

**EFFECTIVENESS OF PRIVATE SECONDARY SCHOOLS IN MUTARE
URBAN EDUCATIONAL DISTRICT, OF MANICALAND PROVINCE IN
ZIMBABWE**

BY

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ABSTRACT

This study was designed to examine stakeholders' views on the mushrooming of private secondary schools in Mutare. Very little investigation has so far been done on this problem by universities, hence the researcher decided to seek answers on the question how and why there has been a rapid mushrooming of private secondary schools. A sample of 45 participants was used to collect information.

Data collection was mainly through the questionnaire sent to 45 respondents made up of principals and teachers in 5 private secondary schools in Mutare Urban. Interviews were carried out with a District Staffing Officer.

The data collected was organized into tables, pie charts and bar graphs. The results were expressed as percentages to facilitate adequate interpretation and discussion of the results.

Conclusions from the study revealed that weak and dubious Educational Policies in Zimbabwe excited the mushrooming of private secondary schools. Major inadequacies at the private colleges were the poor or insufficient physical resources for teaching, and learning materials like desks, chalks, buildings, and libraries were generally of low standards and the general absence of sporting and recreational facilities.

Recommendations are that private secondary schools should continue to give opportunities to acquire knowledge and skills and that private secondary schools should be registered, monitored and regulated with the Ministry of Education, Sport, Art and Culture. They must also be monitored and regulated by the government of Zimbabwe and not left unchecked to plunder and short change their resources.

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CERTIFICATION AND APPROVAL

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DEDICATION

This is dedicated to my wife Ruth, my four sons Tinotenda, Kundai, Panashe and Nokutenda.

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CHAPTER I

INTRODUCTION

1.1 BACKGROUND TO THE STUDY

This research is about finding out the effectiveness of private secondary schools. The available statistical picture on the results indicates that there is a lower pass rate at private secondary schools. The overall pattern has led the researcher to investigate on whether the aspects of private secondary schools are effective. Zvobgo (2004:5) explained that after 1980, Zimbabwe reformed its educational system to meet its newly set educational and developmental goals. One of the goals was education for all. The aim of the system was to provide education for all her citizens, a major shift from the colonial era philosophy of restricted educational facilities for the black Zimbabweans at the expense of the few white pupils at prestigious secondary schools.

Prior to independence, Zimbabwe had a bottleneck system of education which heavily discriminated against the majority of black pupils and students on the grounds that they were not academically competent to proceed with education beyond certain levels. Examinations were the criteria used in the discrimination, and very few pupils and students could access the few high schools and only university One that was present. These structures did not allow other members of the society to enjoy certain rights due to discrimination according to race (Kapungu, 2007). The system of education was racially biased and unequal in financing and quality thus European education was compulsory.

At independence in 1980, the government of Zimbabwe injected vast amounts of money into the education sector, with a view towards national and personal development. Basic education became easily accessible through policies of free education, compulsory education and upholding children's right to education (Kanyongo, 2005). With a socialist philosophy, primary education was made free and this resulted in admission rates expanding dramatically (Ministry of Education, Sport and Culture, 2001).

The Ministry of Education, Sport and Culture (2001), states that during the first decade of independence, the number of primary schools jumped from 2401 in 1979 to 4504 in 1989, an 87.6 per cent increase; and primary school enrolment showed a 177.5 percent increase from 819,586 to 2,274,178 during the same period. The number of secondary schools increased from 177 in 1979 to 1502 in 1989, a change of 748.6 per cent and secondary school enrolment increased from 66,215 to 695,882 a 950.9 per cent change.

The government took steps, such as a rapid increase in public spending on education from 4.4 per cent of recurrent public expenditures in 1979-80 to 22.6 per cent by 1980 and introducing substantial community financing. This allowed rapid primary sector expansion, for which government resources quickly became inadequate. Ministry of Higher and Tertiary Education (2001) state that the number of universities increased from one in 1990 to the present eight full-fledged universities. Enrollment increased from 9 000 in 1989 to 33 000 in 2000.

This massive expansion in primary and secondary education did not match with similar expansion in tertiary education. For close to 10 years the University of Zimbabwe remained the sole university in the country. It was the dream of every student to seize the opportunity and get a degree. Thus competition was very stiff for entry. Apparently this was also a time when industries were not performing well and were beginning to close down and translocation to other countries (Bond and Manyanya, 2002). This meant that high school graduates who could not secure a place at the university had to seek somewhere else. As mentioned earlier such graduates had to go for professional training in government institutions such as hospitals, parastatals like the National Railways of Zimbabwe, Air Zimbabwe, Agricultural colleges and Teachers' colleges.

