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MASTER OF ARTS IN DEVELOPMENT STUDIES

RESEARCH TOPIC

**THE CONTRIBUTION OF ZIMCHE TOWARDS ENSURING QUALITY
EDUCATION AT TERTIARY LEVEL IN ZIMBABWE: THE CASE OF ZIMBABWE
EZEKIEL GUTI UNIVERSITY**

BY

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**DISSERTATION IN PARTIAL FULFILMENT OF THE REQUIREMENTS OF THE
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FORE WORD

Therefore, we must prepare well for the world society that we, and especially our children are going to live in. These are some of the issues that need to be addressed by the education and training system as we approach the twenty-first century. To achieve this, we need a new paradigm thought and new reform strategies for the education and training systems so that learners can be empowered to face the challenges of the next century – The 1999 Nziramasanga Commission of Inquiry Report.

APPROVAL FORM

The undersigned certify that they have supervised and approved the student Shorai Christopher Muzungu’s dissertation with the title “**The Contribution of ZIMCHE Towards Ensuring Quality Education at Tertiary Level in Zimbabwe: The Case of Zimbabwe Ezekiel Guti University**”. This has been submitted in partial fulfilment of the requirements of the Master of Arts Honours Degree in Development Studies offered by Midlands State University.

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DEDICATION

To my prayerful parents Michael and Martha with love – You stood with me spiritually throughout this journey.

My brothers Michael Junior and Batsirai – For all the wrongs you made right.

My sisters Carol, Vongai and Brenda – The wind that guided my broken flight

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ABSTRACT

Today Zimbabwe is awash with graduates from different degree programmes. Each and every year, the country is churning out thousands of graduates from its various universities. It is ranked among one of the most literate countries not only in Southern Africa but the continent at large. Despite such a milestone achievement, the graduates have been facing challenges in getting employment. The major question that might be posed by the writer is, “are these degree programmes relevant and of the quality required by this present global economy? Universities are now focusing on quantity rather than quality of students. That is affecting the quality of graduates that are produced. It is within this streamline that we shall make a close examination of the role that ZIMCHE is playing in contributing towards quality education in the country. The major problem may be lying in the quality of graduates that are being produced in Zimbabwe. The study is focusing on Zimbabwe Ezekiel Guti University in Bindura. The writer used qualitative research study in carrying out this study.

KEY WORDS: quality education, tertiary education, quality assurance,

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LIST OF ACRONYMS

CUT – Chinhoyi University of Technology

FDGs – Focus Group Discussions

GZU – Great Zimbabwe University

NCHE – National Council for Higher Education

QA – Quality Assurance

ZAOGA (FIF) – Zimbabwe Assemblies of God Africa Forwarded in Faith

ZEGU – Zimbabwe Ezekiel Guti University

ZIMCATS – Zimbabwe Credit Accumulation and Transfer System

ZIMCHE – Zimbabwe Council for Higher Education

ZOU – Zimbabwe Open University

CHAPTER ONE

INTRODUCTION

The field of education has been well researched by various scholars. Voluminous works have been produced pertaining to the importance of quality education in the world. Despite that, little effort has been directed towards the area of quality education in tertiary institutions in Zimbabwe. The study of specific institutions and their quality of education has been lacking in the literature published so far. Quality education determines the quality of graduates that an institution can produce. Therefore, there is need to give maximum emphasis on promoting quality education in tertiary institutions. Quality education is determined by the ability to incorporate various elements that include input, process and output. These should be resonating well with the demands of the broader economy rather than solely focusing on the jobs available within an economy. Failure to blend the demands of both the latter and the former will result in graduates being constricted to the latter which means high unemployment levels.

This particular study interrogates the contribution of ZIMCHE as an institution whose mandate is to promote quality education at tertiary level. The researcher premised his studies at the Zimbabwe Ezekiel Guti University in Bindura. The university is in its infancy stage following its establishment in 2012 as a religious institution. Since then, its tremendous contribution towards providing graduates for Zimbabwe has improved. The expansion of the institution from offering religious education to other degree programmes makes it worth for the researcher to conduct a study where he interrogates the contribution of ZIMCHE up to date. There is need to have a clear understanding of what ZIMCHE has done so far, its weaknesses and areas where it should improve. The researcher also aimed to establish any meaningful contributions of ZIMCHE towards the education system of ZEGU. It is along these lines that we come to understand whether ZIMCHE as a body is worth existing or not.

1.2 BACKGROUND TO THE STUDY

Tertiary education is the backbone of economic growth. Studies carried out have shown that any country that has high levels of quality higher and tertiary education are more likely to experience economic growth. The United Nations Human Development Index of 1990 stresses out that high literacy rates are an indicator of development. In Zimbabwe higher education can be traced back to the establishment of the University of Rhodesia. The University came into existence in a period better known as the “Federation of Rhodesia and Nyasaland”. The amalgamation of the three economies namely Southern Rhodesia, Northern Rhodesia and Nyasaland was seen as an important way of speeding up development in all countries. Despite this idea by the white settlers, Southern Rhodesia was regarded as the hub of all economic activities. As a result, in 1957 the University was established. The University of Rhodesia’s enrolment was largely skewed in favour of the white minority. Channing et al (1959) stated that The University College of Rhodesia and Nyasaland in Salisbury now has 174 students, of whom 29 are African. Considering the amount of black people from three countries, only 29 had access to tertiary education. However, during that time there was no established institution to monitor the learning standards at the University College.

The government of Zimbabwe came into existence in 1980 following protracted negotiations for independence. This came after massive years of fighting between the black people and the colonial settlers. In 1980, the University of Rhodesia was still the only university that provided education to the people. However, in the late 1980s, the Harare Institute of Technology was established. It was followed by a series of universities being founded in the early 1990s including the Solusi University, National University of Science Technology, Bindura University of Science Education and Africa University were established. Prior to the establishment of ZIMCHE, there were two institutions that were designed to promote the standard provision of quality education in higher tertiary institutions. These include the

Manpower Planning Act of 1984 and The National Council of Higher Education Act of 1990. In 2006, the Zimbabwe Council of Higher Education was established. According to the ZIMCHE Act 25:08 of 2006, the government established the Zimbabwe Council for Higher Education to register and accredit institutions of higher education and to repeal the National Council for Higher Education Act.

Chiyevo-Garwe (2014) stated that, the establishment of ZIMCHE may be attributed to the continued establishment of various tertiary institutions especially universities. ZIMCHE was created through an Act of Parliament (Chapter 25:27) which was promulgated in 2006 to repeal the National Council for Higher Education Act (Chapter 25:08) and to require ZIMCHE to register and accredit institutions of higher education. She further acknowledges that ZIMCHE as an institution, sets the benchmarks in consultation with these institutions and in adherence to international standards. ZIMCHE assists institutions to establish internal quality assurance units as well as to improve quality of provision in general. Below are the full functions of the institution as prescribed in the ZIMCHE Act of 2006.

Part II, Section 6d of the ZIMCHE Act confers upon the body, the power to design and recommend an institutional quality assurance system for higher education, that is, a system whereby the courses, programmes and degrees offered by institutions are evaluated on a regular and objective basis. It also endeavour to recommend to the Minister institutional quality assurance standards for the establishment, standardization and accreditation of institutions of higher education including standards of the physical plant and equipment, preparation and amendment of university charters and statutes, development of curricula and the standards of libraries, safety standards of laboratories and workshops and finally student transfer between programmes and institutions of higher education. Some of the duties of ZIMCHE include to advise on the shape and size of the higher education system; and (f) to advise on the budgeting and funding arrangements for higher education for public institutions, assist institutions of

higher education in the training of high calibre staff, promote equity in access to higher education through the provision of student assistance programmes, promote international co-operation and facilitate exchanges in higher education and to perform any other function that the Minister may deem necessary.

Accordingly, the Zimbabwe Ezekiel Guti University (2019) stated that Zimbabwe Ezekiel Guti University (ZEGU) is a brain child of the founder and president of Zimbabwe Assemblies of God Africa Forward in Faith (ZAOGA F.I.F), Professor Ezekiel Handinawangu Guti, who is also the Chancellor for the University. It is a private Christian University which started in May 2012. ZEGU is a degree awarding institution accredited by the Zimbabwe Council of Higher Education (ZIMCHE) offering internationally recognised degrees in various faculties. As a Christian University, ZEGU creates a rare opportunity for the development of minds, hearts and hands in the fear of God. In its endeavour to develop a total person who can bring solutions to the world, ZEGU has an academic thrust of entrepreneurial development. The University is situated in the town of Bindura at 1901 Barrasie Road, off Shamva Road. The uniquely designed state of the art infrastructure consists of four faculties namely, Arts, Commerce and Education and Law. According to the expectations of the University, a fifth faculty of Agriculture will soon be added. This clearly shows that the study is worth undertaking considering how ZIMCHE has contributed to its progression since 2012.

1.3. STATEMENT OF THE PROBLEM

The world over, dynamic changes are being done to modernise tertiary education. The intensification of researches, close monitoring of all university services and adoption of modern technologies are all fundamental changes that are witnessed the world over. This allows universities to produce graduates who are well churned and competitive in the global employment market. In pursuit of such quality education in Zimbabwe, ZIMCHE lies at the centre of the struggle. It has played that role in various institutions countrywide and it has

managed to modernise its activities. For example, it has an office at ZEGU which promotes quality assurance in all university services. As such, ZIMCHE warrants an investigation into whether this office is just a shadow representative of the institution or it is playing a critical role to influence the education system. Therefore, the study seeks to make a clear investigation into whether the quality of education at ZEGU is being influenced by ZIMCHE. If so then the question is ‘how?’. Is it positive or negative? The research seeks to understand whether ZIMCHE is playing its role of making ZEGU one of the universities with quality education.

1.4. RESEARCH AIM AND OBJECTIVES

AIM

To come up with tangible evidence on whether ZIMCHE is contributing towards the provision of quality education at ZEGU.

OBJECTIVES

1. To understand the presence of ZIMCHE at ZEGU as an institution that safeguards the interest of higher learning institutions.
2. To understand the contribution of ZIMCHE in promoting quality education at ZEGU
3. To propose possible recommendations to the challenges that ZIMCHE is facing in its quest to promote quality education at ZEGU

1.5 RESEARCH QUESTIONS

1. What constitute quality education?
2. What is the role of ZIMCHE in promoting quality education tertiary level?
3. Are there any indicators of quality education at ZEGU?
4. How are the challenges facing ZIMCHE affecting quality of education at ZEGU?

1.6 THEORETICAL FRAMEWORK

This study is founded on John Dewey's theory of education. While there is controversy surrounding when the theory was really developed, some scholars argue that it was in a series of his writings that he continues to perfect his progressive education theory. The first of these is in 1915. Therefore, the same year shall be used as the basis of the formation of the theory but the literature published by Dewey prior to this period is appreciated. Dewey (1859-1952), whose philosophical interests spanned many areas, including psychology, education, ethics, logic and politics. He insisted that philosophy must be practically useful in people's lives rather than a purely intellectual endeavour. In his view, the promise of a better world rests upon people's ability to respond in an intelligent way to difficult situations that need to be resolved (Elkjaer, 2009). Writing to his wife Alice who was the Principal Director of their school in 1894 Dewey stated, "I sometimes think I will drop teaching philosophy directly, and teach it via pedagogy". Thus Dewey was more concerned with teaching students using real life practical examples to solve existing problems that the society faced daily. Firstly, Dewey was opposed to the traditional learning methods that were imposed on students by the teachers. Traditionalists in education were more focused on emphasizing the importance of the curriculum, understanding the heritage of the past, learning the found experiences of mankind, knowledge and information, guidance as well as discipline. While these principles were important, they totally removed the child from the centre of the learning exercise. By making the learner passive, the system could not produce a learner who would make brave courage to find solutions to problems existing in the society. Dewey (1938) rather wanted a harmonious co-existence of the traditional and the learner centred education system. In castigating traditionalist education Dewey (1938) stated that, "abandon the notion of subject-matter as something fixed and ready made in itself, outside the child's experience, cease thinking of the child's experience as also something hard and fast, see it as something fluent, embryonic, vital and we realize that the child and the curriculum are simple two limits which define a single

process". The development of an education system that incorporates both the traditional and modern education paradigms is critical for the maintenance, preservation and promotion of the Ubuntu. The Nziramasanga Commission (1999:89) concurs with Dewey by stating that holistic education is aimed then at the development of the whole person physical, mental, spiritual and social. Thus in this sense, Dewey was a great thinker in shaping modern higher and tertiary education.

The theory blends very well with the research study being undertaken. First of all, the graduates that are being produced in Zimbabwe by tertiary institutions especially universities are facing challenges in understanding their positions as contributors towards economic growth of the country. This might be explained from the standpoint that most of the programmes that are being offered by universities are based on the traditional learning model. The teachers focuses more on the curriculum itself and learning the found experiences of mankind. In simpler terms, learners are forced to learn and master information that was already discovered by some educationists. They are not allowed to have critical thinking that transcends beyond the knowledge that was presented in the lecture. The fact that the teacher is also basing on the knowledge learnt from the same sources may be rigid to allow learners to express themselves beyond what he/she has provided during the learning process. That makes it hard for new knowledge to be found because by restricting students to found knowledge, critical research is prohibited. By so doing learners tend to have one view over issues and their thinking becomes the same. Any challenge that arises and requires solutions from knowledge that they learnt, they can solve. However, if a challenge requires thinking that is outside of the provided knowledge, they cannot solve it. That becomes the lame point of traditional learning mechanisms in higher education institutions in Zimbabwe including ZEGU. Therefore, the dynamic nature of the present economic demands requires a blending of both the old and new pragmatic progressive education systems.

Dewey and Dewey (1915) was also interested in understanding the school as an embryonic form of community life and an instrument for social change and progress. According to Leshkovska and Miovska-Spaseva (2016) that means that the school life grows out of all the aspects of the social life and that the child's experience develops in transaction with the community he lives in. Dewey acknowledged that from the school, learners tend to develop all the social issues that affect their communities. By being the embryo, it means the end result of the school is for the child to have a better reflection of his/her community including the challenges that are affecting the community. The school has the kingpin role of developing students into responsible citizens who are being learned, will change their communities positively. The school develops the skills of the learner and the community provided the challenges that needed to be solved. Therefore, the learner was accustomed to both challenges in community and problem solving in the school. Robinson (1999) stated that Dewey proposed a school to university officials that would keep theoretical work in touch with the demands of practice as the most essential component of a department of pedagogy. This resulted in Laboratory School of the University of Chicago opening in January 1896.

