisive.

4.1.1 SDC/SDA responses on quantitative questions 1-5

Table 9.: **SDC/SDA RESPONSES FOR NUMBER 1-5 QUESTIONS**

Question	Yes	%	No	%	N/A	%	Total
1.Achievements	18	100	0	0	0	0	18
2.Cooperation	18	100	0	0	0	0	18
3.Challenges	6	33	12	67	0	0	18
4.Conflicts	6	33	12	67	0	0	18
5.Mitigation	17	94	0	0	1	6	18

The table above shows responses given by SDC/SDA members to question one to five on the questionnaire. There is a 100% unanimous agreement on achievements they made ever since they were elected into office. This is a sharp contrast to the 6% administrators, who confirmed no notable achievements. Viewing this closely indicates a looming challenge or conflict between school administrators and SDC/SDA. There is a 100% acknowledgement on cooperation rendered by school heads in school

development. Sango (2014) expresses that school heads were supposed to partner with the incorporated boards in school development. The response is attributed to the high experience most school heads possess. Sixty-seven percent (67%) of SDC/SDA members refuted having any challenges while 33% agreed on the notion of existence of challenges. This indication shows that there are some challenges being faced by SDC/SDA in dealing with school administrators. On the fourth question, 67% confirmed non-existence of conflicts at their schools while 33% admitted existence of conflicts between school administration and SDC/SDA. It might be due to these conflicts that achievements are not realised at Nehanda and Lobengula schools in Warren Park Mabelreign District. However, most SDC/SDA members of 94% feel that whichever challenges being faced, they can be solved with only 6% feeling they cannot be solved maybe because of the intensity of challenges.

4.1.2 QUALITATIVE ANALYSIS OF ACHIEVEMENTS OF SDC/SDA AS GIVEN BY SCHOOL ADMINISTRATORS AND SDC/SDA RESPONDENTS.

a. Infrastructural

Both SDC/SDA and school administrators have unanimously acknowledged that there are infrastructural achievements made by SDC/SDA that include building Early Childhood Development (ECD) learning rooms and play centres, refurbishment of toilets to suit the youngsters in the ECD department. Those who did not built ECD blocks confirmed having built temporary shelters for ECD. EU Delegation Zimbabwe (2011) pointed out that after training some SDC/SDA initiated the building of newly childhood development ECD classrooms. The idea was also supported by Lewis and Naidoo (2004) who

says that SDC/SDA are working towards improving learning infrastructure. The other infrastructural achievement of SDC/SDA mentioned at Chaminuka and Kaguvi by both respondents was of constructing the multi-purpose sports complex which some referred to as volleyball and tennis court. Sango (2014) points out that parents have repaired school buildings, constructed new buildings as well as maintain school grounds. An analysis of the responses revealed that at all the four schools there are indeed some renovations undertaken in classrooms and ablution blocks in respect to painting and tiling the floors. Some respondents at Chaminuka highlighted that the SDC managed to pave the front part of the school, put a hard surface on all footpaths and repair broken or missing louvers while those at Kaguvi appreciated the car sheds provided by their SDA. It has been noted that some respondents mentioned developments that did not exist at their schools like school hall, school library and computer laboratory. The researcher just assumed that it was maybe in their five-year strategic plan but not visible at the time the research was conducted.

