

MIDLANDS STATE UNIVERSITY



DEPARTMENT OF EDUCATION

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM STUDIES

Title: Investigating the perceived impact of the SDCs/SDAs on school development in High Glen district primary schools in Harare

By

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A dissertation submitted in partial fulfillment of the Bachelor of Education in Educational Management and Leadership Degree.[BEML]

HARARE

Zimbabwe

2020

APPROVAL FORM

The undersigned certify that they have supervised, read and they recommend Midlands State University to accept the research project entitled; **Investigating the perceived impact of the SDCs/SDAs on school development in High Glen district primary schools in Harare** .A case study of Primary Schools in Highglen District in Harare .This project is submitted by Mambeva Patrick in partial fulfilment of the requirements of the Bachelor of Education in Educational Management Degree.

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RESEARCH TITLE

TEACHER'S PERCEPTIONS ON METHODS THAT CAN BE USED TO TEACH
SCIENCE CONCEPTS EFFECTIVELY IN UMZINGWANE DISTRICT PRIMARY
SCHOOLS

PROGRAMME TITLE

BACHELOR OF EDUCATION IN EDUCATIONAL MANAGEMENT
AND LEADERSHIP DEGREE

YEAR THIS DEGREE GRANTED 2020

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AKNOWLEDGEMENTS

I would like to express my sincere thanks to a number of individuals who contributed in many ways towards my completion of this project .I would like to thank my mentor and tutor Dr W DZIMIRI without whose relentless guidance I would not have succeeded I would like to thank my friend Hardlife karonga for continued support and encouragement, my school headmistress Mrs Joyce kanengoni ,my brother Tinashe kambarami , my daughter Ropafadzo Delight and my dear wife Princess Nkomo for all the support you offered at different levels of this project's undertaking .To my other children who understood the value of this engagement ,thank you very much .God bless you .

DEDICATION

This study is dedicated to my parents and family for the graduation joy they will have .To my dear children for whom my discipline to study and complete mattered more than for myself, Ropafadzo Delight and Ruvarashe Blessings; we made it.

ABSTRACT: *The purpose of this research is to investigate the perceived impact of the SDCs/SDAs on school development in High Glen district primary schools in Harare. The research was motivated by poor or no meaningful development in schools supporting learning /teaching in primary schools. As such, the study has come out with four research questions, which are; what are the perceived roles of SDC/SDA in primary schools? , how does SDC/SDA promote development in primary schools on High Glen district in Harare? , in what ways can SDC/SDAs be retrogressive when it comes to school development? And how can the functioning of the SDC/SDA are enhanced in primary schools in High Glen district in Harare? The constructivist theory of learning was used to guide the research study. A number of researches and scholars were consulted over the roles of SDA/SD bodies in school development and related studies as well as the research gaps were reviewed. The study adopted interpretive research philosophy which assumes multiple truths. A case study research design was used. As such, qualitative research methods were adopted where interviews and observations were used to elicit information from the participants. The findings were analysed and presented in themes. The findings of the study revealed that SDA/SDC play crucial roles in school development. Further, it was found out that SDA/SDC bodies and similar other parent bodies are common in spear heading the development of schools promoting the creation of suitable learning environments worldwide. Thus, workshops and pre elective training courses are necessary to enhance the effectiveness of these parent bodies in resource mobilisation and utilisation. Therefore, the study recommended that policy makers should provide policies that compel the schools to provide training, workshops and set academic qualifications for a potential candidate to represent parents in these bodies of school development. Furthermore, the study recommends that school heads work hand in glove with these school development bodies so that the task of school development flows smoothly and promotes the pollination of new management ideas as the world is ever becoming sophisticated in the light of technology. The study further recommended that the school administrators be transformational leaders in order to create world class primary schools.*

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THE RESEARCH PROBLEM AND ITS SETTINGS

1.1 INTRODUCTION

The determination for the study is to investigate the perceived impact of the SDCs/SDAs on school development in High Glen district primary schools in Harare. In this chapter, the researcher presents the background of the study and pronounces the statement of the problem. This chapter gives an outline of the research questions and provides an in depth rationale for the study, limitations and delimitations of the study. The chapter also gives a definition of the key terms peculiar to this particular study.

1.2 BACKGROUND TO THE STUDY

To start with, School Development Associations (SDAs) came into existence as a cost sharing strategy, in Zimbabwe's education provision (Secretary's circular, Minute No3 of 1991). Because of the government's challenge in funding for education, the 1991 Education Act gave birth to the decentralization of school governance and led to the establishment of school development

committees in government aided schools. The parent bodies are composed of the parent representatives and or guardians of school learners, the school head and the deputy head. The parent bodies are regulated by the Statutory Instruments 87 of 1992 and Statutory Instrument 70 of 1993. In this context, the functions of the School Development Committees can be explained in line with facilitating the smooth running of the school. According to Psacharopoulos and Woodhall (2018) the School Development Committees (SDCs) provide and assist in the operation and development of schools. This means that the SDC have a mandate to advance the moral, cultural, physical and intellectual welfare of learners in respective schools and promote the welfare of the school for the benefit of its present and future learners and their parents and its teachers. In this context, the researcher to investigate the perceived impact of the SDCs/SDAs on school development in Highglen district primary schools in Harare..

The fact that the School Development Committee (SDC) and School Development Associations (SDAs) play a critical role in the smooth running of the school cannot be denied because these bodies facilitate school governance. Kayode (2015) defines school governance as arrangement and procedures intended to guarantee lucidity, rule of law, liability, justice of responsiveness, stability and inclusiveness, broad involvement and empowerment. In essence, both School Development Committee (SDC) and School Development Association (SDAs) relate to a school's policy formulation, implementation, and evaluation. In a study in Kenya, Kerubo (2013), reports that parents' associations are critical, especially to do with raising funds for the school. Consequently, it can be argued that the SDCs and SDCs make it possible for schools' financial management to be run along clear lines of transparency and accountability (Chiwore, 2010) The parents in this board may ensure that school practitioners religiously keep their financial record books such as the attendance, meeting minutes, income and expenses. Because of the availability of the School Finance Committee (SFC) in SDCs, frequently review the school financial books as well as school internal audit can be ensured which discourages issues of financial pilferage in schools (Szilagyi, 2011). In this regard, it can be argued that SDA and SDCs can be useful parents' bodies when it comes to school development but there is need to conduct studies in Highglen district primary schools to get what is obtaining in these schools in terms of the actual roles of the SDCs and SDAs in school development.

An indication leading to the conduct of this study relates to the fact that several schools in Highglen district seem to lag behind in various educational aspects. For instance, some of these schools rarely have enough strictures for conducting teaching and learning. Yet, Abubakar and Nze (2017) report that infrastructure should be well in place for effective teaching and learning to take place. This has prompted the researcher to conduct a study and investigate the extent to which SDC/SDAs in Highglen district are contributing meaningfully of these schools' development. Of prime importance is the fact that in almost all these primary schools there is hot seating indicating that classroom blocks are inadequate for the rest of the learners.

1.3 STATEMENT OF THE PROBLEM

The primary schools in Highglen district are engulfed in a number of problems which include high enrolment, hot seating, administrative and classroom problems which finally affects the effective teaching and learning process. This brings to question the roles of parent's bodies in the schools. Ncube (2013) say that there are conflicts between heads of schools and their school development associations. This shows that there is a problem between SDCs/SDAs in schools which retards school development. This study is motivated by the need to answer the problem that reads: **Investigating the perceived impact of the SDCs/SDAs on school development in Highglen district primary schools in Harare.**

1.4 RESEARCH QUESTIONS

The study intends to answer the following major and sub-research questions;

1.4.1 Main research question

The main research question reads:

What is the impact of SDC/SDAs on school development on school development in Highglen district primary schools in Harare?

