

## Quality Education Issues in Rural Day Secondary Schools: Teachers` and Local Community Perspectives

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**Abstract:** *The purpose of the study was to analyse quality issues in rural day secondary schools against the role played by local communities in bringing about of quality education as perceived by School Development Committees (SDCs) as the legally constituted representative of the local community and, the teachers. A total population of 236 teachers was part of the study. Out of 236 teachers, only 30 were sampled through random sampling. The research design used was the descriptive survey. The descriptive survey was chosen because it describes variables, procedures accurately and completely as possible in such a way that other researchers can replicate by other researchers. Questionnaires and interviews were adopted for data collection. Among others, results show that most of the SDC have very low educational attainment unlike the teacher respondents. Most respondents were of the view that national examination results and high academic achievement were the best indicators for quality. Respondents perceived teachers, textbooks, buildings, computers and finance as enhancing quality in schools. Results further show that parent involvement in the teaching/learning process in the classroom was only to the extent of encouraging their children to learn and do their home work while a few had been hired in a few instances to provide guidance in traditional dance. Most parents were involved in construction programmes as well assisting the head in the acquisition of materials meant to boost the quality of education. For sound community involvement in school issues and improved quality, the study recommended that Government to make it a requirement for literate SDC members to be voted into office. There is need for the training of SDC members on their roles and general school management issues. Schools should initiate exchange programmes where SDC members emulate from what other successful schools are doing.*

**Keywords:** *Quality education, Rural Day Secondary Schools, Teachers, Local Communities*

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### 1. INTRODUCTION

School improvement and accountability movements have challenged schools and districts to develop plans on how they will produce better results (Roger, 2003) The Zimbabwean government, taking cognisance of the need to improve quality and keep in line with its world accredited tag of being one of Africa`s best in terms of its 98% literacy rate, has devised a lot of innovations in an attempt to improve the quality of education in all teaching/learning institutions in the country. One such innovation was the government`s initiative to introduce democracy in the governance of the schools, an attempt meant to give local communities more say in the management and administration of the schools. Rural communities under the jurisdiction of the rural district council authority have been empowered through the Education (School Development Committees) (Non-Government Schools) Regulations, 1992, Statutory instrument 87 of 1992 while the urban communities whose children attended government schools got empowered through the Education (School Development Associations) (Government Schools) Regulations, 1992, Statutory instrument 87 of 1992. Private schools were to operate under the owner as the responsible authority under a different piece of legislation.

In the face of dwindling and shrinking financial resources, the government of Zimbabwe sought to devolve governance of schools to local communities. Faced with the recommendations of the World Bank and International Monetary Fund, the Economic Structural Adjustment Programme (ESAP) was adopted in 1993. Among the requirements of ESAP, was the reduction in expenditure in the social services sector. Most affected, therefore, were the education and health sectors.

Faced with these recommendations from the Breton Woods Institutions, government sought to reduce expenditure from the national purse by passing the buck to parents as a cost reduction measure.

While this has been the case since the enactment of the statutory instruments bringing about the three types of representatives, noticeable differences have appeared in the physical as well as non physical features of the three types of school in question, that is, rural day schools (primary and secondary), government schools (primary and secondary) and private schools (trust and mission schools). While the government, trust and mission schools appear to be making significant headway towards quality education as seen in academic performance and provision of a conducive learning atmosphere the same cannot be said of most of the rural schools. While statutory instruments are clear on the roles of local community representatives in as far as management of their schools is concerned, one is, therefore, invited to ascertain the source of the discrepancy among the schools.

This current research, therefore, intends to assess the role played by local communities through the School Development Committees (SDCs) in the development and management of rural day secondary schools so that they achieve quality education that is of benefit to the country and the world at large.

