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**Department of Educational Foundations, Management and
Curriculum Studies**

TOPIC: The state of infrastructure development in Early Childhood
Development Centres in EPMAFARA District Primary Schools in Harare.

BY

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OF
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Declaration

I GRACE MARUFU, registration number: R172926Y do hereby declare that this piece of art is my original work. It has not been submitted for any degree or examinations prior at any other university. The sources used have been fully acknowledged by complete references. This project is submitted in partial fulfilment of the bachelor of education degree in Early Childhood Education in the **Department of Educational Foundations, Management and Curriculum Studies.**

Signature.....

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Dedication



To my son Tatenda, my siblings, my true friends Dean and Aldebaran, they give without compromising, their love is unconditional.

Acknowledgements

It is a proven assumption that, “one cannot make an omelette without breaking the egg” and such an assertion bears heavily on me. Had I not sacrificed my time, this project would not have materialised. My heartfelt thanks goes to my supervisor Mrs B. Shoko whose unwavering support and guidance made this research a success. I would want to convey my gratefulness to EPMAFARA District Primary School administrations and their members of staff. I cannot underscore the inspiration showed by my beloved husband and my close associates who made this research a success like Dean Makoni and Aldebrane Magaramombe.

Abstract

The teaching and learning of E.C.D has emerged as a major theme internationally in recent years. Many policies have been made towards the implementation of E.C.D. The government of Zimbabwe also implemented the programme by including E.C.D classes in both public and private schools. It is very critical to ascertain whether the health and safety of learners in terms of infrastructure provision is being considered. It is also very important to find out whether the infrastructure in schools is conducive for E.C.D teaching and learning. The main thrust of this research was to highlight the state of E.C.D infrastructure in primary schools. The targeted population was all primary schools in the EPMAFARA District. A sample of six primary schools, two from each area of the three areas in the district was used in the study. Related literature showed that E.C.D infrastructure has to be built following certain specifications and that many primary schools lack in terms of providing proper E.C.D infrastructure. In addition literature showed that the state of E.C.D infrastructure has a strong bearing on successful teaching and learning. Duration of a building is also said to be affected by how well it is maintained. The study used a mixed method approach of both quantitative and qualitative research methodologies. A descriptive survey was adopted in this study. Information gathered is shown through pictures, tables and figures gathered from questionnaires, interviews and observations. The study revealed that many Primary Schools in EPMAFARA do not have proper E.C.D infrastructure. It was also established that because of economic hardships most primary schools are having difficulties in maintaining the infrastructure they have. Schools need to come up with strategies to raise funds and the government should also intervene. It is hoped that the research findings will act as a wakeup call to administrators on the state of their infrastructure against set standards and ways of minimising challenges faced in provision of infrastructure. Policy makers can also come up with policies which aim at improving infrastructure. Early childhood learners will also benefit should the findings of this research influence some form of change in infrastructure provision and management.

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Acronyms

- ECD - Early Childhood Development
- SDC - School Development Committee
- EPMAFARA - Epworth-Mabvuku-Tafara
- E.C.E - Early Childhood Education

CHAPTER ONE

THE RESEARCH PROBLEM

1.0 Introduction

The state of infrastructure development in Early Childhood Development Centres has a strong bearing on learning. This chapter explored background of the study, its objectives, research questions and problem statement. The chapter also touched on the importance of the research, assumptions, limitations, delimitations and definition of key terms.

1.1 Background of the Study

According to the World Bank (2010) and Martinez, Naudeu and Pereira (2012), the teaching and learning of ECD in education has become a major theme internationally in recent years. The adoption of the rights of children by the United Nations (UN) in 1989 became a more visible drive for Early Childhood Development across the globe. Following this adoption by the UN, there was the Education for All (EFA) initiative in Jomtien Thailand in 1990 from the World Conference on EFA. The World Education Forum in Dakar in 2000 and the development of the Millennium Development goals (MDGs) by the United Nations, have all led to an increase in government policies in the field of ECD (UNESCO, 2010).

The government of Zimbabwe was not left out, it expanded its provision of E.C.D education which was well defined for white children and the elite before independence. This was done through the Nziramasanga Commission of enquiries which made recommendations that E.C.D grade A for 3 to 4 year olds and grade B for 4 to 5 year olds be incorporated in the public primary schools in which tuition fees are more affordable than in private schools.

Under the Ministry of Primary and Secondary Education E.C.D has become more organised than before. In the early 90s, the national Early Childhood Development policies were transformed for the reformation of the unorganised day care centres to the current organised and more professional centres that closely follow international standards and practices. The introduction of ECD classes A and B in all public primary schools by the government of Zimbabwe has been hailed as a noble idea.

In as much as public schools have attached ECD centres with the majority of people who could not afford expensive education for their children gaining access, it is very critical to ascertain whether there is social justice to those children especially in terms of infrastructure. Is the infrastructure supporting total development in Zimbabwean ECD centres and is it not a health hazard to learners.

The concerns that have been raised by the stakeholders about both availability and quality of resources in the public primary schools cannot be overemphasised.

According to UNICEF (2011) schooling to some E.C.D children is not always an enjoyable experience. It can mean sweating in hot, airless buildings or shivering in cold, unheated buildings. The above situation motivated the researcher to carry out a study on the conditions of E.C.D learners in EPMAFARA district, infrastructure in particular. Infrastructure has an impact on the drivers of the programme as well as the learners. They are both motivated by good infrastructure hence the need to carry out a study on the state of infrastructure in Early Childhood Development classes to find out whether the infrastructure at the present moment is motivating to the teaching and learning process.

In a research study by Crampton (2008), in the United States of America to find out whether there was correlation between infrastructure and the success of the learners it was found out that, there is correlation between school infrastructure and success of the learners. The study concluded that good infrastructure almost always lead to successful learning and teaching whilst poor infrastructure achieves opposite results. This shows that infrastructure is not something that should be taken for granted in ECE programmes as its impact on ECE children has far reaching consequences hence this study. In the Zimbabwean context levies are being charged for ECE programmes and it would be interesting to find out whether these fees are being channelled towards the improvement of the ECE programs of which infrastructure is one such or there is prioritisation of other projects at the expense of E.C.D programs.

1.2 Statement of the Problem

In Zimbabwean primary schools pressure is mounting on offering quality Early Childhood Development (ECD) Centres. The challenges for most school heads in running ECD classes are the provision and maintenance of infrastructure for effective education and care. There are a lot of mushrooming ECD Centres in Harare primary schools, some with good standards though some are poorly managed and are of poor quality. The provision and maintenance of centres in terms of infrastructure is sub-standard thus compromising the quality of education and care offered.

1.3 Research Questions

This research study sought to answer the following questions:

1. What is the state ECD infrastructure in EPMAFARA District primary schools in Harare?

2. How is the ECD infrastructure in EPMAFARA District primary schools managed and organised?
3. In what ways can the challenges of ECD infrastructure provision be minimised in EPMAFARA District primary schools in Harare?

1.4 Significance of the Study

This research study stands to benefit many people in the Early Childhood Education (E.C.E) profession as well as the ECE children. The researcher, who is an ECD teacher, greatly benefited from the study through the enhancement of her data collection and analysis skills. Furthermore, the researcher gained an insight into the state of infrastructure in ECE classes as it stood that moment, knowledge which she requires in her profession.

