



**FACULTY OF EDUCATION
DEPARTMENT OF APPLIED EDUCATION**

**FACTORS INFLUENCING POOR PASS RATE AMONG ORDINARY LEVEL
ACCOUNTING LEARNERS IN MUNYIKWA CLUSTER**

BY

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APPROVAL FORM

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RELEASE FORM

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I, Mbangana Terryson declare this research report herein is my own work and has not been copied or lifted from any source without the acknowledgement of the source.

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DEDICATION

This work is dedicated to my father Trust, my mother Mrs S Mbangana as well as my uncles Mr J Machakadze and Mr R Matombo. Without their support and encouragement, this work could not have been accomplished.

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ABSTRACT

The study focused on the factors influencing the poor pass rate among Ordinary level Accounting learners in Munyikwa cluster. The researcher used descriptive survey in order get a detailed information on participants in relation to poor pass rate. Purposive sampling technique was used to select heads of schools, accounting teachers and form four accounting learners who were participants in the study. The researcher used semi structured interviews, observation schedule and document analysis schedule to generate data for the study. Thematic approach was used to analyse data generating generated. The findings were that, teacher qualifications and inexperience, learner's negative attitudes, lack of teaching and learning resources as well as teacher centred approaches contribute to the poor pass rate by learners in Accounting. Some of the recommendations are that, further training for teachers, career guidance session for learners the value of accounting and conducting fundraising activities to mobilise resources.

CONTENTS OF PAGE

APPROVAL FORM	i
RELEASE FORM.....	ii
DECLARATION	iii
DEDICATION	iv
ACKNOWLEDEMENTS	v
ABSTRACT.....	vi
CHAPTER ONE	1
THE RESEARCH PROBLEM	1
1.0 INTRODUCTION	1
1.1 BACKGROUND OF THE STUDY.....	1
1.3 STATEMENT OF THE PROBLEM	4
1.4 RESEARCH QUESTIONS.....	4
1.4.1 Sub-research questions.....	4
1.5 JUSTIFICATION OF THE STUDY	4
1.6 ASSUMPTIONS.....	5
1.7 DELIMITATIONS OF THE STUDY.....	5
1.8 LIMITATIONS	6
1.8.1 Time	6
1.8.2. Cost	6
1.8.3. Official Secrecy Act.....	7
1.8.4. Respondent Based Biases	7
1.8.5. Bureaucracy	7
1.9 DEFINITION OF TERMS.....	7
1.9.1 Factors.....	8
1.9.2 Performance	8
1.9.3 Failure	8
1.9.4 Pass rate.....	8
1.9.5 Cluster	8
1.10 SUMMARY.....	9
CHAPTER TWO	10
REVIEW OF RELATED LITERATURE	10
2.0 INTRODUCTION	10
2.1 TEACHER'S QUALIFICATIONS AND EXPERIENCE	10
2.2 TEACHING AND LEARNING RESOURCES.....	12
2.3 LEARNERS' ATTITUDES TOWARDS LEARNING.....	14
2.4 METHODS OF TEACHING.....	15
2.5 SUMMARY	17
CHAPTER THREE	18
RESEARCH METHODOLOGY	18
3.0 INTRODUCTION.....	18
3.1 RESEARCH DESIGN	18
3.2 THE POPULATION AND SAMPLE	20
3.2.1 Sampling techniques.....	20

3.3 DATA GENERATING INSTRUMENTS	21
3.3.1 Semi-structured interview schedule	21
3.3.2 Observation schedule	21
3.3.3 Document analysis schedule.....	22
3.4 DATA GENERATION PROCEDURES	23
3.5 RELIABILITY AND VALIDITY OF RESEARCH INSTRUMENTS	23
3.5.1 Validity	23
3.5.2 Reliability.....	24
3.6 DATA PRESENTATION.....	24
3.7 DATA ANALYSIS	24
3.8 ETHICAL CONSIDERATIONS	25
3.8.1Approval for conducting the research.	25
3.8.2 Informed consent.....	26
3.8.3 Confidentiality and anonymity.....	26
3.8.4 Honesty	27
3.9 SUMMARY	27
CHAPTER 4	28
DATA PRESENTATION, ANALYSIS AND DISCUSSION	28
4.0 INTRODUCTION	28
4.1.1TEACHER QUALIFICATIONS AND EXPERIENCE	29
4.2 LEARNER’S ATTITUDES TOWARDS ACCOUNTING	30
4.3 TEACHING AND LEARNING RESOURCES.....	31
4.4 TEACHING METHODS	32
4.5 SUMMARY	34
CHAPTER FIVE	35
CONCLUSIONS AND RECOMMENDATIONS.....	35
5.0 INTRODUCTION	35
5.1 SUMMARY	35
5.2 CONCLUSSIONS	36
5.3 RECOMMANDATIONS	37
REFERENCES	38
APPENDICIES.....	40

CHAPTER ONE

RESEARCH PROBLEM

1.0 INTRODUCTION

This chapter looks at the background of the study, s statement of the problem purpose of the study and its subproblems. The chapter also covers the significance of the study, limitations as well as delimitations of the study. Key words were defined in this chapter.

1.1 BACKGROUND OF THE STUDY

Education in Zimbabwe is seen as a tool by which economically everyone can lift themselves out of poverty and actively participate as a citizen of Zimbabwe. This makes the Zimbabwean government to introduce the reforms such as education for all at primary level after the independence in 1980. Therefore, the Zimbabwe's national objective is to ensure educational change society in line with the Zimbabwe agenda for sustainable socioeconomic transformation (ZIM ASSET). Education ought to produce citizen who is independent and contribute positively to society. Accounting is the subject that empowers the achievement such national objective since it facilitates the learners with the entrepreneurial skills, and inventory management skills. This makes the researcher to be concerned with low pass rate in Accounting where he was teaching.

Accounting is one of the subjects that the researcher sees most learners failing at advanced level in secondary schools consequently limiting many learners to study commercial subjects' degrees at higher learning institutions. The researcher as a teacher in rural areas has seen

many learners keeps on performing poorly in Accounting. This raising concern among parents of such learners.

The current publication of ordinary level results top hundred in the Sunday mail, 13 February 2016 shows that the list comprises the day and boarding schools. In Gutu district in which Munyikwa is a cluster, no rural school was in this list. This raising concern among teachers, District Education Officers and parents. Hence, it is vital that methods for improving the situation of low pass rate be investigated. Therefore, taking in to consideration that Accounting is the formal business way of communication in Zimbabwe.