1.4.2 Sub-research questions

- a. What are the perceived roles of SDC/SDA in primary schools?
- b. How does SDC/SDA promote development in primary schools on High Glen district in Harare?
- c. In what ways can SDC/SDAs be retrogressive when it comes to school development?
- d. How can the functioning of the SDC/SDA be enhanced in primary schools on High Glen district in Harare?

1.5. RESEARCH OBJECTIVES

The objectives for this study are as follows;

- a. To explore the perceived roles of SDC/SDA in primary schools in Highglen district.
- b. To investigate how SDC/SDA promote development in primary schools on High Glen district in Harare.
- c. To establish the ways SDC/SDAs can be retrogressive when it comes to school development.
- d. To suggest policies/ways for enhancing the functioning of the SDC/SDA in primary schools in Highglen district in Harare.

1.6. SIGNIFICANCE OF THE STUDY

This study may add to the existing body of knowledge on the roles of parents' bodies in school administration in the primary schools. This additional body of knowledge may then be used as a basis for further future studies on enhancing school development through utilising parents' bodies in the primary schools.

1.6.1 To Educational administrators

The study may also assist administrators who might want to study and evaluate the roles of SDAs/SDCs or any other parents' bodies in the primary schools. In the context of school heads, the findings from the current study may be the basis for annual meeting with parents and school

development meeting as well as workshops relating to school development.

1.6.2 To parents

The study will assist parents to gain better insight and understanding in terms of school development. This will promote school development in primary schools by the parents who will be able to make meaningful decisions.

The study findings can be utilized in identifying ways that the SDC/SDAs can be toxic when it comes to school development. This may enhance the effectiveness of development by schools parents' bodies.

1.7 ASSUMPTIONS

The study is based on the following assumptions;

- Schools have SDCs/SDAs bodies

SDCs/SDAs are critical to school progress/development

1.8 DELIMITATIONS

This study seeks to investigate the perceived roles of SDCs/SDAs in school development on Highglen district primary school. The study will focus on selected primary schools in Highglen district in Harare. The schools are approximately 30 kilometres south of Harare Metropolitan City. In terms of time-frame, the study focuses on the period 2020.

1.9 LIMITATIONS OF THE STUDY

Limitations such as time, financial and health constraints such as the covid-19 pandemic, which will limited the scope of the study, need to be explained in this study. In the context of time, the researcher was restricted by the lockdown regulations utilised in accessing the sample or participants. In the context of the covid 19 epidemic, the researcher dealt with participants observing social distancing, i.e. without bunching the participants. The problem of finance was dealt with by using own personal resources which were minimal for transport costs, wi-fi, typing and online discussions costs.

1.10 DEFINITION OF KEY TERMS

- **School Development Committee (SDC)**

According to Chivore, Machinga and Chisaka (2003) School Development Committee (SDC) were community groups approved by the Minister, (of Education) vested with control of the affairs of the school for which it has been established. Bierman and Smidths (2018) concur that School Development Committee (SDC) is a corporate capable of performing the running of a school. Therefore, one can define School Development Committee (SDC) as a legally elected school parent body to man the development of a school with consultation with the school head.

- **School development**

Bierman and Smidths (2018) define school development as a comprehensive process of bringing about contemporary changes in schools in order to maximise teaching and learning. Bull (2019) posits that school development involves an enhancement qualitative, quantitative or in cooperation - in the utilization of accessible resources in schools. Therefore, school development is all that supports a positive learning /teaching environment within a school. The basic indicators of school development include a growing and ever high demand for places at schools, modern information and Communication Technology (ICT) equipment, notable physical and competent human resources with minimum or zero staff mobility and low staff turnover.

1.11 CHAPTER SUMMARY

This chapter laid down the foundation for carrying out a study whose attention is on establishing the perceived roles of SDAs/SDCs in the primary schools in Highglen district in Harare. The chapter provides the background to the study is being done to show the extent of the problem national levels. Research questions and objectives are formulated and the questions are structured in a way that they can manage to fulfil the objectives of the study. Assumptions that the researcher hold are noted down prior to the study as well as the limitations and delimitations of the study were derived. Key terms are defined previously and the definitions are tailor-made specifically to match the study. The next chapter focuses on literature review.

CHAPTER TWO

LITERATURE REVIEW

2.1. INTRODUCTION

This chapter focuses on related literature on the role of parents' bodies in school development. This is a consideration of a wide range of literature based on publications relating to parents bodies in general and SDA and SDCs as central. The chapter also provides the theoretical framework which regards the present study. The literature review gives the place to current study in the existing literature related to parents' bodies and school development. The chapters progresses following these headings; theoretical framework, roles of SDC/SDA in schools, SDC/SDA and the promotion of school development, ways of enhancing SDC/SDA functioning in school development and a chapter summary.

2.2. THEORETICAL FRAMEWORK

The current study is based on the Functionalist perspective. According to Durkheim cited in Robbins (2019) the Functionalist theory of education focuses on how education is an answer to the needs of society through development of skills, encouraging social networking and preparation of learners to be responsible citizens. In view of functionalists stand point, the role of schools is to prepare students to be fully active as they embrace social institutions of society. Szilagyi (2011) claims that the society is divided into parts called social institutions. Each institution has a different part to contribute for the common good of the whole society. These social institutions are religion, family, politics education, and judiciary and justice systems among others.

Talcott Parsons cited in Power (2010) presents shadow depicting a society as being like organs for living organisms. According to this analogy, organs have specific functions to do for the survival of the living organism. Parsons maintains that when one of the organs is not functioning properly or when it stops functioning, the organism becomes sick. Davies and Moore (2000) state that when one social institution fails to perform its function, it becomes dysfunctional and affects the whole system. This is to emphasis the fact that all social institutions depend on each other for the society to be whole meaning that it is important for education of the child to be

supported . This is the premise upon which the current study on the perceived impact of SDA/SDCs in school development is based.

Schools are social institutions composed of school heads, educators, auxiliary staff and parents with children learning at the school. The parents have many key responsibilities of ensuring that teaching and learning takes place effectively. As the school is a social institution, the parents must be given room to participate in the learning of their child. This is whereby the SDAs and SDCs are enacted in the school system. Obviously, schools do not function in isolation and as such the society within their context which they serve should contribute much and hence the position of SDAs, and SDCs in school management.

2.3 The roles of SDC/SDA in schools

The roles of parents' bodies have been covered much . Hill, Smith and Spinks (2010) note that mounting local control of schools is universal and their investigation of six Western Europe and America countries sustains this observation. The ways and methods used to decentralise of responsibility is not uniform (Psacharopoulos and Woodhall, 2011). In line with the study, the critical issues relate to school long term plans, designing and construction of infrastructure, school management, among other critical roles of parents' bodies. These roles are not equally applied hence controversial in the field of educational management. These roles are discussed below;

2.3.1 SDC/SDAs and School Improvement Plans

Studying in India, Szilagyi (2011) reports that parents bodies can start useful school improvement plans. According to this study, members of all School Management Committee (SMC) in the four districts used the skills they acquired in their training to identify and choices their schools' needs as they developed their School Improvement Plans (SIPs). This process engaged SMC members, students, teachers, and community members who gathered at the school premises to work on the development of their SIPs. Again studying in Nigeria, Power (2010) reports those parents' bodies are essential for starting school development plans. Keith and

Girling (2010) define a school development plan as a set of structured activities to be followed to achieve a certain aim for the school. Robbins (2019) views a school development as the setting up of effective goals to assist the school in attaining collective agreement about what work needs to occur or be done for improvement to take place within the school. Therefore, one can safely say that a school development plan is long term proposal for the attainment of goals which focuses and prioritize the efforts and resources of the school to make improvement. That's how parents' bodies can initiates school development plans. This study seeks to investigate the extent to which SDA/SDC in Highglen district primary schools are contributing towards school development in a Zimbabwean context.