Different stake holders will also benefit from this study especially those that would be directly involved and those that will get the opportunity to go through the findings of this study. The school administrators and School Development Committees will benefit through the findings and recommendations of the study which can act as a wakeup call on them in trying to provide suitable ECE infrastructure. It will help them identify threats and opportunities faced by their institutions in their quest to deliver infrastructure to their communities. Non-Governmental Organisations (NGOs) will also benefit through finding suitable intervention strategies where there is need as a result of the findings of this research study. ECE professionals are also bound to benefit. Their practice would greatly improve should the study lead to an improvement in the ECD infrastructure. There is no joy working in deplorable conditions and therefore an improvement of infrastructure will increase the motivation of ECE professionals. ECD children will directly benefit from this research study. If infrastructure is going to improve as a result of this study, then it implies that the quality of their learning will also improve.

Based on the findings of this study, policy makers may find it prudent to revise ECD policies so that heads of schools bound by policies can take the issue of ECD infrastructure seriously and not just enrol learners without proper facilities. It is hoped that policy makers will be enlightened on the existing state of infrastructure and if there is need of mitigatory policies then they would enunciate these for the benefit of the ECE sub-sector in terms of infrastructure.

1.5 Assumptions of the Study

This study assumed that:

- Quality ECD education and care is determined by quality and adequate infrastructure.

- The level of the ECD personnel will go a long way in managing the infrastructure and performance of the ECD children.
- The organization and management of ECD infrastructure will go a long way in achieving quality learning and care.
- Inadequacy of ECD infrastructure requires immediate attention if effective ECD learning and care are to be realized.

1.6 Delimitations

Six primary schools from EPMAFARA District of Harare were the focus of this study; two in Tafara, two in Epworth and two in Greendale. The study was primarily concerned with establishing the quality and adequacy of ECD infrastructure for effective learning to be realised.

1.7 Limitations of the Study

These are some of the limitations that the researcher faced:

- As a full time ECD teacher, the researcher was unable to visit the selected schools as often as she wanted. However, the researcher stayed longer at each visited school so as to collect as much information as possible.
- Where school heads had tight work commitments, the researcher made advance appointments and interviews were conducted upon confirmation of availability.
- Some respondents feared to complete the questionnaire or release information in documents and interviews since they thought that they would be victimized or exposed if found wanting in the teaching and learning of ECD programme.

1.8 Definition of Terms

Crèche

A crèche according to Excell and Linington (2011) cares for young children during the day whilst their mothers are at work and these are also called day care centres. In this study, a crèche is an ECD centre catering for zero to eight year olds.

Early Childhood Development

Kammerman (2006) defines Early Childhood Development as that period before formal to formal learning ranging from zero to eight years which is characterised by the first stages of life. E.C.D can simply be defined as the care and education of children from birth through to the age of eight.

Primary School

Kanyongo (2005) describes a primary school as any institution in which children receive education between the ages of five to about eleven. In this study, a primary school lasts nine years and children enrol at the age of four. The nine year cycle is divided into ECD A which are 4 year olds, ECD B 5year olds, Infant grades (1 to 3) and junior grades (4-7).

Infrastructure

Gallagher and Clifford (2000) define infrastructure as the physical and organisational structures needed for operating ECD programmes. In the case of this study infrastructure is referring to classrooms, toilet and outdoor facilities for E.C.D learners.

1.9 Summary of the chapter

This chapter focused on the provision and maintenance of E.C.D infrastructure for effective education and care which formulates the statement of the problem. The background of how E.C.D came into existence in Zimbabwe through the Nziramasanga was also highlighted. The Commission called for primary schools to attach two E.C.D classes for easy access to everyone. Justification of the study was given since it sought to ascertain whether social justice was being done to the learners in terms of learning classrooms and toilet facilities. The chapter also highlighted questions to be answered by the research which are, the state of infrastructure, the organisation and management of infrastructure and ways in which challenges of provision of E.C.D infrastructure can be minimised. Findings and recommendations of the study are expected to benefit school administrators and SDC members who will be able to analyse opportunities and threats they face in terms of delivering infrastructure. E.C.D learners will also benefit should there be improvements in the provision of infrastructure and policy makers who will be enlightened on the existing state of infrastructure will be able to come up with mitigatory policies if need be. The study assumed that quality of education and care is determined by quality and adequate infrastructure as well as the infrastructure's organisation and management among other assumptions. Limitations the researcher faced were also brought to light, respondents were not readily available and time factor since the researcher's presence was required at work. Key terms Crèche, Early Childhood Development, Primary School and Infrastructure were defined.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Chapter Two focused on the review of related literature for this research topic. The literature was based on several authors' opinions concerning ECD infrastructure. The chapter reviewed literature on, the quality of ECD infrastructure, organisation and management of ECD infrastructures and ways of minimising challenges in provision of ECD infrastructure.

2.2 The quality of Early Childhood Development infrastructure

According to the Education (Early Childhood Development Centres) Regulations 2005 also known as Statutory Instrument 106 of 2005, the government provides regulations on infrastructure under Section 11 entitled Accommodation and facilities to be provided at Early Childhood Development Centres. The physical infrastructure should provide for a total indoor playing space which is at least two comma two five square metres for each child and of such playing space at least one comma seven five square metres for each learner or a total of forty-two square metres and that the indoor playing spaces defined above shall be provided with windows equal in area to at least one-tenth of the area of the floor space. There must be separate toilet facilities for staff and toilets for learners shall be provided based on the ratio of one squat-hole toilet to 12 learners. Proper facilities with running water shall be available for the washing of utensils used for milk or other food in respect of Early Childhood development centres.

Class size according to UNICEF (2010) is an important determinant of effective ECD teaching and learning. Many schools significantly expanded access to ECD education, but the building of new classroom blocks has often not kept pace with the increase in the learner population. Shumba and Chireshe (2013) postulate that schools in Zimbabwe have often had to expand class sizes as well as the ratio of learners to teachers to accommodate large numbers of new learners without expanding the physical learning environment which is the infrastructure. The larger class sizes have an impact on the quality of education. This may be due to the fact that many schools have not yet adopted the demanding but higher quality student centred learning practices.

This study sought to determine and assess the availability, adequacy and suitability of infrastructure, furniture and outdoor play area equipment at ECD centres in EPMAFARA District of Harare in Zimbabwe. In related studies it has been proven that the quality of the learning environment is

strongly correlated to the learners' achievements. According to Martinez, Naudeu and Pereira (2012) interaction between school infrastructure and other quality dimensions is critical for ECD learners. The quality of school buildings may be related to other school quality issues, such as the presence of adequate teaching materials and textbooks, working conditions for learners and teachers, and the ability for teachers to undertake certain teaching methods. Pupils may not always anticipate returning to dilapidated classrooms where they have to squash with very little space to satisfy their hyper active nature.

It is in the classrooms that the day to day formal teaching and learning takes place. For this reason, school infrastructure is a very important component in ensuring successful education and protection of children from adverse weather conditions. It is a fact that schools vary in the kinds of infrastructure they have put in place to enable learning for quality Education. It is the above background which made the researcher want to find out if infrastructure development was being taken seriously in Epworth-Tafara Urban Schools so as to meet the demands of quality provision of ECE programmes.