## **2. STATEMENT OF THE PROBLEM**

Of late, the ability of some of the SDCs has been brought to question. The Ministry of Education, Arts, Sport and Culture, in the Interim Strategic plan for the period July 2010 to December 2011 dated 25 August 2010, laments the serious crisis in school governance and system management that has been compounded by lack of training for school leadership and for the SDCs. In light of the criticisms confronting the SDCs, this study sought to assess the effectiveness of the role played by local communities in the development of rural day secondary schools.

## **3. RESEARCH QUESTIONS**

The following sub problems stood as research questions:

1. To what extent are rural communities knowledgeable on quality issues in education?
2. What activities have been put in place to improve the quality of education by local communities in schools?
3. What have been the militating factors against community involvement in schools?
4. What can be done to improve the involvement of local communities to enhance quality education in schools?

## **4. LITERATURE REVIEW**

### **The Concept of “Quality”**

The concept of quality is rather illusive, multidimensional, and to some extent subjective and relative (Ota, 1995, Arcaro, 1995). Quality has, therefore, been viewed from various angles by various authorities and researchers. Webster`s Dictionary cited in Arcaro (1995 defines quality as a peculiar essential character, a degree of excellence. Juran (1998) views quality as fitness of purpose. If an education system is fit for its purpose then it is of quality standard. On the other hand, Rekkedal (2007) asserts quality to be a value judgement. Grisay and Mahlck (1991) define it as the correspondence between the aspirations of society and the changes that take place in the learner, the education system and society as a whole. If goals of society are met through the education system of the learner, then there is quality education in place. This is supported by Zvobgo (1999) who argues that quality implies efficiency in meeting the set goals, relevance to human and environmental needs and the pursuit for excellence and human settlement. Ota (1995) highlights that the concept of quality embodies the concepts of educational access, efficiency, effectiveness achievement and attainment and relevance, customer satisfaction and social justice.

## **5. INDICATORS AND DETERMINANTS OF QUALITY EDUCATION**

According to UNESCO (2005:67) “quality in education is generally described using indicators of resources such as the teacher pupil ratio, teacher educational levels, school buildings” among others. Lindquist (ibid) states three main indicators which are participation, community and equality. Samah (ibid) asserts that indicators of quality are those that measure teaching practices, classroom organization, teacher quality and social management. Samah (1991) presents these quality indicators in two major categories which are Principal and Supporting indicators. See table 1 below.

**Table 1.** *Principal and supporting indicators of Quality Education*

<b>Principal indicators</b>	<b>Supporting Indicators</b>
Curriculum and teaching methods	Instructional aids
Qualifications of teachers	Library and resource centres
Number of qualified teachers	Science laboratories
Educational resources	Total school expenditure
Class-teacher ratios	Nutrition programmes

## **6. ADAPTED FROM SAMAH (1991)**

According to Samah (1999) quality education, is reflected through the availability of both principal and supporting resources as depicted in table 1 above. The availability of these resources differs from one educational institution to the other depending on the availability of support from the stakeholders. Fuller (1985) is in agreement by acknowledging that the quality of an educational enterprise is a function of inputs which come in the form of both human and material.

The following were some of the potent factors established by Fuller (1985) as contributing to quality education:

- Expenditure per pupil
- School library activity
- Teacher training
- Length of instructional programme
- Teacher`s social class

Gatawa (1998) attributes differences in school quality to the differences inherent in the systems by way of availability and effective use of instructional materials. Materials include textbooks and human resources. The two types of schools under comparison have had their fair share of resources from the environment, mostly arising from government grants, parents contributions as well as non-governmental organizations and one would have hoped to come up with similar levels of quality depicted in the two systems.

Supervision and general management practices in schools give rise to quality education. Whatever fine training teachers receive quality becomes elusive without adequate supervision to reinforce their skills (Chivore; 1994). Floods (1993) postulates that the responsibility of quality in schools rests on the school system. This includes both teaching and non-teaching staff. Gatawa (1998) in support of Chivore (1994) argues that the poor quality and standard of education in schools, in general, is due to the poor quality of leadership found in the majority of Zimbabwean schools. Therefore, it is a critical issue to improve the quality of leadership in education because the head teacher is the most significant single variable in determining the quality of education offered by a school. Gatawa (1998) enumerates the following as deterrents of quality education:

- Weak school level management.
- Poor financing of the education system.
- Inequitable allocation of government resources among schools, between sexes and different ability groups.