2.3.2 SDA/SDCs and financial control/management

The financial contribution of SDA/SDCs is well documented in literature. Keith and Girling (2010) report that communities set financial representatives to run their own school finances through a committee known as the School Finance Committee (SFC). The School Finance Committee (SFC) is viewed as a group of individuals manage the school budgets and plans for the achievement of educational programs related to objectives and goals within a definite time period (Power, 2010). Therefore, one can say that School Finance Committee (SFC) is a group of chosen parents, who have a role in the running of school finances. What is not clear is whether these parent bodies bring in meaningful contributions towards school development. This is what prompted the current study to investigate the contribution of such committees and association in contributing to school development focusing of Highglen district primary schools in Harare.

Studying in Zimbabwe, Nyandoro, Mapfumo and Makoni (2013), entitled, "Effectiveness of school development committees in financial management in Chimanimani West Circuit Primary Schools in Zimbabwe" reported that SDCs are functional parents' bodies in the schools. This research discovered that School Development Committees were not competent in the use of school funds as these schools lacked financial literacy in many respect. The researcher reported that the SDCs/SDAs lacked adequate preparation and utilisation of school budgets to enable effective financial decisions making process, the keeping of school inventories of assets and raising school funds.

2.3.3 SDA/SDCs and the construction of school infrastructure

Studying in Masvingo, Chivore, (1997) reports that the part of the parents through these parents' bodies, SDA/SDCs, can be supported based on the construction of ECD play centres as well as their up keep. Essentially local parents put their hands together and provide these basic services for their schools. In a separate study, Keith and Girling (2010) in Harare report that SDCs in various schools in Kuwadzana cluster Banket have bought vehicles for their own schools. This looks as part of school bodies' responsibility towards school development though it's not clear on the actual contribution of the SDCs/SDAs in Highglen district as the cited studies are not from this area.

2.3.4 SDA/SDCs and school administration

The educational approach of having government distributing powers and responsibilities to local school communities in the provision of education is world-wide (Psacharopoulos and Woodhall, 2011). The term decentralisation is used to denote this form of power delegation to chosen members of the community to manage schools in their communities. Robbins (2019) states that decentralisation is important to promote democracy in school management.

Again Chikore (2013) in a study in Zimbabwe reports that the management and administration of schools can be improved if school heads are aided by the SDAs/SDCs. This study shows that school management is not only the responsibility of the school heads and related school interested parties, but also incorporates the parent themselves. However, this study fails to fully account for the real roles of these SDCs/SDAs in assisting schools heads effectively manage schools. This study is thus motivated by the need to investigate the perceived roles of SDAs/SDCs in school development in Highglen district in Harare.

2.4 SDC/SDA and the promotion of school development

The degree to which schools are supposed to be managed by local authorities has been a continuous controversial in school governments and development. Keith and Girling (2010) say that in Zimbabwe, the central government is eventually responsible for the provision of education services to its people. This realisation denotes that in any way possible, the central government has the overall responsibility to provide education in Zimbabwe. Controversy is

based on degree of decentralisation which any government administration considers to be best possible for the fulfilment of the education service. Similarly, the roles of each parent in school running also lead to problems. This study considers that the SDA/SDCs are critical in the promotion of school development but seeks to investigate this contribution based on primary schools in Highglen district in Harare.

Scholars who support decentralisation maintain that this educational practice alleviates the financial burden on central government (Psacharopoulos and Woodhall, 2011). In a study in London, Robbins (2019) reports that school committees are forced to generate additional resources in order to support their own schools. Similarly, Chivore (1997) in Zimbabwe contends that if school resources are controlled by the local community, there is faster development. Power (2010) concurs that the benefits of local control of school resources goes further than the promise of additional resources, but guarantees a greater stable support. All these studies seem to be agreeing that these SDAs and SDCs can be the basis for school development. What these studies fail to make clear is the actual quantifiable development in schools by these parent bodies. That being the case, there is need to convene a study to establish through research the roles of SDs and SDCs in ensuring resource management by them which leads to eventual school development.

According to Robbins (2019) the parents' body approach brings the schools much closer to the community. When schools management is brought closer, it increases accountability by the school management to the community they are serving. In another study, Keith and Girling (2010) say that the quality and quantity of educational resources are based on what the community offers. These communities offer these educational resources through their school parents' bodies which eventually lead to community participation in these schools. In as much as these studies show that schools can benefit much from SDAs/SDCs, the actual roles of these parents' bodies in the provision of these benefits in right quantity and quality remains unclear and this forms the basis for this study. This is the position of the current study based on selected primary schools in Highglen district in Harare to research on the contribution to school development.

Power (2010) supports community school control for effective and stable school development. From a study conducted in middle east by Szilagy (2011) argues that consequential management power and influence should be delegated to the locals as this way guarantees the school and its programmes remain aligned with the contextual wishes and needs of the locals.. It is obvious that when the wishes of the locals are actually addressed, school development can be accelerated as an appreciation by locals when their educational needs are answered.

As much as the local community initiatives as the SDAs/SDCs with their eventual support and control, there are challenges associated with this corporate management style. Chivore, (1997) regards the strength of the community's resource sources as being critical for ensuring school development. In this context, it therefore mean, that the poverty of the community manifest in the school. This realisation makes common sense to carry out a study. The carrying out a study for selected schools in Highglen district, which is made of households of mixed levels of income to explore the roles of the SDAs and SDCs, is a worthwhile study.

The disadvantages of SDAs and SDCs are also in records of some studies. Robbins (2019) notes that local schools leadership creates also conflicts. Conflicts hinder development. This study is also driven by the need to investigate the extent to which the SDAs and SDCs functions can be anti-development for the sample of schools in Highglen district in Harare.

2.5 Ways of enhancing SDC/SDA functioning in school development

One of the ways of enhancing SDCs/SDAs functioning in schools is by practicing transparency. Psacharopoulos and Woodhall (2011) report that when parents' bodies achieve respect and trust from the parents who choose them and teachers, these bodies can perform better. It can be noted that the general idea is that transparency need to back the operations of SDA/SDCs so that development takes place.

In a related study in Germany, Bray and Asar (2016) identify areas which as guiding parameters for transparency to take place and thereby supporting the performance of SDA/SDC. These include;

- Selection of office bearers
- Following stipulated financial procedures

- Collecting funds as agreed during an annual parents general meeting
- Allowing external auditors to regularly check financial statements
- Making midterm financial reviews to inform the parents

The above information is important for the present study because it will help to assist by providing the basis on which one can question the roles of DCs/SDAs in selected schools in Highglen district in Harare.

Dean and Cosy (2017) say that communication can also be the foundation for supporting the involvement of parents' bodies in school development programs. According to this study communication is recognized as forming the basis for measuring progress. It means that if the school administration does not communicate effectively with the parent's development will not take place. Communication means informing and receiving the school plans and is a reciprocal whereby the school also benefits from the ideas of the parents leading to development.