According to the Gutu District Ordinary level results Analysis, Munyikwa circuit has been scoring below 41% in Accounting for five years.

Accounting Ordinary Level Results Analysis for schools A and B

School	Year	Number of Candidates writing ordinary level examination	Number of Candidates passing with Grades C or better in Accounting	School Percentage pass rate in Accounting
A	2011	20	6	30%
	2012	17	3	17,6%
	2013	22	9	40,9%
	2014	25	8	32%
	2015	12	4	33,3%
B	2011	G	2	28,6%
	2012	15	4	26,7%
	2013	23	9	39,1%
	2014	17	6	35,3%
	2015	18	5	27,8%

The statistics from table 1. Shows that 40, 9% scored by school A is the highest compared to other years of all schools. Hence, the researcher as the teacher in the cluster was greatly bothered by this situation and is of the view that the problem of low pass rate in Accounting still needs attention. In 2016 the researcher was probed to find out the factors that influence poor pass rate among learners.

1.3 STATEMENT OF THE PROBLEM

The table 1 shows that poor performance in Accounting at Ordinary level in Munyikwa cluster is a real concern. This situation highlighted a bad picture in the cluster as it is not limited to a single school but the worrying trend has somehow developed into a pattern in the whole cluster. This has driven researcher to find the factors that causes poor pass rate in Accounting at Ordinary level in Munyikwa cluster secondary schools.

1.4 RESEARCH QUESTIONS

The primary research question of this study is: What are the factors that causes low pass rate in Accounting at Ordinary level in Munyikwa cluster?

1.4.1 Sub-research questions

During the study the researcher was guided by the following research questions

1.4.1.1 What are the qualifications and experience of Accounting teachers?

1.4.1.2 What are the attitudes of learners towards Accounting?

1.4.1.3 What resources are available for the teaching and learning of Accounting?

1.4.1.4 What are the teaching methods used by teachers in teaching Accounting?

1.5 JUSTIFICATION OF THE STUDY

One of the destinations of building up Accounting in Zimbabwean education curriculum was to actualize training for self-reliance among learners, particularly after fruition of their studies. This has not been acknowledged as most learners performed ineffectively in national Form Four examinations particularly after the educational curriculum reforms. Along these lines, it is normal that the findings from this study notify the partners in the Ministry of

Education and Vocational Training and also strategy creators and organizers on the difficulties confronting Accounting learners with a specific end goal to take important measures for Accounting learners' execution change in Ordinary level secondary school examinations. Then, the research findings will be added to the current literature on poor examination execution in Accounting at Ordinary level in Gutu area.

Moreover, the Ministry is encouraged to make the assessments among teachers and learners outcomes in order to change education circulars every once in a while, subsequently to enhance learners' execution in records and different subjects in general.

1.6 ASSUMPTIONS

1.6.1 The learners at the selected schools are more or less the same as learners from any other school in the district.

1.6.2 Teachers at the selected schools have the same qualifications as other teachers in the district.

1.6.3 Time allocated for Accounting is more or less the same in all schools in the district.

1.6.4 Resources available at the school are more or less the same as in other schools elsewhere in Zimbabwe.

1.6.5 The learning environment of the two schools in the selected cluster is similar to the other schools in District.

1.7 DELIMITATIONS OF THE STUDY

The research activities takes place in Mosvingo province in Gutu East constituency, Munyikwa cluster which is about 54 km east of Gutu. The cluster chosen was accessible to

the researcher and the research study was conducted to the form four teachers, teachers in charge, heads of two schools and also ten learners from each of the two schools and the subject under study is Accounting.

1.8 LIMITATIONS

The constraints to be described are time, cost, official secrecy act, respondent based biases and bureaucracy.

1.8.1 Time

The study was conducted over two semesters only, thereby limiting the time dedicated to the research study. The period is limited such that the deepness of the research may be negatively affected by this factor. To try to control this limiting factor the researcher worked closely with the supervisor and responds in time to all advice and comments given. Also the research study would have been of greater depth and detail had it been conducted over a longer period. The limited time may therefore negatively affect the validity and reliability of the research. So the researcher does his best to follow the advice and comments of her supervisor to avoid re- writing.

1.8.2. Cost

The research study entails a lot of money for stationery, transport to and from the University to consult my supervisor and research in the university library as well as to and from schools in Munyikwa cluster. The construction of the actual project needs a lot of money. The researcher therefore try by all means to work following the supervisor's comments throughout the process to avoid much financial limits and wastage of material resources.

1.8.3. Official Secrecy Act

The researcher is a civil servant is bound by the Ministry of Primary and Secondary Education Regulations such as the Official Secrecy Act. The Act prohibits civil servants from divulging information acquired during the course of official duties. The act therefore, prevents members from sharing information that may be valuable to the research study. This may affect the validity and reliability of the research findings. The researcher therefore intends to be as professional as possible and to conduct the research within the confines of the regulations and research ethics to ensure that the research intended to benefit the teaching and learning of Accounting at Ordinary level.

1.8.4. Respondent Based Biases

The reliability of the research study may be affected by respondents based biases. Some respondents may not be truthful in their responses due to reasons like impressing the researcher and concealing certain information from the researcher. Some respondents may also give response which may be influenced by the group's general responses.

1.8.5. Bureaucracy

The researcher's freedom of probing for information may hindered by bureaucracy in offices such as those falling under the Ministry of Primary and Secondary Education. Some information may take too long to acquire due to the bureaucratic nature of the concerned organization. Failure to access certain information may affect the validity of the research. So the researcher tries to work on time and maintain good relations with the Employer.

1.9 DEFINITION OF TERMS

The key words to be defined are factor, performance, failure, pass rate and cluster.

1.9.1 Factors

The elements contributing to a particular result or solution that contributes to an accomplishment, result or that which causes something to happen.

1.9.2 Performance

The accomplishment of a given task against present known standards of accuracy for attainment or achievement of results. Adediwura and Tayo, (2007) define performance as the display of knowledge attained or skills developed in school subjects designated by test and examination scores or marks assigned by the subjects' teachers. It could also be said to be any expression used to represent learners' scholastic standing. Performance is described at the state level as an evaluation of learners' performance on standardized tests geared towards specific ages and based on a set of achievements learners in each age group are expected to meet (Bell, 2014).

1.9.3 Failure

Lack of success or the condition of not achieving the desire ends or end.