The fact that the school is seen as the hub of hope for the progressive development of both the learner and the community makes the theory applicable to the context under study. This is founded on the fact that today the global community is facing a plethora of challenges. These challenges need to be solved and it is the role of the learner to provide solutions to them. Therefore, tertiary institutions are seen as the school place which develops the life of learners. It should offer practical living examples of challenges that the learners face in their communities. It thereafter should develop their critical reasoning by allowing them to develop solutions that address those contemporary and old challenges. At tertiary level, that is done through continuous provision of both theoretical and practical learning situations for learners. What it means is that learners should not continue to just learn degree programmes that do not

address contemporary challenges. Rather, they should be allowed to get involved in pedagogical learning that include researching, carrying out classroom activities including plays. That is critical in making them more ready to address critical challenges affecting their communities in the present world.

The theory also acknowledges the importance of the curriculum in the learning process. Curriculum is concerned with the content that learners should be exposed to. Both Beauchamp (1977) and Wood and Davis (1978) subscribe to the view that curriculum can be understood as a process of selecting courses of study or content. Dewey did not expect the imposition of the curriculum on the learner which was characteristically a traditional education style of teaching. Westbrook (1999) stated that traditionalists defended the knowledge of centuries of intellectual struggle and viewed child-centred education as a chaotic, anarchistic surrender of adult authority". This view was contrary to what Dewey and Dewey envisaged. Rather, they lobbied for a curriculum that was supposed to be based on two major principles. These are the sociological and the psychological. The content of the curriculum was supposed to fuse the two and equip learners to have a clear understanding of their societal roles and their psychological reasoning. As Feng (1989) stated, the sociological principles demanded that the pupil be initiated into the customs, habits, values, and knowledge which constitute the culture of a community. The psychological principles demanded that this should be done with regard to the pupil's individual needs, interests, and problems. Su (2012) is of the opinion that how a curriculum is planned poses itself as one of the most important factors that predetermines the success and effect of curricular implementation. From a sociological view, Dewey emphasised the importance of activities like carpentry, cooking, sewing, weaving and others. He considered them as basic to life and every learner was supposed to learn and master these activities. These went on to affect the psychological principle in two ways. Firstly, he stressed their importance in that learners felt interested when learning them which approve the psychological principle.

Secondly, they promoted mental development due to their embodiment of motor activities. As soon as learners get involved in them, this would open up chances of them getting exposed to more activities. That is because their mental set up will be willing to experience something, this time something that is challenging and complicated than elementary sociological activities. That was a critical step towards problem solving for learners in their future.

In today's education system, learners in tertiary institutions are also facing challenges in trying to get the curriculum that addresses the two above mentioned principles. Modern day curriculum is designed in a way that it continues to foster the traditional educational system. While traditional education is important, in tertiary institutions there is need to strike a balance between conservative traditional education and current progressive learning systems. Learners should be more exposed to a curriculum that is designed to meet the demands of the present time. At the same time, they should be aware of the traditional values, history and culture of their community. A curriculum should be designed after making thorough research concerning the contents and the subject matter that learners should learn. There is need to design degree programmes that have curricula which focuses on problem solving and placing learners at the centre of the whole learning process. Most of the degree programmes being offered today are no-longer incorporating matter that addresses the present challenges confronting the country and the global community. They are not only too historical but also shallow in content due to the traditionalist style of learning which the country has rigidly failed to challenge since colonialism.

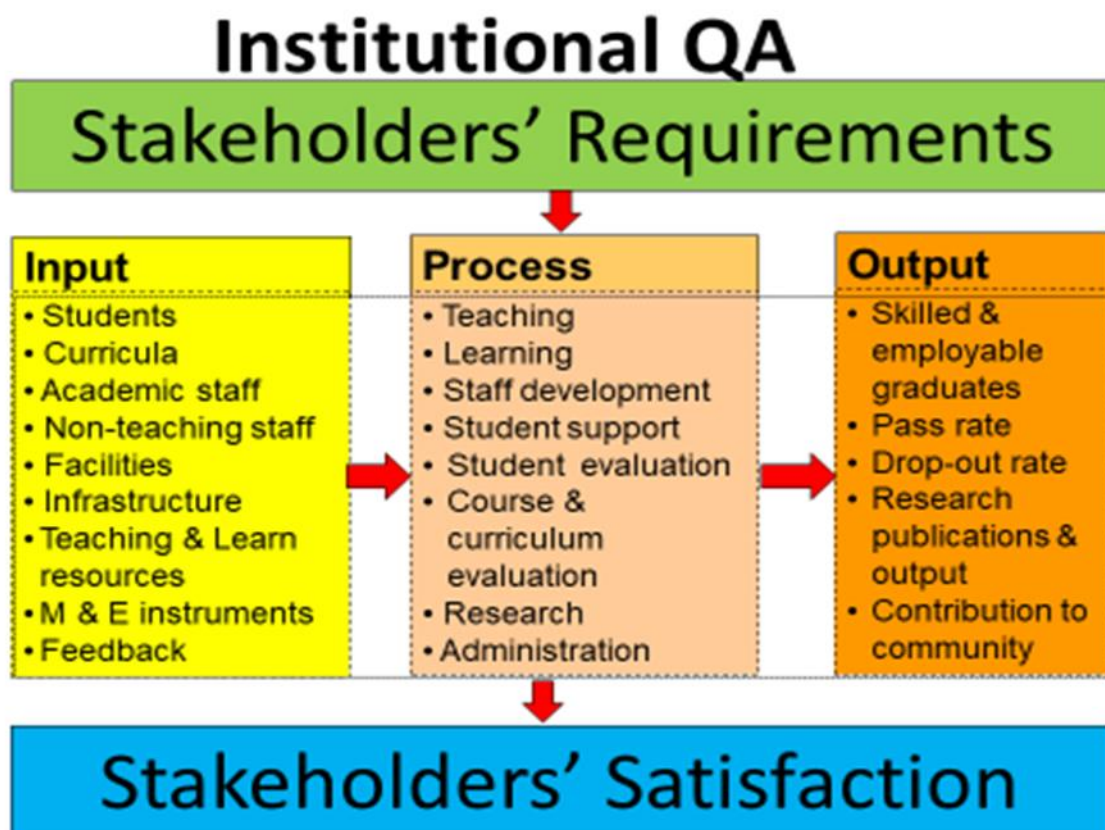
While the theory offers a lot of insight into the understanding of the role of progressive pragmatic education in promoting quality, it remains open to criticism. During the time of Dewey in the early years of education, there were no institutions to monitor the quality delivery of education at tertiary institutions. The writer particularly notes that today the education systems of all countries are closely monitored by independent institutions. These institutions

have the role of making sure that education is not just theoretical but should be pedagogical. Various factors are considered in making the education systems qualitative in nature including learning environment, exposure to research, teacher-learner ratio, student workloads, curricula designing, infrastructure and academic staff among others. Therefore, when one places the theory in the context of ZEGU, ZIMCHE is seen as the independent operating institution that is there to promote quality education through the availability of these above mentioned and other inputs.

The theory was initiated to deal more with children's education that it can explain adult education. The fact that it stresses more importance on child-centred learning and casting the teacher into the shadow role of just a facilitator may cause problems. At tertiary institutions the students have the ability to contribute towards their careers and their success is more defined by the teachers than themselves. It depends on what the teacher teaches them that they can get more exposure. It is also the role of the teacher to create conducive learning environments for students than it could be were for the students to do it for themselves. Allowing them to participate in activities, making follow-ups on work, conducting tutorials and other roles, the education system tends to be teacher centred as opposed to the learners. The high level of reluctance and freedom that most university students are exposed to, can even lead to their own failure to be the focal learning role. Therefore, the theory applies to primary children who will be still in the early stages of trying to discover themselves and expose their abilities so that teachers know how to cope with each one of them. As for university students, there is need for the teacher to allow freedom of expression among the students but at the same time maintaining the role of the leader in their whole learning process. Striking a balance between the two is fundamental for the democratisation of the whole learning process.

1.7 CONCEPTUAL FRAMEWORK

The establishment and referencing to qualifications frameworks and the adoption of assessment methods focusing on student learning outcomes pose important challenges to the methods and processes used for internal and external quality assurance (OECD, 2014). Blomqvist (2012) stated that in Europe, countries are still at the beginning of implementing qualifications frameworks. It is, thus, important to make sure that frameworks are developed jointly with quality assurance, learning outcomes, and other recognition tools. This particular chapter made use of the ZIMCHE conceptual framework. It is a framework that highlights the whole process involved in producing quality service. It includes the input, process and output expected of ZIMCHE. Below is the tabular conceptual framework that shall be used.



Adapted from the ZIMCHE 8-9 April, 2016 workshop

The above framework is the yardstick against which we shall examine the role of ZIMCHE in promoting quality education at ZEGU. As shown, it consists of the expected institutional quality assurance expectations by ZIMCHE. The university which is one of the major stakeholders in the process of delivering quality education has the role of harmonising various stakeholders throughout the process. The framework is made up of three stages that are part of the whole services delivery process. In the first place, there is the input stage. This is a stage whereby all the ingredients or facilities that are needed are placed. These include the students as stakeholders, curricula, academic staff, non-teaching staff, facilities, infrastructure, teaching and learning resources, monitoring and evaluation and feedback. These are integral inputs that help the institution to reach the quality services that are expected of it. This also brings us to the fact that quality service is determined by a plethora of diverse inputs that should be available at the institution. The ability to have and effectively utilise these resources will undoubtedly produce the expected quality output.

However, the input on its own is not sufficient, neither does it guarantee the institution of quality service but there is need to have a process stage. The process stage exists in between the input and output. It is the refining process through which input is maximised and applied in the process to obtaining quality output. The input in the ZIMCHE framework include teaching, learning, staff development, students support, student evaluation, course and curriculum evaluation, research and administration. According to ZIMCHE standards, these make up the process which will effectively determine the output.

The output is the overall product that is obtained after processing the input. In other words, output is the quality of service that is produced by the institution after having undergone the refinery process. ZEGU as one of the institutions under ZIMCHE set standards is expected to have quality output. The framework showed that the output should include skilled and employable graduates, pass rate, dropout rate, research publication and output and contribution

to community. The university wishes to satisfy these demands but we should also acknowledge that while ZIMCHE sets out these standards, the broader global higher tertiary institutions also have similar and benchmarks. It is against this framework that we seek to understand how ZIMCHE has promoted quality education. The following section looks at the research methodology that shall be used.

Quality as a Concept

Harvey and Green (1993) developed a concept for quality and identified five aspects to grasp “quality” in higher education: exceptional, when quality means a level of excellence that cannot be attained by most, transformative, when quality is linked with empowering and enhancing student ability to control their learning process, value for money, when quality is linked with efficiency and effectiveness of the educative process achieved at the lowest possible cost; fitness for purpose, when quality describes the extent to which the institution is able to fulfil its mission; perfection, when quality is closely linked to the process and aiming at zero-defect.

Quality Assurance

The European Union Student Handbook stated that the topic of Quality Assurance (QA) has always been of utmost importance, originally, in business but now also in education and other public services sectors. It further acknowledged that “quality” remains the most important attribute that creates value about the product or service for the receiver. It is also the means by which business or service providers differentiate themselves from their competitors. The Central European University (2016) is of the view that quality assurance is equally complex, and there are diverse approaches to it in different countries and regions of the world. It is an important characteristic of the outputs of higher education, reflected in characteristics of the university graduates, such as their skills and professional capacity to act in the real world. It is

also reflected in the attributes which level and relevance of the knowledge produced by universities through research, disseminated and put at the disposal of the society for use.

Higher Education

The World Bank (1994) is of the view that institutions of higher education have the main responsibility for equipping individuals with the advanced knowledge for advanced positions of responsibility in government, business and the professions. These institutions produce new knowledge through research, serve as conduits for the transfer, adaptation and transfer of knowledge generated elsewhere in the world and support government and businesses with advice and consultancy services.

1.8. LITERATURE REVIEW

Literature review is concerned with the detailed consultation of all sources of information that are relevant to the study. These allow the researcher to have detailed information concerning the subject matter. In this particular section, the researcher provided a synoptic understanding of the literature review and much on this area shall be covered in Chapter Two of this research study. After analysing the literature, the researcher will provide the strengths and weaknesses that are found. The gaps that shall be seen in the literature content will be filled with the information obtained by this researcher. In the words of Fink (2010:3) a research literature review is a systematic, explicit, and reproducible method for identifying, evaluating, and synthesizing the existing body of completed and recorded work produced by researchers, scholars, and practitioners. Cooper (1989) stated that review of literature could help you shape your research problem because the process of reviewing the literature helps you to understand the subject area better and thus helps you to conceptualise your research problem clearly and precisely. In addition, it also helps to understand the relationship between your research problem and body of knowledge in your research area. This study is going to consult various

articles that were produced by scholars in this area and possibly get some knowledge on the importance of such literature in the generation of new knowledge for this study.

Chiyevo-Garwe (2014) made an interesting research on ZIMCHE in Zimbabwe. Her study focused on quality assurance in higher education in Zimbabwe. It was meant to inform the broader world on how Zimbabwe as a country was managing the quality of its higher education through the use of ZIMCHE. She managed to provide a strong conviction on why ZIMCHE should be credited for the role of quality assurance. The study makes a strong analysis of ZIMCHE as a board and its expected functions and responsibilities. Some of the fundamental developments are that ZIMCHE is in the process of determining the minimum body of knowledge (MBK) which must be learnt by students who undertake each study programme at the higher education institutions in Zimbabwe and it organises research and intellectual expo for higher tertiary institutions in Zimbabwe. According to Chiyevo-Garwe (2014) concluded that ZIMCHE is relatively very young, having only been established in 2006, but it has already made an impact in quality assurance in higher education in Zimbabwe. Programmes that have failed to meet agreed minimum standards during accreditation exercises have been suspended and due advice has been given to the affected institutions on how to address the shortcomings. The Government of Zimbabwe has on the other side taken heed of advice given to it by ZIMCHE without giving any favouritism to public institutions. As a result, the higher education system in Zimbabwe is poised for positive growth and development.

The article fails to acknowledge that even though ZIMCHE has been promoting quality education through quality assurance, there are some challenges that should be addressed. The article is limited in applicability on an institutional level. It just addresses ZIMCHE as a body, its expectations and achievements but it does not in any way provide any examples where ZIMCHE has made impact at any tertiary institution in Zimbabwe. Chiyevo-Garwe (2014:5) provides some achievements by ZIMCHE. However, there is the lack of provision of tangible

case studies in the article. Had that been done, it would have undoubtedly prompted this researcher to fully acknowledge and endorse the scholarly work. Therefore, this particular study focuses on the contribution of ZIMCHE to quality education basing on a specific case study. This is a ground breaking study which this writer assumes to be the one of the first. It goes alongside the one by Muchemwa (2017) which focuses on the case of Solusi University. That one will be discussed in detail in Chapter Two of this study which will be focusing on literature review. First of all, it allows other scholars to start making their researches at selected specific universities in Zimbabwe. That is better in exposing whether ZIMCHE has been involved in promoting quality education at all universities nationally. The study will also lead to the generation of new knowledge. The knowledge will show the strengths and weaknesses of ZIMCHE at institutional level. That information will pave way for recommendations and new developments that seek to address those discrepancies.