Real Infrastructural Achievements



Figure 2 : Administration Block

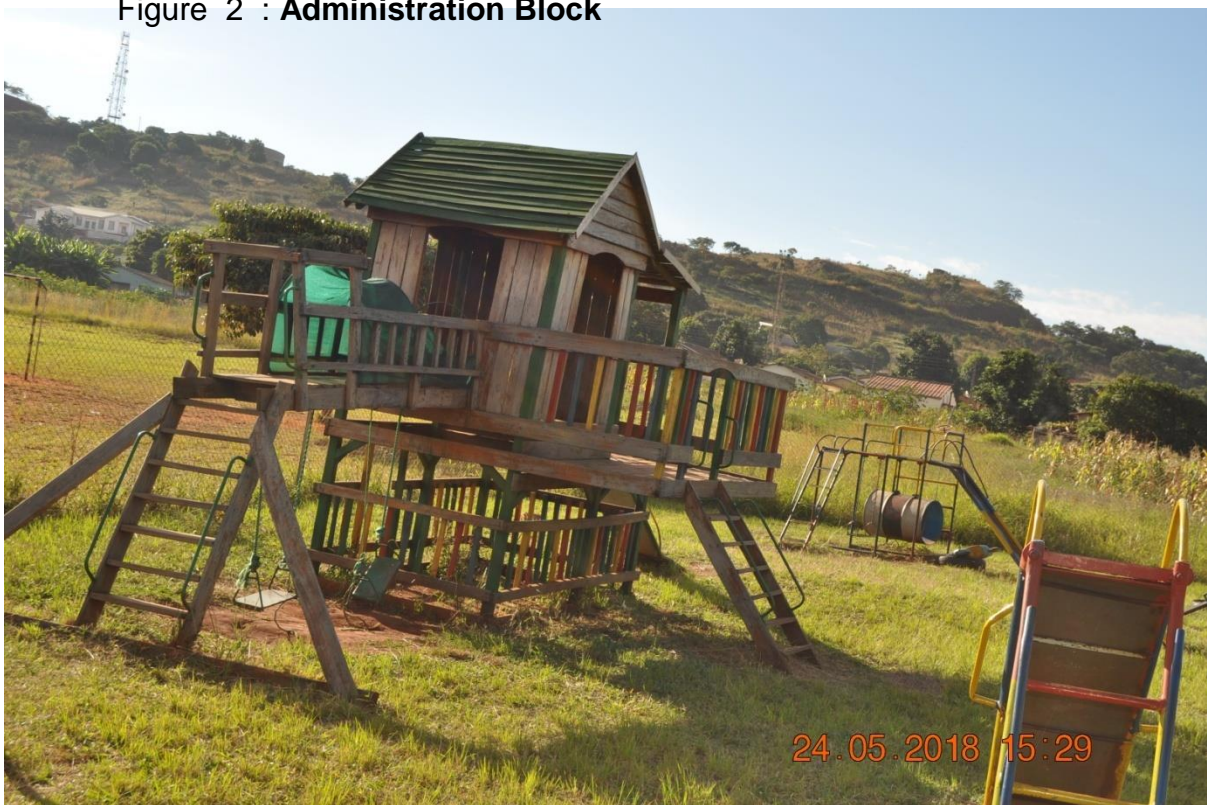


Figure 3 :ECD Play centre



Figure 4: **Multipurpose Court**



Figure 5 :**A well-maintained environment and classroom blocks**



Figure6 :Paved school yard

b. Resource Provision

The school administrators and the SDC/SDA concurred on provision of teaching and learning resources like textbooks, exercise books, chalks and manila sheets to teachers upon approval by the procurement committee. School administrators admitted provision of some updated curriculum textbooks by their SDC/SDA, a move that they view as in support of the updated curriculum. Sango (2014) who points out also mentioned this that parents provided teaching and learning materials. Besides provision of textbooks, Chaminuka administrators noted purchase of computers as a

milestone achievement in the updated curriculum. Some respondents highlighted the issue of donations helping them a lot. Donations have been spelt out by Mutseyekwa(2010) and he clarifies that UNICEF donated books in 2010 to alleviate textbook shortage. There was evidence that three of the schools under study namely Chaminuka, Kaguvi and Nehanda had bought photocopier machines. The SDC at Chaminuka has sourced a swipe machine for easy payment of fees. All the four schools under study highly appreciated the provision of transport in the form of buses and mini-buses with Chaminuka having a very big bus, which carries 50 passengers as shown in the picture below.