1.9.4 Pass rate

The number of people shown as a percentage who were successful in a particular examination.

1.9.5 Cluster

Two or more schools that join together in a circuit for purposes of administration, staff development and sharing resources.

1.10 SUMMARY

This chapter presented the background of the study. Accounting facilitates learners with the entrepreneurial skills and inventory management skills. The sub research questions based on the following themes, teacher's qualifications and experience, learner's attitudes towards Accounting, the availability of teaching resources and teaching methods. Justification of the study encourages the Ministry to make the assessments among teachers and learners outcomes in order to change education circulars. The study was carried out in Gutu East secondary schools. Time is one of the limitations of the study since the research study was conducted within two semesters while it needs more time. Performance and cluster are among the key words to be defined.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

This chapter review related literature on teacher's qualifications and experience, teaching and learning resources, effects of learner's attitudes towards learning and methods of teaching used in Accounting.

2.1 TEACHER'S QUALIFICATIONS AND EXPERIENCE

Hammond (2012) examines the ways in which teacher qualifications and other school inputs are related to student achievement across the states in the United States of America, by using data from a 50-state survey of policies, state case study analyses, the 1993-94 Schools and Staffing Surveys (SASS), and the National Assessment of Educational Progress (NAEP). Among his evidence-based findings for the effects of teacher quality on student outcomes are that, teacher quality characteristics such as certification status and degree in the field to be taught are very significantly and positively correlated with student outcomes. The instruction between two independent variables of teacher quality and instructional strategy on learners' performance in secondary school Accounts found that students taught by professional trained accounts teachers performed significantly better than those learners who were taught by the non-professional Accounting teachers on the objective achievement test (Okonkwo, 2007). The professional development enables teachers to update their knowledge, sharpen their skills and acquire new teaching techniques (Hunt, 2003). Professional development does not end after the first years of teaching. On-going training is often mandated and should be delivered at school or district level to improve teacher's performance. In view of the above findings, it

is necessary to find out whether induction and ongoing professional development of teachers have impact on pass rate of learners in Accounting at ordinary level in Munyikwa cluster.

Okonkwo (2007) examines the effect of teacher's qualification on the performance of Senior Secondary School students in Physics. The purpose was to determine whether the status of the teacher has any impact on the performance of the students in Physics. The survey type of descriptive research design was adopted. The sample for the study consisted of 100 Senior Secondary Schools Physics students in Ekiti State and the teachers that prepared and presented the students in each school for 2009/2010 West African School Certificate Examination. The year's result summary for each school was collated with the bio-data of their respective Physics teachers. Four hypotheses were postulated and tested at 0.05 significance level. The data generated were analysed using inferential statistics. The results revealed that students taught by teachers with higher qualifications performed better than those taught by teachers with lower qualifications. It also showed that students performed better in physics when taught by professional teachers. The result also showed that teacher's gender has no effect on their ability to impact knowledge on the students, much as he/she is a skilled teacher in that field of study. However, the experience of the teacher is significant at impacting the students' academic performance in Physics. Based on the findings, it was recommended that experienced teachers with professional qualifications in higher level should teach Physics at the Ordinary level classes.

Chingos and West (2009) views teaching experience as all years the teacher has spent in the profession. Hanushek (2001) argues that years of experience had a significant positive effect, but seven found that more experience actually had a negative impact on student achievement.

According to Goe (2008), teaching experience is among the attributes under the category of teacher qualifications that was found to influence student academic performance.

In addition, Geo (2008) carry out a study teachers' teaching experience and students' learning outcomes in the secondary schools in Ondo state in Nigeria. The study findings revealed that teachers' teaching experience was significant with students' learning outcomes as measured by their performance in the secondary school certificate examinations. Schools having more teachers with five years and above teaching experience achieved better results than schools having more teachers with less than five years teaching experience.

Conversely, inexperience is shown to have a strong negative effect on student performance. Also, their findings were supported by those of a comprehensive analysis by Greenwald, (2006) who examined data from 60 studies and found a positive relationship between years of teacher experience and student test scores. Similarly, the Texas Schools Project data showed that students of experienced teachers attained significantly higher levels of achievement than did students of new teachers (those with one to three years of experience). Geo (2008) shows that teachers experience has positive and negative impact to student academic performance. Apart from teacher's experience in the teaching job, teacher's mastery of subject matter can also enhance student academic achievement.

2.2 TEACHING AND LEARNING RESOURCES

Teaching resources are generic materials used to describe resources teachers use to deliver instruction (Joceylene, 2012). They include theoretical and intangible elements, such as essays or support from other educators, or places to find teaching materials like libraries or resource centres. They are widely accepted to facilitate the teaching and learning process.

The World Bank, *A Chance to Learn* (2009) asserts that “learning and teaching materials are critical ingredients in learning and the intended curriculum cannot be easily implemented without them. Over the past forty years the importance of adequate learning and teaching materials provision (including textbooks, teachers’ guides and supplementary materials) to support educational development and quality upgrading has been recognized by governments throughout the developing world and by most development partners. There is substantial research evidence which shows that textbooks are one of the most important inputs that have a demonstrable impact on student learning,” and that the two most consistent characteristics in improving student performance include the availability of textbooks and supplementary books. Learning and teaching materials, if we turn to Gutu district secondary schools, are they equipped with learning and teaching materials? (accounts materials inclusive).

Umameh (2011) concurs with Miles (2008) that teaching and learning media and resources have great influence on the performance of the pupils. Willms (2000) cited in Marave (2011) states that in Latin America a study that included 50,000 students grades three and four found that children whose schools lacked classroom materials and had an inadequate library were significantly more likely to show lower test scores and higher test grade repetition than those whose schools were well equipped. He states that other studies carried out in Botswana, Nigeria and Papua New Guinea concur with above findings. Therefore, the study found out whether availability of teaching media and other resources have impact on the performance of learners in Accounting at ordinary level in Munyikwa cluster.

The secondary school effectiveness is largely determined by its quality and relevance which include sufficient supplies of teaching and learning resources, up to date students’ text books

and supplementary books (Bergman & Bryner, 2003). All these supplement the teaching and learning process as indicators of its quality and relevance. On the other hand, using the materials in teaching process provides the basis for improved teaching and learning of a subject. This is not enough with teaching and learning resources without students' attitudes in the lesson.