2.6. Summary

A literature review related to the roles of parents' bodies in school development has been given in the chapter in order to create an understanding prior research that researched the concept in different educational settings. The chapter has provided the theoretical framework underpinning this study based on the functionalist theory. The literature review has taken into account works that has studied the forms of contribution by parents' bodies in school management and in school development. The numerous roles of SDA/SDCs in schools based on what scholars say have also been covered in the chapter. Again an attempt has been made to provide the knowledge gap for the present study. The upcoming chapter provides the research methodologies adopted for the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 INTRODUCTION

In this chapter, the researcher presents the methodological approaches adopted and adapted in the study based on investigating the impact of SDC/SDA on school development in High Glen district primary schools in Harare. The other task of the chapter is to discuss the research design, the population and sampling procedures used for the research. The outlined research methods and instruments used in gathering data are discussed. The ethical considerations, data presentation and analysis plan are also provided in the chapter.

3.1 RESEARCH APPROACH

This research primarily made use of a mixed approach taking up qualitative as well as quantitative research approaches. According to Torrington (2019) the qualitative approach assists researchers to get systematic data relating to an identified problem. The qualitative research approach underlies acquiring the insider understanding and not the outsider view of circumstances and events. This research is qualitative since it attempts to acquire a detailed insider view of what is happening on the ground at the selected schools relating to the roles of SDAs or SDCs in the primary school. It gives a comprehensive analysis of the views and explanations of the respondents on the topic.

In carrying out this study, the researcher makes use of quantitative research methodologies. There are many definitions referring to quantitative research by different scholars. Henry (2017) states that quantitative research is an examination of social problems aimed at explaining phenomena by getting together numerical data which is analysed utilising numerically based methods. Gill & Johnson (2017) state that quantitative research methods deal with numbers and anything that is computable in an organized way of investigating of phenomena and their relationship. Therefore, the tenet of quantitative research is that of assembling data in numeral form for explanation to come up with a solution to the problem under study. For this study, researcher generally attempts to quantify variables such as number of participants for the study.

3.2 RESEARCH DESIGN

The researcher used the descriptive survey design. According to Torrington (2019) research design is a pattern of techniques and procedures for obtaining research data needed to unpack social problems. Henry (2017) says that research design refers to the specificity of strategy that encompasses plans regulating data collection and then analysis for the conduct of an academic study. Therefore, it can be concluded that a research design is a way for data gathering in research.

Theary and Garg (2014) define descriptive survey design as a method that is employed to get information about a phenomenon under study from all or a selected number of respondents of the concerned universe and the investigator examine those phenomena which exist in the universe independent of his action. McCain and Mustard (2019) posits that in a descriptive survey the population is cautiously defined and purposely delimited thus setting accurate parameters for ensuring directness to the population under study. Therefore, one can define a descriptive survey research design as a method used for carrying out research.

Descriptive survey method was adopted for this study. According to Gay (1982) descriptive survey research design is used on preliminary and exploratory studies to allow the researcher to gather information, summarize, present and interpret for the purpose of clarification. The purpose of the design was to investigate the perceived roles of the SDAs/SDCs in school development in Highglen district Harare. Descriptive survey is treated most suitable for this study because it enables the researcher to get the relationship between school and the SDAs/SDCs and school development and the school's overall conception or perception of the SDCs/SDAs.

3.3 POPULATION

Collis & Hussey (2013) define the term population as the complete group of units that share a set of characteristics that are alike. This view of population is supported by Whilst, Collins and Hussey (2003) saying population is the major group or body of individuals or the units being studied. Therefore, one can define study population as all the individual units, objects or events that are considered in a research project. In this study, the population involve all the 30 school administrators and over 100 SDA and SDC members from the primary school in High Glen district primary schools in Harare.

3.3 SAMPLE

Rosenthal (2016) defines a sample as a sub-group of the population. Saunders, Lewis & Thornhill (2017) describe a sample as a smaller group or subset of population selected from the entire population. Therefore, a sample can be taken to refer to an equal representation chosen to participate in a study. Since the study will dwell on SDAs and SDCs and school administrators in the primary schools, the study therefore, target SDCs and SDA members and school administrators in the primary schools in High Glen district in Harare. Collis and Hussey (2013) posit that sampling refers to the process of choosing some of the elements from a given population. Therefore, sampling is taking a part (representative) of the chosen population and upon which findings from the study can be generalized for the whole population (Rosenthal, 2016). In this study, purposive sampling procedure is utilised to select the participants. Purposive sampling is described in detail below;

3.3.1. SAMPLING PROCEDURES

Denscombe (2012) states that purposive sampling is a procedure of convenience sampling in which population elements are nominated based on the researcher's judgment, intended objectives or the expertise of the researcher on which he/she believes are true representatives of the population in the study. Purposive sampling is a non-probability sampling method also known as judgmental sampling (Rosenthal, 2016). In the study, purposive sampling was

employed for the selection of 5 school heads from the selected cluster of 10 primary schools in High Glen district.

A total of 30 SDC/SDA members will participate in the study as part of the sample using random sampling from the parents' bodies across the primary schools from the Highglen district. Random sampling will be used for this study as a process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected (Saunders, Lewis & Thornhill, 2017). This means that all the SDC/SDA members from the selected schools will have an equal chance of participating in the study.

3.4. RESEARCH INSTRUMENTS

Research instruments are tools made use of in gathering data needed (Collis & Hussey, 2013). The researcher will use interviews, questionnaires as well as document analysis to collect information from the participants relating to the roles of the SDA and SDC members in the primary schools in Highglen district Harare. The interviews will be conducted with school heads, questionnaires for primary school SDC and SDA members.

3.4.1. INTERVIEWS FOR SCHOOL ADMINISTRATORS

In this study, the researcher makes use of interviews as a data gathering technique for the current study. The researcher proposes to use open ended interviews for this particular study. According to Silverman (2013) interviews refer to resolute, face to face chat in which one person asks prepared questions (interviewer) and another answers them (respondent). Kervin (2012) defines an interview as a two-way communication starts by the interviewer to get information from a respondent. Therefore, one can define an interview as a physical conversation in which one person asks questions and the other one responds. In this study, face to face interviews will be conducted with school administrators randomly selected from the selected schools in Highglen district in Harare.

The researcher will develop an interview guided by the research questions. The interview guide comprises a total of four major questions probing the roles of SDA and SDA members in school development in the primary schools.

The cause for using interviews for the present study include the fact that interviews are flexible and provide room to learn from facial, body movements and actions as well as gestures (Kervin, 2012). Also face to face interviews allow the researcher to search further into initial responses to gain complete answers to the questions and provided official room to discuss at depth on the issues at stake. Again, Kervin (2012) recommends face to face interviews as a very helpful procedure for gathering particular, relevant and live data from the case.

Like any other method used in data gathering interviews are reported to have shortfalls in data gathering from many users of them. They have been reported to be biased and in some cases questions may be difficult to ask due to social attachments and sensitivity in some issues (Gill & Johnson, 2017). Again, interviews are known to result in useless items or information especially when the interview is not well managed and the interviewee is given enough time to continue speaking. Also at times interviewees are known to intentionally give false information or give own answers (Silverman, 2013). As such in the study these shortfalls will be overcome by developing interview guides which supply standardized questioning in support of probing sub-questions. This way it will keep the interviews guided and avoid mixing up of questions and ideas. Again, the researcher will be careful in maintaining the interviews remaining focused. The interviewer will avoid being controlled by the respondent through a skillful questioning technique. This way the questioning will be made systematic and comprehensive.