Chapter Two of this particular research study focused on literature review. Literature review is an extensive deep exploration of all material that may be perceived as relevant or of much insight to the research area being undertaken. The Chapter will made use of literature by various scholars on quality education but will also expose some of the weaknesses in the literature studies. This research study will fill that void though the writer acknowledges that his work will also be subject to scrutinisation in the academic platform.

1.9 JUSTIFICATION OF THE STUDY

The study on quality of education in Zimbabwe is under-researched. Much of the literature that has been published in this area focuses more on importance of higher education institutions in Zimbabwe. Therefore, this particular study serves as a breakthrough in the area of the contribution of ZIMCHE in quality education in Zimbabwe. It is poised to benefit various groups of people including universities and other scholars who might be interested in making some studies related to this. ZIMCHE as an institution is also going to use the research as a

yardstick of measuring its contributions and efforts in promoting quality assurance. ZEGU as a budding institution might also benefit from the study in various ways. It will be able to attract more students if it shows high levels of practicing quality education. Therefore, the study is going to make immense contributions in advancing frontiers of knowledge in the field of higher tertiary education.

1.0.1 RESEARCH METHODOLOGY

Rajasekar et al (2013) defined research methodology as a systematic way to solve a problem. It is a science of studying how research is to be carried out. Essentially, the procedures by which researchers go about their work of describing, explaining and predicting phenomena are called research methodology. It is also defined as the study of methods by which knowledge is gained. Kothari (2004) provided an important perspective on research methodology. He stated that thus, when we talk of research methodology we not only talk of the research methods but also consider the logic behind the methods we use in the context of our research study and explain why we are using a particular method or technique and why we are not using others so that research results are capable of being evaluated either by the researcher himself or by others.

Qualitative research

This particular research made use the qualitative research method. Mishra (2016) contended that qualitative research is research understanding phenomenon, exploring issues and answering questions. It is a generic term for investigative methodologies described as ethnographic, naturalistic, anthropological, field, or participant observer research. It emphasizes the importance of looking at variables in the natural setting in which they are found. This research will be founded on three qualitative research data collection techniques that include questionnaires, focus group discussions and documentary analysis.

Face-to-face interviews

In this particular research, the researcher will make use of face-to-face interviews in which the open-ended interview was used by the researcher to collect data from a purposefully chosen group of participants. The qualitative research interview seeks to describe and the meanings of central themes in the life world of the subjects. The main task in interviewing is to understand the meaning of what the interviewees say (Kvale, 1996). The researcher will make one-on-one interviews with a total of twenty-four participants using the same questions. The participants were drawn from the three faculties with each providing a total of eight students.

The researcher managed to secure quiet classrooms at the ZEGU campus from which the interviews were done. He gathered a notebook from which he wrote down the data that respondents gave. The interviews took five minutes for every individual. The interviews took a total of two hours to be completed. To make sure that the respondents were freer, the interviewer provided his contact details and interviewees were allowed to clarify areas of concern before undertaking the interview session to make sure they participate with maximum understanding of the interview questions.

Focus Group Discussions

Mishra (2016) noted that the application of the FGDs technique, allows us to collect an appropriate amount of data in a short period of time, although we cannot argue with full conviction about the spontaneity of the contributions from the participants. Nevertheless, some of the information gathered during a FG session potentially will be of great worth, because it will be collected with great difficulty through the simple observation of reality. FGDs permits a richness and a flexibility in the collection of data that are not usually achieved when applying an instrument individually; at the same time permitting spontaneity of interaction among the participants. Focus groups were done in a group of eight participants and there were three distinct focus groups drawn from three academic faculties. This gave a total of twenty-four

participants. The researcher created a conducive room for the participants to gather where there is less distraction so that they can concentrate on their question and answering session.

Documentary Analysis

Documentary analysis is one of the data collection techniques that are used in this study. Bowen (2009) highlighted that also, the researcher should ascertain whether the content of the documents fits the conceptual framework of the study. It is necessary, as well, to determine the authenticity, credibility, accuracy, and representativeness of the selected documents. The researcher used documentary analysis as a third data collecting technique to compliment his interviews and focus group discussions. The documents that were analysed were retrieved from the university archives. They consisted of a plethora of documents retrieved from files.

Sampling Technique

The study made use of the purposive sampling technique. This is a technique in which the researcher targets a specific group of people who have the full knowhow on the subject under study. Thus the researcher was able to choose the students from ZEGU. These have a better understanding of the way ZIMCHE has been promoting quality education since they are part of those undertaking studies at the institution. Much of the literature is discussed in Chapter Three of this research study.

Target Population

When we talk of target population, we imply the specific group of people whom we want to be the respondents in our study. Alvi (2016) stated that “target population refers to all the members who meet the particular criterion specified for a research investigation”. Asiamah et al (2017) asserted that, “the target population is determined using selection criteria to select individuals of the general population who can, at best, share experiences and thoughts under the most convenient conditions”. For the purpose of this particular research study, the target population

is that of students at ZEGU. This is justified in the sense that it is only from these students that we can get the much needed data on how ZIMCHE has been contributing towards their education. The population will be made of diverse group of students who will be chosen from three academic faculties which are Humanities and Social Sciences, Law and Commercials. The bias towards students only as compared to the general university staff members is a result of having realised that students are the most affected population when it comes to quality education provision. They are also the ones who are expected to be employable output hence they have been targeted as the most potential respondents in this study.

Study Population

Asiamah et al (2017) stated that, “assuming that all members of such a population are willing to provide access to information at their convenience in harmony with the schedule and interest of the researcher, it may become necessary for the researcher to think of drawing “the most appropriate” sample from this population to maximize the credibility of study results. This in short summarises the definition of a study population in this research. The justification brought for choosing students as the “study population” is that the researcher is well aware that there are other respondents outside of students. As shown by the ZIMCHE conceptual framework, university staff members in various departments including lecturers, human resources, marketing, chaplain’s department, laundry and others are part of the stakeholders. As such, they have probable input into this research.

However, students got the nod ahead of the rest because they are seen as the central stakeholders in the whole process of providing quality education. The main agenda of the institution is to produce graduates who are marketable beyond the borders of Zimbabwe. So they are the ones who are central to any effort to provide quality education at the institution. Apart from that, choosing students helps the researcher to have readily available respondents

during data collection as compared to other departments that have been optionally excluded from the study population. The demographic age of the respondents will vary with no defined age range for the involved participants.

1.0.2. LIMITATIONS OF THE STUDY

This study was subjected to some limitations that the writer will possibly met. One of the major limitations is that the study is being undertaken at a time when students are busy preparing for their end of semester examinations. This is the time when they undertake discussions, presentations and other revision exercises. This may potentially affect the ability of the researcher to gather enough students who will be the respondents to the researcher during data collection. However, to circumvent this particular challenge, the researcher arranged with lecturers in other departments so that they could inform their students about the research. The students managed to gather on the specified date for the interview which was key to the gathering of this information.

1.0.3 ETHICAL CONSIDERATIONS

Phaneuf (2004) defined ethics in the simplest manner by postulating that the main objective of ethics is to place the human at the heart of our care and try to act for his greatest good. She is of the view that it also deals with what we should or should not do, but it does so by applying reasoning, for or against, in order to decide on the conduct to be taken when faced with a moral problem. Therefore, this researcher made a research that is founded on various ethical considerations. The violation of these ethics means the failure of the whole study. Therefore, the following ethical shall be considered in this particular research. The researcher made sure that there is privacy and confidentiality. The use of pseudo-names for privacy was also critical in making sure that the respondents are not subjected to intense victimisation. The consent to participate, non-discrimination and being honesty about divulging the reason for the study to

the participants are some of the ethical considerations that were made by the researcher during this particular study.

1.0.4 STRUCTURE OF THE DISSERTATION

The dissertation shall be wrote using the conventional social structure. The structure is made up of five distinct chapters. The first chapter is the proposal which is a detailed summary of the whole study. It is made up of various sections that have been discussed above. Chapter Two focuses on the Structure of ZIMCHE as an institution. It helps in the understanding of the ZIMCHE constitution. Chapter three focuses on the research methodology that has been used by the researcher in his data collection process. It will look at areas like research design, target population, sample population, ethical considerations and others. Chapter four will focus on the analysis of the data that has been collected by the researcher and presentation of the data into meaningful information. Chapter five is a brief conclusion of the dissertation and the recommendations that can be given to improve the functioning of ZIMCHE.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

Chapter One of this research study focused on explaining more about the contribution of ZIMCHE in promoting quality education at ZEGU. It looked at many important areas including the background to the study, research objectives, research questions, methodology, justification of study, literature review among others. The researcher highlighted that the intended goal of the overall research is to have a clear understanding of ZIMCHE, its perceived roles and their importance. However, this Chapter is more concerned with understanding the various literature bodies published by some scholars in this particular area of study. It also looks at ZIMCHE as an institution including its rise and structure. In the words of Fink (2010:3) a research literature review is a systematic, explicit, and reproducible method for identifying, evaluating, and synthesizing the existing body of completed and recorded work produced by researchers, scholars, and practitioners. Cooper (1989) stated that review of literature could help you shape your research problem because the process of reviewing the literature helps you to understand the subject area better and thus helps you to conceptualise your research problem clearly and precisely. The writer understands that a clear unpacking of these questions will improve the validity of any information that shall be laid after this Chapter. As a point of departure, let us start by considering the historical background behind the rise of ZIMCHE then interrogate the concept of quality education with reference to a plethora of scholars.

2.2 THE RISE OF ZIMCHE

The writer would like to assert that the rise of ZIMCHE was a result of the need to improve and promote quality education in higher tertiary institutions. In the same vein, the rise of ZIMCHE in Zimbabwe cannot be understood in isolation but should be viewed from the complex broader context. Each and every country whether in the developed West or developing South is entitled to have an existing institution whose mandate is to make sure that higher learning is in conformity with set and expected standards. This comes at a point when

globalisation has assumed centre stage and is so rapid such that the demands of the international community in terms of quality of education are also met in Zimbabwe. That allows graduates produced in the country to become competent in whatever country they migrate to seek employment or work. Therefore, we shall look at the rise of ZIMCHE in Zimbabwe dating back to the colonial era.

The establishment of the National Council for Higher Education was a watershed point in the rise of ZIMCHE. Kasozi (2016) observed that NCHE was not founded to duplicate the roles of existing state institutions nor was it designed to serve as just another bureaucracy set up to administer higher education institutions. The major reason can be found in the works of Garwe (2013) who argued that the National Council for Higher Education (NCHE) was established by an Act of Parliament, (Chapter 25:08), in 1990 to receive and process applications to establish private universities. The Council was also mandated to advise the Minister of Higher Education on any matters pertinent to higher education. The functions provided for in the above institution might prompt one to ask whether the NCHE was fully equipped to deal with the ever rising demands for quality education. Therefore, the question was “if the NCHE was meant for private institutions alone, who will regulate the public or state universities in Zimbabwe?” The ACT was also too constricted in its functions as shown above. The unprecedented demand for university education prompted universities to increase enrolments without corresponding increases in appropriate facilities, infrastructure, and adequate competent staff. Such a scenario led to some problems especially with private universities. The revocation of the Charter issued to the Chinhoyi based “Zimbabwe International University of Medicine and Dentistry” by Government in 2001 and the closure of programmes at the Reformed Church University in 2004 are cases in point. These unfortunate developments made it imperative for Zimbabwe to take appropriate measures that would guard against falling standards and uphold quality in university education (Garwe 2013).

Therefore, such discrepancies as shown above meant that the institution would not promote a vibrant education system in Zimbabwe. Thus it means, there was need for the establishment of a single institution that would lead all universities in Zimbabwe in the quest to achieve quality education. This meant that the institution would cater for both private and public higher tertiary institutions. This idea was conceived by the government and it gave rise to the formation of the ZIMCHE institution in 2006. Garwe (2013) stated that accordingly, the National Council for Higher Education Act was repealed and was replaced by a new Act establishing the Zimbabwe Council for Higher Education (ZIMCHE), a new body with enhanced powers to guarantee and maintain quality in higher education. Section 29 of the Act even supported it through the following three provisions pertaining to the repealing of the NCHE Act in a bid to pave way for the ZIMCHE Act of 2006. The National Council for Higher Education Act (Chapter 25:08) is repealed. It further states that any charters, regulations, rules, by-laws, orders or awards which, immediately before the fixed date, were in force under the repealed Act shall remain in force as if they had been made or granted under this Act. The third provision is that any matter or thing which was lawfully made, done, or commenced under the repealed Act and which immediately before the fixed, had effect or was capable of acquiring effect shall, subject to this Act, continue to have effect or to be capable of acquiring force, as the case may be and shall be deemed to have made, done, or commenced under this Act.

The Zimbabwe Council for Higher Education Act Chapter 25:08 of 2006, Part 1.3 states that “there is hereby established a council to be known as the Zimbabwe Council for Higher Education which shall be a body corporate, capable of suing and being sued in its corporate name and, subject to this Act, of performing all such acts as a body corporate may by law perform”. However, it can be misleading to start at examining the rise of ZIMCHE in 2006 while ignoring the period before. This comes into mind considering that even before the formation of ZIMCHE, higher tertiary institutions were already there and well established.

They were already operating and producing quality graduates. Therefore, we might try to expand the scope of the study pre-2006 and expose the historical nature that led to the formation of ZIMCHE. It is against this background that we see the rise of ZIMCHE, a body which is still functioning vibrantly today, thirteen years after its formation.

2.3 Structure of ZIMCHE

Just like any other institution, ZIMCHE is entitled to its own bureaucratic hierarchy of power.

This structure is made up of various the Minister who is the leader in the whole structure, a chairperson, vice chairperson and other members that shall be chose on grounds of competence and professionalism. This hierarchy of power allows the smooth delegation of power and execution of duties as assigned by the highest authority in the system. Section 7 of the ZIMCHE Act of 2006 shows the structure of the institution. It states that the Council shall consist of the following members, a chairperson appointed by the Minister, a vice-chairperson appointed by the Minister and nine members who are not members of the Public Service, of whom at least three shall be external to the higher education sector, appointed by the Minister in accordance with subsection (3) and three Secretaries of Ministries that the Minister. In addition there should be three vice-chancellors appointed by the Minister to represent public and private institutions respectively and the Chief Executive Officer of the Council we well as three members of international reput co-opted by members appointed in terms of paragraphs (a), (c), (d) and (e).