Figure 7: **School Resource**

c. **Fund Mobilisation**

From various responses, respondents highlighted that SDC/SDA have other sources of money besides levies and tuition through engaging in various

income generating projects like gardening and poultry to augment levies. Since learners are not allowed to be sent home for non-payment of fees, most SDC/SDA have resorted to payment plans with those parents in debt. Chaminuka is also engaging the Old Students Association in mobilising funds in either cash or kind. Kaguvi primary school highlighted that they conduct a dinner dance to raise funds towards what they want and various stakeholders are mobilised to buy tickets as well as seeking donations from well-wishers, various stakeholders and the corporate world. Tuckshops have been mentioned by some respondents but did not exist at their schools. It has been noted that some SDAs use methods, which are not acceptable, by law like sending pupils home to get levies. This is violating the child's right to education and against international frameworks on the rights of children such as United Nations Convention on the Rights of the Child (UNCRC), African Charter on Rights of Children (ACRC) and Millennium Development Goals (MDGs) especially MDG 4.

e. Staffing

Of the four schools, both SDC/SDA pointed out that they employ ECD teachers to stabilise the teacher pupil ratio in this grade level. Mutseyekwa (2010) echoes this when he said that a milestone achievement was when the SDC/SDA employed ECD teachers. Furthermore, school administrators mentioned that SDC/SDA employ teachers in case one goes on maternity or sick leave. Most respondents wrote about employment of teaching and non-teaching staff like grounds men, guards and clerks. All these personnel work together towards various achievements at a school. At Chaminuka, the SDC have employed the computer teachers. One respondent also mentioned that

teachers are being paid by SDC/SDA to motivate them. SDC/SDA have made notable achievements as cited by Sango (2014) who says that they employed additional staff and hired resource persons to coach children in different sporting disciplines.

4.1.3 CHALLENGES OF SDC/SDA INVOLVEMENT AS GIVEN BY SCHOOL ADMINISTRATORS AND SDC/SDA.

The research exposed fewer challenges similar to those espoused by Mafa(2003) and Tshabalala (2013) highlighted in the literature review but also managed to unmask yet other challenges that were not initially spelt out by consulted literatures.

a. Lack of knowledge

Lack of knowledge on key roles and responsibilities was a challenge written down by school administrators. Mafa (2003) also stated lack of knowledge. As a result, they infringe in other people's territories like the school head. One of the respondents said, "Major challenge is that they want to override me and yet they are not well versed with policy issues." It has been noted also that most SDC/SDA members cannot interpret SI 87 of 1992 and SI 70 of 1993 owing to their lack of knowledge on key roles and responsibilities resulting in conflict and role overload. Lack of knowledge has a bearing on prioritisation skills that most respondents cited as lacking amongst SDC/SDA. Mafa (2003) was talking about lack of knowledge in financial management and this research has much emphasis on lack of knowledge in policy issues.

b. Failure to fulfil promises

Some respondents presented that some SDC/SDA fail to fulfil promises they make in terms of prioritising issues. Respondents at Chaminuka primary cited tiling of rooms and making WIFI accessible to everyone at school in classrooms as one such promise they did not fulfil. Both researchers consulted in the literature review Mafa (2003) and Tshabalala (2013) did not mention this challenge.

c. Delays in decision-making and decisions made without consultation.

Most respondents both school administrators and SDC/SDA members concur on delays in decision making due to the fact that convening as a full panel sometimes is problematic because they are employed hence the delays. This is in agreement with Tshabalala (2013) who echoes that lack of time on the part of SDC is a drawback since some of them are formerly employed. There is evidence that some school heads in Warren Park Mabelreign District make decisions without consulting SDC/SDA. SDC/SDA respondents who feel they are being undermined have echoed this. At Chaminuka, the school head organised a dinner dance to buy herself a posh car without consulting SDC/SDA members and the event was a flop as no one bought the tickets. This means there is need for clear communication between parties.

d. Non-payment of levies

One of the biggest challenge mentioned by most SDC/SDA is lack of support from stakeholders like parents in terms of fees payment. They echoed that parents do not pay their levies on time and some are just sending learners without paying anything. Some respondents highlighted the influence of politics in payment of school fees. Parents are shielded by politicians in not paying fees. Mafa (2003) also pointed this out in the literature review when he

says that SDC chairpersons bemoaned political interference in collection of levies where political and civic offices discourage parents from paying as a way of campaigning. Respondents pointed out that if fees are not paid there are no noticeable achievements.