2.3 LEARNERS' ATTITUDES TOWARDS LEARNING

Interest refers to a state of curiosity or concern about or attention to something (Farlex, 2014). This definition, when put in a class situation is described as involving some kind of preference for a school subject or for activities related to that subject. Attitude has one of the largest impacts on a learner's success. The student who enters the classroom with a good attitude, eager to learn and participate brings with him or her positive energy that makes it easier to learn. People do better when they are in a positive environment. The student who enters the classroom with a bad attitude also rubs off on the other kids. The others must be strong not to let the negative person drag them down. However, if the positive students are strong they might just change the student's bad attitude to good. The whole class does better and functions better when everyone is in a good mood. There is a considerable research base to support a strong correlation between the degrees of student interest among others. For instance, Cziksentmihalyi, (2006) carried out a study on student interest and choice finds that students who are engaged in work that interested them were overwhelmingly more able to see connections between their present work in school and their future academic or career goals. These connections form the foundation of commitment to future learning and foster self-directedness. These findings are in agreement with Glasser, (2008) who advocates that learners who are interested in what they are learning are motivated to pursue learning experiences of ever-increasing complexity and difficulty.

The primary objective of this study is to prove the less scoring that they can increase their performance by changing their negative attitudes like their beliefs, behaviour or thinking. Most of the students that are unable to perform well think, it is just a fault of their dumb minds but they do not consider their own attitudes that are significantly affect their performance. My objective is to prove to them that bring in a cane in their faulty attitudes can increase their performance, as those who have positive attitudes are able to score high. From the UK Essays, student's performance or their success is realty linked with their attitudes meaning their beliefs, feelings or behaviours. Bank (2009) quotes that for success, attitude is equally as ability. He also stressed more as e said that success is 80% attitude and 20% aptitude.

2.4 METHODS OF TEACHING

Miles (2008) argues that Teacher Education and Training should help teachers develop teaching methods and skills that take new understandings of how children learn into account. The author states further that just as curriculum should be child-centered and relevant, so should instructional methods. The limited view of teaching as mere presentation at knowledge no longer fits with the current understandings of how and what students learn. Ndlela (2012) agrees with Miles (2008) that instruction should help students build on prior knowledge to develop attitudes, beliefs and cognitive skills as well as expand their knowledge base. The teaching styles in many schools, however, remain traditional, teacher centered and fairly rigid or even authoritarian (Chikowore, 2012). The research study seeks to find out the extent to which ordinary level teachers in Munyikwa cluster use child-centered methods in teaching Accounting.

A report by United Nations Children Emergency Fund (UNICEF) (2007) states that when Ethiopian teachers were interviewed about the degree to which their teaching practices were learner-centered and relevant to students' lives, about half said they link lessons to the daily life of pupils at least once a week. Almost two-thirds, however, said they rarely ask pupils what their interests are or what they would like to learn. Teaching methods that facilitate active student learning rather than promote passivity and rote memorization represent a new and difficult paradigm for many teachers (Mangena, 2006).

The use of teaching media could minimize the teachers talking and at the same time make the message clearer, more interesting and easier for the learners to assimilate (Setland & Southerland, 2007). They termed the method of excessive use of words to express, convey ideas or facts in the teaching-learning process "chalk-talk." Teachers should make use of media such as charts, posters, sketches, cartoons, graphs, drawings, concrete media, models and many others can help communicate and create effectiveness of the materials being studied. They also help visualize what is being learnt.

Ndlela (2012) concurs with Muranda (2012) that teaching and learning are essentially social activities which help build relationships through effective communication. Miles (2008) also suggests that pupils should be given more practice in answering examination questions so as to improve pass rate. However, Ball (2001) pointed out the dangers of preparing learners for examinations through past examination questions. According to Ball (2001) teachers concentrate on giving learners questions and answers instead of them to master the calculations. The study seeks to find out the frequency of calculation practice lessons and practice tests of O' level learners in Munyikwa cluster.

The teaching and learning process in Zimbabwe is examination oriented with emphasis on acquiring knowledge for examinations rather than understanding the concepts. Such practice promotes receptive learning mechanical memory and passive imitation which do not prepare learners for in depth thinking (Liddell, 2004). This research study will seek to establish whether the methods that teachers use in the teaching and learning activities have impact on the performance of learners in Accounting at O' Level in Munyikwa cluster.

2.5 SUMMARY

This chapter reviewed related literature on the factors influencing the poor pass rate in Ordinary Level Accounting. It was found that, teacher's teaching experience was significant with student's learning outcomes as measured by their performance in secondary school certificate examinations. Regarding the effect of teaching and learning resources, the teaching and learning materials are critical ingredients in learning the intended curriculum cannot be easily implemented without them. Attitudes have one of the largest impact on learner's success. The use of teaching media could minimize the teachers talking and at the same time make the message clearer, more interesting and easier for the learners to assimilate.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 INTRODUCTION

This chapter seeks to outline the methods and techniques that were used in generating the data and information. It summarises how research was conducted, the research design used, population of the study, sample size, research instruments which include observation and interview, the reliability and validity of research instruments, data presentation and data analysis as well as ethical consideration.

3.1 RESEARCH DESIGN

Research design refers to the logic form and plan of a research that throws light on how the study is to be conducted. It shows how all of the major parts of the research study– the samples or groups, measures, treatments or programs, are worked together in an attempt to address the research questions. Research design is like an architectural outline. The research design also seen as actualisation of logic in a set of procedures that optimizes the validity of data for a given research problem.

Maree (2007) views a research design as a plan or strategy which moves the underlying philosophical assumptions to specifying the selection of respondents, the data gathering techniques to be used and the data analysis to be done. Anderson (2011) define a research design as a plan or structure for an investigation, it is a set of plans and procedures that reduce error and simultaneously help the researcher to obtain empirical evidence (data) about isolated variables of interest.

In this case, the researcher used the descriptive survey design model to carry out study. Chromo (2009) defined descriptive survey as describing what one is seeing beyond the horizon. He goes on to argue that a descriptive survey is a convenient way one can use in carrying out a research since it gives room for the researcher to generate, describe, analyse data and come up with some conclusions using a sample. The researcher selected the descriptive survey because of its qualitative nature. It is also a fast way of capturing participants' opinion on the phenomena. Yin (2007) has the view that descriptive research design deals with a logical problem not a logistical problem. Cohen (2007) viewed the research design as the most effective and consider it as the most used in educational research. descriptive research design is suitable when using observations and interviews which are the main methods used in data generating methods.