2.4. Powers and Objects of the Institution

Chapter 5 of the Act lays out the major powers invested in the institution. It also looks at the objects of the institution. According to the Act, the following are the objects and powers of ZIMCHE. First of all, the objects of the Council shall be to promote and co-ordinate education provided by institutions of higher education and to act as a regulator in the determination and maintenance of standards of teaching, examinations, academic qualifications and research in

institutions of higher education. The second one is that for the better exercise of its objects, the Council shall have powers, subject to this Act, to do or cause to be done, either by itself or through its agents, all or any of the things specified in the First Schedule, either absolutely or conditionally or either solely or jointly with others.

2.5. Reasons for the formation of ZIMCHE

The writer would like to acknowledge that a plethora of reasons might be given to explain the rise of ZIMCHE. It is also mind boggling that NCHE was formed after the formation of the Ministry of Higher Education in Zimbabwe. The major crisis that might have risen is whether the Ministry of Higher Education had an institution that assisted it in delivering higher education in the most expected way. The reasons that account for the formation of ZIMCHE can be found in the anomalies of the NCHE. Garwe (2013) stated that The National Council for Higher Education (NCHE) was established by an Act of Parliament, (Chapter 25:08), in 1990 to receive and process applications to establish private universities. Mawoyo (u.d) stated that the drive to increase access to tertiary education has resulted in the establishment of more than seven publicly-funded universities in a period of less than two decades. The expansion of higher education in the country is ongoing because even more state universities are needed to respond to the needs of access and quality in the higher education sector. Since there was no institution to guarantee the quality of education in Zimbabwe, ZIMCHE stepped in.

ZIMCHE was created to standardise the education of all institutions in Zimbabwe. ZIMCHE is in the process of determining the minimum body of knowledge (MBK) which must be learnt by students who undertake each study programme at the higher education institutions in Zimbabwe. The determination is done by experts in each of the study areas. The experts are called to a workshop where they spend some time to work on the documents. This work will help in achieving comparable standards in what is learnt by students embarking on similar degree programmes at different universities (Chiyevo-Garwe, 2015). The creation of this MBK

will set the standard against which every institution should satisfy before enrolling students. This comes amid the concerns that some institutions in Zimbabwe have been teaching course content that is more historical and not in sync with others which creates distortions on the weight and value of degree programmes. Thus ZIMCHE is applauded for embarking on this innovation to steer education of tertiary institutions towards a globally recognised standard which is competitive.

A close look at the NCHE will also show that it was never designed to cater for the establishment of new public institutions. Part 4 of the ZIMCHE Act of 2006 explicitly stated that the Act provides for the establishment of public three functions related to public institutions. These are for the establishment of public institutions, declaration of institutions of higher education and closure or merger of public institutions. Therefore, ZIMCHE was more tailor made to allow for the expansion of the Zimbabwe higher education system. It also called an end to the monopolisation of public higher and tertiary education in Zimbabwe considering how the University of Zimbabwe had been the sole provider of such since 1957 until the 1990s. Thus the ZIMCHE Act might have led to the abrogation of the NCHE of 1990.

The mushrooming of bogus higher tertiary institutions might also be used to explain why ZIMCHE was finally formed by the Government of Zimbabwe. The evidence provided in the works of Garwe (2014) is enough to substantiate the above fact. In 2004, the Reformed Church in Zimbabwe University was finally closed by the Ministry of Higher and Tertiary Education. This was due to a plethora of weak standards that were within the institution. Some of these were the high rates of enrolment of students. The institution was at its infancy stage and its enrolment was supposed to resonate well with the few facilities that it had. However, it went on to enrol students at an astronomic rate. Garwe (2014) stated that the facilities were designed to cater for only 600 students especially the Information Communication Technology. However, the institution enrolled a total of 2000 students. This meant that according to the

ZIMCHE standard, 1400 students were deprived of the resources. This influx of students led to a totally weak delivery of intended goals. Resources were scarce and it was a survival of the fittest scenario such that only a handful had the privilege to use the facilities. Due to such an outcry, it was a noble idea that there should be formed an institution that would make sure that universities enrol students in sync with available resources to ensure quality learning and services delivery.

Another potential reason for the formation of ZIMCHE is to make sure that institutions in Zimbabwe are assisted so that they conform to international standards in terms of quality services delivery including quality education. The current dynamic nature of higher education in the global community is so demanding that if institutions are not aware of developments and changes, they can remain in the traditional way of managing and delivering quality education. For example, in the past, most degrees were seen as more important especially in Arts and Humanities. Science degree programs and research were not given much attention especially in Zimbabwe. This is evidenced by the various universities that offer general degrees that are no longer demanded in the job market. The University of Zimbabwe is one of such institutions. It offers general degrees and most of them are in the Arts Department including Linguistics, War Studies and general degrees in Shona and others. Today, scientific degrees coupled with intensive research are the most sought after. While not every institution can afford to offer those degrees, most of them have been encouraged to start enrolling. This has been done through funding for such subjects. The Science, Technology, Engineering and Mathematics (STEM) program being championed world-wide demands an adaptation from the old ways of offering obsolete degrees towards scientifically research based degree programs. This is pertinent as the world is becoming more scientific than before. Therefore, ZIMCHE is also accredited with the function of making sure that it helps institutions with the most sought after international education standards. This reduces the case in which universities churn out

graduates whose degrees are not even marketable in the country. The hopes of such professionals being employed somewhere else become a utopia.

ZIMCHE also strives to promote intensive research and intellectual development as set in its quality assurance framework. ZIMCHE organises the Research and Intellectual Expo (RIE) annually. RIE provides a platform for showcasing the best research and intellectual work by Zimbabweans both at home and in the Diaspora as an attempt to exhibit how investment in higher and tertiary education is benefiting the country (RIE, 2012). The event is aimed at harnessing leading innovations, research and intellectual output from Zimbabweans and utilising these to spur development of the country. Cognisant of the realisation that no nation can develop without exploiting the knowhow and wisdom inherent in its citizens, ZIMCHE aims to pool and direct outstanding intellectual work, creativity and research outputs develop Zimbabwe and to enhance the country's competitiveness (Chiyevo-Garwe, 2015).

ZIMCHE is also mandated with accreditation of higher and tertiary institutions in Zimbabwe. Accreditation is defined as a process of self-study and external quality review used in higher education to scrutinize colleges, universities and higher education programs for quality assurance and quality improvement. The process is designed to determine whether or not an institution has met or exceeded national published standards for accreditation and is achieving its mission and stated purpose. The process usually includes a self-evaluation, peer reviews and site visits (Hayward, 2006). In line with accreditation of institutions by ZIMCHE, the term accreditation assumes a different meaning. According to Section 19 of the ZIMCHE Act of (2006) an institution of higher education shall be issued with a certificate of accreditation if it demonstrates the achievement of acceptable standards in terms of physical, human, financial and material resources, management and operational procedures and an acceptable standard of academic life focusing on teaching, research and public and expert service.

Accreditation of institutions may only occur under the following conditions as enshrined in the Act. For each programme the accreditation process may take into account the following. The academic qualifications for all members of staff employed by the higher education institution during the period assessed and those expected to be employed by the higher education institution, the total number of students that have been enrolled in each programme of instruction offered at the institution of higher education and the standards attained by those that have graduated during the period assessed, information and Communication Technology infrastructure and provision for training, the size and quality of the library and equipment, which have been developed, the financial resources that are available for the exclusive use by the institution of higher education, certified by its auditors and the physical facilities including land that are available for the exclusive use by the institution of higher education concerned. From this information it is easier to note that the basis of accreditation of institutions is more based on the standards that ZIMCHE has set for them. These are the same determinants of quality education especially the input part of the whole process.

The role of ZIMCHE with regards to accreditation was emphasised after some private institutions in Zimbabwe were found to be operating without undergoing the accreditation process and meeting the intended requirements. Garwe (2014) stated that the mushrooming of private providers of higher education has brought concerns of quality in private universities to the fore. Some of the private providers are bogus institutions that masquerade as providers of 'quality higher education.' Unconfirmed reports are to the effect that some of these institutions are manned by unqualified personnel and that most of the facilities are sub-standard. The Catholic University in Zimbabwe and the Reformed Church University are some of the institutions that were alleged to be operating without due accreditation by ZIMCHE. Evidence provided by Garwe (2014) is sufficient to warrant such a statement. She found out that The

Reformed Church University was using inappropriate infrastructure meant for a teachers College and it was also renting out pre-schools as lecture rooms.

The facilities were not adequate; there were not enough ICT resources to cater for the 2000 students. In addition, these public institutions admit a limited number of students per year for example Midlands State University admits only 15 law students per year. RCU had an intake of 400 law students. This led to the condemnation of the RCU's law degree programme by the Council for Legal Education and accelerated the two-year-old university's slide towards its demise, prompting Government intervention to rescue students (Garwe 2014). All this is a true reflection that the creation of ZIMCHE was a necessary move that would help to curb the nefarious enrolment of students without due procedural systems by private institutions.

In terms of accreditation, the following are the expected functions of the Committee. The Act states that the Higher Education Quality Assurance and Accreditation Committee whose chairperson shall be a Vice-Chancellor or former Vice-Chancellor shall promote institutional quality assurance standards in higher education, audit the institutional quality assurance systems in higher education and pay special attention to quality assurance as it relates to the relevance of programmes offered by institutions of higher education, financial resources available to the institutions, the calibre of staff, physical infrastructure, equipment, strategic leadership, length and depth of programmes, examination standards, management efficiency, peer evaluation and academic audits. It is also tasked to develop and implement an accreditation and evaluation framework for learning programmes leading to the National Qualifications Framework Register of qualifications offered by institutions of higher education in Zimbabwe and recommend to the Council the accreditation of institutions of higher education and their programmes, advise Council on proposed higher education legislation, prepare and table for eventual adoption by the Council, all advice to the Minister regarding charters for private institutions of higher education and the registration of such institutions.

ZIMCHE has been created to legally deal with the approval and revocation of charters. Literature containing such information is found in the works of Mukoma (2016) and Chiyevogaru (2013). As the legally empowered institution that regulates higher tertiary education in Zimbabwe, ZIMCHE has the power to revoke some operation charters for some universities that fail to meet the standard operating requirements as set. There are three circumstances that may lead to the revocation of a charter for a public or private institution in Zimbabwe. According to the ZIMCHE Act (2006) first of all, it happens if a higher tertiary institution has failed to carry out its object, secondly when an institution has breached its charter in a material respect and last when it is not carrying out its functions in a proper manner. While the provisions are clear, there is also need to applaud the democratic and bureaucratic protocol that is observed and finally reached before a charter is finally revoked. It is clear in the Act where it states that “provided that, before submitting its advice to the Minister, the Council shall afford the governing body of the institution of higher education concerned an opportunity to make representations in the matter and shall forward any such representations made by the governing body to the Minister together with its advice”. This is important in making sure that an institution understands its mistakes and if it can amend, then it is given the greenlight to avoid revocation. In the present day, the rise of politics in Zimbabwe has resulted in some institutions facing political pressure to stop functioning due to state influence.

The right to revoke a charter is only reached when the following has been done as enshrined in the Constitution of ZIMCHE (2006). First of all, the Minister shall submit to the President any advice and representations received by him or her together with any recommendation that the Minister may wish to make in the matter: Provided that, before submitting such advice, representations and recommendations to the President, the Minister may require the Council to conduct such further inquiry or make such further investigation into the matter as he or she may specify. Secondly, if, after receiving a recommendation in terms of this section for the

revocation of a charter, the President is satisfied that is in the interests of higher education in Zimbabwe generally for the charter of the institution of higher education concerned to be revoked, the President may, by proclamation in a statutory instrument, revoke the charter with effect from such date as he or she may specify in the proclamation.

The hopes of ZIMCHE as an institution are derived from its intended objectives but there is no other reason except achieving quality education in Zimbabwe. Section 5 of the ZIMCHE Act under Objects and Powers of Council provides for two objectives that are intended to be met. It states that the objects of the Council shall be to promote and co-ordinate education provided by institutions of higher education and to act as a regulator in the determination and maintenance of standards of teaching, examinations, academic qualifications and research in institutions of higher education. In light of the above objective, ZIMCHE is geared towards providing quality education which can be seen through the provision of inputs like curriculum and teaching content, conducting examinations in a professional manner as well as promoting research and research output in various higher tertiary institutions. In Zimbabwe, universities tend to have made this objective a reality through the enforcement of rules that apply when students breach the laws. For example, when students cheat in an exam, institutions have the legal right to suspend them. Research is being promoted and done in all higher tertiary institutions in a bid to promote development and discovery of new knowledge.

Innovation and technology driven education is also one of the major aims of ZIMCHE and the institution is in the process of achieving that feat. This means that the curriculum should be driven by the contents that seek to address challenges affecting the world. The education being offered at ZEGU is being aligned to the vision of ZIMCHE of promoting Education 5.0 which bases on technology, innovation and creativity. The Zimbabwe Council for Higher Education (ZIMCHE) will suspend all degrees that do not meet minimum standards prescribed by the Zimbabwe National Qualifications Framework in January next year (Sunday Mail, 2019).

These are the expectations of any degree whether arts and humanities, sciences and engineering. All degrees must promise us what they are going to do. So if a degree does not have these requirements, ZIMCHE is going to look at it using its quality assurance standards (Murwira, 2019). Murwira (ibid) further articulated that the exercise will also ensure that there is uniformity in degree programmes being offered in the country in terms of skill and knowledge. We now have the Zimbabwe National Qualifications Framework in which we are saying similar degrees should be standardised with at least 80 percent of their courses overlapping and the remaining 20% should cater for the specialisation of that university.

“So the framework ensures that our educational system is transparent within itself so that it can be trusted from outside. This shows that ZIMCHE is working tirelessly hard to internationalise its education. That will enhance the prospects of Zimbabwean schools graduates being competent in the global market. Every institution in Zimbabwe including ZEGU is obliged to adhere to these standards and failure to do so will attract a severe penalty. Failure to act according to the provisions of the Act, Section Sections 14 and 17 shall be applied. These two deal with the issues of closing institutions that fail to satisfy set standards. Section 14 and 17 deal with the closure of private and public institutions respectively. However, this is not just done without proper assessment of a report that warrants such action. Rather, the procedure includes approval of the closure by the Ministry through recommendations by the President and Minister of Higher Education as set out in the same chapters of the Act.