- Too large class sizes resulting in ineffective and unproductive contact between teachers and pupils.
- The elitist curriculum which has become irrelevant to the world of the students.
- Unrestricted access to schools regardless of whether one has or has not passed previous grade.

In support of Gatawa (1998), Zvobgo (1999) argues that there is need to design more effective ways of utilizing learning resources since some areas were unfairly deprived of resources particularly the rural areas where electricity, for example, did not exist.

## **7. PREVIOUS RESEARCH STUDIES**

The area of quality education has been explored by various researchers and authorities alike and there has been extensive research to identify factors that contribute to effectiveness and quality in schools (Ota; 1995). Some of the findings are in agreement whereas others differ significantly. A good number of some of these studies is discussed in this part of this current study.

The National Education Advisory Board (2010) reports on the general causes of the decline of the quality of education obtaining in the whole education system. According to the report of the board, despite the fact that qualified teachers were returning to employment during 2009 and 2010, some provinces have up to 45% of posts being filled by untrained staff. Also cited in the same document as general factors influencing the decline in quality education, the lack of systematic curriculum development the weak assessment methods resulting from the doing away of some of the standardised tests that were previously used before they proved to be too costly to government.

The Interim Strategic Plan for the Ministry of Education (2010) also enumerates a number of factors that have been attributed to the general decline in the quality of education. These include, among others,

- A serious crisis in school governance and in system management.
- Poor supervision of schools by Education Officers due to lack of vehicles and of learning by teachers because the teachers could not effectively measure student progress.
- Lack of information for planning and policy
- Shortage of sitting and writing places.
- Poor textbook supplies where 12% of secondary schools were reported to be having no textbooks.

McGaw in Townsend (1997) remarks that differences in resource levels make no differences. McGaw goes further to support the claim that differences among schools are not dependant on differential resource levels by citing the Coleman Report which was commissioned to identify the most effective ways in which resources might be deployed to make a difference in the educational outcomes for disadvantaged students. The study concluded that differences among schools made little differences to outcomes thereby undermining the case for differential provision. In support, Townsend (1997) states that most Western countries committed substantially increased resources per student to school programmes in the 1970s and 1980s but little systematic evidence was gather about the benefits of those increased resources.

## **8. IMPROVEMENT IN CHILDREN`S LEARNING**

A number of studies contend that community involvement in schools is beneficial to the development of the school and children and that effective schools involve parents as partners in the education process (Mortimore, 1988; Hill, 1989). Plowden (1967) established parental interest in schools as the strongest factor associated with development, hence quality in schools. Hill (1989) supports the above by remarking that “a strengthening of parental encouragement may produce better performance in schools”. Clark et al (1980) found out that successful schools tend to have parents in classrooms as aides, visitors or volunteer teachers.

Other studies show that parents should actively participate in school development programmes and some of these studies on family and community connections with schools and concluded that parental involvement in school improvement was very effective if done accordingly (Henderson and Mapp, 2002; Clark et al, 1980)

Southwest Educational Development Laboratory (2003) established that students whose families were more involved in their children's education at home and at school performed better than those whose parents were not very much involved. Fullan (1991) supports their findings when he contends that parents should be involved in some of the activities that are organised at school so as to improve schools. Shaver and Walls (1988) and Henderson and Mapp (2002) also established that it is effective to involve parents in school developments for the enhancement of quality education. Reynolds (2001) established that parental involvement is expected to enhance parent-child interactions, parent and child attachment to school and social support among parents, and consequently to promote children's school readiness and social adjustment. The Zimbabwe Education Act Statutory Instruments No 87 of 1993 supports the sentiments when it postulates that parents should be involved in various activities at school that help to develop the school.