e. Conflicts

School administrators and teachers agree that involvement of SDC/SDA in school development is marred by many conflicts of interest. Most respondents pointed out that SDC/SDA cannot distinguish personal goals from organisational goals. As a result, conflicts are inevitable and rife. A very good example was when the SDC proposed to kick-start an income-generating project at Chaminuka. Some wanted gardening while others opted for poultry project. An intense argument left the school without a thriving project. It was later discovered that those who wanted a poultry project knew quite well that they would supply poultry feeds and in that case they would benefit. However faced with such a predicament, school heads need to portray good conflict management skills and use their experience and ex-officio powers to put the house in order. For instance, the school head might get advice from teachers as to which project they expect to delve into.

f. Lack of prioritisation skills

Most school administration respondents pointed out that some SDCs/SDAs lack prioritisation skills. This was the result why most projects lie idle at some schools. For example, an unfinished bus port, at Chaminuka primary was started some five years ago. When the new SDC came into power, it suspended the project and embarked on a fresh project.

g. Lack of resource mobilisation techniques

Most school administrators in Warren Park Mabelreign district bemoaned lack of resource mobilisation strategies by SDC/SDA. They attributed this to lack of knowledge hence some schools like Nehanda and Lobengula did not have physical and material resources matching Chaminuka and Kaguvi and yet they are in the same catchment area.

4.1.4 MITIGATORY MEASURES TO CHALLENGES

a. FROM SCHOOL ADMINISTRATORS

The majority of the respondents of fourteen out of seventeen saw the need to induct or orient new SDC/SDA members. Some respondents saw the need to induct them at school and district level. The induction courses will help them to know their duties and responsibilities as well as being able to interpret documents, which are of importance to them like statutory instrument (SI) 87 of 1992, SI 70 of 1993, and the Education Act. While some respondents used terms like induction and orientation, others wrote about workshops to concertize them about what is entailed in important documents that govern their daily activities at school. However, while it is a noble idea to train SDC/SDA in issues of school governance, the problem is recurring because they are not permanent but come and go. This makes the problem perennial because such programs need to be budgeted for.

Five respondents from seventeen advocated for only educated people of certain level to be elected into SDC/SDA committees because the level of education and the ability to make decisions and minimising conflict work hand in glove. One respondent wrote, "Parents should be taught to choose

educated people to make decisions on their behalf on their children's education, not selecting candidates on grounds of how vocal one is".Mafa (2003) states that from the parents' submission to Nziramasanga Commission, it would appear that some SDAs might not have the academic and professional qualifications to competently discharge SDA duties.The idea is worthwhile but the problem is, there is no standing statute to spell out how academic qualifications could be a pre-requisite because policies are the only weapons that can be used to bring about the desired change.

Three administrators mentioned the idea of increasing the tenure of office for SDC/SDA so that they complete projects they started instead of having a new team which will embark on a different project altogether.

b. MITIGATION FROM SDC/SDA

Since their main challenge was either no or late payment of levies, most respondents advocated for using payment plans to those who cannot make once off payment and those with arrears. This agrees to what Mafa and Nyathi (2013) echoed when they stated payment plans as one of a strategy to the challenges faced by SDC/SDA of non-payment of levies. This is better because no child will be send home. Other respondents advocated for parents to pay through providing their labour in the school. However, this measure has many loopholes since most school activities do not require labour but cash to purchase teaching and learning materials, so if everyone could provide their labour it means a standstill to the instructional resources. Furthermore,it leads to deprivation of the same child some basic needs like food as the breadwinner will spend some days or months working at school without venturing into income generating projects. In light of this, the use of payment

plans becomes the best option where the child is free from any disturbances and the parent commits himself or herself. The only limitation with payment plans is, when there is no religious follow ups, parents tend to relax without anyone pestering them.

Some respondents pointed out that SDC/SDA must sue debtors to recover funds from bad debtors. Mafa (2003) highlighted this, when he said that SDAs end up engaging debt collectors to collect money from such children's parents. SDC/SDA respondents also concurred with school administrators on the issue of inducting new SDC/SDA members. One respondent aired that training must be before one assumes duty to be familiarised with what to do and not to. Four respondents were of the idea that SI 87 of 1992, SI 70 of 1993 and the Education Act must be availed to them rather than being told what is entailed without them taking a closer look at real documents. One respondent said, "We are literate headmasters must give us the documents so that we read alone".