Funding of ZIMCHE

Funding is central to the functionality of ZIMCHE and the amount of money channelled towards the institution determines its vibrancy. The Zimbabwe education system has been underfunded. Whether the primary or tertiary education, funding remains a stumbling block for many institutions in the country. Garwe (2014) acknowledged that running an institution, requires significant investment in providing and maintaining a basic level of infrastructure, facilities, and equipment. Public Universities in Zimbabwe are supported largely by government but private universities have to fund themselves and this has invariably led to the quality being adversely affected. ZIMCHE has now made sure that no private university will be given a charter before it satisfies the set benchmarks in this respect. Kapungu (2007) attributes the poor funding to the harsh economic conditions that have been rocking the country as early as 1997. She stated that the economic environment is a major inhibiting factor to educational development and employment creation. Cuts in education and other expenditure because of negative economic growth and low investment have compromised the development of human capital in recent years. Garwe and Thondhlana (2019) lamented that Zimbabwe has not yet implemented a scientific funding formula for public HEIs and has to rely on unclear and perhaps unfair allocation methods. The state funding is solely reserved for state institutions while private HEIs resort to other means of raising capital and operational funds. Most universities in Zimbabwe are operating in serious financial crisis and the writer would acknowledge that the even current economic has a bearing on the financial bedevilling ZIMCHE.

Section 22 of the Act deals with the funding of the institution per se. There are five distinct ways in which funds for the institution shall be mobilised. It states that the funds of the Council shall consist of any moneys that may be payable to the Council from moneys appropriated for the purpose by Act of Parliament, any donations, grants, bequests or loans made to the Council

with the consent of the Minister, registration fees received in terms of section 10, any civil penalties collected in terms of section 21 and any other moneys that may accrue to the Council whether in terms of this Act or otherwise. According to the Zimbabwe 2019 national budget, the Ministry of Higher and Tertiary Education, Science and Technology was allocated \$380 842 8/000.

This is a very paltry figure considering that in the 2018 Zimbabwe national budget, it was stated that in this regard, the US\$417.4 million proposed for the provision of Higher and Tertiary Education services under the 2018 Budget, will support the production of additional human capital at our local Polytechnics, Teachers Colleges and State Universities. Only Section 22 (b) is a credible source of revenue for the institution. It considers some of the following as the sources of funds. Any donations, grants, bequests or loans made to the Council with the consent of the Minister. However, the poor international relations of Zimbabwe are promoting a further dwindling of external financial assistance for ZIMCHE. Chapters 25 and 26 focus on the accounting and auditing of the Council's funds respectively.

Second Schedule Section 7(5d) of the ZIMCHE Act provides for the responsible authority who shall administer these funds. It states that the Higher Education Funding and Finance Committee which shall administer the Higher Education Fund and monitor the use of grants made by the Higher Education Fund to ensure adherence to the purposes for which the funds are disbursed, provide Council with relevant information to advise the Minister on all aspects of funding and financing in public institutions of higher education including advice on policies, principles, formulae and criteria governing the allocation of public funds to institutions of higher education and to review periodically such policies, principles, formulae and criteria, provide Council with relevant information to advise the Minister on the mechanisms of allocating public funds for student financial assistance, and for financing of private institutions, provide a basis for the Council to advise the Minister on funding for the development of

physical plant in public institutions of higher education, advise on levels of remuneration of staff in institutions of higher education and assist in negotiations between government and institutions of higher education on issues pertaining to the provision of funds and the remuneration of staff in public institutions of higher education.

As an institution that is promoting quality education in Zimbabwe, ZIMCHE has also faced a severe chunk of challenges that threaten to derail its mission. Mukoma (2019) acknowledged that financial, infrastructural and human resource challenges also compromise quality outcomes. She further acknowledges that ZIMCHE operated with a ‘skeleton staff’, auditing, a continuous process ideally, involving two or three annual visits to one institution, was compromised. This created the risk of sub-standard programmes and institutions operating before corrective action was taken.

The works of various scholars were interrogated in this particular Chapter. Various scholars like Chiyevo-Garwe, Mukoma, Thondhlana and others. The scholarly works have been appreciated as ground-breaking works for this study but there was lack of inclusion of the aspect of Education 5.0 system in Zimbabwe. ZIMCHE is the regulatory board whose major function is to transform the education of institutions in Zimbabwe towards the global standards. Intellectual institutions universities, colleges and research institutions of the education complex have an increasingly crucial role in societal development. Their functions are threefold. They are knowledge generators, they are also centres of innovation and importantly they are service centres for their communities, facilitating and promoting change and development. In the developing countries science-technology’s role in education is defined by these three functions held in dynamic balance. Given this, the complex of intellectual institutions will grow and diversify, embodying new institutionalised forms of development and innovation processes, and in modes of operation and control which are likely to be highly decentralized rather than monopolistic of knowledge-based power (United Nations, 1991).

This in short summarises what constitute Education 5.0. The United Nations (1991) further acknowledged that to ignore the limitations of science and technology would be to distort education's full contribution to human well-fare and to create a fatal flaw in the agenda of societal progress. This education 5.0 is already being embraced by ZIMCHE and ZEGU is already showing signs of adapting to this type of education. The desire by ZIMCHE to scrap off the so called "useless degrees" which has caused stir in the country has been a clear indication that the country is turning towards quality education that is not just traditional but embraces traditional knowledge but designed to exploit science and technology. ZEGU practices community projects and the use of "talents" which is literally translated to "*matarenda*" in the vernacular language. This is a form of education that promotes entrepreneurship and innovation among students.

Chapter Summary

The Chapter focused on providing a plethora of issues. It acknowledged that there is an extensive pool of literature drawn from a variety of scholars that looks at quality education and the competitiveness of ZIMCHE. The Chapter also looked at ZIMCHE as a body, its objectives and challenges. It managed to show that ZIMCHE has been carrying out recommendable work to promote quality education at ZEGU and the whole of Zimbabwe. The literature by Garwe and others showed that in some institutions, ZIMCHE has even suspended some programmes due to lack of proper standards fulfilment. However, the literature failed to consider ZIMCHE is driving towards the creation of a universally standardised education system of the 21st century which is Education 5.0. Evidence has been shown including the recent proposal by the Ministry of Higher Education to scrap off some programmes that do not resonate well with the use of science and technology. Chapter Four of this study will focus on the Research Methodology and the qualitative research design.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1. INTRODUCTION

Chapter one of this study also touched on the research methodology that the researcher intends to use in this particular study. It will outline major areas that should be navigated to produce a holistic research. Only to reiterate, Rajasekar et al (2013) defined research methodology as a systematic way to solve a problem. He further believed that a research methodology is a science of studying how research is to be carried out. This means that, essentially, the procedures by which researchers go about their work of describing, explaining and predicting phenomena are called research methodology. It is also defined as the study of methods by which knowledge is gained. Kothari (2004) provided an important perspective on research methodology. He stated that thus, when we talk of research methodology we not only talk of the research methods but also consider the logic behind the methods we use in the context of our research study and explain why we are using a particular method or technique and why we are not using others so that research results are capable of being evaluated either by the researcher himself or by others.

3.2. RESEARCH DESIGN

There are various data collection methods that have been dominant in research. In the field of social sciences, there have been a debate on whether we can use qualitative or quantitative research method. As a result, the preference of qualitative research due to its advantages has been made in this study. Best and Khan (1998) opined that a research is a scientific and systematic search for pertinent information on a specific topic. Parahoo (1997:142) defined a research design as a plan that describes how, when and where data are to be collected and analysed. The researcher applied a qualitative research methodology which has its own sampling techniques and data collection methods.

Qualitative Research

Qualitative research has been the most dominant method due to the nature of the study in which we tend to understand the lived experiences of people than quantifying their experiences. Burns and Grove (2003:201) explained that a qualitative descriptive research is designed to provide a picture of a situation as it naturally happens. Therefore, in this study we will make use of the qualitative research method. Mason (2002) acknowledged that through qualitative research we can explore a wide array of dimensions of the social world, including the texture and weave of everyday life, the understandings, experiences and imaginings of our research participants, the ways that social processes, institutions, discourses or relationships work, and the significance of the meanings that they generate. Denzin and Lincoln (1994) are of the view that when considering qualitative research is a situated activity that locates the observer in the world and it consists of a set of interpretive, material practices that make the world visible and these practices transform the world.

Advantages of Qualitative Research

Mohajan (2018) acknowledged that qualitative research is ideal to adopt because increases opportunities to develop empirically supported new ideas and theories, for in-depth and longitudinal explorations of leadership phenomena, and for more relevance and interest for practitioners. Mason (2002) asserted that “qualitative research should produce explanations or arguments, rather than claiming to offer mere descriptions”.

Qualitative methods are highly appropriate for questions where pre-emptive reduction of the data will prevent discovery. If the purpose is to learn from the participants in a setting or a process the way they experience it, the meanings they put on it, and how they interpret what they experience, the researcher needs methods that will allow for discovery and do justice to their perceptions and the complexity of their interpretations. Qualitative methods have in

common the goal of generating new ways of seeing existing data. If the purpose is to construct a theory or a theoretical framework that reflects reality rather than the researchers own perspective or prior research results, one may need methods that assist the discovery of theory in data (Atieno, 2013).

3.3. DATA COLLECTION TECHNIQUES

This study will use two data collection instruments which are focus group discussions and interviews. These will help the researcher to gain a wider and more qualitative amount of data that will then be presented in the next chapter. These two techniques are common in qualitative research because they have their own strengths that make them suitable for use when studying people's experiences. The following subsection will look at both the focus group discussions and the interviews. It will also appreciate the strengths which justify their use and their limitations as well though this will not deter the researcher from using these two methods of study.

Focus Group Discussions

According to Nyumba et al (2017), "focus group discussion is frequently used as a qualitative approach to gain an in-depth understanding of social issues. The method aims to obtain data from a purposely selected group of individuals rather than from a statistically representative sample of a broader population". In making a research through focus group discussions, the major question that should come into the mind of the research is "why making this meeting with the respondents?" Depending on the cooperation of the respondents, the focus group discussions are expected to last for 30 minutes. The researcher will make use of four focus group discussions. These will be made up of students from every academic level at ZEGU. The students shall be drawn from three faculties at ZEGU which are Faculty of Humanities and Social Sciences, faculty of Law and faculty of Commerce. For example, one focus group discussion will be made up of four males and four female students from levels 1.1 to level 2.2.

This translates to a total of 32 students chosen across faculties at the university. All the four groups will be subjected to the same questions during the discussion. All the data generated will be analysed according to its similarity in terms of groups despite it coming from four distinct groups.

The rationale for Focus Group Discussions

For Freitas et al (1998) this focus group research method is advisable for the following advantages. Generating ideas for investigation or action in new fields, generates hypotheses based on the perception of the participants, evaluates different research situations or study populations, develops drafts of interviews and questionnaires, supplies interpretations of the participants' results from initial studies as well as for generating additional information for a study on a wide scale. In this research, this method was data collection instrument was justified because it allows a large number of participants to be involved in one group rather than using methods like interviewing students individually which may be both time consuming and creating some boredom for both the respondents and the researcher. It is also immaculate to note that focus group discussions will aid in covering a diverse pool of students collected across various academic disciplines which is time saving. On the same note, that will help in widening the researcher's exposure to a diversity of data which enriches the study.

However, we should also acknowledge in these focus group discussions, the researcher is likely to meet some challenges that may affect his study. For example, focus group discussions, some students may feel that the topic is sensitive and their participation may be very low and at times they will not actively interact with others. On the same note, the use of focus group discussions may be affected by the inability of some students to participate due to challenges like illness and lecture commitments. In order to circumvent such challenges, the researcher will then get an additional standby number of students, possibly four students comprising of two males and

females apiece. In case two male students do not pitch up, they will be covered up by those on standby. The same shall apply to the female students.

The rationale for face-to-face interviews

Another data collection instrument that was used in this study is face-to-face interviews. The use of this technique has been of great importance in the qualitative research field of study. Face-to-face interviews involve a series of questions based on the topic areas the researcher wants to cover. The nature of the question defines the topic under investigation but provides opportunities for both interviewer and interviewee to discuss some topics in more detail. If the interviewee has difficulty answering a question or provides only a brief response, the interviewer can use cues or prompts to encourage the interviewee to consider the question further. In a semi-structured interview, the interviewer also has the freedom to probe the interviewee to elaborate on the original response or to follow a line of inquiry introduced by the interviewee.

Rationale for face-to-face interviews

In this research, the researcher designed a set of ten open-ended questions for the face-to-face interview. The students individually undertook the interview with the aid of the researcher. The interviews were recorded on a note book that the interviewee will be using. A quiet environment was chosen from classrooms that are found across the Faculties. The ready availability of the researcher at the institution made it easier for this particular method to be used. A total of twenty-four participants were chosen from the three faculties which are the Faculty of Commerce, Faculty of Law and Faculty of Humanities and Social Sciences. The participants were chosen purposively across all these Faculties.

The researcher chose interviews because they provide in-depth information if used in an interview by an experienced interviewer. In an interview, open-ended questions that are asked

can provide a wealth of information provided respondents feel comfortable about expressing their opinions and are fluent in the language used”. Another advantage of interview questions is that they are easier to facilitate responses from a large number of people, and the data gathered may therefore be seen to generate findings that are more generalisable. Face-to-face or personal interviews are very labour intensive, but can be the best way of collecting high quality data.

Face-to-face interviews are preferable when the subject matter is very sensitive, if the questions are very complex or if the interview is likely to be lengthy. Interviewing skills are dealt with in more detail later in this pack. Compared to other methods of data collection, face-to-face interviewing offers a greater degree of flexibility. A skilled interviewer can explain the purpose of the interview and encourage potential respondents to co-operate; they can also clarify questions, correct misunderstandings, offer prompts, probe responses and follow up on new ideas in a way that is just not possible with other methods (Mathers, 1998).

Documentary Analysis

This research study will make use of three data collection techniques that include questionnaires, focus group discussions and documentary analysis. By nature, documentary analysis is concerned with the wide exploration of all relevant documents that are within the reach of the researcher. These documents might be providing direct information on the particular area of his/her study. Information in archives, libraries and other electronic sources should be consulted in order to widen the information base for the purpose of the research. This particular research made use of the documents that were retrieved from the ZIMCHE office at ZEGU. These documents provided an extensive literature on various areas including meetings and workshops held, lecturing staff auditing of qualifications, fitness for purpose programs and others. The information obtained from reviewed documents shall also be presented alongside

that obtained from focus group discussions and questionnaires. Bowen (2009) stated that the rationale behind documentary analysis is that documents can provide data on the context within which research participants operate. Such information and insight can help researchers the historical roots of specific issues and can indicate the conditions that impinge upon the phenomena currently under investigation.

3.4 SAMPLING TECHNIQUE

In this particular study, the researcher used the purposive sampling technique. Patton (2015:265) wrote extensively on purposeful sampling and he explicitly stated that, “I introduced purposeful sampling as a specifically qualitative approach to case selection”. The term suggests that when using purposive sampling, participants are chosen for a particular purpose. This brings the idea that they are the chosen participants understand the subject matter that is being researched on more than anyone else. Palinkas et al (2016) observed that purposeful sampling is widely used in qualitative research for the identification and selection of information-rich cases related to the phenomenon of interest. The rationale for choosing students is justified in this particular sampling. Since the researcher wants to understand the lived experiences of students during the learning process, it means choosing the technique because they are the people who knowledge on how learning process is undertaken. The researcher will choose participants across the three faculties at ZEGU from levels 1.1 to 2.2. The institution is still in its infancy and only these levels are readily available for participation in the study. The sampling reduces travelling cost involved when collecting data from the geographical spread respondents and enables to draw some specific information from the respondents who are crucial to the study and may be hard to relocate. The main disadvantage with purposive sampling is that there is little or no control over who is selected within the category and there is no guarantee that those selected are representative of the specified population (Nyawo, 2014).