3.4.2. QUESTIONNAIRE FOR SDAs/SDCs

The researcher will also make use of questionnaires in data collection. According to Denscombe (2012) questionnaires are a set of questions or statements that measure attitudes, thoughts, views and biographical information. For this study at least 8 ended questionnaires will be self-administered to the SDA/SDC members specifically chosen in order to investigate the perceived roles of SDA/SDC in school development in Highglen district.

The questionnaire will comprise of two major basic sections, that is Section A constituting the demographic section which will be a closed questioning section asking on demographic information. Consequently, Section B of the questionnaire item comprises open ended questions requiring participants of SDAs/SDCs to express their views. Lastly, section C probes on the school administrators knowledge in relation functions of SDAs/SDCs in school development in the primary schools.

The selection and use of questionnaires will be based on some of the advantages for utilizing questionnaires in research. Silverman (2013), states that questionnaires permit the researcher to examine deeper into the participants' answers obtained from other sources to gain more detailed responses to the questions. In this study and context, questionnaires enhance the researcher's collection of in-depth responses from the respondents. Additionally, the use of questionnaires for this study was gainful in directing the process of data acquisition (Creswell, 2013). Similarly, the use questionnaires for data collection in the study is primarily based on their maintaining anonymity, privacy and confidentiality of the participants since no names are written on each questionnaire item. To add on, questionnaires are quick and cheap in gathering huge amounts of data from the prefects thereby allowing reaching of the respondents at one goal. This will be possible for the proposed study because all the questionnaires will be self-administered to the respondents at the same time and answered whilst the researcher will wait preventing the respondents to discuss or misplace the answered questionnaire transcripts.

Nevertheless, questionnaires have been critiqued for their failure to gather detailed data and over representation in mathematical expressions than the facts (Silverman, 2013). Moreover, questionnaires, such as closed ended questionnaires, have a weakness in giving prepared responses thereby denying the respondents of the chance to divert or explain their answers. However, in this study, open-ended questionnaires will be used since they will allow for respondents to express themselves. Furthermore, some of the open-ended questionnaires will be followed up by an open space to explain or further probe and inquire from respondents to gain further answers and understanding on the perceived roles of SDAs and SDCs in school development in the primary schools.

3.5. DATA COLLECTION PROCEDURE

Data collection is a process indeed involving the researcher applying for permission to conduct the study from the Ministry of Primary and Secondary Education. The researcher will attach together the confirming letter obtained from the Midlands State University and the written application letter and take them to the Permanent Secretary's Office and then to the provincial offices as well as to the district office. Permission to conduct the study in the selected primary schools in Highglen district and to involve the school administrators and SDAs and SDCs will be obtained. In the second phase, the researcher will write an application letter to the school heads for the selected schools seeking permission to conduct and involve the participants in the study.

Consent letters will be drafted by the researcher and approach the respondents for the study. The researcher will take their time to explain the purpose of study in overall and to explain the intention of the study and the place for the involved participants in the study. The researcher will also explain the rights of the respondents that included the right of inclusion and exit anytime deemed and the rights to give or uphold information, the issues of confidentiality and anonymity. The researcher will call or use whatsapp to contact the selected participants discussing on places of convenient and dates to administer the questionnaires and convene the interviews in the light of covid 19 lockdown restrictions observing every recommendations for health and social distancing.

The questionnaires will be administered procedurally by getting consent papers and issuing questionnaires at their homes since school are closed because of covid 19 pandemic. The interview conduct will start with setting appointments and venues with school heads bearing in mind that the issue of social distancing in light of covid 19 are realized. The school heads will be engaged for interviews in their school offices or home or in the streets where a total of 15 minutes in duration each. Primarily, the researcher undertakes to capture the interviews in the form of writing so that later the responses will be analysed and interpreted.

3.6 TRUSTWORTHINESS

The researcher will ensure confidentiality to interviewees for them to freely answer the interview questions as well as the questionnaires individually. Cross checking and verification will be used

to support data, trustworthiness and authenticity of the study. While questionnaires provide an opportunity for data verification, questionnaires will be self-administered to other instruments used in the study. Lastly, the interviews will ensure gathering of live, current and relevant information from the study thereby, ensuring valid and reliable findings. In essence, data triangulation and pilot testing of the instruments will ensure validity and reliability of the data to be gathered.

To ensure trustworthiness for the proposed study, the following components are realized;

- **Dependability-** these aspects are based on the realisation that if the research work is repeated, in similar circumstances, with the equal methodology, comparable findings would be obtained (Cohen and Manion, 2013). In order to guarantee dependability in the proposed research, the researcher will ensure that the research processes will be reported in detail.
- **Credibility-** refers to the intended focus of the study relating to issues of confidence in how the collected data will be analysed. The researcher will make sure that the research findings are well-matched with the discernment of the respondents (Holloway and Wheeler, 2002). Similarly, the use of triangulation will be another approach for the proposed study to ensure trustworthiness.
- **Transferability-** is a situation occurring when research findings matches into comparable study setting (Cresswell, 2013). The researcher will ensure transferability for this research through literature review.
- **Confirmability-** refers to the extent to which the audience are made aware of the study (Oates, 2006). The researcher will make sure that he shows how he reaches the constructs and themes as well as interpret the data to ensure conformability as part of ensuring trustworthiness of the study findings.

3.7 ETHICAL CONSIDERATIONS

Denscombe (2012) posits that research ethics as a process which is carried out throughout the research process involving considering moral aspects and not as an afterthought. In this study,

ethical principles will be observed throughout the study. Torrington (2019) suggests that researchers need to grant freedom to respondents to give information and this will be observed and respected.

Permission to conduct the study will be sourced and acquired with the Ministry of Primary and Secondary Education through the Permanent Secretary's Office, the Provincial Education Directors' office, as well as the District Education Office. The permission to conduct the study in the school will also sorted from the School's Heads from the selected schools in Highglen district in Harare. The other ethical considerations/principles are written below;

3.7.1 Informed consent

Informed consent as part of the ethical considerations for the proposed study will be done. Akaranga and Ongong'a (2013) note that informed consent relates to respondents being aware and voluntarily giving their consent to participate in research work. The researcher proposes to provide a consent form to get informed consent from the respondents by acknowledging their consent to voluntarily participate in the proposed study.

3.7.2 Anonymity

For this current study, the researcher proposes to adhere to anonymity. According to Creswell (2014) the term anonymity means not revealing participants' names. The researcher proposes to utilise pseudonyms for participants such as Respondent 1, Respondent 2 to refer to the participants.

3.7.3 Voluntary withdrawal

Again the researcher proposes to secure that the contributors will have the opportunity to voluntarily withdraw from participating meaningfully to the study. According to Cresswell (2013) states that the principle of voluntary withdrawal in research is the professional obligation taken by researchers to assure participants their voluntary provisions of data or withholding it. In this context, the researcher proposes to explicitly explain to the participants for this research to voluntarily provide data.

3.8 DATA ANALYSIS AND PRESENTATION PLAN

(Silverman, 2013) views data analysis as a systematic process which will be conducted inductively and deductively. Torrington (2019) views data interpretation as involving making sense of what people have said, looking for patterns, putting together what is said in one place, and integrating what different people have said. Data analysis in this study means the process of gathering, organizing and giving the output in relation to the expected research questions and objectives. In this study, both qualitative and quantitative research methods will be used to come up with the major premises, ideas, themes in the half-structured questionnaires and face to face interviews' data. Analyzed quantitative data will be presented as themes, ideas and narrations.