Desimone, Stevenson and Henrich (2000) carried out a study on the effects of the CoZi Model of school serving primarily African American Low Income Students in Latin America. The findings gave a comprehensive analysis of a specific school reform approach that emphasis parental involvement and the impact that it had on school climate and culture, parent and teacher satisfaction and student achievement. Mortimore (1980) established that community involvement in schools brought about many positive developments. Chrispeel and Rivero (2001) examined the effects of community involvement as increased number of literacy activities such as reading more and going to the library more frequently, and the discovery that they could initiate contact with the school and not have to wait for the teacher to extend a hand. Children from communities which got involved in school activities acquired more knowledge than before and performed well at school. Plowden (1967) also argues that community interest in schools is the strongest factor associated with development in schools, hence the improvement in quality education.

## **9. PROVISION OF PHYSICAL FACILITIES**

Mhonda (2001) established that the communities were responsible for charging and raising school levies, planning and budgeting, mobilising parents to support school progress, hiring and contracting workers, supervising development projects and drawing and presenting financial statements. Ngara (2004) established that the school heads expressed satisfaction with their School Development Committee while the other 50% reported that the School Development Committee was very effective.

## **10. NEGATIVE SENTIMENTS AGAINST THE PARENTAL INVOLVEMENT**

Banks (1968; 22) argues that Parents Teachers Associations (PTA) are not only less common but when they do exist appear to have more limited functions moreover they are often strongly opposed by headmasters who fear that they lead to interference by parents in the working of the school. Phiri (2002) and Mhonda (2001) established that communities were limited in helping children in classroom, reading to their children, listening to them as they read and providing them with other books. This is supported by Madziyire et al (1995) when he propounds that "... the approach denies parents opportunities of becoming full partners in the school".

Rendered et al (1976:24) concurs when he says; some school administrators do not allow communities (lay people) to take an active part in school affairs for fear of interference. Parents are viewed as not professionally equipped to discuss technical matters of curriculum building and instructional procedures. Rosen- Holtz (1989) carried out a research on parental involvement in school development. He found out that teachers in "stuck" schools have no goals which ensure parental participation as opposed to teachers in "moving" schools who expect parents to participate. Teachers in "stuck" schools believe that nothing can be done with parents whereas teachers in "moving" schools hold the opposite view. Mortimore (1988) contends that schools with an informal, open door policy were more effective in development than those without. The two authorities also agree that parents became tutors at home and they improve their knowledge about what their children are learning at school.

Chrispeel and Rivero (2001) noted that parents' roles, based on cultural traditions can be barriers to parental involvement in schools since their involvement in schools appear to breach some of their cultural traditions

## **11. CREATION OF RAPPORT INTENDED TO BRING ABOUT UNITY OF PURPOSE AMONG STAKEHOLDERS**

Hiatt- Michael (2001) concluded that parental involvement in schools brought about good rapport between teachers and parents, made parents understand roles they play at school, developed schools and improved schools and student achievement. The information by Hiatt –Michael (2001) is echoed by most researchers who found out the effects of parental involvement in schools. One of them is Zvobgo (1986) who says the mandate of the school Development Associations is to initially plan for the physical development of schools and secondly to propose best ways of increasing education effectiveness.

Bloom (1992) found out that the school based management board brings to parents, teachers, community members and local administrators the incentive to act because direct action brings about direct results. It brings the concept of ownership and pride in parents as they talk of 'our' school and not 'theirs'. However, Ngara (2004) recommended that the School Development Associations/Committees should be inducted first before assuming duties in order to know their parameters and to be very effective. Bowora and Mpofu (1995) contend that some parents help as para-professionals.

Mattingley et al (ibid) noted that there was need for intervention programmes that focused on changing parent behaviour- especially in the areas of parent and supporting home learning rather than on changing teacher practices or school structures. This is a positive development because it makes parents more effective in school development than before.