3.5. SAMPLE SIZE

Whereas quantitative research requires sufficiently large sample sizes to produce statistically precise quantitative estimates, smaller samples are used in qualitative research. This is because the general aim of sampling in qualitative research is to acquire information that is useful for understanding the complexity, depth, variation, or context surrounding a phenomenon, rather than to represent populations as in quantitative research (Gentles, 2015). In this particular research, a sample size of 24 participants was used. This is because these have enough knowledge that everyone can give hence these few were chosen. Eight participants were chosen from the three faculties which gave a total of 24 participants.

3.7. ETHICAL CONSIDERATIONS

Phaneuf (2004) defined ethics in the simplest manner by postulating that the main objective of ethics is to place the human at the heart of our care and try to act for his greatest good. She is of the view that it also deals with what we should or should not do, but it does so by applying reasoning, for or against, in order to decide on the conduct to be taken when faced with a moral problem. Therefore, it is the aim of this researcher to make a research that is founded on various ethical considerations. The violation of these ethics means the failure of the whole study. Therefore, the following ethical shall be considered in this particular research.

The consent to participate

Often times, researchers face some challenges during data collection due to the lack of ethical manners that include consent. Consent as an ethical value pertains the ability of a participant to first have a clear understanding on what the researcher's mission is. First, the participants will be clearly told what the research is about, their perceived roles and potential outcome for their participation. After clearly agreeing on a voluntary basis, they were given the room to decide on whether they were interested in partaking. That allowed the researcher to have a full guarantee that the researchers are ready to give all the information they have without fear.

Privacy and confidentiality

The researcher is guided by the moral value of maintaining the highest level of privacy and confidentiality. This pertains to the information that he shall solicit from the respondents during the research. The privacy and confidentiality will include names of respondents and the information that they shall provide. The researcher will not divulge the names of the participants to avoid their victimisation. Students will be fully assured that the information that they are going to provide shall remain strictly private and confidential. However, there is also need to acknowledge that in some instances, researchers meet information that can potentially destroy the existence of institutions. In such a case, the researcher shall stick to the provisions of the Nuremberg Code that allows such information to be relayed to the responsible authorities.

Avoiding coercion

Often times, researchers tend to coerce their participants during information collection. By coercion, we mean circumstances whereby the respondents are forced into actively taking part in some activities that they do not feel comfortable to be in. This is a possibility in various instances but for the sake of this particular study, no coercion shall be done or tolerated towards the students. Coercion may also occur along the way when a participant feels that the activity is no-longer comfortable due to own private reasons. Any participant who may feel like pulling out during the study is free to leave and the researcher shall fully acknowledge and accept that decision. Coercing participants usually results in them totally refusing to provide information or feeling intimidated such that they end up providing false information to please the researcher. The moral integrity of the research becomes a subject to debate on. Such instances are detrimental to the quality of the whole research study. Therefore, they shall be avoided at all costs.

Honesty

Opening up is a fundamental attribute during research. This is required of both sides, the researcher and the respondents. As a staff member, some students may feel being trapped by the researcher hence their participation might be compromised in the process of carrying out the research. In carrying out the research, the researcher will be very honest or open to the participants pertaining to his study. Assuring the participating students that this is purely academic and they should not apply the lens of a lecturer-students which may make them more dishonesty. For the participants to feel open and honesty to the researcher, there is need to tell them the exact reason for carrying out this study. They will be told that the study is purely for academic reason and the information obtained shall not be shared or given to any other people. The ability to be honest in this regard will help the participants to feel free in providing the much needed information.

Non-discrimination

One of the major obstacles to successful research studies regards discrimination and its diverse forms. This will be mostly done by the researcher who appear to have more power to select participants. In this university study, there is always a chance that discrimination can occur if the researcher does not take cognisance of this challenge. Therefore, the research is being conducted at an institution which harbours students from various countries. Thus the research is not going to discriminate students on the basis of nationality, disability, sex, race, ethnicity or other factors that are not related to their levels of scientific competence and integrity. The ability to avoid discrimination is important in the logic that every student gets an opportunity to be chosen and freely participate to make the study a success. Basing on the established relations between the researcher and the student population, the researcher will not discriminate

a student from partaking for any academic reason which might have created some hostilities between the two concerned parties.

Observing legal power hierarchy

This social science research shall be carried at an institution that has its own power hierarchy. So there is need to acknowledge and include all the concerned stakeholders. The success of the study is only premised on the researcher being granted the legal permission by the university authorities to undertake the study. Therefore, the ZEGU institution leadership shall also be consulted for permission. The Deans of Departments shall be asked for the permission, the office of the Registrar shall also be consulted and the student themselves. This will assist the researcher to have full security cover and endorsement against threats and victimisation of any sort. Permission will reduce suspicion on whether this research is a secret agenda against the institution or it is being championed for a serious academic reason.

3.8. Chapter Conclusion

This particular chapter dealt with the Research Methodology. It managed to highlight that when considering a research, the type of methodology matters most depending on the intended expected outcome. As a result, this research used the qualitative research design. This was justified in that the overall aim is to have a clear picture on lived experiences on how students understand the role of ZIMCHE through their learning environment. The qualitative research design adopted also used the focus group discussion and questionnaires as the data collection instruments. These were justified on the basis that they allow a free interaction among participants while providing data that is rich in terms of students' experiences. The target population was that of students who were chosen using a stratified sampling technique. The ethical considerations outlined were also respected to make a research whose value should be ethically proven. The following chapter which is chapter four focuses on the data analysis and

presentation stage. It is the final picture that clearly outlay the processed data which shows how ZIMCHE has been contributing towards quality education at ZEGU.

CHAPTER FOUR:

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1. INTRODUCTION

The previous chapter of this research study focused on research methodology. It was based on qualitative research. It looked at what is qualitative research, its importance in this study and the instruments used in qualitative research. The chapter clearly gave a description of the intended target, sampling technique and the study population. It was summed up with a chapter conclusion which was provided just after ethical considerations. However, this particular chapter focuses on data analysis and presentation. It makes an analysis of how ZEGU has been changed by the coming in of ZIMCHE. The writer assumes that the data collected will be analysed and presented fully. That will help to provide a clear description on the outcome of this research study. The data will be analysed basing on the intended objectives which are to examine the contribution of ZIMCHE to quality education at ZEGU.

4.2 DATA ANALYSIS

Marshall and Rossman (1990:150) defined data analysis as the process of bringing order, structure and meaning to the mass of collected data. However, qualitative data analysis has been defined by Cohen et al (2007:461) as the process of making sense from research participants' views and opinions of situations, corresponding patterns, themes, categories and regular similarities. It is worth mentioning that data analysis is important to both the researcher and the participant. For the researcher, it helps to put away bias and assumptions on a certain issue by having the original data that he obtains from the field of study. In this study, the researcher was able to then draw conclusions on how he perceived the issue of food security. The use of tables, graphs and pie charts also helps the reader to understand more on the problem under study and the outcomes of the research on the problem. The following section deals with the participants' response rates during the study.

4.3. THE DEMOGRAPHIC PROFILE OF RESPONDENTS

The researcher wanted to illuminate the demographic profile of the respondents before making an analysis and data presentation of the research objectives. The researcher, in conducting both interviews and focus group discussions, different respondents were used in both research collecting instruments. The researcher managed to get a total number of both male and female participants. There were 12 females who made up 50% of the respondents and 12 males who made up the other 50% to make a total of 100% respondents. Their age rankings were also provided in which they were between 19-27 years of age. Below is table showing the demographic profile of the respondents. Table 3.

Description		Respondents	Age Rank
Gender	total males	12	19-24
	total females	12	19-24
Research Instrument	interview	12	19-24
	focus groups	12	19-24
Totals		24	19-24

Source: Field Data 2019

4.4 THE RATE OF RESPONSE

The rate of response corresponds to all the questions that were answered by the researcher during the study. Information obtained from the documentary review was not presented as part of the figure below. However, it will be used to buttress the information obtained from the other two data collection techniques. Therefore, it covers all the rate of response on all questions that were asked in order to achieve all the desired objectives. The researcher used a sample size of 8 people to participate in the interview. As for focus group discussions, the researcher had to put the discussants into groups of 8 and there were a total of 3 groups, making

a total number of 24 discussants. The results revealed a high response rate obtained from the target population. Every research participant was able to participate in the research which gave a 100% response rate. This is illustrated by Table 4 below.

Class of Respondents	Number of Groups	Number in a Group	Totals
Interviews	3	8	24
Focus Group Discussions	3	8	24

Source: Field Data 2019

After having collected and presented data on the rate of response from the respondents the researcher presented the data. The data provided was divided into themes that help to achieve the specific and general objectives of the study. The research questions will also be answered in the following sections. There is need to consider that the research findings closely relate to the conceptual framework which was used as the standard measurement set by ZIMCHE.

Objective 1: To understand students’ familiarity with ZIMCHE’s presence at ZEGU

The great role that ZIMCHE plays as an institution that promotes quality education is critical to the future of education at any institution in Zimbabwe. Students should have the knowhow on the existence of ZIMCHE as an institution which has its own facilities including human resources operating at ZEGU. So the researcher’s first objective was to investigate whether students knew that ZIMCHE existed and its roles towards their education. A total of 24 participants undertook this activity using interview and another set of 24 students undertook focus group discussions. The groups were 3 in total comprising of 8 members from every faculty from all the 3 faculties at ZEGU. The information obtained from focus group discussions and questionnaires was presented below in Table 5.

Class of Respondents	Total Participants	Familiar	Unfamiliar
Interviews	24	23	1
Focus Group Discussions	24	21	3

The percentage response was 100% in both interview and focus groups. As shown above, out of the total 24 respondents conducted during the research by interview, a total of 23 were familiar with ZIMCHE's existence at ZEGU. This translates to 95.8% of the total respondents. While most of them could not state each and every role played by ZIMCHE, they had the knowledge about the institution and some of its roles. One of the respondents even stated that "it is a council of higher education that aims at improving education as well as the facilities to provide efficient learning to students". Of these only 1 participant was not familiar with the existence of ZEGU. This translated to a 4.2% fraction of the total participants who participated in the interview. The possible reason to this outcome might be that this student is still a level 1.1 student who is still unfamiliar with the institutional structures including ZIMCHE and its presence at ZEGU while the rest might have been in advanced levels. One of the respondents who was familiar with ZIMCHE stated that *"ZIMCHE is a body that promote education at ZEGU and it has been holding meetings with us students in the dining hall since 1.1 asking us what we wanted for our university to improve in our learning environment"*. In the focus group discussions, a total of 24 (87.5%) participants were involved. During deliberations, 21 participants were familiar with ZIMCHE while only 3 (12.5%) were not familiar. The same interpretation provided on interview applies in this outcome. Another possibility is that ZIMCHE might not have been actively participating in its meetings with students since from the documents revealed by the researcher, there is no evidence of any ZIMCHE-Student workshop this semester.

Objective 2: To understand ZIMCHE’s role in student enrolment at ZEGU

Prior to the coming in of ZIMCHE, student enrolment at the institution has been appreciated but it was improved by the inception of new standards. For example ZIMCHE brought the bridging courses as mandatory for students who wanted to enrol in various degree programmes and failure to satisfy the standards affect the student’s prospect of being enrolled. As an institution ZIMCHE is expected to monitor the enrolment and accreditation of students at the institution. The accreditation is based on an established standard of requirements for one to be admitted entry into a professional academic course offered by the institution. During the research a total of 24 participants were asked to provide their views on the enrolment process of ZEGU which is strongly monitored by ZIMCHE. The students highlighted that the enrolment was excellent. The following findings were obtained from the interview and focus groups. Information obtained from the analysed documents shall also be provided to support these two techniques shown in Table 6.

Class of Respondents	Excellent	Poor
Interviews	24	0
Focus Group Discussions	24	0

Source: Field Data 2019

As shown above, the respondents stated that the enrolment of the students is very excellent. The researcher managed to obtain a 100% total response rate from the respondents. One respondent stated that *“enrolment is done concerning one’s capability to undertake the programme for example cut-off points given on certain programmes”*. The university has adopted the ZIMCHE standard of allowing some of the students to have the bridging course. The bridging course was undertaken after having realised that some students had the potential

to get enrolled in certain degree programs but they lack one of the core subjects like English and Mathematics.

In order to exemplify the impact of ZIMCHE in enforcing new standards, ZEGU offers a Mathematics and English bridging exercise to students entering their level 1.1. To rubber stamp the information, a ZEGU, in September 2014 an article entitled Proposed Regulations for the Bachelor of Laws (LLB) Honours Degree was crafted which how student enrolment in the Faculty of Law was supposed to be conducted. The article clearly stated that students are enrolled using a three tier criteria which has normal entry, special and mature entry. The university cut-off points for Law is 13 points with an Ordinary Level pass in English. The enrolment on these three tier criteria applies across all programs but the cut-off points of other degree programmes may vary depending on the pass rate recorded that particular year. This satisfies the requirements of ZIMCHE in terms of student enrolment. The coming in of ZIMCHE has seen a strong vetting of student enrolment such that ZEGU is enrolling students using the established criteria which meets the demands of ZIMCHE. This has also improved the quality of students who can produce great performances in learning process.

Objective 3: To understand how infrastructure is affecting the learning of students

Infrastructure is a key player in the learning process. ZIMCHE as an institution has the role of making sure that the infrastructure that students use in their classrooms is suitable and conducive for their learning process. Across the three faculties, students were asked to respond and following information was found and presented in the table 7 below.

Class of Respondents	Total number of Students	Quality infrastructure	Good infrastructure
Interviews	24	20	4
Focus Groups	24	22	2

The information obtained from the two activities showed various opinions on how students relate to their learning infrastructure. A total of 20 interviewees responded that the infrastructure is excellent for the learning process as stated by one who said “the infrastructure is good and adequate for everyone”. A total of 4 participants who participated in the interview program stated that the infrastructure is good but there is need for improvement. One respondent stated that, *“there are wooden chairs and desks, keeping students in learning hortative mood but somehow they are not comfortable when it comes to our three hour long lectures”*. The respondents conducted through focus group discussions and passed the infrastructure fit were slightly higher at 22 out of a possible 24. This was a percentage of 91.7% while only 2 who constituted 8.3% stated that the infrastructure was good and there was need for improvement. However, from the documentary analysis the researcher managed to get more information. The article entitled “Zimbabwe Ezekiel Guti University Facilities Audit” by ZIMCHE highlighted that “in carrying out its mandate, ZIMCHE among other things, conducts audits at higher education institutions. ZIMCHE would like to have an appreciation of the infrastructure, facilities and equipment available at your institution”. The following information was recorded under “Facilities Details” under Table 8.