2.2 Organisation and Management of ECD infrastructures.

According to Hinum (2000) there is growing conviction that quality of facilities, educational outcomes and learner's wellbeing cannot be divorced. However basic information necessary for effective management of premises is lacking. If experience and studies strongly point out that achievement is higher in those schools with above standard buildings and lesser in those schools with substandard buildings responsible authorities are obliged to improve the facilities. Sood (2003) concurs that duration and quality of a building are affected by how it is looked after, how often repairs and services are carried out and the rate at which needs and requirements change. Poor maintenance results in deterioration of parts of the building, unhealthy and a dangerous environment and most importantly poor quality of teaching and learning. Therefore it is of essence to develop ways of managing educational facilities and understanding how infrastructure can influence learner behaviour and achievements. Leaders should be engaged in decision making and change efforts. It then became interesting to find out how ECD infrastructure was organised and managed in EPMAFARA district primary schools for the benefit of the learners.

Availability and quality of resources at ECD centres in Zimbabwe is a matter of concern. For example some of the ECD centres are still being manned by para-professionals who may not have knowledge on appropriate infrastructure for ECD so as to advocate for proper facilities to their authorities or advise appropriately. Thus, the level of training against the needs and interest of various age groups in ECD leaves a lot to be desired. Because of the level of training that most of

ECD teachers have, many may be found wanting in as far as relevant skills are concerned, for example technological developments which are now quite complex (Tassoni and Hurker, 2005).

Professional learning for teachers and administrators is vital for effective ECD teaching and learning. The highest quality teachers and administrators are those who try their best to provide required teaching and learning material, and those who are well versed in the subject matter and instructional methods (Waldfogel, 2016). The preparation that teachers and administrators receive before beginning their work varies significantly around the country. This affects educational quality since student achievement depends largely on teachers' command of subject matter, their ability to impart that knowledge to help learners learn and organisation and management of resources which includes infrastructure (UNESCO, 2015).

Continuing support for learner centred learning effectively minimise challenges of ECD teaching and learning. Teacher and administrator education, both pre-service and in-service should help teachers develop an understanding of how children learn (Ciumwari, 2010). Just as curriculum should be child centred and relevant, so should teaching methods, and for ECD curriculum to be child centred one cannot overlook the issue of the organisation and management of ECD infrastructure. In this case classrooms should be big enough to accommodate the seven learning areas such as the Art and Craft area and the Music and Movement area just to mention a few which help learners to learn through manipulating real objects. According to Chikutuma (2013) teaching styles in many schools have remained traditional, teacher centred and fairly rigid because of poor organisation and management of ECD infrastructure where a teacher has over fifty learners squashed in one small classroom. The condition of infrastructure among other resources influence the teachers and learners' attitude in the teaching and learning experiences.

UNICEF (2016) posits that the quality of administrative support and leadership is a critical element in school processes, both for students and for teachers. At a more macro level, ensuring financial resources for education, especially recurrent budgets is of paramount importance. There are many forms of organisational support for teaching and learning and these include such measures as advocating for better conditions and amongst these conditions is the issue of proper and well maintained infrastructure. Few head teachers have had training in the organisation and management of the ECD programme as a whole and the importance of the programme to learners hence programmes should be designed to increase professionalism in schools through management training. Providing a supportive, stimulating and safe environment in the ECD centres is very critical. Infrastructure such as classrooms and toilet facilities should be adequate, appropriate and well maintained to allow proper learning to take place and for safety and health reasons.

2.3 Ways of minimising challenges in provision of ECD infrastructure

Providing a supportive, stimulating and safe environment in the first few years of life is so critical but in most cases problematic (Whitebook, Kipnis, Sakai, & Austin, 2016). Long before formal schooling begins, a child starts developing language and social skills, the capacity to learn and healthy habits. Recent research by UNICEF (2016) has shown that these early years have a crucial bearing on how a child performs in primary school. However, in most of Harare's primary schools, ECD infrastructure development still leaves a lot to be desired. For example, one can come across an ECD classroom accommodating as many as sixty children. According to the Government regulations, a normal ECD class should not have more than twenty five children for effective learning to take place.

Infrastructure according to Giese, Bundler, Berry, Motlatla, and Zide (2011) in ECD is a particular problem in Africa. Many ECD facilities function without basic infrastructure such as running water, access to electricity or sustainable sanitation. Most public schools in Africa complain of lack of support from the government of which most governments in Africa are struggling which leaves the development to parents who are also struggling. Whitebook, Kipnis, Sakai and Austin (2016) postulate that a number of factors contribute to provision and maintenance gap when it comes to ECD infrastructure. These include insufficient funds, poor management of funds and provision that do not match educational needs. They go on to advocate for school authorities to prioritise needs to be developed in terms of infrastructure, budget well and also come up with income generating projects that can address the prioritised needs in cooperation with authorities. According to UNICEF (2010) professional development can help school authorities overcome some of these shortcomings in provision and management of infrastructure. Effective professional development may take many forms and it should not be limited to formal off-site kinds of programmes. Dialogue and reflections with colleagues from other schools with success stories in terms of quality infrastructure can be effective ways for administrators to advance their knowledge.

Nager and Shapiro (2005) talk of the community and the private sector as major stake holders in the development of ECD including infrastructure. UNESCO (2011) concurs that parental involvement in children's education provides numerous outcomes for ECD learners. Parents can help with building materials, cash donations and others can be professional builders who can provide free or cheap labour as a way of contributing to the education of their children. Parental involvement is a potent factor that has the potential to lessen the gap in achievement between former group A schools, private schools and former group B schools in terms of infrastructure. Makuvaza and Gatsi (2014) conclude that strong parental involvement and parent collaboration are indispensable

conditions for educational progress and success. A consolidated child-friendly ECD centre promises a more participatory and comprehensive approach to planning for quality education. Availability, adequacy and suitability of infrastructure at ECD centres make children excel in their educational experiences.

2.4 Summary

This chapter reviewed literature on the research topic guided by the research questions. The expected quality of Early Childhood infrastructure as stipulated by the Statutory Instrument 106 of 2005 was looked at. The government provided regulations on infrastructure under section 11 entitled Accommodation and facilities. Specifications of total indoor playing space of two comma five square metres for each child and playing space of at least one comma seven five square metres for each child and a total of forty two square metres. Indoor playing spaces should be provided with windows equal in area to at least one tenth of the floor space. Separate toilets for staff and toilets for learners should be provided with the ratio 1:12 for squat hole toilets. Proper facilities with running water should be available. Organisation and management of E.C.D infrastructure was also covered. Many authors agreed that the duration and quality of a building are affected by how it is looked after and how often it is repaired. Poor maintenance results in deterioration of parts of the building, unhealthy and a dangerous environment and most importantly poor quality of teaching and learning. Ways of minimising challenges faced in provision of E.C.D infrastructure were also highlighted. Among the ways are managing funds well through making budgets and sticking to them, effective professional development, parental involvement, involving the private sector and also coming up with income generating projects.

CHAPTER THREE

METHODOLOGY

Burns and Groove (2013) define methodology as a process used to collect information and data for the purpose of making decisions. In simpler terms a method is a way of doing something. This chapter looked at research methodology for the study, by looking at the research design, a sample of research participants, sampling methods and procedures, data collection, presentation and analysis procedures.

3.1 Research Design

A research design focuses on turning research questions into testing projects. Dogbert (2014) describes research design as a strategy, a plan and a structure of carrying out a research study. The suitable or proper design depends on the research project and every design has its strengths and weaknesses. According to Zikmund (2013) a research design is “a master plan outlining the strategies and ways of collecting and analysing the needed information”.