## **12. RESEARCH METHODOLOGY**

This present study adopted the descriptive survey design which according to Best and Kahn(1993) describes and interprets what it is concerned with conditions or the relationships that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing. Because the design describes variables and procedures accurately and as completely as possible in such a way that the study can be replicated by other researchers, the researcher adopted the design for the present study. Besides, this study was concerned with opinions and perceptions held by certain groups of people, the design was the most appropriate one (Creswell, 2003).

## **13. RESEARCH INSTRUMENTS**

Research instruments adopted for this current study were the questionnaire and the interview. The questionnaire was preferred because it enabled the researchers to collect data from people who were quite distant from him/her. Besides, respondents were accorded the opportunity of responding to the questions at their own pace, thereby increasing chances of soliciting valid and reliable data from the respondents. Since the majority of the SDC members were semi literate and illiterate, the interview was the most suitable instrument to extract views from them.

## **14. THE POPULATION AND SAMPLE**

The study adopted the stratified random sampling technique to ensure that each unit in the population had an equal chance of being included in the sample. Firstly, the lists of all rural day secondary schools were obtained from the district education office. A random selection of 20 schools was undertaken from a possible 44 rural day secondary schools. Out of the 20 schools, 248 teachers and 140 SDC members were identified as the target population and these went into the sampling frame. The population was divided into two distinct strata; one for teachers and the other for the members of the SDC, who are the parents' representatives. From each stratum, respondents were selected through the simple random technique. Fifty teachers and 10 SDC representatives were selected for the study. The numbers were representative enough of the respective population groups.

## **15. PRESENTATION AND DISCUSSION OF FINDINGS**

**Research question 1: To what extent are rural communities knowledgeable on quality issues in education?**

In order to ascertain the extent of their knowledge, respondents were asked about their level of education. It appears from the data most of the SDC respondents had very low educational attainment. A few had gone up to Zimbabwe Junior Certificate level equivalent of Standard six. From the look of it, most parents in the community were illiterate to the extent that assisting learners in their homework or extra lessons was unattainable. Results from the study also reveal that the community viewed quality as consisting of high academic achievement. However, all the teachers who were part of the respondents were highly qualified making them best candidates to spearhead developmental issues where they were teaching.

When asked what they thought were the quality indicators in the school, most participants were of the view that national examination results were the best indicator. However, issues of relevance and school buildings and infrastructure were mentioned in very few responses. One respondent indicated that teacher qualifications were also an indicator of quality of education in schools. There is a general understanding among the participants that only when a school has the best results can it be said to be having quality education. This is contrary to the assertions by Ota (1995) who states that quality embodies the concepts of educational access, efficiency, effectiveness achievement and attainment and relevance, customer satisfaction and social justice. Most of these issues appear to lack among parents and teachers on their understanding of quality education.

Participants were asked about the resources they perceived as enhancing quality in schools. Generally, participants indicated the following:

- Teachers
- Textbooks
- Buildings
- Computers
- Finances

The findings seem to be agreement with the findings elsewhere. McGaw in Townsend (1997) remarks that differences in resource levels make no differences. Plowden (1967) also argues that community interest in schools is the strongest factor associated with development in schools, hence the improvement in quality education.

**Research question 2: What activities have been put in place to improve the quality of education by local communities in schools?**

Respondents were asked the extent to which they were involved in the teaching and learning of children in the classroom. Most of the participants indicated that their involvement in the teaching/learning process in the classroom was only to the extent of encouraging their children to learn and do their home work. This is contrary to Bowora and Mpofu (1995) who contend that some parents elsewhere have helped in the teaching/learning process as para-professionals. Phiri (2002) and Mhonda (2001) concur that communities were limited in helping children in classroom. Their inability to do the same can be attributed to the fact that most of them are illiterate and thus cannot be able to provide instruction. However, some few participants indicated that they had been hired in a few instances to provide guidance in traditional dance. Traditional dance by its nature may not be challenging to these participants as it focuses on what is being practised in the immediate society.