Faculty	Number of Lecture Rooms	
	50+ Seats	-50 Seats
Arts	4	1
Law	4	1
Commerce	9	2

Source: ZIMCHE, ZEGU March 26, 2018, Audit

Education	2	3
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The information was obtained in March, 2018 when there were four

faculties. However, a revamp of the faculties and departments in 2019 by the university authorities resulted in the Faculty of Education being part of the Faculty of Arts but with a changed name in the name of “Faculty of Humanities, Social Sciences and Education”. These facilities have been an improvement considering the low numbers of students in various academic departments housed under diverse faculties.

Objective 4: To assess the quality of the academic teaching staff at ZEGU

The teaching staff is a very important input in the quest to attain quality education. This is testified by the ZIMCHE Conceptual framework which views the lecturing staff as an important input in the process to attain quality education input. This does not only apply to ZEGU but internationally. There is need to recruit “fit for purpose” staff members who deliver lectures and equip the students with the much needed skills and capabilities. This can only be possible through the intensive audits carried out by ZIMCHE on all lecturing staff members, assessing their academic worthiness. In order to get the information on how effective lecturers at ZEGU have been conducting their lecture sessions, students as respondents were given the opportunity to participate in interview and focus group discussion sessions. A total number of 24 students spanning across 3 faculties chosen randomly in those faculties undertook a research exercise. The following information was obtained and it shall be buttressed by documentary analysis done by the researcher in some ZIMCHE literature. Table 9 provides more information below.

Class of respondents	Qualified for lecturing	Not fully qualified to lecture	Total
Interview	24	0	24
Focus Group Discussions	24	0	24

The diagram shows that the total number of respondents who stated that the lecturers are qualified enough to teach were 24 apiece interview and focus group discussions. This brought an effective 100% response. The ZIMCHE March 26, 2018 audit entitled “Zimbabwe Ezekiel Guti University Academic Staff Audit” was carried out by ZIMCHE. The preamble states that “ZIMCHE would like to conduct an audit on your institution’s academic staff in order to assist the institution in its quality assurance”. The Audit’s section 4.0 called for the provision of the institution’s information by the full time lecturing staff. That included department, total number of lecturers, Master Degree holders and non-holders as shown in Table 10. Thus the coming in of ZIMCHE was a game changer in terms of improving staff audits on a regular basis. The university now boasts of Doctors and Masters Degree holders which ZIMCHE has been pushing for in the past years.

Name of Department	Total of Lecturers	Master’s Degree Holders	Non-Masters holders
Theology and Religious Studies	8	8	0
Development Studies	3	3	0
Business Studies	3	3	0
Accounting and Finance	2	2	0
Education	1	1	0
Law	4	4	0

Source: ZIMCHE, ZEGU March 26, 2018, Lecturing Staff Audit

This has been the data obtained from the documents reviewed and analysed by the researcher. The total number of lecturers according to departments has been shown with a total of 5 (100%) qualified Masters holders. The latest developments in the education teaching staff has resulted in every faculty department having an Assistant Lecturer who helps the qualified lectures with tutorials, assignment writing, how to research and other areas that are of importance to the

learning of students. This is greatly a job that both ZIMCHE and ZEGU have been working tirelessly hard to improve student learning.

Objective 5: To assess the quality of lecture materials used in the learning process

ZIMCHE is greatly appreciated for improving the use of quality learning material at ZEGU. The Education 5.0 that Zimbabwe has embraced in this 21st century seeks to make available to the university institutions scientific mechanisms that promote industrialisation, innovation and creation through harnessing technology. Technology has remained a central factor in the process of attaining quality education. But technology cannot be understood better in the outside context if the university students do not harness it as part of their academic learning process. The Patriot (2019) quoted Professor Amon Murwira the Minister of Higher and Tertiary Education in Zimbabwe saying “Our vision for Zimbabwe is to become a developed upper middle-income economy by 2030. This is only possible if we develop an industry that produces quality goods and services if we develop an education system that leads to an industry that produces quality goods and services”. Therefore, ZIMCHE was tasked with making an audit on the way university institutions have been striving to adapt to this challenging innovation. Due to the coming in of ZIMCHE, ZEGU has been using technology in its learning process. Out of a total of 24 respondents who took part in interview, 24 acknowledged the use of learning material that include white boards, projectors and markers among others. The researcher had divided on those who saw the material as effective and non-effective. The same number of respondents undertook focus group discussions and all the 24 stated that the lecture materials suited their learning needs. Below is a diagrammatic presentation of the finding obtained as shown in Table 11.

Class of Respondents	Effective	Ineffective	Total
Interview	24	0	24
Focus Group Discussions	24	0	24

(Source: Field Data, 2019)

The students were in agreement that during their lecture sessions, the use of visual aids and other learning material has greatly enhanced their learning abilities. One of the respondents was quoted saying *“the lecturing materials are up to date, projectors, white boards are put into use and are authentic”*. However, the students acknowledged that there is need to add more projectors since some of the faculties have been using one projector which impairs effective learning in some instances. In simpler terms, Education 5.0 is a call to initiate a system whereby universities in Zimbabwe must effectively launch into outcomes-focussed national development activities towards a competitive, modern and industrialised Zimbabwe. It is now all about problem-solving for value-creation.

Objective 6: To examine the quality services of other university facilities outside of the academic infrastructure

Prior to the coming in of ZIMCHE, ZEGU as an institution had a limited number of facilities in the area of Commerce and Arts. The coming in of ZIMCHE saw a remarkable improvement in the quality and availability of facilities. Most of all, ZIMCHE granted/approved the enrolment of Law students on the condition that the Institution provided the much needed facilities including a Moot Courtroom which is lauded as one of the best of all the universities teaching Law in Zimbabwe. In this particular research, the respondents were asked to give their own view on how facilities like the library, information Communication Technology, hospital, toilets and others were effective in creating a conducive learning environment that pursues

quality services provision. The following information was obtained from the interview and focus group discussions is shown in Table 12.

Class of Respondents	Name of Facility	Total Number	Level of Quality	Total Respondents
Interview	Toilets	12	High	24
	Public Lecture Room	1	High	24
	Moot Court Room	1	High	8
	Libraries	3	High	24
	Clinic	1	Medium	24
Focus Group Discussions	Toilets	14	High	24
	Public Lecture Room	1	High	24
	Moot Court Room	1	High	8
	Libraries	3	High	24
	Clinic	1	Medium	24
	Toilets	14	High	24

(Source: Field Data, 2019)

The respondents were drawn from three Faculties and were asked to provide their views on the facilities that they used at the campus outside of the classroom facilities. The Faculty of Law had a total of eight respondents who were part of the interview and focus group discussion. They provided data on each and every facility which they used including toilets, public lecture room, moot court (Law Department) and libraries. All respondents who participated in both interview and focus group discussions gave the same number of these facilities. However, they differed on the quality in some areas. For example, all facilities except the clinic were said to be of high quality and conducive for student use. The clinic across all the two fields, was rated as “medium” by the respondents. One of the respondents quoted stated that, “*the medical staff*

will not diagnose you if you tell them your sickness but will just give you pills which is not good". This militates against quality services provision especially the "quality as value" dimension of quality education.

Objective 7: Assessing the professional work performance of non-lecturing staff at ZEGU

The researcher understood that the learning environment is also staffed with non-academic staff members. These members include human resources, finance department, cleaning staff, groundsmen and others. The staff members have an effect on the learning of students through the type of services that they offer on a day to day basis. As a result, the researcher was more concerned with understanding how respondents were being treated by these staff members. A total of 24 respondents drawn from 3 faculties undertook the interview while the other 24 took part in the focus group discussions. As a result, the following information was analysed and presented. The researcher used two variables which are "quality services" and "Need for improvement". These will be presented as shown below in Table 13.

Class of Respondents	High Quality Services	Poor Quality Services	Total Respondents
Interview	18	6	24
Focus Group Discussions	20	4	24

As shown above, the total number of respondents who stated that the services offered across the fields are of high quality is 18 (75%) of the total participants. Those who rated the services offered include 6 (16.7%) participants. The focus group discussants had a relatively higher number of participants who rated the non-academic services offered as of high quality. A total of 20 (83.3%) participants stated that the services are of high quality. One respondent stated that, *"the clinic is functioning at its best, the cleaning staff are always on duty and are good"*. A total of 4 respondents stated that the services were poor. However, across all the interview

and focus group discussions, the respondents acknowledged that the groundsman and the kitchen staff members were not offering quality services. One of the interviewees stated that “The groundsman are lagging behind in terms of preparing the fields for training sessions”. Another respondent stated that *‘the kitchen staff members are not treating students well and the food service they are offering is too spicy. This has complicated our health since most students have been facing sicknesses related to severe acids in their bodies. There is need for the university to make sure that the way these staff members cook their food is improved or we risk death of people’*. Thus the researcher had a total of 10 out of 48 participants who stated that there is need to improve the grounds and kitchen services by the staff responsible for these services.

Objective 8: To understand the extent to which the curricula is promoting critical quality education at ZEGU

The curriculum is regarded as the epitome of academic learning and quality education outcomes. As the nation moves towards quality 5.0 Education, there is need to harness the innovation and technology in our curricula. Zimbabwe Credit Accumulation and Transfer System (ZIMCATS) (2017) supports the view of the need to here is have a paradigm shift from the old traditional curricula which did not offer practical solutions to existing academic problems of the learners. Universities as the highest custodians of innovation and research, the process of producing quality graduates considers the proper implementation of well research-on curricula whose purpose is to tackle the global demands of the global job market. As a result of this, in Zimbabwe ZIMCHE is the highest authority that deals with this mandate. ZEGU as an institution is driven to promote entrepreneurial activities and create graduates who are self-reliant and ready to provide solutions that are sustainable for Zimbabwe and beyond. As a result of this, the researcher decided to undertake data collection across 24 participants. These were

drawn using two data collection techniques that are questionnaires and the following information was obtained in Table 14.

Class of Respondents	Curricula Quality	Total
Interview	High Quality	24
Focus Group Discussions	High Quality	24

Respondents stated that the quality of the curricula was equipping them with the effective knowledge to be entrepreneurs as the vision of the institution suggest. Out of the 24 respondents drawn across from interview and 24 others from Focus Group Discussions, the respondents stated that the quality is high. This gave a 100% response rate to the researcher. One of the respondents conducted through focus group discussions stated that, *“ZEGU teaches us to be entrepreneurial people and they promote “matarendu” which is part of the daily devotion messages and we also learn about it in our lectures”*. In documents analysed, the researcher also discovered that ZIMCHE makes an effective audit of the curricula of each and every degree program offered by the institution.

Objective 9: To analyse the effectiveness of the academic monitoring and evaluation mechanisms put into place to improve student quality education

Monitoring and evaluation of academic integrity of academic education at higher and tertiary institutions is a critical pillar to the pursuit of quality education. They are used as student assessment tools which help to understand how students are performing. The presentations, in-class tests and assignments are all forms of formative assessment. Surgenor (2010) stated that *“the rationale is that students learn effectively by making and learning from mistakes which is difficult to do if their academic performance/final grade may be adversely affected. Since there are no marks at risk students can be more experimental, challenging preconceived ideas and developing more desirable higher cognitive skills”*.

Time and again, assignments, tests, presentations, examinations and discussions are some of the methods that are applied. (ZIMCATS) (2017) which is the Minimum Body of Knowledge (MBK) used by ZIMCHE stated that There are various assessment methods that can be used. They include written, oral and practical tests/ examinations, projects and portfolios. Assessment criteria are different from assessment methods. Assessment criteria describe what the student is expected to doing order to demonstrate that a learning outcome has been achieved. Below is a table 15 which shows the rate of response and answers given by the students.

Class of Respondents	Effective Evaluation	Ineffective Evaluation	Total Number
Interviews	24	0	24
Focus Group Discussions	24	0	24

The interview highlighted the methods which were used as part of monitoring and evaluation activities. These included presentations, assignments, tests and examinations. The same applied to the focus group discussions that were undertaken. All the 24 respondents conducted in across the interviews and focus groups highlighted that they are given regular tests, presentations and assignments in each and every module that they learn. One of the respondents stated that, *“the lecturers give us tests, presentations and assignments that are part of our coursework for the end of semester examinations”*. This is part of their academic coursework. Assignments, presentations and in-class tests are all forms of formative assessment. Surgenor (2010) highlighted that *“the results from these assessments are aggregated and used to determine whether a student has fulfilled the specified learning outcomes and may achieve some kind of accreditation”*.

Objective 10: To understand how feedback has been effective in promoting quality education.

Jabbarifar (2009) acknowledged that an effective, goal-oriented, teaching-learning sequence is the one that contains clearly understood objectives, productive classroom activities and a sufficient amount of feedback to make students aware of the strengths and weaknesses of their performances. Feedback forms the backbone of interactive productive learning between the lecturer and the student. After undertaking formative and summative monitoring and evaluation of students, feedback is then given to make sure that students understand where they need to improve. Weaknesses and strengths of students are only known to them if the lecturer is in a position to provide constructive feedback. In interrogating the concept of feedback, there is need to understand that students should be given feedback that allows them to understand their mistakes and correct them.

Constructive feedback is the feedback in which lecturers are able to provide the feedback which shows the areas in which a student is lacking. In this particular study, a total of 24 participants undertook the exercise to determine how important and frequent were they given feedback. The interview and focus group discussions were administered to them and the following information was analysed and presented below in Table 17.

Class of Respondents	Received Feedback	No Feedback	Feedback Quality	Total
Interviews	24	0	High	24
Focus Group Discussions	24	0	High	24

The respondents provided mixed responses when it comes to feedback from lecturers. Out of 24 respondents conducted through interviews, all the 24 stated that feedback was provided by lecturers. One of the interviewees stated that, “*the lecturers mark our tests and assignments*

and they give comments on the answer sheet but during presentations they give us direct feedback in the class". The students managed to show that across all the disciplines, lecturers provide efficient feedback to them so that they can work on their areas of weaknesses and they also understand their areas of strength. The lecturers provide comprehensive individual feedback on the individual assignments and feedback for them in groups. One of the focus group discussions respondent stated that *"our lecturers provide us with feedback and comments made during feedback are very important even in class during participation whereby students raise their hands to give answers but our part-time lecturers should improve on giving us feedback through emails"*. The fact that lecturers have been providing feedback to their students in the forms of both formative and summative assessments is worth to appreciate that ZIMCHE is promoting quality education at ZEGU.