4.1.5 QUALITATIVE ANALYSIS OF INTERVIEW RESPONSES FROM SCHOOL HEADS

School heads concurred that acceptance of what SDC/SDA say was situational because they had to weigh if changes proposed are in conformity with the educational law. They gave an example of not allowing learners into the school due to non-payment of levies on the opening as one such change, which violates children's right to education. One respondent says, "Usually my SDC feels undermined when I go against their wishes, but it is not the case, it

is because I am better placed and knowledgeable in as far as the educational law is concerned”.

Most respondents singled out infrastructural achievements as ECD blocks, renovations, play courts, ECD play centres, paving and shades for their vehicles. The respondents acknowledged resources like buses, textbooks, exercise books, sports equipments and food for the Schools Feeding Programs currently underway. School administrators agreed that SDC/SDA have employed ECD teachers. Sango (2013) confirmed that parents employed additional staff in form of paraprofessionals. Respondents had various ways of mobilising funds with SDC schools having various ways of raising funds to their counterparts of SDA schools. Challenges echoed by most respondents include delays in decision-making, conflicts, lack of knowledge, lack of resource mobilisation strategies and lack of prioritisation skills. Challenges have been dealt with amicably at some schools, through convening a meeting where they ironed out differences and educated one another. At Nehanda the school head sought the intervention of the District Schools Inspector.

4.1.6 QUALITATIVE ANALYSIS OF INTERVIEW RESPONSES FROM SDC/SDA

Most respondents acknowledged that they accept changes brought up by school administration provided the changes are beneficial to the school. At Chaminuka the SDC rejected the motion of purchasing a school vehicle for the school head when their children have no chairs to sit on and classroom floors marred by potholes. Some respondents however said that whatever the

school head suggests is what they work towards because he knows what is best for school. One respondent says, "Our headmaster is not greedy, 'ane zvinhu zvake' so we accept her suggestions because she is genuine"

The relationship of SDC/SDA with school head varies with schools. Some respondents revealed that they were in good books with their school head but some were responding on grounds of animosity and wished the school head transfers.

All respondents in Warren Park Mabelriegn district mentioned achievements in infrastructure, staffing and resource provision. Most respondents agreed that they mobilise funds after being given a leading question on how they mobilise funds.

Almost all respondents concurred that problems could be solved by improving communication skills and valuing one another and being transparent in everything. "Most school heads are transparent but want everything done their way not our way", says one respondent when the researcher asked about whether school heads are transparent in their day-to-day activities of running the school. It has been noted that there are cooperative efforts in school development amongst all stakeholders.

4.2 FINDINGS AND DISCUSSIONS

a. QUESTIONNAIRES

Most respondents acknowledge that there are infrastructural achievements at their schools necessitated by involvement of SDC /SDA that range from ECD

classrooms, paving, sporting facilities, tiling of classrooms and renovations of classrooms and ablution blocks. This is evident that SDCs/SDAs in Warren Park Mabelreign District have surpassed the stipulations of Gweru conference of educators of 1992. However, SDCs/SDAs in Warren Park Mabelreign district seem to be contented with the classrooms they have and yet the issue of hot sitting shows inadequacy-learning rooms. Some schools have gone to an extent of purchasing expensive cars and bus sign that they have shelved building. In resource provision, great strides to provide teaching and learning materials like textbooks, exercise books and a conducive psychosocial environment is evident in most schools interviewed. One of the schools, Chaminuka had even purchased palmtops and computers in support of the new curriculum. Other schools under study provided resources but not to the extent, Chaminuka did. This revealed that Chaminuka had a stable financial base as compared to other schools though in the same catchment area. Most respondents concurred on mobilising funds through engaging in various projects to augment levies, which used to be their only source of income. Kaguvi and Chaminuka respondents have various ways of sourcing funds like hiring school bus, grounds and rooms. However, government schools led by SDA like Nehanda and Lobengula proved to have fewer sources of generating funds to SDC counterparts in council schools. All respondents acknowledged that SDC/SDA are undertaking staffing responsibilities ranging from employing non-teaching staff like grounds men, clerks, bus drivers, caretakers, guards (night watchmen) and teaching staff in the form of ECD teachers and to some extent relief teachers to replace those on maternity and sick leave since the government is no longer supplying replacement staff. All these are

achievements, which came because of involvement of SDC/SDA in school development, which are worth to be applauded for.