When using descriptive research design, one as to first selecting the population then come up with sample which represents the whole group. Leedy (2010) suggested that when using a descriptive research design, a small group of people also known as sample of people has to be selected. To come up with the accurate results, the research must make sure that the chosen sample should be a true representative of the whole population. According to Ray and Mondal (2012) the major strength of descriptive research design is the detailed information obtained from the sample of a large population.

However, descriptive research design has its own weaknesses. In a research, there are also some chances that respondents may gave inaccurate information which may negatively affects the results. In this research, the researcher used observations, interview guides and documentary analysis to both teachers and learners to promotes triangulation on research instruments which is one of the principle of the descriptive research design.

3:2 THE POPULATION AND SAMPLE

Leedy (2010) views population as a group of individuals that have one or two more characteristics in common that are of concern to the researcher. The population of the study comprises the school heads, form four Accounting teachers, and learners in the cluster. There are five secondary schools in the cluster and the schools constitute the population for the research study. In this study, the population was comprised of school heads, all teachers and form four learners from each of the selected schools. Anderson et al. (2011) views population as a collection of people to whom you want to make inferences. The population is also defined as a group of individuals, persons, objects, employees, elements, or items from whom a sample was obtained for measurement or research.

A sample defined as restricted fraction of a statistical population whose properties are considered to gain information about the whole Webster (2013). Sample is also a subset of a population that is a representation that consist of the characteristics of the population from which it is selected. In this study, the sample comprised 2 school heads, 2 form four Accounting teachers and 10 form four learners from each of the selected 2 schools.

3.2.1 Sampling techniques

Sampling is defined as the selection of a given number of subjects from a defined population as representatives of the population (Cohen & Manion, 2011). In this study, the researcher used purposive sampling to select the school heads and form four Accounting teachers. A maximum variation purposive sampling was used to select learners with different set of characteristics. For instance, fast learners and slow learners, boys and girls were selected to provide a diverse range of cases. The purpose of this kind of sample design is to provide as much insight as possible in the event under examination.

3.3 DATA GENERATING INSTRUMENTS

The researcher used interview, observation schedules as well as document analysis as data generating instruments to find the factors that cause poor performance in Accounting. The researcher used semi-structured interview schedules when interviewing learners and teachers.

3.3.1 Semi-structured interview schedule

Chiromo (2009) said interviews are used to offset reluctance and indirectness of the respondents' answer. The interviewer opted to use semi structured interviews in generating data because of its flexibility. It helped the interviewer in identifying misrepresentation and finding ways of getting the truth by further probing the interviewee. More so non-verbal communication and contradictions were marked and sorted out. It also allowed the interviewer and interviewees to make some clarifications on their points and the interviewer was able to further probe and getting more information from the interviewees than had been anticipated. The method was more suitable to the respondents who are made up of slow and fast learners. This helped the researcher to explore some topics in depth and discover the reasons and motivations which made participants to act in a certain way. However, the interview has its own weaknesses since it needs more time and energy in carrying out it. More so some interviewees were afraid or doubtful about the use of the information since it lacked anonymity whilst others ended up telling the interviewer what they thought the interviewer wanted to hear.

3.3.2 Observation schedule

The researcher also used the observations as another method of generating data from both teachers and learners. Marshall and Rossman (2006, p. 47) viewed observation as "the systematic description of events and behaviours in the social setting chosen for study". This method implies the generation of information by way of observation, without interviewing

the participant. The information obtained relates to what is currently happening and is not complicated by either the past behaviour or future plan or attitudes of participants. When the investigator observes by making himself more or less a member of the group he or she is observing then, he can experience what members of the group experience. This kind of observation also called participant observation.

In the present study, non-participatory observation was used to verify information provided in interviews. It was particularly used to verify teacher's professional ability to communicate effectively especially on teacher -student interactions during the teaching processes. Also, the researcher observed the teacher mastery of subject matter in line with qualifications of Accounting teachers as well as student's attitude when learning Accounting.

However, although the non-participatory observation allowed the researcher to generate the original data from Accounting teachers and learners it have weakness which involves the Hawthorn effect. The subjects or respondents may act unnaturally if they are aware about the research. Since individuals have a dual facet, original facet is back stage and another facet which is front stage, if subjects are aware of the study they show a front stage to the investigator during the observations. This becomes open to biases from the generated information. The researcher was visited the classroom lesson frequently in order to minimise the Hawthorn effect because within days' learners end up acting naturally.

3.3.3 Document analysis schedule

The researcher also used document analysis as another method of generating data. Documents were used to verify the data from observations and interviews. For example, the

number of textbooks were written in the inventory record in the teacher's file, learners' performance was also shown in the scheme books on evaluations, employed teaching methods was also found in the scheme- curriculum plan for each delivered lesson and the tests progress record books provides the level of performance for each learner. The researcher analysed these documents to generate information to answer the research questions.

3.4 DATA GENERATION PROCEDURES

The researcher collected a letter of introduction from the Chairperson of the Faculty of Education at the Midlands State University. Using this letter, the researcher sought permission from the Ministry of Primary and Secondary Education, Gutu District Education Offices. The researcher was given contact numbers for targeted school heads and the appointments was made over the phone. On arrival at the selected school, the researcher was introduced to the deputy head and teacher in charge by the school head. The head of the school was then introduced the researcher to the form four teachers and learners. Interviews conducted to the form four teachers, heads and learners at the selected schools. The interview sessions done in a friendly atmosphere and more data was generated.

3.5 RELIABILITY AND VALIDITY OF RESEARCH INSTRUMENTS

Denver (2014) highlights that validity and reliability are official secondary data and are an important by which data generated and the source from which it was collected need to be analysed or checked for the authority of the source of the data.

3.5.1 Validity

Data validity is the extent to which the data accurately measures what intend to measure (Mandre, 2013). It is also defined as the credibility or believability and legality of the findings. Validity is viewed as the extent to which a test measures what supposed to measure.

It means that the sample that has been used by the researcher effectively represent the targeted population under research study. In this study, the semi structured interviews were valid because all the respondents gave the correct and similar answers during interviews.

3.5.2 Reliability

Gay (2012) defines reliability as the degree to which a test consistently measures whatever it measures. Its aim is to limit errors in the data generated. Reliability is also referred to the repeatability of findings that are the ability to consistently yield the same results when the same measurements were repeated on the same sample under study and under the same conditions. The information generated by the researcher were consistent hence it considered reliable.