Through a documentary analysis that was undertaken, the researcher discovered that evaluation is two way as it also include student evaluation of the lecturer. Evaluation of lecturers' performance has also been undertaken to make sure that ZIMCHE understands whether lectures are discharging their duties effectively. The table 18 below shows the Evaluation form that is used at ZEGU.



FACULTY OF ARTS

DEPARTMENT OF DEVELOPMENT STUDIES

STUDENT EVALUATION FORM

LECTURER'S NAME **DATE.....**

COURSE CODE AND NARRATION.....

YEAR..... **PART.....** **SEMESTER.....**

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Was the lecturer sensitive to the student's level of understanding?					
Was the lecturer punctual for lectures?					
Did you learn from taking this course?					
Did the lecturer promoting student's participation?					
Was the lecturer available for consultations?					
Were students given helpful direction in writing their assignments?					
Was the lecturer well prepared for lectures?					
Was the course finished on time?					
Did the lecturer communicate ideas in a clear and organised manner?					
Did the lecturer stimulate critical thinking?					

ZIMCHE makes it mandatory for every lecturer at ZEGU to have these evaluation forms in which students also make a critical analysis and answering of the questions that are written. They are randomly chosen from the class so that they can answer the questionnaires. The questions focus more on how the lecturer has been conducting his or her lectures. This is usually measured against an established standard including the availability of a clearly presented module outline. This gives direction to the students on how they are going to learn for the whole semester. After that students have five (5) options that they get on the questionnaire. These are rated depending on degree of weight. The following Table 18, shows the weighting (marks) that are given for every comment on the questionnaire.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

Monitoring and Evaluation is critical to the learning process as it allows lecturers to understand how progressive or retrogressive their students have been. The fact that students also evaluate their lecturers is critical in informing the lecturer on how best he/she should improve in the areas where weaknesses have been cited by the students. The records are then collected and kept by ZIMCHE as part of their on-going lecturer evaluation. They monitor improvement in the previously grey areas and failure to improve will result in the lecturer being relieved from duties. This will be presumed to be a failure of delivering the expectations of the university. However, for now, no record of any lecturer who was dismissed on such grounds has been given. This might owe to the fact that ZIMCHE compels lecturers to stay wide and awake in how they conduct their lectures in order to satisfy the set standards of quality education.

Chapter Conclusion

Chapter 4 of this research study focused on data analysis and presentation. It was an extension of the major objectives that were outlined in Chapter One. These objectives then divided into sub themes and ten were produced in the process. The objectives focused on the understanding of ZIMCHE and its functions. The Chapter showed that ZIMCHE has been carrying a recommendable job in terms of enforcing quality standards in the learning process at ZEGU. The respondents acknowledged that the set standards have been under close surveillance but there were some areas that needed better monitoring and improvement. ZIMCHE should have a team on the ground that monitors the practice of its standards.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1. INTRODUCTION

Chapter Four of this study focused on data analysis, presentation and interpretation. It focused on the presentation of data that was collected by the researcher during the study. It managed to show that there are mixed thoughts and feelings on how ZIMCHE has been conducting its duties at ZEGU. The chapter managed to highlight each and every objective, its intention and the result found. This chapter is a follow up to Chapter Four whereby it sought to find possible recommendations that can be given to ameliorate the challenges affecting ZIMCHE. Thus the solutions shall be offered in accordance to the given objectives in Chapter Four.

The way forwarded for ZIMCHE

In as much as ZIMCHE wants to be a competent service provider in Zimbabwe higher tertiary institutions, it should universalise its standards and align them with those of the broader global economy. It is greatly commended for improving the quality of education at ZEGU since the founding of the institution in 2012. The increased number of student enrolment and continuous greenlight from ZIMCHE to do so is a clear indication that the institution is heading in the right direction. After having analysed a set of ten sub-objectives, the following recommendations were proposed to ensure the effective contribution to quality education at ZEGU is enhanced.

RECOMMENDATIONS

These are drawn from the various responses that were given by the participants during the data collection process. The following recommendations were made.

- The enrolment process for the students in some degree programs is of high quality expected by ZIMCHE. However, in some areas, it has been falling short of the set standards. There is need by ZEGU to make an audit in which it makes a serial tracking of all the enrolled students' credentials including their academic

qualifications. That can also improve the quality enrolment of students at the institution since Chapter 4 of this study showed that ZIMCHE is mandated to carry out three audits every year of which at times it fails to even carry any. This jeopardises standards and if left unchecked, ZEGU institution will deviate from the ZIMCHE standards and through into the dungeons, the quality education mission.

- There is need by the institution to procure more furniture for the students which is somehow comfortable for them to sit on for lengthy lectures that can go up to three hours. ZEGU is greatly appreciated for having provided the current furniture and ZIMCHE has also contributed to the situation and it should continue to lobby for the addition of more furniture for students.
- In this regard, students managed to highlight that the teaching staff has been performing above par but it was the documentary analysis that the researcher based more on in this issue. It showed that in a bid to make sure that the teaching staff is of high quality, ZIMCHE makes audits. The audit is made using the department by department criteria. Each and every lecturer is obliged to provide his academic credentials which are then vetted and submitted as part of the ZIMCHE Staff Audit report. The work done by both ZIMCHE and ZEGU is greatly recommendable in terms of improving quality staff in the academic department of all Faculties.
- The researcher agrees that the learning material used in the classrooms is of high quality and up to the ZIMCHE standards. However, due to the increasing enrolment of students at the institution and returning level 4 students, there is also need to add more material. The material like whiteboards and projectors should be enough for every class to have at least one instead of waiting for a few

from others. More classrooms should have fitted in projector facilities to improve the use of such facilities in the learning process.

- The clinic should make sure that anyone who comes to seek its service is diagnosed of the sickness. There is add more equipment that is of high quality, recruiting more competent staff and giving quality services. ZEGU therefore, should romp in competent personnel with knowledge of various services and assign each to that particular service to assess the services basing on the established criteria of standards. It should make sure that there is the presence of a doctor at the institution to make sure that most students are attended to rather than referring them to local hospitals.
- There is need for ZIMCHE to monitor the performance of the institution in this regard. The sporting activities make up part of the curricula and failing to uphold them is a total denial of quality education at ZEGU. All is owed to ZIMCHE whose overarching role in quality education transcends the class into the sporting field. The university has been partially to blame due to its lack of fuel provision to the groundsmen who use lawn mowers and tractors to clear the grounds. Efficient budget allocation should have made available every rainy season when grass tends to grow quicker in the university premises.
- Curricula design and implementation defines the quality of output especially graduates. The content that is taught in the classroom should reflect a true and practical world where it can be trusted as a problem solving instrument. This is evidenced in its curriculum and fund raising activities commonly referred to as “matarenda”. This is common in the church and the university students have been taught to be self-reliant. However, exposure of students to practical community

work and field trips limits their ability to absorb both technical and theoretical education. As a result, the following was proposed.

- At ZEGU, students from the Development Studies and History departments have been conducting frequent field trips and engaging in community development work. This should be extended to all degree programmes. That becomes a preparatory role for them before work related and even after graduation. They can become influential self-reliant entrepreneurs, an output which indicates quality education.
- Lecturers should continue to improve the monitoring and evaluation of students in the lectures. They should promote more interactions among students that include frequent discussions whereby students should spend more time sharing their ideas in groups. Depending on the task, time ranging from 2-5 minutes is important whereby they may be grouped in to 2-5 members. This will improve the learning process of students. There is also need to improve the monitoring of students by having one-on-one by the lecturers. This is because the students are still few and the lecturer-student ratio is very low and comfortable for the students. More time has been spent on the lecturer monitoring and evaluating students as a whole.
- There is also need to make sure that during monitoring and evaluation, lecturers should promote individual presentations of students rather than allowing them to just have a one or two people reading while the rest are waiting for their colleagues. ZEGU should have a periodic arrangement in which its members should make an exercise of visiting lecturers who will be in the lecture session. The staff will monitor the staff and make sure that the lecturer is making a standardised lecture session in which students are equally participative.

- ZEGU should also carry out a survey among various students in the three faculties with the intention to research on how lecturers have been giving feedback to students. The exercise should be carried without informing the lecturers prior to kick-off to avoid instances whereby they can foretell the students on what to say when conducted. ZIMCHE should then consult students on the quality of the feedback and determine whether it has improved their learning process or it has even negatively affected their performance. However, this exercise will help to expose how lecturers might be affecting student education through feedback.
- The university should establish an e-learning platform that is similarly designed like that of the other universities in Zimbabwe. It has a section on “Assessment and Evaluation”. Here, lecturers can post their students’ coursework marks. E-mails are also critical because due to the hard-to-reach nature of some lecturers, students might require the aid of a lecture quicker while he/she is absent. As a result of such circumstances, the use of e-mails is also effective if students want quick assistance from their lecturers. ZIMCHE should advocate for the use of these services to improve the learning process at ZEGU.

5.2. DISSERTATION CONCLUSION

After making the above research study, the Chapters focused on different areas of critical knowledge and understanding. Chapter 1 of this study focused on the Research outlay which was more of a brief compass that laid the direction of the whole study. Chapter 2 focused on the understanding of ZIMCHE as an institution including how it is staffed, its powers and expectations. Chapter 3 focused on the research methodology adopted for this particular study and acknowledged the use of qualitative research and its related instruments like questionnaires, focus group discussions and documentary analysis. Chapter 4 dwelt on data presentation, analysis and interpretation. It looked at sub themes that were derived from the

major objectives stated in Chapter 1 and presented as ‘Objectives’ from 1-10. These sub-themes answered the research questions that were also stated after objectives in Chapter 1. The last Chapter of the study focused on study recommendations and conclusions. The recommendations were given in sync with irregularities that were raised by participants in the data collection phase of the study which lies in between Chapters 3 and 4. The study managed to show that ZIMCHE has been contributing immensely towards the attainment of quality education at ZEGU. This is substantiated by the remarkable improvements of learning standards that happened at the institution after the coming of ZIMCHE.

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APPENDIX A

COVER LETTER

The Zimbabwe Council for Higher Education

21 J.M. Nkomo Rd, Hatfield

Harare

Harare Zimbabwe

05 March 2019

The Registrar

The Midlands State University

Private Bag 9055

Gweru, Zimbabwe

RE: SEEKING PERMISSION TO CONDUCT A RESEARCH

I am kindly requesting for authority to conduct research on the contribution of ZIMCHE in promoting quality education in Zimbabwe: The Case of ZEGU. I am a student at Midlands State University doing my final year towards Master of Arts in Development Studies and working for the Zimbabwe Ezekiel Guti University in the Lecturing Department. I am kindly assuring you that any information that is going to be availed to me shall be kept secret and confidential. Your cooperation regarding this matter will be highly appreciated.

S. C. Muzungu

Student Registration Number R137520V

APPENDIX B

INTERVIEW FORM AND QUESTIONS

I, Shorai Christopher Muzungu (Mr), am a student at the Midlands State University in the Department of Development Studies, Zvishavane Campus. I am currently undertaking my research work as a requirement for the awarding of a Master of Arts in Development Studies Degree. The title of my research project is “The Contribution of ZIMCHE Towards Ensuring Quality Education at Tertiary Level in Zimbabwe: The Case of Zimbabwe Ezekiel Guti University”. You are therefore sincerely requested to respond to questions in section B of this questionnaire with ethical professionalism like honesty, freedom and privacy. You are greatly assured that the information obtained from this questionnaire shall first be kept as much secretive and confidential as possible. Secondly, it shall not be used for any other purpose outside of the intended academic purpose. Thank you for prioritising your time so as to respond to this questionnaire. For further information you can contact me on +263776465328 or email address chrismuzungu22@gmail.com

SECTION B

1. Can you explain anything that you know about ZIMCHE?

.....
.....

2. What is your view on student enrolment for study at this academic tertiary institution?

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

3. How do you comment on the infrastructure that you use in your learning lecture rooms?

.....
.....

4. What is your view on the quality of your academic lecturing staff at this institution?

.....
.....

5. Tell me about the quality of lecture materials that are used during your learning sessions?

.....
.....

6. What can you say about the professional work performance of non-lecturing staff at this institution?

.....
.....

7. Apart from the classroom facilities, there are other facilities that are here for your use. Comment on their quality.

.....
.....

8. How do you comment on the importance of your curriculum to your degree?

.....
.....

9. At this institution, in what ways and how effective are you monitored and evaluated for performance progress check?

.....
.....

10. How do you comment on the way you have been receiving feedback from your lecturers?

.....
.....

It is with great pleasure that I would like to thank you for responding to my questionnaire.

To God be the glory

APPENDIX C

FOCUS GROUP DISCUSSIONS FORM

I, Shorai Christopher Muzungu (Mr), am a student at the Midlands State University in the Department of Development Studies, Zvishavane Campus. I am currently undertaking my research work as a requirement for the awarding of a Master of Arts in Development Studies Degree. The title of my research project is “The Contribution of ZIMCHE Towards Ensuring Quality Education at Tertiary Level in Zimbabwe: The Case of Zimbabwe Ezekiel Guti University”. The questionnaire is structured in a way such that in a group of eight (8) people, you can take part and actively having a focus group discussion in which you deliberate as a group on these questions. You are rest assured that the information that you are going to share with me is strictly private and meant for research purpose only. Your names shall never be divulged in order to guarantee you the much needed privacy and confidentiality. Thank you for taking part in this particular discussion. For further information you can contact me on +263776465328 or email address chrismuzungu22@gmail.com

	OBJECTIVES	QUESTION
1.	To understand whether students are familiar with the presence of ZIMCHE at ZEGU	Can you explain anything that you know about ZIMCHE?
2.	To investigate on how ZIMCHE monitors student enrolment at ZEGU	What is your view on student enrolment for study at this academic tertiary institution?
3.	To assess the quality of infrastructure used by students in lectures	How do you comment on the infrastructure that you use in your learning lecture rooms?
4.	To examine the quality of academic staff members at ZEGU	What is your view on the quality of your academic lecturing staff at this institution?
5.	To have a deeper insight into the quality of lecture materials that are used in lectures	Tell me about the quality of lecture materials that are used during your learning sessions?
6.	The researcher wanted to find out how non-lecturing staff offered students service	What can you say about the professional work performance of non-lecturing staff at this institution?
7.	This was to an attempt to have a clear picture on facilities used by students other than classrooms	Apart from the classroom facilities, there are other facilities that are here for your use. Comment on their quality.
8.	To assess the quality of curricula that students learn at ZEGU	How do you comment on the importance of your curriculum to your degree?
9.	Understanding the effectiveness of monitoring and evaluation strategies used at ZEGU	At this institution, in what ways and how effective are you monitored and evaluated for performance progress check?
10.	To understand how the importance of lecturer's feedback to students	How do you comment on the way you have been receiving feedback from your lecturers?