Change in an organisation is coupled by so many challenges and requires school administrators to use their wits to continue. Likewise, schools were not spared from these challenges as SDC/SDA got involved in school development as shown by facts gathered during data collection through questionnaires and interviews. Respondents agreed that conflicts are inevitable due to lack of proper communication and non-consultation in making decisions. Another challenge was political interference, which the respondents allegedly accused of contributing to parents' apathy in fees payment. This has seen the move by the government to bar sending away of children due to non-payment of levies. While it is a noble idea, as it protects or upkeeps the child's right to education, parents take advantage and are reluctant to pay school fees. Really, policy makers need to do something before the education system turns into turmoil. A gap is being created between the haves and have-nots, where schools with a better catchment area in terms of fees payment will provide better learning resources and facilities and those with a poor catchment area will operate with or without the necessary resources. One cannot run away from this, but at least primary education, which is basic, should be accorded on an equal basis. An outcry in regard to lack of knowledge on the part of SDC/SDA was pointed out by most respondents across the four schools. These major challenges cannot be solved at school level but require the input of policy makers.

b. INTERVIEWS

The fact that some SDC/SDA do not accept what school heads propose is in itself a sign of being empowered. They can make sound decisions about their children's education. This is also attributed to the level of education and qualifications of most SDC/SDA respondents shown in the demographic data analysis. There is mutual trust between SDC/SDA and school heads as some respondents revealed that they do not question their school head's decision. However, it is prevalent to note that conflicts arise due to non-consultation in decision-making and the school head's leadership style. Autocratic leadership styles must be situational not a daily bread. Most SDC/SDA have made significant efforts in infrastructure, resource and staffing issues but they lack skills in mobilising funds that is why schools in the same catchment area are quite different in infrastructure and resource provision. Where school heads were hated by their SDC/SDA, the researcher has found out that the school heads had poor communication skills, were not accommodative and did not appreciate diversity in thinking. The fact that school heads aid SDC/SDA in development shows that there is cooperation.

4.3 SUMMARY

This chapter-analysed data collected from the school administration and SDC/SDA members in Warren Park Mabelreign district cluster 34 concerning achievements and challenges of SDC/SDA involvement in school development. Responses were collected from questionnaires distributed to respondents and interviews administered. Respondents responded to questions requiring achievements, challenges and mitigation measures to challenges of SDC/SDA involvement in school development. Part of the data

collected from questionnaires were quantitatively presented in the form of tables, pie charts and bar graphs while open ended questions on questionnaires and interviews provided qualitative data which was presented in their narrative verbatim. The general view derived from this study is that SDC/SDA has landmark achievements coupled with challenges in school development. The next chapter finally covers summary, conclusions and recommendations of this research topic.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 INTRODUCTION

The previous chapter covered data presentation, analysis as well as discussion of the findings. This chapter marks the end of the research and it gave the major achievements and the challenges of SDC/SDA involvement in school development. It enclosed the summary of the research, the conclusion based on the findings offered in the data presentation and analysis and lastly recommendations are stated.

5.1 SUMMARY

The research focused on highlighting achievements and unmasking challenges of SDC./SDA involvement in school development. As a result achievements were outlined and challenges exposed that are faced due to involvement of SDC/SDA. Various literatures consulted agreed that indeed notable achievements in areas of infrastructure, resource provision, staffing and funds mobilisation are eminent due to SDC/SDA involvement. Zvobgo

(1997) points out that the advent of SDC/SDAs in Zimbabwe's education system saw more infrastructural developments taking place. Chatiza (2011) highlighted that SDC/SDA have acquired better financial management skills in the training courses and as result children could have better resourced teachers and more conducive learning environments through better management and governance of their schools. While Chivore (1995) states that most SDC/SDAs have managed to employ non teaching staff as clerks, night watchmen and grounds men. Mafa (2003) and Tshabalala (2013) echoed various challenges faced by SDC/SDA, which also concurred with the researcher's findings. In order to arrive at findings in this study, the researcher used the descriptive design, which is concerned with the present phenomenon and purposive sampling technique was employed, as its main goal is to focus on a particular characteristics. Interviews and questionnaires were research instruments, which helped the researcher to collect data to answer research questions, but data validity was checked through a pilot study. Anonymity, confidentiality and informed consent were the ethical considerations taken into account in this study. The thematic approach was used in analysing data guided by research questions. Major findings of the study are that the SDC/SDA made notable achievements in infrastructure, staffing and resource provision in government and non-government schools. However their involvement in school development has numerous challenges like lack of proper communication and conflict has been spearheaded by non-consultancy in making decisions The resultant outcome is role surplus and confusion due to some leaders who feel threatened with the existence of SDC/SDA. Lack of knowledge of some statutes that govern or regulate