3.8.1. THEMATIC ANALYSIS

The researcher will also make use of thematic analysis approach in data analysis and presentation. According to Silverman (2013) thematic analysis is a qualitative method of categorizing, scrutinizing and reporting patterns (themes) within data. In the same idea, Cresswell (2013) argues that thematic approach involves numerous aspects of the research topic collected for the collective meaning. Thematic analysis has advantage of being flexible which allows for a wide range of analytic options (Silverman, 2013). In contrary this can also pose challenges when in that it makes the developing of themes in higher-level analysis difficult and can potentially paralyse to the researcher when trying to decide what aspects of their data to focus on (Torrington (2019)).

The findings will be put together by the researcher to come up with themes for data analysis and presentation. The themes will be made basing on the recurrence of data collected from the respondents. According to Johnson and Silverman (2013) themes are outlines within data sets that are significant to the explanation of a phenomenon and are connected to a specific research question. These themes will make categories for analysis of the data obtained from the study on the perceived roles of SDCs and SDAs in school development in primary school level.

3.9. DATA MANAGEMENT

Data management involves the capturing, storage of all data collected for any study (Silverman, 2013). Therefore, a systematic approach shall be used to data management in this study. Data management process included questionnaire's folder labelling and interviews along with the typing and printing of the research project. Data will generally be stored in form of hard copies, for example, interview transcripts and copies of all questionnaire responses will be kept in hard copies.

3.10. SUMMARY

The chapter has discussed the research methodology which will be adopted and adapted in this study and justification has been made above the decisions. The chapter has given a clear outline on how data collection procedure will be done, the instruments to be used and the data analysis plan. The chapter also gave means by which data validity, trustworthiness, reliability and credibility will be guaranteed. The chapter that follows presents data collection instruments in relation to the investigation.

CHAPTER 4

4.0. DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1. Introduction

Within this chapter results of the study are presented and discussed. The chapter makes a follow up to methods and instruments used to gather data which are spelt out in chapter three. Questionnaires and interviews were used to gather data as part of the comprehensive process of answering the research questions highlighted in the preliminary chapter. The demographic data is also presented informed by the sampling technique developed as per this study.

4.2. School Heads' demographic information

In this context, school heads' demographic information encompasses sex, level of education attained, and school leadership experience. This has a bearing on the school heads'

understanding and leading in working with SDAs or SDCs as well as their ability to initiate and implement school development.

4.2.1. Gender and years of experience

The gender and years of the school heads' school leadership experience are shown in a table below.

Table 4.1: Gender and school leadership experience in years

School leadership experience in years	0-4	5-9	10-14	15-20	Total
Male	0	2	1	1	4
Female	1	1	1	1	4
Total	1	3	2	2	8

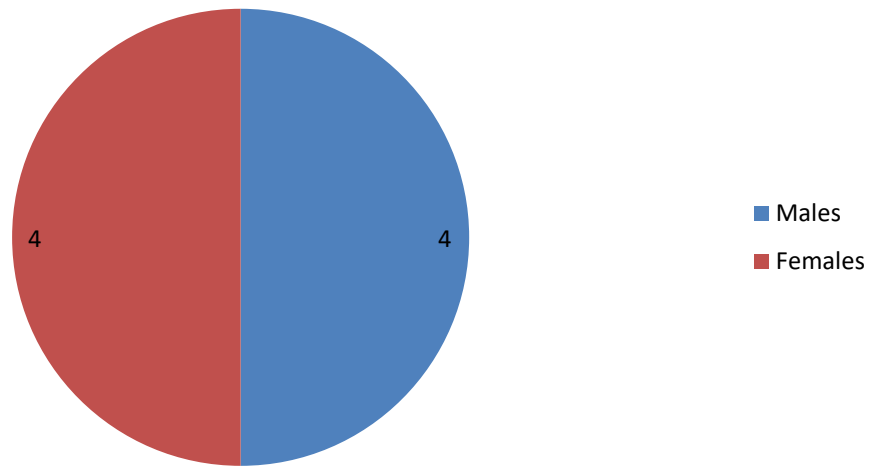
Table 4.1 above shows that a total of 2 male school heads have a total of years of experience in the range 5-9 years while only 1 male school head has 10-14 years school leadership experience. Consequently, the table also indicates that 1 female school head's experience is between 0-4 years, while another has 5-9 years' experience and lastly the other school head has school leadership experience in the range 10-14 years. It is also shown from the table, as noted from the collected data, that 2 of the school heads, 1 male and 1 female, have school leadership experience in the range 15-20 years. In particular, the number of school leadership experience of the school heads who participated in the study is quite commendable since they are totally

experienced for their task to do with initiating and implementing school development in liaison with the SDAs and SDCs.

It can be noted that gender, males and females, were represented on the school heads which ultimately reduces the propensity for this study to be biased. The pie chart below shows the gender dispersion of the school heads who participated in the study

Figure 4.1. Gender dispersion of the school heads

Gender dispersion of the school heads



4.2.3. Level of Education Attained

School Heads' levels of education are tabulated below.

Table 4.2: School Heads' level of education is tabulated below.

Level	of	Diploma	in	Bachelor's degree	Master's degree	Doctoral	Total;
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education	Education	in Education	in Education	degree	
Male		3	1	0	4
Female		2	2	0	4
Total		5	3	0	8

Table 4.2 above shows that the school heads who participated in the study are well educated and relevant for their posts, having at least a Bachelor’s degree in education. In particular, a total of 5 school heads, 3 males and 2 females have a Bachelor’s degree in Education, while a total of 3 school heads, 1 male and 2 females, have attained a Masters degree in education. This makes one to carefully assume that the school heads who participated in the current study have the relevant skills for initiating and implementing school development as well as to deals with their respective SDAs and SDCs in the cluster. However, it should be noted that there were not school heads for this particular study that have as yet attained a Doctoral degree.

4.2.4 Demographic data of the SDA and SDC members

Table 4.3 Demographic data for the SDA and SDC members

Serial	Gender	Highest Level of Education				Position in SDA/SDC				Total
		Bachelor's degree	Diploma	Certificate	Non	Chair	Committee member	Treasurer	Other	
01	Males	4	5	4	2	4	5	4	2	15
02	Females	4	5	4	2	4	5	4	2	15
03	Total	8	10	8	4	8	10	8	4	30

The table above shows that there are a total of 30 SDA/SDC members who participated in the study. The number of males and that of females is equal that is 15, which indicates that there was a gender balance on the participating SDA/SDC members for this particular study. The table also indicates that a total of 8 SDA/SDC members have attained at least a Bachelor's degree and these are the Chair for the SDA/SDC members who participated in the study from the selected schools in the cluster. Moreover, the table also indicates that a total of 10 SDA/SDC members have attained a Diploma while a total of 8 SDA/SDC members have attained a Certificate. These members of the SDA/SDC are generally educated such that they are academically sound to occupy their school leadership tasks. The positions held by the members of the SDA/SDCs have been shown also on the table. However, the table also shows that a total of 4 SDA/SDC members have no professional qualification commensurate with the school leadership tasks given to them by the parents from their respective schools. This may negatively leave a lot to be desired as top their suitability for being members of the school development committee.

4.2.5. What are the roles of SDC/SDA in primary schools?

A total of 25 out of 30 members of SDC/SDA members concurred that school development is based on the various duties of parents. This is 83.3% of the total number of the SDA/SDC members who participated in the study. These participants explained that SDC/SDAs contribute

towards quality education and access in their respective schools. This shows that schools' quality service provision can be improved based on the contribution of SDC members.

The study findings from the interviews revealed that SDA/SDCs' role is multifaceted. The school heads who participated in the study maintained that the energy of the SDC/SDA members in the direction of school development is the basis for quality of teaching and learning in the schools. The rest of the school heads explained that the SDA/SDCs are most excellently located to mobilize the community members as well as the resources towards school development. This idea is supported by Schumacher (2017) who reports that parents' bodies in schools propel community development. This is particularly true especially when the SDA/SDC members are clearly motivated and have a clear vision that is well up to date.