Asked to what extent they had been involved in the recruitment of staff, all the participants indicated that it was the prerogative of the head of school to request for teachers. Rendered et al (1976) concurs that school administrators do not allow lay people to take an active part in school affairs for fear of interference. Banks (1968) argues parents associations have more limited functions as they are often strongly opposed by headmasters. However, the participants were involved in the hiring of construction and maintenance staff at the school.

When asked what infrastructural development projects they had undertaken in the school to improve the quality of education, the participants indicated at most that they were involved in construction programmes as well assisting the head in the acquisition of materials meant to boost the quality of education.

Most participants indicated that procurement of textbooks and stationery has been given high priority on the school budget. This goes to show that the participants were of the view that textbooks and stationery were of great importance in as far as they helped bring about quality education in schools. These results replicate those by previous researchers such as Mhonda (2001) and Ngara (2004) who established that the communities were responsible for charging and raising school levies, planning and budgeting and mobilising parents to support school through making the provision of funds to purchase textbooks and stationery. However, the most prohibitive factor was the source of funds for the local communities since they were struggling to make ends meet.

When asked if the schools had been able to make provision for incentives and other benefits meant to boost morale and motivation among teachers, it was generally accepted that the poverty prevailing in the communities was a hindrance to that endeavour. In line with the economic activities in the area, most of the parents were unable to pay high fees and this laid heavily on the need to provide for incentives to teachers in the schools. Most schools in the area were not giving their teachers incentives to boost morale. This therefore, had a bearing on the performance of the teachers to the detriment of quality education. This is in sharp contrast with the well to do schools in towns and cities and the wealthy boarding schools that could afford the incentives. The poor pass rates and poor quality infrastructure in the rural day schools can therefore, be attributed to this poor resource base. However, according to McGaw in Townsend (1997) differences in resource levels among schools has been seen to make no differences at all in terms of quality.

**Research question 3: What have been the militating factors against community involvement in schools?**

On what limitations impede your full participation in the affairs of the school, there were issues to do with their levels of literacy as well their economic status. Most participants were poorly educated with the majority going only as far as Standard Six. In the 1980s, these could have assisted to a great deal as this qualification was considered for teaching posts at independence as teachers were in short supply.

Most of the participants were of the opinion that given the economic activities in the area, the local community was not capable of providing the necessary resources meant to boost the quality of education in the schools. However, Fullan (1991) contends that parents should be involved in activities that are organised at school so as to improve schools regardless of their ability to provide resources. The same sentiments are shared by Shaver and Walls (1988) and Henderson and Mapp (2002) and Reynolds (2001) who established that parental involvement regardless of socio-economic status, consequently helps promote school quality.

**Table 9.** Respondents` views on limitations that impede full participation in the affairs of the school

(N=30)

Variables	N	%
Lack of finance	15	50
Conflict with the administrators, Division among themselves	3	10
Effects of the current economy which is in recession	3	10
Lack of co-operation from parents.	9	30
Low levels of literacy		
<b>Total</b>	<b>30</b>	<b>100</b>

Table 9 shows that 15 (50%) pointed out that lack of finance was the main problem which hindered SDAs from being effective. Three (10%) reported that conflict with the school administration division among themselves and interferences by politicians retarded the SDA's progress. Three (10%) blamed the recession of our current economy citing that parents were not affording to pay adequate fees and the Government was no more supplying adequate resources. Lack of co-operation from parents was cited by 9 (30%) of the respondents as a problem to progress made by SDA. The finding contradicts those by Mhonda (2001) and Ngara (2004). The



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majority of respondents in these studies cited co-operation from parents as being prevalent in schools and the heads of schools found the parents to be very co-operative.

### Research question 4: What can be done to improve the involvement of local communities to enhance quality education in schools?

The respondents were asked to make suggestions on what could be done to improve the involvement of local communities in schools to enhance quality education. Table 10 below shows some of the suggestions brought forward by the respondents.