The study was a triangulation of both quantitative and qualitative research methods, this means that the study used a mixed method approach of both quantitative and qualitative research methodologies. Limitations of qualitative methodology, for example, the fact that data on the effectiveness of adequate and appropriate infrastructure for ECD on teaching and learning is not something that can be obtained from perceptions only but observing, recording, analysing then coming to conclusions, was compensated by quantitative methodology. The study adopted the descriptive survey design since it sought to highlight the current conditions or attitudes by describing what existed that moment. Glasow (2005) defines a survey as a method of collecting data in a consistent way. One can also define it as a data collection tool for carrying out survey research which is useful for documenting existing community conditions, characteristics of a population and community opinion. In this study the existing or current condition of ECD infrastructure in EPMAFARA and its effects on learning was documented as well as the opinion of the community on ways of improving challenges faced in the provision of infrastructure. Surveys were useful in collecting a lot of data with relatively small expenses and data came from the real situation on the ground. The study used observations, questionnaires and semi-structured interviews as data collection instruments which are suitable for the descriptive research design.

3.2 Population

Mohsin (2016) defines a population as all the individuals or units of interest. In this case the target population was drawn from Epworth, Tafara, Mabvuku and Greendale primary schools. The target population comprised school heads, ECD teachers, ECD children, parents, SDC chairpersons and a district ECD trainer. These were selected because of their vast experience in dealing with ECD children and their influence in the provision of learning resources including infrastructure.

3.3 Sampling Procedure

A sample is a smaller group drawn from the population under study whilst sampling is the process by which a number of individuals is selected in such a way that they represent the larger group from which they were selected (Haralambos and Holbon, 2008). In this study, random and purposive sampling procedures were appropriate. Stratified random sampling was used to come up with schools from EPMAFARA district which formed the sample of schools. The district was comprised of three areas, Epworth, Mafara and Greendale, the researcher put names of schools in their respective areas and put them in three different hats. The researcher then picked two schools from each hat so that every area in the district was represented. Purposive sampling was used for Heads, ECD teachers, SDC chairpersons and the District Trainer, since they are the ones directly involved in the development of ECE programmes including infrastructural projects. Simple Random sampling was used for ECD parents where yes or no cards were used for parents to pick when they came to pick their children since any member of the population could be included in the sample. Those who picked the yes cards formed the sample of the parents. All the ECD classes in the sample schools were observed, particularly the ECD As and Bs.

3.4 Instrumentation

To obtain data from the participants, three methods of data collection were used in this study. These were observations, interviews and questionnaires. Observations of the ECD infrastructure were done first which gave the researcher an appreciation of what was on the ground. The observations were done on the sampled schools and the recordings were guided by an observation guide. After observations questionnaires were administered to teachers. Heads of schools, SDC members and the district trainer were interviewed. The results from the observations, questionnaires and interviews helped the researcher gather much varied information for the study.

3.4.1 Observation schedule

Creswell (2003) described observation as a way of receiving knowledge of the outside world through the use of senses and the recording of data. The observational method of research is concerned with the planned watching, recording and analysis of observed behaviour as it occurs in a natural setting. Observation was the most suitable method for this research as the researcher looked at the existing ECD infrastructure in schools, how it was organised and managed and evaluated it according to the Zimbabwean Early Childhood Development Regulations stipulated in Statutory Instrument 106 of 2005 as well as according to international best practices on ECE infrastructure.

The observation method helped the researcher formulate a version of what was expected and then compared it with what was prevailing on the ground. UNICEF (2011) suggests that information recorded during observation should be reflective and descriptive. This information should not be limited to words but also include visual details where appropriate. Field notes, which is detailed information recorded during observation, was written down by the researcher as per observation guide items. In addition, with the authorities' permission the researcher took pictures of the various infrastructure which constitutes the visuals of this study. However observations can be time consuming, subjective and can affect the situation especially if it is behaviour under study.

3.4.2 Questionnaire

“A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering evidence from respondents” (Borg and Gall, 1989). Questionnaires are defined by Farrant (1980) as “a set of carefully constructed questions designed to provide systematic information in particular subjects”. It is a technique used when researchers want to obtain information. Usually a questionnaire consists of a number of questions that the respondents have to answer in a set format. Open ended or closed questions can be used. One advantage of questionnaires is that they are cheap to administer and they have standardized questions which made the data easy to compile and interpret. For this study, closed and open ended questions were used as they gave respondents more freedom to answer in the best way that serves the study. It also allowed respondents to think clearly as they formulated their answers. The questionnaires were administered to ECD teachers. Respondents were required to tick options appropriate to them and also answer questions freely below spaces which were provided. The questionnaire required respondents to give their own views and answer closed questions on the quality of infrastructure on their schools and the effects on learning. They were also required to give their views on what they think can be done to minimise challenges of provision and maintenance of infrastructure.

Questionnaires were used since they allowed large amounts of information to be collected from a large sample which is also supported by Haralambos, Heald and Holborn (2008). The researcher's opinions did not influence participants in the way they answered questions since there were no verbal clues. Therefore honest responses were likely to be given. However some respondents did not give full and accurate responses to questions, of which the researcher had to explain the benefits of the study to stake holders involved in order to get serious responses. There was no room for probing since answers were provided according to the specific questions asked from the questionnaires.

3.4.3 Interviews

These are professional meetings whereby series of questions are asked to discover information. Interviewing as a technique involves one-on-one interaction with respondents from the various schools who can speak authoritatively on the state of ECE infrastructure at their schools (Creswell, 2009). A set of questions that guided or assisted respondents during the interviews, was used by the researcher. Creswell (2009) further describes an interview as a direct method of obtaining information face to face. Interviews allow a two-way communication and clarification of meaning of responses. The researcher used the advantage of the two way communication to ask follow up questions on what was said by the respondents.

Duminy (2012) suggests that the main advantage of interviews is that they are used to obtain detailed information about feeling, perception and options. They allow more detailed questions to be asked. Respondents' own words can be recorded and ambiguities can be clarified. Interviews gave the researcher an opportunity to get an insight into how various stakeholders feel about the state of ECD infrastructure in EPMAFARA District and also their perceptions on how infrastructure should be like.

3.5 Data collection

The researcher obtained an official letter from the university indicating that the researcher is a student from the institution who had to carry out a study of this nature as part of her studies. Having obtained this letter, the researcher then sought permission from the Head Office of the Ministry of Primary and Secondary Education to enter schools. The researcher proceeded to the Ministry's provincial and district offices when permission was granted by the Head Office. Armed with these letters the researcher then visited all the sampled schools. At the schools the researcher's first port of call was the school head's office to seek authority to carry out the study at the school. The researcher relied on the school heads to link her with the SDC members, parents as well as teachers.

The school heads facilitated the inspection of the ECD infrastructure by the researcher for data gathering purposes.

3.6 Data analysis plan

Data analysis is defined by Creswell (2009) as a process of systematically searching and arranging materials that the researcher would have collected in order to present what he or she would have discovered. Data analysis procedures will enable the researcher to convert data into information and knowledge and gives one a chance to explore the relationships between variables (Duminy, 2012). It may be said that data analysis is an attempt to make sense from what has been gathered. For this study, the data was presented in a narrative form before being analysed. Data from the questionnaires was presented as per questionnaire item by item. From there data gathered through interviews being guided by the interview guide was presented. Similar questions from all the instruments were discussed together for coherence purposes as well as to throw more light on issues at hand. This enabled the researcher to make conclusions and recommendations.