It is also apparent from the study findings that the other role of the SDA/SDC members is the promotion, improvement and the encouragement of the development and maintenance of the whole school. According to the participants, the school heads in interviews, the school relies on the parents for the improvement of schools. This means that the SDA/SDC members are the fore-runners in initiatives leading to the promotion and improvement of the school. The following role was recurring from the school heads in interviews;

“SDC/SDA members propose and support school development programmes. They encourage the rest of parents to support various school development projects.”

Head G; “Schools cannot do without parents' bodies. The SDC and SDAs are elected by the parents themselves which gives them powers to come up with school projects which lead to school development?”

The statements above support the view that school development is based on the roles of SDA/SDCs in the schools. The statements gathered from these participants support the idea of

having parents' bodies in schools so that development initiatives come from the communities the schools are serving.

The participants also revealed that the SDC/SDA members can also help in the improvement of the school moral cultural. The rest of the school heads indicated that the SDA/SDC members can inspire all the members at the school as well as the learners. This means that the role of the SDA/SDC members can lead to the spiritual and intellectual welfare of the learners in the schools. School Head A reported that, "*Contemporary SDC or SDA members can set the school tone.*" This means that the parents' body can actually set the requirements in terms of discipline of the learners required showing the importance of the SDA/SDC members.

4.2.6 How does SDC/SDA promote development in primary schools on Highglen district in Harare?

This section of the study presents data gathered based on the research question which read; How does SDC/SDA promote development in primary schools on Highglen district in Harare? The study findings show that the SDC/SDA greatly promotes school development.

A total of 29 out of 30 SDC/SDA members indicated that they contribute towards the sound relationships between the school and the parents. This school parent relationship is required for the promotion of development in the primary schools (Shatkin and Gershberg, 2017). This shows that the SDA/SDCs are a critical parents' body which ultimately leads to development in the primary schools.

In the interviews, the school heads SDA/SDC members situate the nature of the relations required at the school. According to the school heads, the SDA/SDCs and parents focus on the educational and social aspects of leading and organizing schools. It can be noted that if the SDA/SDC members work together in harmony they can create strides for the improvement of the teaching and learning process in their schools. This means that the creation of good relations by

the SDA/SDC members can cultivate the required levels of trust in the members of the community. This trust is required since this can be the basis for outright payment of school fees by the parents as well as by the various members of the community who can extend their donations towards the school based on issues of transparency built through community partnerships initiated by the SDC/SDA members.

The school heads also indicated that the SDA/SDC members also contribute much in the collection and payment of school fees which feeds into school development. School Head C said, *“Members of the SDA and SDCs are given opportunities to understand school finances and asset management in schools.”* This is a very important way of promoting school development as they can monitor the way in which school funds are paid, budgeted for, kept and utilised. These are important aspects when it comes to financial resource management in schools. It can be noted that the issue of finance and asset management show the most importance of intervention. The school heads reported that SDA/SDC members supervise the management of school finances and assets strongly which may reduce issues of misuse of public funds and hence lead to the proper use of school funds and hence lead to school development.

The study findings also indicate that SDA/SDC members in schools can be fore-runners in ensuring the security of school physical resources and related school assets. These school assets have been portrayed by the school heads as the physical resources upon which schools are built. The following responses were collected from the participants;

School Head D said, *“SDA/SDC members provide security to the school assets required for school use and in school development projects.”*

School Head C: *“The SDA and SDCs provide physical protection to the school protection. They safeguard the school assets. In most cases, the SDA/SDCs are involved in coordinated activities of school fencing, the fixing of burglar-bars to offices and classrooms as well as providing security guards and school watchmen.”*

The above roles of the SDA/SDCs can indicate and support the view that these parents' bodies are important in getting physical school resources safe. It can be concluded that once the school premises and school physical resources are safe from thieves, the school can go ahead with initiating and implementing school development projects. This therefore, shows the importance of the various roles that SDA/SDCs render to the schools.

4.2.7 In what ways can SDC/SDAs be retrogressive when it comes to school development?

In as much as the participants argued that the SDA/SDC members provide various functions to the school, quite useful data was also gathered relating to the retrogressive nature of SDA/SDC members. The data presented in this section of the study is based on the research question which reads; In what ways can SDC/SDAs be retrogressive when it comes to school development? This shows that there is no homogeneity in terms of the conception of parents' bodies in schools.

The participants indicated that there are some SDA/SDC members who may have diverse backgrounds which can be the basis for differences. The participants maintained that SDA/SDCs are composed of members selected from a wide spectrum of parents. These differences may exist in the form of origin, culture, language, educational attainment among other variables importance for propelling education. The participants argued that in most case school development fail due to the diverging interest from the members of the SDA/SDCs. School Head F said, *"The diverging interests of the SDA and SDC members cause problem in implementing lucrative schools projects."* This revelation indicates that SDA/SDCs can also hinder school development when their interests are at par.

The participants also revealed that the SDA/SDCs are conflict ridden bodies. The idea of conflict is against development. It was reported that the various members of the SDA/SDCs are generally one way or another in conflict. The following statements were gathered from the participants;

School Head D: *"The schools record cases of school conflicts between members of the SDCs/SDAs. These conflicts are not good for an educational setting."*

School Head E: *“Issues of school funds embezzlement are not new in our schools. The money that is supposed to benefit schools is misused by the SDA/SDC members.”*

School Head F: *“SDCs and SDAs are unfortunately politicized which makes school operations difficult.”*

The above statements are agreeing that SDAs and SDCs are problematic bodies at times. This is evidenced by conflicts; school funds embezzlement as well as politicising the administration of the schools. All these problems are retrogressive when it comes to school development. Instead of schools focusing on school development, much energy and resources are utilised towards resolving these problems emanating from the school parents’ bodies.

d. How can the functioning of the SDC/SDA be enhanced in primary schools on Highlen district in Harare?

The last task for this chapter is to present data gathered based on the following question: How can the functioning of the SDC/SDA be enhanced in primary schools on Highlen district in Harare? The participants revealed various strategies and suggestions that can be useful in enhancing the functioning of SDA/SDCs in the primary school. The table below summarises the gathered responses from the participants.

Table 4.4 Ways of enhancing the functioning of SDA/SDC in schools

Serial	Ways of enhancing the functioning of SDA/SDC in schools
01	Giving incentives to members of the SDA/SDCs
02	Training members of the SDA/SDCs on school development
03	Extending the grants for schools to implement school development projects
04	Initiating and maintaining a sound school community relationship

05	Donations for school development
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4.3. Summary

The chapter has shown the data that was collected and was presented in the form of tables, graphs as well as pie charts. The set of findings presented are based on the research problem realised on the roles of the SDA/SDCs in school development. The data presented shows that the roles of SDA/DSCs in school cannot be denied when it comes to school development. There is therefore, need for school heads to maximise the relationships between schools and parents in order to tap the locals' abilities towards schools development. The focus of the following chapter is to offer recommendations.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter serves to conclude this research. The purpose of this chapter is to summarize the research, to draw some conclusions as well as propose recommendations in relation to the findings of this research. The chapter commences by giving a summary of the chapters and then of the whole research findings. Subsequent to that some conclusions will be drawn in line with the research findings while recommendations will be made at the end of this chapter.