SDC/SDA exacerbate challenges in school governance. Inadequate or no training of some SDC/SDA members also contributed to their lack of knowledge about what to do and not to. The research noted that there was need for policy makers to craft policies that specify academic qualifications needed for one to be an SDC/SDA member. Statutory instruments that govern the conduct of SDC/SDA must be made available to them all the time. Above all, school heads and some SDC/SDA members must work together mutually for the betterment of schools they save.

5.2 CONCLUSIONS

This study has shown that:

- SDC/SDA has made significant achievements in infrastructure, resource provision, staffing and fund mobilisation. They can provide both material and human resource for instructional purposes.
- Learning rooms are still in short supply in both government and non-government schools.
- Government lag behind in infrastructure as compared to non-governmental schools.
- Involvement of SDC/SDA in school development has numerous challenges.
- The challenges being faced due to involvement of SDC/SDA can be solved at either school level or district level.
- Newly appointed SDC/SDA members lack knowledge in educational statutes
- Decision making by school heads or SDC/SDA without consultation with the other party leads to conflict.

5.3 RECOMMENDATIONS

In the light of the results obtained, the following recommendations were made:

- More infrastructures are still needed; therefore, SDC/SDA should work towards building more learning rooms to abolish double sessions.
- Diversity in fund mobilisation strategies is critical for school development. SDC/SDA needs to have various ways of generating income to undertake school development initiatives.
- There is need for policy makers to craft policies or make amendments to existing legislature to guide on academic qualifications that one should have to qualify to be in the SDC/SDA.
- There ought to be a fund where all schools under the Ministry of Primary and Secondary Education (MoPSE) affiliate yearly towards the training or in serving of newly appointed members.
- The Educational Law “Education Act”, SI 87 of 1992 and SI 70 of 1993 should be availed to SDC/SDA members.
- School heads need to be conscientised on adoption of open door policy to work constructively with SDC/SDA.
- School heads and SDC/SDAs should foster effective communication, which can be horizontal, downward or upward. This communication is key to building relationships of mutual trust and cooperation. Effective communication can help each party to understand and acknowledge the perspectives and contributions of the other. It also builds collaboration and cooperation between the SDC/SDA and the school head.

FURTHER RESEARCH

SWOT analysis of SDC/SDA involvement in school development.

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Interview guide for school administrators.

Introduction

I want to thank you for taking your time to meet me today. My name is Tambudzai Mufembi a student with the Midlands State University. My topic focuses on achievements and challenges of SDC/SDA involvement in school development in Warren Park Mabelreign District in Harare Province. I would like to talk to you about your experiences with the SDC/SDA.

The interview will take about twenty minutes and I will be taking notes during the session. All responses will be kept confidential so be free to say, whatever you want because the information will be used for the purpose of this research only. If you have any questions, pertaining to what I said be free to ask.

1. Do you accept any changes suggested by the SDC/SDA?
2. What are the achievements of SDC/SDA involvement in school development in infrastructure, resource provision, and staffing and funds mobilisation?
3. Which strategies are used by your SDC/SDA to mobilise for funds?
4. Do you have any challenges associated with the involvement of the SDC/SDA in school development? If yes, which are they?
5. How have you dealt with challenges arising between you and the SDC/SDA?

Interview for SDC/SDA

I want to thank you for taking your time to meet me today. My name is MufembiTambudzai a student with the Midlands State University. My research topic is achievements and challenges of SDC/SDA involvement in school development in Warren Park Mabelreign District in Harare. I would like to talk to you about your experiences in SDC/SDA.