3.7 Ethical Considerations

Bogdan and Biklen (2007) outlined a number of key ethical issues researchers should consider. Among these issues are informed consent, harm and risk, honesty and trust, anonymity and confidentiality as well as intervention and advocacy should participants engage in illegal or harmful behaviour. Freedom in participation was respected by the study. Consent to participate was voluntarily given without coercion. When informed consent was sought there was no deception, participants were informed about the purpose and nature of the study. Research principles pertaining to confidentiality and privacy were also adhered to by the study.

3.8 Summary

Chapter three gave an overview of how the researcher carried out the research. The methods and procedures for collecting and analysing the needed information to be used were highlighted. The study made use of both the quantitative and qualitative research methods. The descriptive survey design which attempts to document current conditions was adopted. Observations, questionnaires and interview schedule were used as data collection instruments. Advantages and disadvantages of these instruments were highlighted. The target population was drawn from Epworth, Mabvuku-Tafara and Greendale primary schools. The population comprised school heads, SDC chairpersons, ECD teachers and learner, parents and a district ECD trainer. Stratified random sampling, simple random sampling and purposive sampling procedures were used. The procedure that the researcher

took for data collection which includes seeking permission to enter schools through the head office of the ministry of primary and secondary education were highlighted. Data collected was presented in a narrative form before it was analysed. Ethics like honesty and trust, confidentiality and voluntary participation were considered among other ethical considerations.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION.

4.0 Introduction

This chapter presented data gathered, analysis of the data and discussion on the findings. The research based on qualitative data collected using questionnaires for teachers, interviews for school heads, SDC Chairpersons, parents and ECD district trainer and quantitative data collected through observation. Narrations and graphs were used to present and analyse the data. Pictures of various infrastructures from schools which granted permission to take visuals were also analysed. The data collected was based on the following themes:

1. The state of ECD infrastructure.
2. Organisation and management of ECD infrastructure.
3. Ways of minimising challenges faced in provision of ECD infrastructure.

Table 4.1: Interview response rate

	Targeted respondents	Those interviewed	Response rate
Heads	6	6	100%
SD chairpersons	6	6	100%
Parents	12	12	100%
District trainer	1	1	100%

Heads of schools were very cooperative and managed to call in the SDC Chairpersons. The patience of the researcher in waiting for respondents to be free made interviews successful.

4.1 Participant profile of Teachers.

Twelve qualified teachers were chosen using random sampling.

Table 4.2 Teacher’s Profile on Experience

Experience	Number of teachers
0-5 years	2
6-10 years	9
11-15 years	1
Qualifications	
Diploma	11
Degree	1

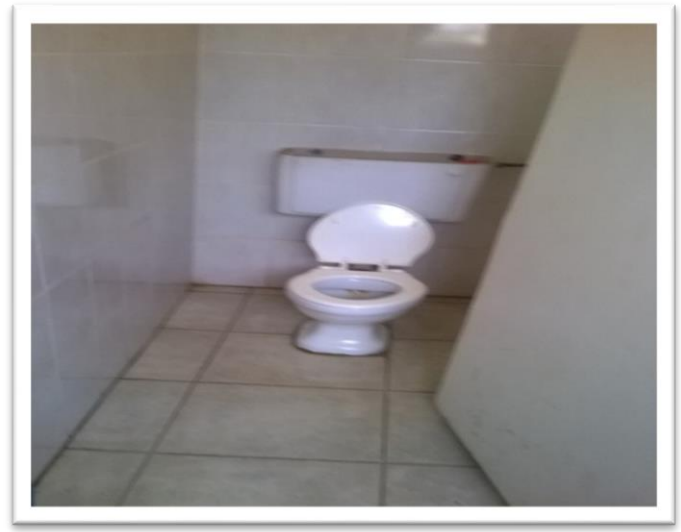
4.2 Visuals

Four of the six schools under study gave authority/ permission to take photographs of their existing infrastructure.



4.2.1 Wash basins





4.2.2 Toilet seats

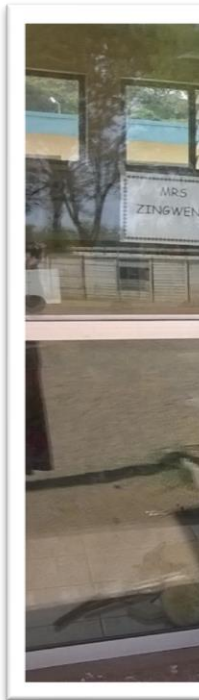
4.2.3 Storeroom





4.2.4 Classrooms

4.2.5 Classroom blocks





4.2.6 Outdoor cultural village

4.2.7 Toilet



The pictures above served to highlight some of the ECD infrastructure in EPMAFARA District schools. One can note that some wash basins were not repaired and posed danger to learners should they bump into the broken basin on the picture. The other set of basins was very clean and did not

have anything broken on it. It can also be noted from pictures that some toilet seats were not functional whilst others were clean and very functional. In terms of classrooms it can be noted that some schools had built proper ECD blocks as evident by the pictures of the two blocks. One classroom on the picture had very little space because of big enrolments as evident by many children in the class whilst in the other class learners seemed to have enough space for free movement. It can also be noted that some schools were using storerooms as classrooms which affected effective teaching and learning. UNICEF (2010) postulates that class size is an important determinant of effective ECD teaching and learning. The other picture shows a well built and neat culture centre and lastly is a picture of a small toilet being used by 300 learners.

4.3 The state of ECD infrastructure

The research aimed at showing existing ECD infrastructure in EPMAFARA primary schools. Teachers were asked to comment on the state of the ECD infrastructure at their schools. The results are shown on Table 4.3

Table 4.3: State of Infrastructure.

School	respondents	Suitable classrooms	Adequate space in classroom	Suitable and adequate toilets	Adequate outdoor play equipment
A	2	NO	NO	NO	YES
B	2	NO	NO	NO	YES
C	2	NO	NO	YES	YES
D	2	YES	NO	NO	YES
E	2	NO	NO	NO	YES
F	2	YES	YES	YES	NO

Eight teachers cited poor classrooms, toilets and resource provision in their schools. Ten teachers were not happy with the space in classrooms though they expressed satisfaction with outdoor infrastructure. They agreed that most heads of schools gave special attention to the outdoor play centres at the expense of indoor facilities. One teacher responded by saying, *“Size of classrooms affects learner’s free movement, they cannot explore and experiment with learning equipment.* “Eleven teachers agreed that most classroom quality ranged from being fair to poor. In terms of regulations on ECD infrastructure five school heads and six SDC chairpersons were not aware of the specifications for ECD classrooms and toilets. However they acknowledged that the facilities

they had for ECD learners were not suitable for their age and expressed concern over the state of infrastructure especially storerooms which were being used as classrooms. One SDC Chair responded that: *“We might not be aware of the specifications but squashing learners that young in storerooms is surely punishment considering how active they are.”* In agreement one school head respondent that, *“I am not quite aware of the specifications but what we have here is not suitable since the learners use classrooms for grade 1 which do not have proper lighting. The classrooms have very high windows and learners are learning in closed environments.”* However, one head had this to say: *“Our classrooms are of standard and the toilets as well though we must improve on the culture village outdoor.”* Ten of the interviewed parents were concerned about inadequacy and suitability of classrooms and toilets for ECD especially for the ECD A. Two parents though were pleased with classrooms, toilets and outdoor facilities at their schools. The ECD District trainer felt that schools needed to provide proper and adequate classrooms and toilet facilities but applauded school heads for improving on outdoor play centres.