**Table 10.** Strategies to improve the involvement of local communities to enhance quality education in schools

Strategies to improve knowledge of SDC	Number	Percentage
Making it a requirement for literate SDC members to be voted into office	10	33
Holding regular elections for new SDC members	12	40
Transparency in the monetary issues	10	33
Training of SDC members on their roles and general school management issues	25	83
Exchange programmes where SDC members emulate form what other successful schools are doing	11	37
Training of SDC members in the use of ICTs	12	40
Creation of good rapport among all stakeholders	9	30

Table 10 shows that 10(33%) indicated that there was need to make it a requirement for literate SDC members to be voted into office while 12(40%) advocated for the holding regular elections for new SDC members. Some 10(33%) advocated for transparency in the monetary issues whereas a majority of 25(83%) advocated for the training of SDC members on their roles and general school management issues. Only 11(37%) advocated for exchange programmes where SDC members emulate form what other successful schools are doing and 12 (40%) indicated the need for training of SDC members in the use of ICTs and 9(30%) advocated for the creation of good rapport among all stakeholders

**Table 1.** Respondents' views on solutions available to improve the performance of the SDA

(N=30)

Variables	N	%
Giving incentives to SDA	3	10
Educating parents on the development of schools so that they support the SDA	9	30
Ensuring that SDAs attend seminars and workshops which educate them	12	40
Making school projects, raising funds and sourcing donations	3	10
No any solutions were available	3	10
<b>Total</b>	<b>30</b>	<b>100%</b>

Table 10; shows that 3 (10%) suggested that giving incentives to SDAs could make them improve their performance. Nine (30%) cited that parents should be educated on how to develop their schools and this will map the way forward for SDAs to improve their performance. Twelve (40%) suggested that the SDAs' performance can be improved by ensuring that the SDAs' should attend seminars and workshops geared on how to develop the schools. Making school projects, raising funds and sourcing donations were solutions suggested by 3 (10%) of the respondents. The last of the respondents 3 (10%) did not suggest any solutions.

## 16. CONCLUSIONS

From the above findings, the study makes the following conclusions:

- Most of the SDC have very low educational attainment unlike the teacher respondents.
- Most respondents were of the view that national examination results and high academic achievement were the best indicators for quality.
- Respondents perceived teachers, textbooks, buildings, computers and finance as enhancing quality in schools.

- Parent involvement in the teaching/learning process in the classroom was only to the extent of encouraging their children to learn and do their home work while a few had been hired in a few instances to provide guidance in traditional dance.
- Staff recruitment was a prerogative of the head of school to request for teachers as school administrators did not allow lay people to take an active part in school affairs for fear of interference.
- Most respondents were involved in construction programmes as well assisting the head in the acquisition of materials meant to boost the quality of education.
- Most respondents indicated that procurement of textbooks and stationery has been given high priority on the school budget.
- The poverty prevailing in the communities was a hindrance to the provision of quality of education
- Limitations that impede full participation in the affairs of the school included levels of literacy as well their economic status.
- The economic activities in the area hindered the local community from providing the necessary resources meant to boost the quality of education in the schools.
- Lack of finance was the main problem which hindered SDAs from being effective.
- Lack of co-operation from parents was cited by the respondents as a problem to progress made by SDA.

## 17. RECOMMENDATIONS

From the above conclusions, the study makes the following recommendations:

- Government to make it a requirement for literate SDC members to be voted into office.
- There is need for the training of SDC members on their roles and general school management issues.
- Schools should initiate exchange programmes where SDC members emulate from what other successful schools are doing.
- SDCs should be given incentives to make them improve their performance.
- Parents should be educated on what constitutes quality and how to develop their schools. Through attending seminars and workshops meant to boost quality education in schools.
- SDCs should be innovative enough and come up with effective means and ways of generating income for the funding of school projects that are meant to bring about quality education.

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