The interview will take twenty minutes and I will be taking notes during the session. All the responses will be kept confidential so be free to say whatever you want because the information will be used for the purpose of this research only. If you have any questions, pertaining to what I said be free to ask.

1. Do you accept any changes brought up by school administration?
2. How is your relationship with the school head?
3. What achievements have you made ever since you were elected into office?
4. How do you think challenges you face can be solved?
5. Is the school head transparent in the day to day running of the school?
6. Are you making any developments with the aid of the school head? Justify your answer.

RESEARCH INSTRUMENTS

Questionnaire for School Administrators

My name is TambudzaiMufembi a student at Midlands State University studying for a Bachelor of Education in Educational Management and Leadership. In Partial fulfilment of my degree programme, I am carrying out a research on achievements and challenges of SDC/SDA involvement in school development in Warren/park Mabelreign district. I would appreciate your support in answering a few questions as required. The reason for this research is to explore the achievements and challenges of SDC/SDA involvement in school development in schools in Warren Park Mabelreign district.

DO NOT WRITE YOUR NAME

Put an X in the box for your answer

1. Sex

Female [] Male []

2. ACADEMIC QUALIFICATIONS

ZJC [] 'O' LEVEL []

'A' LEVEL []

3. PROFESSIONAL QUALIFICATIONS

CERTIFICATE [] DIPLOMA []

DEGREE [] PARA PROFESSIONALS []

NO []

4. AGE

- BELOW 28 [] 29-35 []
 36-64 [] ABOVE 65 []

5. YEARS OF EXPERIENCE 0-5 [] 6-10 [] ABOVE 10 []

SECTION B

NO	QUESTIONS	RESPONSE	
		YES	NO
1	Are there any infrastructural achievements made by SDC/SDA ever since they came into office ?		
2	Do you have any challenges in dealing with SDC/SDA in school development?		
3	Do you think these problems can be solved?		
4	Does the SDC/SDA positively contribute to the development of the school?		
5	Are there any conflicts between the Administration and SDA/SDC members?		

6. What are the achievements of SDC/SDA involvement have you realised in terms of a) Infrastructure-----

b) Resource Provision-----

c) Fund Mobilisation-----

d) Staffing -----

7. Which are the challenges do you encounter with the involvement of SDC/SDA involvement in school development?

8. In your own perception, what can be done to mitigate these challenges?

Questionnaire for the SDC/SDA

My name is Mufembi Tambudzai a student with Midlands State University studying for a Bachelor of Education in Educational Management and Leadership. In Partial fulfilment of my degree programme I am carrying out a research on achievements and challenges of SDC/SDA involvement in school development in Warren/park Mabelreign district. I would appreciate your support in answering a few questions as required. The reason for this research is to explore the achievements and challenges of SDC/SDA involvement in school development in schools in Warren/Park Mabelreign district.

Do not write your name.

Put an X inside the box for your answer

1. Sex

FEMALE [] MALE []

2. Academic Qualifications

ZJC [] 'O' LEVEL [] 'A' LEVEL []

3. PROFESSIONAL QUALIFICATIONS

CERTIFICATE [] DIPLOMA [] DEGREE []

PARA-PROFFESIONAL [] NONE []

4. AGE

Below 28 [] 29-35 [] 36-45 []

46-64 [] Above 65 []

5. COMMITTEE POSITION HELD

Chairman [] Vice-Chairman [] Secretary []
Treasury [] Committee Member []

6. OCCUPATION

Employed [] Self Employed [] Unemployed []

SECTION B

Put an X for your answer

		Response	
No	QUESTIONS	YES	NO
1	Are there any notable achievements you made ever since you were elected into office at this school ?		
2	Does the School Head co-operate in implementing school development projects?		
3	Do you have any challenges in dealing with teachers and administration?		
4	Are there any conflicts between you and the school administration?		
5	Do you think that the challenges you face can be solved ?		

6. What achievements have you made ever since you were elected into office in terms of :

a) Infrastructure

b) Resource Provision

c) Fund Mobilisation

d) Staffing

7. What challenges do you encounter in your involvement in school development?

8. In your own perception, what strategies should be employed to mitigate these challenges?

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