3.6 DATA PRESENTATION

Data presentation is referred to the method that data were appearing or arranged on paper, pictures or diagrams. In this study, data was presented numerically in tables, such as teaching qualifications and experience, the available Accounting resources and teaching methods. There was need for the researcher to edit, segment, summaries and verify the data generated for it to be useful for the research.

3.7 DATA ANALYSIS

Qualitative method was employed to analyses data from research instruments. Data analysis refers to the process of simplification of data to make it meaningful and comprehensive (Cohen, 2011). The researcher used data analysis as a means to gain insight and knowledge from the data generated and the method allows the researcher to develop an in-depth appreciation for the population studied. Brianna (2011) viewed data analysis as the method in which data generated was organised so that one can develop useful information from it. It

encompasses the decrease of accumulated data into a controllable size and the development of summaries. Data analysis is also viewed as body of methods that help to illustrate facts, detect patterns and develop explanations. Discussions of results were done in relation to the research questions, theories and related literature.

In this research, data generated from semi-structured interviews has been transcribed. The researcher defines the concepts and categories and confirm that, the categories and concepts are accurately representing interviews and observation responses. The researcher creating the data table using the related concepts in order to make discussions of the results. According to Creswell (2009) the researcher preparing and organising the content of data and tables used to show the themes.

3.8 ETHICAL CONSIDERATIONS

When generating research data, it is very important that strict ethical values are maintained always (Bell, 2007). This is to ensure that the rights and interests of the subjects are protected. This study takes into consideration certain ethical provisions as outlined below.

3.8.1 Approval for conducting the research.

In this study, the researcher first obtained permission to carry out research on the factors influencing the poor pass rate among ordinary level Accounting learners in Munyikwa cluster from the Ministry of Education, Sports, Arts and Culture. The researcher approached the Ministry's District offices before visiting the schools for data generation. At all stages permission was authorized by an endorsed stamp at each institution.

The researcher seeks permission from all two school heads and explain to them that the research was only meant for educational purpose. The researcher also explained to both teachers and learners on why they were chosen and assurance for confidentiality was given to them.

3.8.2 Informed consent

Bell (2007) argues that subjects have the choice to participate, or not to participate in any research. Thus, if subjects are to participate in a study the researcher must obtain their informed consent (Robson, 2009). Informed consent was achieved by providing an explanation of the research, the implications of participating, and that respondents were free to leave their services at any time (McMillan & Schumacher, 2013). The researcher met the respondents in their schools. The purpose of the study was explained in detail to the respondents. Even though permission to carry out the study had already been granted by the Secretary for Education, Sport and Culture it was necessary to talk to the respondents and get their consent as Bell (2007, p. 58) says, “Getting executive permission is one thing, but you need to have the support of the people who will be asked to give interviews.”

3.8.3 Confidentiality and anonymity

Data generated for research must be protected, treated in confidence and made public behind the guise of anonymity (McMillan & Schumacher, 2013). In this study the respondents were asked not to give their names during the interviews. In the data analysis, the names of the schools are not referred to. This was meant to protect the reputation and images of the schools in the face of whatever results would emerge from the study as Bell (2007, p. 59) says, “The basic ethical principle is that no harm should come to the respondents as a result of their participation in the research.”

3.8.4 Honesty

It is significant that the researcher is honest and accountable in dealing with subjects. In this study, the researcher keeps all information in good care and use it completely for the study. No deception was used on the respondents.

3.9 SUMMARY

This chapter looked at the methods and techniques that were used to generate data. The research design and its strengths and weakness as well as data generation instruments were discussed. The researcher also outlined how the population was sampled and what sampling procedures taken. The data generation instruments, data presentation and analysis were covered.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 INTRODUCTION

The researcher presents findings of the study. The purpose of the research study was to find out the factors influencing the poor pass rate among Ordinary Level Accounting learners in Munyikwa cluster. Biographic data of the participants is first presented to enable the reader to get more insight about the profiles of participant.

PRESENTATION OF DATA

Table 4.1: Biographic data of the participants

Category	Learners	Teachers	School heads
Sex	13 males 7 females	3 males 1 female	2 males
Age	20 years-1 male 18 years-1 male, 2 females	54 years-1 male 47 years-1 male, 1 female 33 years- 1 male	63 years and 49 years
Qualifications		2 Diploma in Education, 1 Bachelor of Education, 1 Degree in Marketing	Bachelor of Education
Experience		3 years-2, 5 years and 7 years	15 years and 9 years

Table 4.1 shows that, there was a gender imbalance when the research study was conducted. Eighteen out of twenty-six (69.2%) of the participants were males and eight out of twenty-six were females (39.8%). According to Davison (2008, p. 29) gender inequality is a historical issue in most of the Sub Samarian countries especially in secondary schools. The findings show that Zimbabwe is still among countries which are experiencing gender imbalances.

Ages of the participants as shown in table 4.1 shows that learners were young so that they needed monitoring from their teachers to perform well in Accounting. Teachers were mature enough to guide learners during the course of teaching and learning of Accounting. The school heads were also mature enough to supervise their teachers.

4.1.1TEACHER QUALIFICATIONS AND EXPERIENCE

During interviews, both school heads (100%) indicated that three out of four teachers (75%) were qualified to teach Ordinary level Accounting while one quarter (25%) possess a Degree in Marketing which is not relevant in teaching the subject. All the four teachers (100%) outlined what the school heads had said.

According to this study, an experienced teacher is the one who has more than four years of experience in the teaching field. Both school heads interviewed (100%) indicated that two out of four (50%) of the teachers were experienced since they completed their twelve terms syllabus and the remaining two out of four (50%) were inexperienced. However, when analysed the documents using teachers' files the researcher noted what is indicated in table4.1. Therefore, teachers' qualifications and experience are among the factors influencing poor pass rate.

This implies that teachers from the selected schools were not all qualified to teach Ordinary Level Accounting and teacher's qualifications is one of the factors influencing poor pass rate. Vundla (2012) states that the reasons why learners in rural secondary schools fail include a shortage of trained teachers among other causes. Timothy (2010) argues that properly qualified teachers' increases the amount of instructional time for learners and this affects learner's performance positively.

Therefore, inexperienced teachers lack pedagogical skills in helping pupils master what is being taught hence, leading to their poor pass rate. Inexperienced teachers also, possess less examination answering techniques. This implies that teachers' and qualifications inexperience are among the factors influencing poor pass rate in Accounting. Geo (2008), in Ondo State in Nigeria, states that teacher's teaching experience was significant with student's learning outcomes as measured their performance in secondary school certificate examination.