Table 4.4: Suitability and Adequacy of infrastructure.

Suitable classrooms	Adequate space in classrooms	Suitable and adequate toilets	Adequate outdoor equipment
33%	17%	33%	67%

Of the six schools under study it was observed that two of the schools had suitable ECD classrooms though only one had adequate space in the classrooms. In terms of toilets only two schools had suitable and adequate toilets. Four of the schools had adequate outdoor equipment. Table 4.6 above gives the ratings of the infrastructure in terms of adequacy and suitability.

It was observed that most schools in EPMAFARA were doing well in terms of outdoor infrastructure provision. This was evident by culture centres which were built in most of the schools. However the district lagged behind in terms of classrooms since some E.C.D centres were using classrooms for juniors. The junior classes had very high windows which affected lighting and ventilation. As the learners were learning it was also observed that in most classrooms learners could not manipulate objects because there was no space at all and teachers ended up not using the play way method which affects holistic development of learners and the realisation of their full potential. This was also observed in a study by Chikutuma (2013) who postulates that teaching methods in many schools have remained teacher centred, traditional and fairly rigid because of poor infrastructure. In most centres toilets had small seats but not adequate for the learners. At one centre

the whole infant block with 300 learners used one toilet with only six holes for girls and three holes for boys and to make matters worse not all of the holes were working. This then goes against Statutory Instrument 106 of 2005 which gives specifications on the proper infrastructure for E.C.D. It stipulates that total playing space for each child in classrooms should be at least 2,25 square metres and the ratio of toilets should be one squat hole toilet for every twelve children. However only two schools had proper E.C.D blocks with enough space to allow play, lower windows and also enough toilets. A lot needs to be done in terms of infrastructure in EPMAFARA district since most learners were failing to access basic conditions as revealed by the study.

4.4: Organisation and Management of ECD infrastructure.

The research also sought to find out how the existing infrastructure was being managed in terms of hygiene where toilets were concerned and repairs in terms of all ECD infrastructures. Management of ECD infrastructure is of paramount importance since if not managed well it can affect the health and safety of the learners as well as their learning. This is supported by Hinum (2000) who propounds that there is a growing conviction that the quality of facilities, educational outcomes and learner’s wellbeing cannot be divorced. Figure 4.1 below shows the response of teachers on the quality of the infrastructure they have.

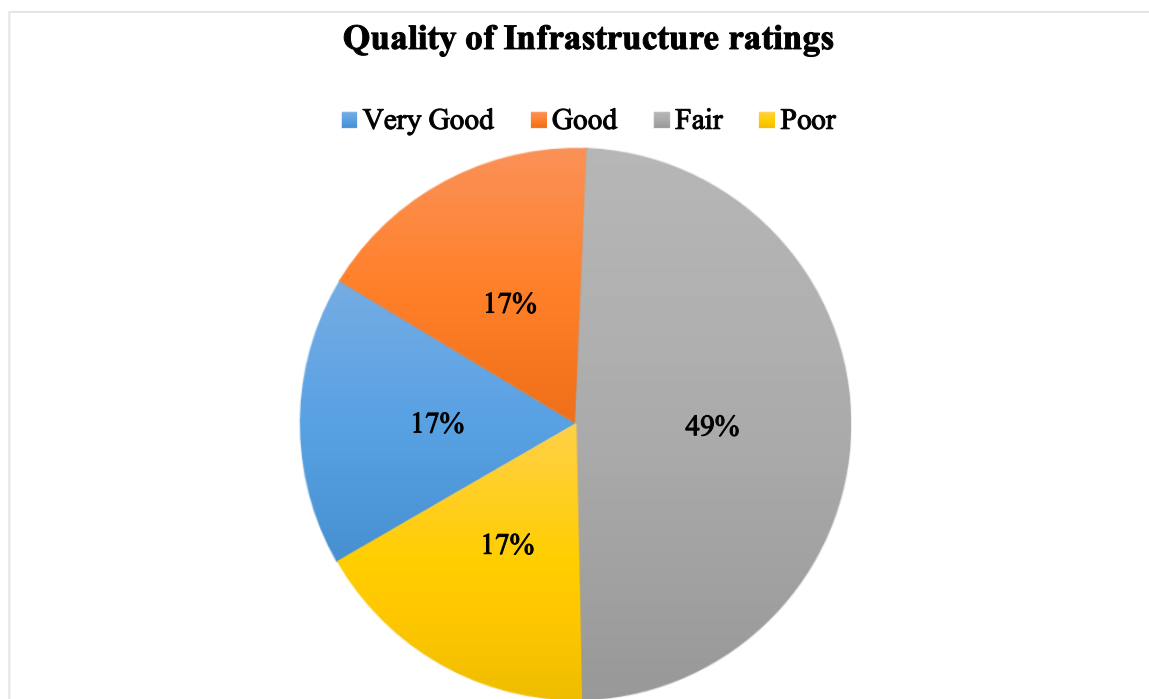


Figure 4.1: Quality of infrastructure ratings

Eight teachers responded that the quality of existing infrastructure ranged from fair to poor mainly because of poor management. On the other hand four of the six school heads said that due to economic hardships they could not afford to employ many cleaners to help in terms of hygiene and

the economic situation constrained them in terms of making repairs more often. *The school enrolment does not make it better since we have too many learners than our facilities can accommodate which affects duration and quality of our buildings echoed five school heads.* This is in line with Shumba and Chireshe (2013) who also observed that schools in Zimbabwe have often had to expand class sizes as well as the ratio of students to teachers to accommodate large numbers of new students without expansion of the physical learning environment. The four heads went on to say, *in as much as we may want a hazardous free environment for our learners, funds sometimes do not permit though it was not the case for all of them.* This situation then goes against Sood (2003) who postulates that duration and quality of a building are affected by how it is looked after, how often repairs and services are carried out and the rate at which needs and requirements are met. *“We slot an amount for maintenance in our annual budget, which makes it easier for us to repair any breakages or damages in terms of infrastructure”*, said one head. Data from the in-depth interviews revealed that most schools relied on reports from general hands, teachers and learners themselves in terms of areas that needed attention as shown by the excerpts below: *“The ancillary staff is involved in the management of the ECD program by cleaning up and maintaining the play equipment and play areas.”*

“The SDC and teachers assist in the management of the ECD programme by looking into school repairs and maintenance of outdoor play equipment.”

“Equipment is repaired as and when required. Management is in the hands of the deputy head and T.I.C and the school also relies on the reports from teachers,” lamented one Head.

SDC chairpersons revealed that as committee members in the SDC they had the duty to move around the school noting any breakages and areas of concern. However members of the SDC do not always execute this duty due to other commitments. One SDC chairperson revealed that the school involved parents as well in terms of managing infrastructure. He cited that some even volunteered to clean toilets without getting anything and some did repairs for the school for free. The table below gives an analysis of what the researcher observed in terms of management and organisation of infrastructure.

Table 4.5: Management of Infrastructure.