5.2 Summary of Chapters

The study was based on the need to investigate the impact of SDC/SDC on school development in Highglen district primary schools in Harare. In first chapter of this research, the researcher presented the background of the study which provided the location of the area, and the nature of the participants who are SDA/SDC members in Highglen district . The researcher also highlighted the statement of the problem, research questions for this particular research as well as the significance of the study. The significance of the research was hitched on the rationale for conducting the current research. The objectives of the research included the need to explore the roles of SDC/SDA in primary schools, to investigate how SDC/SDA promote development in primary schools on Highglen district in Harare as well as to establish the ways SDC/SDAs can be retrogressive when it comes to school development and to identify policy gaps and make

appraisal for improvement. The other task for this research was also to suggest ways of improving the functioning of the SDC/SDA in primary schools in Highglen district in Harare.

The second chapter for this research considered the unpacking of the views of other authors on the issues of parents' bodies included in school administration. This particular chapter attempts to relate the current research in the context of many worlds, regional, national and international studies relating to the concept of parents' bodies and SDA/SDCs in the primary schools. The chapter was hitched on the scholarly views on the roles of SDCs, the advantages or contribution of the SDAs or SDCs to school development.

In Chapter 3 of this research, the researcher gave a clear description of the research design, research methods or techniques as well as the sampling techniques used to select the research participants. This chapter of the research again explained the research methods adopted for this research and showed that a mixed research paradigm was best, utilizing both qualitative research techniques as well as quantitative research techniques. The decisions for utilising a mixed research paradigm were basically hitched on the simple realization that the shortcomings of qualitative research techniques could then be catered for utilising the quantitative research paradigms. The research instruments utilised for this study were the interviews with schools heads and the questionnaires with the SDA/SDC members who participated in the study.

The study findings were presented making use of both qualitative and quantitative data analysis procedures. Percentages were used to give meaning to the data. The use of the thematic approach as part of analysing qualitative data was used for this study. Based on the recurrence of research responses, some themes were formulated to assist in classifying and analysing the collected data. This was done in chapter number four of this research.

5.3 Major findings

This study was based on the need to investigate the impact of SDC/SDA on school development in High Glen district primary schools in Harare. The major findings for this study include;

- A total of 27 out of 30 members or 90% of SDC/SDA members reported that school development is based on the various duties of parents. These participants explained how the SDC/SDAs contribute towards better and quality education. This shows that schools' best academic results can be improved through the contribution of SDC /SDA members.
- The SDC/SDA members can be viewed as the basis for quality teaching /learning in schools. The rest of the school heads appreciated that the SDA/SDCs are mostly for mobilization of the community members in pooling financial resources towards school development.
- It is also clear from the research findings that the SDA/SDC members are well known for the enhancement, improvement and the support of the development and maintenance of the whole school. According to the participants, the school heads who were interviewed as the key development partners.
- A total of 25 out of 30 or 83.33% of the SDC/SDA members indicated that they contribute towards meaningful partnership between the school and the parents. This school parent partnership is required for the promotion of improvement d in the primary schools.
- The research findings also showed that SDA/SDC members in schools are good custodians of school physical resources and both fixed and financial assets.
- However, the research revealed that some SDA/SDC members have different backgrounds which are potential sources of conflicts. These differences exist in the form of ethnic, culture, literacy level, poor communication skills, language, educational attainment, public relations among other variables importance for improving and supporting education as an educational institution. The participants observed that in most cases school development bodies fail because of diverging interest from the members of the SDA/SDCs due to conflicts, funds embezzlements, corruption, lack of professionalism among members as well as politicizing the parents' bodies.

5.4. Conclusions

Based on the research findings for this research, the following conclusions can be drawn;

- SDAs and SDCs are functional parents' bodies in school development. The research findings show that SDCs and SDAs are composed from elected members of the community.
- Schools should consider SDAs and SDCs in the issues of schools development. This is because SDAs and SDCs have been applauded throughout the research because of their contribution to school development.
- At times the functions of SDCs and SDAs is compromised by the challenges of parent diversities, conflict of interests, conflicts, embezzlement of school funds as well as by politicizing parents' bodies.

5.4 Recommendations

The following recommendations emanated from the research conclusions. The recommendations are as follows:

- The Ministry of Primary and Secondary Education should organize and fund workshops and meeting for SDAs and SDCs to prepare them for leadership tasks for effective school development.
- The schools should find ways of appreciating members of the SDA/SDCs which may assist these committees to work hard towards school development unlike working for no personal gain as it requires time and sacrifice.
- Schools should set aside funds to induct and equip the newly elected members of the SDA/SDCs on school development so that they get skills in leading others and in spearheading school development.
- The government should extend timely grants for schools to implement school development projects.

- Schools should promote a good school climate and maintain a vibrant stakeholder relationship which can be the basis for effective working of SDAs and SDCs in school development.
- Schools should initiate an open door policy which will attract donations to support SDA and SDC members' roles in school development

5.5. Further studies

Since the study was only confined to the roles of the SDA/SDCs to one cluster of primary schools in Harare province in Zimbabwe, the results may be difficult to generalize to the various schools in Harare or elsewhere. Therefore, there is need for more studies on SDAs and SDCs. Similar studies can be done to involve other primary and secondary schools around the Zimbabwean education system. The spread of the study to other primary and secondary schools in Zimbabwe may widen the academic scrutiny on the roles of SDAs and SDCs in Zimbabwean schools. The study can also network and embrace the challenges met by educational administrators in dealing with these parents' bodies in primary schools in Zimbabwe.

The research has realized the need for a complementary research on SDAs and SDCs and education in the primary schools as well as in the secondary schools in Zimbabwe. In this perspective, the consequent areas for further research can be guided as follows;

- i. Carry out academic studies on the administrative functions of the SDAs and SDCs in schools.
- ii. Parallel researches to be carried out on the ability of school heads in dealing with SDAs and SDCs in the schools.
- iii. It would be of great value to explore the role of school heads towards improving the functions of the SDAs and SDCs in the administration of schools.
- iv. Like studies can be carried out to cover wide range of schools, both primary schools and secondary schools, in Zimbabwe or elsewhere to determine drawbacks and opportunities for SDAs and SDCs in school leadership and administration.

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3. Do you think SDC/SDA promote development in primary schools on Highglen district in Harare? YES NO NOT SURE

4. For how long have you been an SDA/SDC member? {1yr} {2yrs} {3yrs}
{4yrs} {5+ }

5. What are some of your responsibilities as an SDA/SDC member?

- a) ----- []
- b) ----- []
- c) ----- []
- d) ----- []

6. Are SDC/SDAs functions retrogressive when it comes to school development?

YES NO

SECTION B APPENDICE 2

1 What are your roles in school development?

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2. Make a list of the benefits of SDC/SDAs in school development

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3. What are the ways of improving the functioning of SDA/SDCs members for school development?

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4. What policy gaps you think the ministry of education should fill in order to promote effective and efficient collaborations of school development committees and school administrators?

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SECTION C APPENDICE 3

QUESTIONNAIRE FOR SCHOOL ADMINISTRATORS IN HIGHGLEN DISTRICT IN HARARE

1. What are the roles of SDC/SDA in primary school development

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2. How does SDC/SDA promote development in primary schools on Highglen district in Harare?.....

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3. In ways can SDC/SDAs be retrogressive when it comes to school development?.....

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4. How can the functioning of the SDC/SDA be enhanced in primary schools on Highglen district.....

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c .What is the challenges which are being experienced by working with the SDA/SSDC members in school administration affairs?.....

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d .Do you consider the introduction of the SDA/SDC alongside highly qualified school administrators will address the complex new demands of schools in the light of this computer generation.....

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