4.2 LEARNER'S ATTITUDES TOWARDS ACCOUNTING

During interviews, both school heads (100%) indicated that learners have a negative attitude towards Accounting. All the four teachers interviewed (100%) supported what heads of schools said. One of the teachers said:

Our learners have a negative attitude towards Accounting

Fourteen out of twenty interviewed learners (70%) indicated that they have a negative attitude towards Accounting. The remaining six out of twenty learners (30%) indicated that they have a positive attitude towards the subject.

Documents analysed indicated what the teachers said during interviews and what the researcher noted during the lessons observation on learner's attitudes towards the subject.

Using the scheme- cum evaluations, the researcher noted that learners were not participating on presentations and group discussions. Also the teacher's record of marks shows that only five out of twenty six (19%) scored 50% and above on tests recorded.

However, during the lessons observation the researcher noted that learners have negative attitudes towards Accounting when they kept quiet as the teacher asked questions, eight out of twenty six learners were frequently went to the toilets during forty minute lesson and some were not submitting their exercise books for marking and corrections were not done.

Data presented show that learner's negative attitude towards Accounting is a contributory factor towards poor performance. This implies that a negative attitude towards the subject promotes a poor performance on outcomes since attitude has one of the greatest impacts on learner's success. Farlex (2014) discover that learners who enter the classroom with a good attitude, eager to learn and participate brings with him or her positive energy that makes it easier to learn.

4.3 TEACHING AND LEARNING RESOURCES

Both school heads (100%) outlined that schools do not have adequate resources to assist in teaching and learning. The resources required in schools include textbooks, marking schemes; computers and balance sheet cuttings. This was also supported by all the four teachers (100%) who indicated that major resources used in teaching Accounting are textbooks. One of the teachers said:

The main resources used in Accounting are textbooks and marking schemes because that is where we draw our tests and exercises.

Fifteen out of twenty learners (75%) indicated that textbooks and marking schemes were used by teachers as the main sources of reference for calculations. One learner said:

We need various resources and more textbooks for practice.

Five out of twenty learners (25%) indicated that, Accounting resources were available. However, when analysing documents the researcher noted that two selected schools have a shortage of Accounting resources. This was supported by only textbooks which were recorded and the sharing ratio is 1:7 to mean seven learners were sharing only one textbook. Documents analyzed indicated that the textbooks used include Principles of Accounts (2011) and Applied in Accounting (2013). This was supported by learners' tests and exercises which were extracted from Principles of Accounts. During the lessons observation, the researcher also noted that there was a shortage of Accounting textbooks. Seven students were sharing only one textbook. Due to shortage of textbooks teachers read out questions to learners. This was supported by teachers who said:

We no longer give pupils text books because they are few but we are forced to read out questions to pupils for their practice.

From the data presented, it shows that, there is a shortage of Accounting textbooks other related resources in Munyikwa cluster secondary schools. This means that poor performance is a result of lack of resources. It is the shortage of textbooks that hinders learners to practice. Wood and Sangster (2008) assume that when a student lacks individual practice in Accounting, the person is assured of complete failure. Vundla (2010) views that high failure rate in Southern African rural secondary schools was caused by inadequate teaching facilities, lack of funds to purchase necessary equipment and poor quality textbooks.

4.4 TEACHING METHODS

Both school heads interviewed (100%) highlighted that the teaching methods used in Accounting are teacher centred. One head said:

The most popular methods used by teachers are lecture method, demonstration and chalk-talk approach.

Another school head said that:

We encourage our teachers to use group discussions, presentations and seminars but they rarely use them.

This was also supported by all the four teachers (100%) during an interview who indicated that they use teacher centred approaches to teach learners. One of the teachers said:

I extremely use question and answer method.

This was also supported by seventeen out of twenty learners (85%) who have the same sentiment with teachers. One of the learners said:

Teachers were taught to use child centred methods but the pressure to complete the syllabus force them to use teacher centred approaches.

Three out of twenty learners (15%) indicated that teachers use question and answer session together with presentations.

During the lesson observation, it was noted that all the teachers were using lecture method and their learners had no choice but to be mere spectators. The researcher also noted that there was limited interaction between the teacher and the learners. School A teacher said:

We were trained to use child centred methods but due to shortage of resources we are forced to use teacher centred approaches.

However, when the researcher analysing teacher's documents he noted what the teacher's said during interviews and what he observed during the lessons on teaching methods.

Data presented show that, Accounting teachers use teacher centred approaches of teaching which may cause poor pass rate. Child centred methods, motivate learning, capturing learner's attention and increase interaction for teachers and learners amongst themselves. It implies that teacher centred approaches reduces learners' participation thereby denying learners to explore concepts on their own. Petty, (2008) postulate that, if teachers shun

teacher centred approaches for child centred learning it enables them to comprehend concepts, to develop critical thinking and reflect during examinations.

4.5 SUMMARY

From the findings it was noted that poor performance in Accounting was caused by the following factors, lack of professional qualifications and inexperienced teachers, learner's negative attitudes, shortage of teaching and learning resources as well teacher centered approaches. Reduction in numbers of learners who registered for Accounting at Ordinary level were among the effects of low pass rate. Next chapter will present summary, conclusions and recommendations of the study.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.0 INTRODUCTION

This chapter presents summary of the research study. It also comes up with conclusions related to the factors influencing poor pass rate in Accounting at Ordinary Level in Munyikwa cluster. Recommendations are finally outlined.

5.1 SUMMARY

The driving force of this study was to find the factors influencing the poor pass rate among ordinary level Accounting learners in Munyikwa cluster due to the importance of Accounting in Zimbabwe's national economy development. Accounting facilitates learners with the entrepreneurial skills and inventory management skills. The study took place in Gutu East constituent secondary schools. During the study the researcher faced some challenges which include time.

The researcher reviewed related literature on the factors influencing the poor pass rate among Ordinary level Accounting learners. Research questions like teacher's qualifications and experience, teaching and learning resources, teaching methods as well as learner's attitude towards Accounting enabled the researcher in finding the factors contributing to low performance in Accounting. Regarding the effect of teaching and learning resources, the teaching and learning materials are critical ingredients in learning the intended curriculum cannot be easily implemented without them. Attitudes have one of the largest impacts on

learner's success. Teaching experience is among the attributes under the category of teacher qualifications that was found to influence student academic performance (Goe, 2008).