Dilapidated and broken infrastructure	33%
Fairly repaired and maintained	67%

Two schools lacked in managing infrastructure well. From observations and interviews the area of infrastructure was not being prioritised in many schools. This was evident by broken down toilet systems and seats and some dilapidated classrooms and outdoor equipment. However, two schools in the district were doing very well in terms of managing and maintaining the infrastructure they had and the other two were doing fairly well. They involved parents so that the toilets were clean all the time and that classrooms were also kept clean. The teachers in one of the schools escorted their learners to toilets to ensure good hygiene practices and that there was no vandalism of property though it proved possible only in those schools with low enrolments. Repairs were being made but due to economic hardships and fluctuation of prices it was not very easy for the six schools to maintain their infrastructure well. It is very vital to come up with committees which are specifically for management and setting aside funds for maintenance of infrastructure as one head alluded. This then gives better prioritisation where issues of maintenance are concerned. It was also observed that classrooms and other facilities for ECD did not match the number of learners. Learners ended up competing for resources which affected maintenance of the facilities. Some policies, for example, the Secretary's Circular 14 of 2004 affects duration and proper maintenance of infrastructure where learners are not supposed to be turned away even if facilities are not adequate and cannot contain the learners in their large numbers.

4.5 Ways of minimising challenges faced in provision of ECD infrastructure.

Respondents were asked to give their opinions through questionnaires and interviews. From the responses of the heads of schools, teachers, SDC Chairpersons and parents, most challenges faced in provision of ECD infrastructure had to do with funding. This in agreement with Whitebook, Kipnis, Sakai and Austin (2016) who postulate that a number of factors contribute to provision and maintenance gap when it comes to infrastructure but the main factor is funding. One parent responded that, *"The government should build according to the specifications not leaving it to us parents because we are also struggling."* One school head highlighted that one challenge schools faced in provision of ECD infrastructure is that of having to go through rigorous procedures before the ministry can approve when schools want to build infrastructure.

Through an interview with one school head who had a success story in terms of provision of ECD infrastructure it was revealed that income generating projects, parental involvement, special levy and fund-raising activities helped in their success story. The issue of parental involvement is in line with Makuvaza and Gatsi (2014) who conclude that strong parental involvement and parent collaboration are indispensable conditions for educational progress and success. UNICEF (2011) concurs that parental involvement in children's education provides numerous outcomes for the

learners. All the twelve parents agreed that they should be involved in the development of the ECD infrastructure though one of them felt that it should not be entirely left up to parents and had this to say, *“The cooperate world, private partners and Non-Governmental Organisations can also be involved as donors in the provision of ECD infrastructure since the government itself cannot provide at the moment.* This is in agreement with Nager and Shapiro (2005) who talk of the community and the private sector as major stake holders in the development of the ECD including infrastructure. One head echoed sentiments with the parent who suggested that it should not be up to parents only and said that as a school they had started a project of fish farming which they expected to help them in building more ECD blocks and toilets should they realise profits to help the SDC out.

4.6 Summary

The chapter presented, analysed and discussed the data obtained during the research. The data was categorised according to the research questions. Some of the questions were quantified and presented in tables and pie charts. The results revealed that most infrastructures in EPMAFARA District Schools were not adequate and did not suit the level of ECD learners. Findings also revealed that schools were not taking issues of maintenance of infrastructure seriously and that the economic situation and current enrolments were also doing harm where management of infrastructure is concerned. Income generating projects, parental involvement, fundraising activities and special levies are some of the highlighted ways of minimising the challenges faced in the provision of ECD infrastructure. The next chapter summarized the whole project, made recommendations and gave conclusions.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.

5.0 Introduction

This chapter presented a summary of the study on the state of ECD infrastructure development in EPMAFARA District schools, followed by the researcher's conclusions and recommendations.

5.1 Summary

The study set out to investigate the state of ECD infrastructure development in primary schools specifically those in EPMAFARA District. The research aimed at making recommendations from the findings. The research report comprised chapter one which focused on the provision and maintenance of ECD infrastructure for effective education and care which formulated the statement of the problem. The background of how ECD came into existence in Zimbabwe through the Nziramasanga Commission of enquiries was highlighted. It called for primary schools to include at least two ECD classes for easy access to everyone. Justification of the study was given since it sought to ascertain whether social justice was being done to learners in terms of learning classrooms, toilet and outdoor facilities. The chapter also highlighted questions to be answered by the research on the state of ECD infrastructure, the organisation and management of ECD infrastructure and ways in which challenges faced in provision of infrastructure can be minimised. Findings and recommendations of the study were expected to benefit school administrators, policy makers and ECD learners among other stake holders. The study assumed that quality of education and care is determined by quality and adequacy of infrastructure. Limitations and delimitations were also highlighted. Key terms crèche, Early Childhood Development, primary school and infrastructure were defined.

Chapter two reviewed literature on the research topic being guided by research questions. The expected quality of early childhood infrastructure as stipulated by the Statutory Instrument 106 of 2005 was looked at. The Instrument gives specifications on total indoor playing space and outdoor playing space and how classrooms should be built in terms of windows, floors and doors. There are also specifications on toilets to be provided, ratio of toilet seats and wash basins. The chapter also looked at organisation and management of infrastructure. Literature had it that duration and quality of a building are affected by how it is looked after. Poor maintenance results in deterioration of parts of the building, unhealthy and dangerous environments and most importantly poor quality of teaching and learning. Ways of minimising challenges faced in provision of ECD infrastructure

were also highlighted. Among the ways are managing funds well through budgets, parental involvement, and income generating projects and also involving the private sector.

The study made use of both the qualitative and quantitative research methods. The descriptive survey design was adopted. Questionnaires, interviews and observations were used as data collection instruments. The population was drawn from the EPMAFARA District. Six primary schools were selected, two from each area of the three areas in the district. The targeted population comprised of six school heads, six SDC Chairpersons, twelve teachers, six parents and a district ECD trainer. Stratified random sampling, simple random sampling and purposive sampling techniques were employed. Permission was sought from the Ministry of Primary and Secondary Education to conduct the research in the schools. Chapter four presented, analysed and discussed the data obtained during the research. The data was categorised according to research themes which were formulated from the research questions. Some of the results were quantified and presented in tables and pie charts and some through narrations from qualitative data.

From the study, the researcher discovered that schools in EPMAFARA District were doing well in terms of outdoor infrastructure provision. Five of the schools under study had built very good culture centres. However the district lagged behind in terms of classrooms. Only two schools had proper ECD blocks with proper classrooms and of the two schools one had over enrolled. The enrolment then affected space in the classrooms which made it difficult to employ play way methods. The rest of the schools used classrooms for juniors and storerooms which are not suitable for ECD. In terms of toilets only one school had suitable, adequate and well maintained toilets. The other schools had a fair provision in terms of toilets though they were not so hygienic and had some broken down basins and toilet systems. Others had inadequate toilet seats for learners and learners had to compete for the resources. From the study it was also discovered that parental involvement, income generating projects, building levies and fund raising activities can go a long way in minimising challenges faced in provision and management of ECD Infrastructure.

5.2 Conclusions

From the findings one can come to a conclusions that:

- Social justice is not being done to Early Childhood learners in terms of infrastructure.
- Primary schools, due to economic hardships are not providing proper ECD classrooms and the issue of providing adequate indoor playing space is proving to be impossible because of over enrolments.

- The health and safety of ECD learners is under serious threat since schools are failing to provide adequate toilets and wash basins and also maintain cleanliness.
- The state of infrastructure and successful teaching and learning have a strong relationship hence improving infrastructure will help E.C.D learners realise their full potential.

5.4 Recommendations

The researcher recommends the following:

- The government should put in place proper policies which bind heads of schools to provide proper ECD infrastructure and do repairs urgently.
- The government should assist or provide schools with part payments towards building ECD classrooms and toilets.
- The government should authorise heads of schools to develop ECD infrastructure without having to go through rigorous procedures to reduce waste of time.
- Heads of schools should partner with parents and the private sector for resource mobilisation towards ECD infrastructure provision.
- Schools should come up with income generating projects and fundraising activities to raise funds for building and improving ECD infrastructure.

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Appendices

Appendix I: INTERVIEW GUIDE FOR HEAD, SDC CHAIRPERSONS, PARENTS AND THE DISTRICT TRAINER.

Introduction

My name is Grace Marufu, a student from the Midlands State University, I am conducting a research on **The State of Infrastructure Development in Early Childhood Development Centres**. I would appreciate your participation in this interview schedule. Your participation is voluntary, the information you provide will be strictly confidential and anonymous. Thank you for your anticipated cooperation

Please can you tell me what you know about Early Childhood Education?

What are the specifications for classrooms and toilets for early childhood learners?

Does infrastructure at your school suit ECD teaching and learning and why?

What can the school do to improve on the provision of ECD infrastructure in your own opinion?

How is infrastructure managed at your school?

What do you think the Government should do in the implementation of ECD infrastructure in schools?

What can be done to solve challenges faced by administrators in the implementation and provision of ECD infrastructure in primary schools?

What do you think should be done to manage the infrastructure well?

Thank you very much for your time. We have come to the end of the interview. If I have any follow up issues, I will contact you.

Appendix II: QUESTIONNAIRE FOR TEACHERS AND PARENTS

Introduction

My name is Grace Marufu, a student from the Midlands State University, I am conducting a research on **The State of Infrastructure Development in Early Childhood Development Centres**. Your participation is voluntary. The information you provide will be strictly confidential and anonymous. Please do not put your name on the questionnaire. The information you share through this questionnaire will be strictly for academic purposes. Thank you for your anticipated cooperation.

Please indicate your response by a tick in the brackets

What is your gender? Male [] Female []

What is your age? 16- 19 []
 20- 29 []
 30-39 []
 40-49 []
 50-59 []
 Over 60 []

What is your highest academic qualification?

O level [] A level [] Certificate [] Diploma [] Degree []

4. Indicate your experience in the teaching profession in years

0 to 5 [] 6 to 10 [] 11 to 15 []

5. What strategies are used by your school in acquiring ECD infrastructure?

Acquisition Strategy	YES	NO
Building through school funds		
Donor funding method		
Improvisation		
Parental donations		
Fund-raising activities		
Government Fund		
Parental voluntary work		
Sub- letting		
Any other: Specify below		

6. What ECD facilities are available in the school?

Classrooms []

Furniture []

Outdoor Play Centre []

Sport fields []

Toilets []

Any other (Please specify).....

7. What is the general quality of the available infrastructure?

Excellent []

Very good []

Good []

Fair []

Poor []

Very poor []

8. How does infrastructure affect assessment of ECD learners?

.....
.....
.....
.....
.....
.....

9. What challenges are being faced by the school in the provision of ECD infrastructure?

Poor classrooms []

Lack of resources []

Dilapidated equipment []

Any other (Please specify)

.....
.....
.....

10. What recommendations do you have for the ECD programme in the school in terms of provision of infrastructure?

Thank you very much for your participation and your valuable time that you have spent.

Appendix III: OBSERVATION CHECKLIST

Lesson Observation

- Size and space available in the classrooms
- Quality and quantity of class work produced by children.

Classroom resources

- Number of learning areas in the classroom.
- Distance between learning areas in the classroom.
- How children manipulate equipment on learning areas.

Appendix IV: LETTERS OF AUTHORISATION TO CARRYOUT THE RESEARCH

All communications should be addressed to
"The Secretary for Primary and Secondary
Education
Telephone: 732006
Telegraphic address : "EDUCATION"
Fax: 794505



Reference: C/426/Harare
Ministry of Primary and
Secondary Education
P.O Box CY 121
Causeway
HARARE

19 October 2018

Marufu Grace
30 Glenlorne Drive
Glenlorne
Harare

Re: **PERMISSION TO CARRY OUT RESEARCH IN HARARE PROVINCE:
EPMAFARA DISTRICT; TASHINGA, MABVUKU, LEWISAM, ZRP
SUPPORT UNIT, MAKOMO AND KUBATANA PRIMARY SCHOOLS.**

Reference is made to your application to carry out research in the above stated schools in Harare Province on the research titled:

**"THE STATE OF INFRASTRUCTURE DEVELOPMENT AT EARLY
CHILDHOOD EDUCATION LEVEL IN EPMAFARA DISTRICT SCHOOLS."**

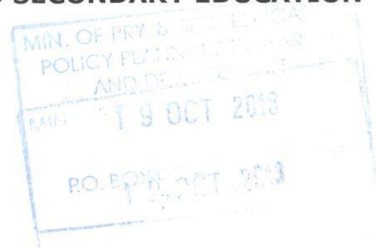
Permission is hereby granted. However, you are required to liaise with the Provincial Education Director Harare Province, who is responsible for the schools which you want to involve in your research. You should ensure that your research work does not disrupt the normal operations of the schools. Where students are involved, parental consent is required.

You are also required to provide a copy of your final report to the Secretary for Primary and Secondary Education.

R.A Mabhena
Deputy Director

For: **SECRETARY FOR PRIMARY AND SECONDARY EDUCATION**

Cc: PED - Harare Province



All communications should be addressed to
"The Provincial Education Director"

Telephone : 339334
E-mail :

hararemetropolitanprovince@gmail.com



ZIMBABWE

Ministry of Primary and Secondary Education
Harare Provincial Education Office
P. O. Box CY 1343
Causeway
Zimbabwe

22/10/2018

MARUFU GRACE
30 GLENLORNE DRIVE
GLENLORNE
HARARE

RE: PERMISSION TO CARRY OUT RESEARCH IN SOME SELECTED SCHOOLS
EPKORTH/MABVUKU/TAFARA DISTRICT: TASHINGA
MABVUKU, LEKISAM ZRP SUPPORT UNIT MAKOMO
AND KUBATANA PRIMARY SCHOOLS ON THE
RESEARCH TITLE "THE STATE OF INFRASTRUCTURE
DEVELOPMENT AT EARLY CHILDHOOD EDUCATION
LEVEL IN EPMAFARA DISTRICT SCHOOLS"

Reference is made to the letter dated 19/10/2018

Please be advised that the Provincial Education Director grants you authority to carry out your research on the above topic. You are required to supply Provincial Office with a copy of your research findings.


CHITSINDE G.M.
FOR: PROVINCIAL EDUCATION DIRECTOR
HARARE METROPOLITAN PROVINCE



**All communications should be addressed to:
"THE DISTRICT EDUCATION OFFICER"**

Telephone : 706695

**Email:
info@epworthtafaradistrict.org.zw**

www.epworthtafaradistrict.org.zw



ZIMBABWE

**Ministry of Primary and Secondary Education,
Epworth/Mabvuku/Tafara District
P. O. Box CY 1343**

Causeway

Harare

To Whom It May Concern

RE: PERMISSION TO CARRY OUT RESEARCH IN HARARE PROVINCE : EPWORTH MABVUKU TAFARA DISTRICT

This letter seves to allow Ms Grace Marufu to carry out research in schools around Epworth Mabvuku Tafara District. She is undertaking a Bachelor of Education in Early Childhood Education at Midlands States University.

Your cooperation is greatly appreciated.

Yours faithgully

Nyika N.

SCHOOLS INSPECTOR

EPWORTH MABVUKU TAFARA DISTRICT