Descriptive survey was used in generating data as it gave the researcher room to generate, analyse data and come up with some conclusions using a sample. Semi-structured interviews and observation schedules as well as document analysis were used to generate data.

5.2 CONCLUSIONS

The following conclusions were drawn from the data

5.2.1 Unqualified teachers contribute directly to the poor pass rate. When one teaches without pedagogical skills there are higher chances of him/ her not knowing how to transmit knowledge to learners. Experience has a greater input in the performance of learners. When one is experienced he or she uses tried and tested methods to perform his or her duties.

5.2.2 The research findings indicated that learner's negative attitudes also affect their performance. Learning with negative attitudes towards the subject normally produce poor pass rate.

5.2.3 Data showed that teaching and learning resources were the other factor contributing to poor pass rate. The data showed that most teachers use textbooks. Barely do teachers use other teaching materials as a way of providing variety in their lessons. Textbooks used are also few thus, hindering individual access during the lesson.

5.2.4 The researcher recognised that poor performance is also a result of teacher centred approaches used by Accounting teachers. Lecture and chalk-talk approach were rampant thereby leading learners failing to grasp concepts.

5.3 RECOMMENDATIONS

The researcher recommends the following:

5.3.1 Teachers without teaching qualifications need to go for teacher training so that they gain pedagogical skills to improve student performance.

5.3.2 Teachers should motivate learners through career guidance to show them the importance of Accounting so as to develop positive attitudes and improve their performance.

5.3.3 School authorities should engage in fundraising activities to mobilise teaching and learning resources to provide teachers with materials to perform their job.

5.3.4 Accounting department must set clear methods of teaching to be used when teaching the subject in order to reach the set standards.

5.3.5 Also teachers must utilize child-centred approaches such as group discussions, seminars and discovery learning to improve learner's performance.

5.3.6 Further study should consider factors causing low pass rate in Accounting at Advanced level and the effects this could have in teaching and learning of Accounting.

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APPENDIX A

DATA GENERATION LETTER FROM UNIVERSITY



MIDLANDS STATE UNIVERSITY

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FACULTY OF EDUCATION DEPARTMENT OF APPLIED EDUCATION

19 September 2017


TO WHOM IT MAY CONCERN

The bearer... MBANGAJA TERRYSON is a B.Ed/
MED/PGDE student at this University. She / he has to undertake research on the title:
FACTORS INFLUENCING POOR PASS RATE AMONG
ORDINARY LEVEL ACCOUNTING LEARNERS IN
MUNYIKWA CLUSTER.
He/she is required to present a Research Project in partial fulfilment of the degree programme.

In this regard, the university kindly requests both your institution and personnel's assistance in this student's research endeavours.

Your co-operation and assistance is greatly appreciated.

Thank you


Dr. M. Chauraya
(Chairperson - Applied Education)

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APPENDIX B

INTERVIEW GUIDES FOR ACCOUNTING TEACHERS

INTERVIEWGUIDES FOR ACCOUNTING TEACHERS

I am Terryson Mbangana, student at Midlands State University. I am carrying out a research with the Midlands State University entitled, **an investigation on the factors influence poor**

pass rate among ordinary level Accounting learners in Munyikwa cluster: Gutu District. May you respond to the following interview guides? Be free to respond to all questions because the information shall be handled with confidentiality. The information obtained will be used for academic purposes only. Thank you.

1. What are the qualifications and experience do you have as an Accounting teacher?
2. What resources are available for the teaching and learning of Accounting?
3. What are the teaching methods you are using in teaching Accounting?
4. What are the attitudes of learners towards learning Accounting?

APPENDIX C

INTERVIEWS GUIDES FOR SCHOOL HEADS

INTERVIEW GUIDES FOR SCHOOL HEADS

I am Terryson Mbangana, student at Midlands State University. I am carrying out a research with the Midlands State University entitled, **an investigation on the factors influence poor pass rate among ordinary level Accounting learners in Munyikwa cluster: Gutu District**. May you respond to the following interview guides? Be free to respond to all questions because the information shall be handled with confidentiality. The information obtained will be used for academic purposes only. Thank you.

1. What are the qualifications and experience of your teachers?
2. What resources are available for the teaching and learning of Accounting at your school?
3. What are the attitudes of learners towards learning?

APPENDIX D

INTERVIEW GUIDES FOR LEARNERS

INTERVIEW GUIDES FOR LEARNERS

I am Terryson Mbangana, student at Midlands State University. I am carrying out a research with the Midlands State University entitled, **an investigation on the factors influence poor pass rate among ordinary level Accounting learners in Munyikwa cluster: Gutu District**. May you respond to the following interview guides? Be free to respond to all questions because the information shall be handled with confidentiality. The information obtained will be used for academic purposes only. Thank you.

1. What resources are available for the learning of Accounting?
2. What are your attitudes towards learning Accounting?
3. What are the teaching methods used by teachers in teaching Accounting?

APPENDIX E

OBSERVATION SCHEDULE

OBSERVATION SCHEDULE

I am Terryson Mbangana, student at Midlands State University. I am carrying out a research with the Midlands State University entitled, **an investigation on the factors influence poor pass rate among ordinary level Accounting learners in Munyikwa cluster: Gutu District**. May you act naturally during the lessons? Be free to participate in the class because the information shall be handled with confidentiality. The information obtained will be used for academic purposes only. Thank you.

DATE.....

TIME.....

TOPIC.....

Schemes of work, teacher's file, departmental files and school records were used.

1. Qualifications and experience

2. Resources available

Pupil- textbook ratio

3. Teaching methods

4. Learner's attitude

Teacher's comments

APPENDIX F

DOCUMENT ANALYSIS SCHEDULE

DOCUMENT ANALYSIS SCHEDULE

I am Terryson Mbangana, student at Midlands State University. I am carrying out a research with the Midlands State University entitled, **an investigation on the factors influence poor pass rate among ordinary level Accounting learners in Munyikwa cluster: Gutu District**. May you provide your teaching file and other documents, be free because the information shall be handled with confidentiality. The information obtained will be used for academic purposes only. Thank you.

DATE.....

TIME.....

TEACHER'S NAME

Schemes of work, teacher's file, departmental files and school records were used.

1. Qualifications and experience
2. Resources available
3. Pupil -textbook ratio
4. . Teaching methods
5. Exercises given
6. Learner's attitude

Teachers 'comments