Extra effort to make education accessible was put in place by the Ministry of Education, Sport, Art and Culture. After independence on 18 April 1980 the 1987 Education Act was enacted to put in place the radical and huge expansion of educational facilities for black learners. The number of schools was greatly increased, including enrolment at schools. In 1996, the Educational Act was amended to include the right to education as fundamental right of all Zimbabwean children. According to the (1996 ;619) Education Act ,it is the objective in Zimbabwe that primary education for every child of school going age shall be compulsory and to this end school going age shall be compulsory. It shall be the duty of the parents of any such child to ensure that such a child attend primary school.

A further step today has been the establishment of private secondary schools especially in urban areas. Policy-enable school characteristics are those school factors

under the control of national educational policy or school management, and refer to substantive educational policy measures in areas such as curriculum, governance, accountability, professional teacher development and other school-level Characteristics that are believed to improve teaching. This chapter analyses three main groups of policy positive school characteristics: school climate, school policies and school resources. It also looks at school context as measured by the mean socio-economic background of students within the school, whether the school is public or private and where the school is located. These are considered to be relatively fixed characteristics of the school.

However, the extent to which the school context is fixed is debatable, because schools, for example, could exercise admission and selection policies. determining the relative impact of both policy-amenable school characteristics and the school context on educational quality and equity sheds light on the margin of control policy makers hold. policy-amenable school characteristics can be used to enhance productivity and contextual school factors related to admission and selectivity issues can be used to promote equitable outcomes. quality is measured by high-performance levels and equity by an equal distribution of quality among groups of students with different backgrounds. in this sense the most desirable measures of quality and equity would be the highest average performance levels, and the smallest variation in student performance.

However the advent of private secondary schools in Zimbabwe has raised eyebrows of the researcher, parents,, teachers and other stakeholders in education The private schools emerged due to economic problems . The above is in agreement with the

Sunday Times April 29, 2012: which states that teachers are coming together to form their own schools where they get pupils to attend classes in their homes for a fee less than regular school fees' report in the June 22 2008 indicated that, private Zimbabwean schools are springing up in living rooms, backyards and plots across Harare.

It's a big selling point in a country where government schools lost an estimated 20,000 teachers in 2008, a year when students attended class only 50 days. Teachers launched a new strike on Friday, raising worries about the new school year. ..

Zimbabwe's crisis in education eased last year with the creation of a unity government between President Robert Mugabe and Prime Minister Morgan Tsvangirai.

That ended Zimbabwe's economic freefall and halted the political unrest that saw nationwide attacks mainly against the premier's supporters.

But government schools still struggle with up to 50 students in a class and 20 children sharing a book.

Cashing in on the situation, new private schools run by individuals, families and organisations are sprouting across the country, often inside homes, in yards and in plots designated by the municipalities, offering an alternative to parents.

On pamphlets and flyers, in newspapers and on radio and television, advertisements promising anything from one-on-one tuition, free textbooks and transport, to a Christian environment, have become a familiar feature.

Education Minister David Coltart said the government realises that it does not have the resources to provide the schooling that was once the envy of Africa and made Zimbabwe the most literate country on the continent.

"Our policy is, we recognise that we cannot hope to cater for the entire education of all Zimbabwean children as the government," he told AFP.

"There is no doubt that the government has not been able to allocate sufficient money to education to be able to provide the educational service it has in the past." "What's of concern is that there is the establishment of schools that have not obtained the authority to operate and the danger of that development is standards will not be met." Government inspectors tasked with monitoring schools don't have access to transportation to visit all the new facilities, which in some cases are simply homes converted to schools, but without extra toilets or other amenities.

"It has its good and bad sides," said Lovemore Kadenge, a parent whose child attends one of the new schools in an upmarket suburb. "The mushrooming of private schools is a good idea. If we have many of them, there is competition, standards are improved and children have good education," he told AFP. "But there is a downside to it. It depends whether the government is monitoring the activities of these private schools. There should be a system in place to ensure the safety of the children."

At the height of Zimbabwe's hyperinflation in 2008, when prices rose several times a day and the local currency became worthless, qualified and experienced teachers left to seek better-paid jobs in neighbouring South Africa or Botswana, or as far away as Britain and Australia. Often they found work doing manual labour better paid than teaching. Those who remained practised what they termed "remote control teaching",

where they left their class under the charge of a pupil or student teacher while selling sweets on the roadside to supplement their pay. Even government schools charged fees, many parents said they see little result for their money.

"There is an admission that in the public school system there are problems, hence they are registering more players in the education sector, some of them charging slightly above government rates," Wellington Koke, who runs a private school in central Harare, told AFP.

With a total enrolment of 50, Koke say his school will insist on small classes unlike government schools where a teacher can have a class of 50 pupils. His school is a refurbished home. "We have always had this idea of having well-paying pupils who are well-serviced," Koke said. After government abandoned the local currency one year ago, teachers and other civil servants began receiving a flat salary of 150 US dollars a month -- which was a significant improvement but still too little to make ends meet.

Teachers and civil servants are clamouring for raises, sparking fears among parents that their children could lose another year in the classroom to strike action. But Coltart worries that the new schools are springing up so quickly that parents have no way of knowing that basic standards are being met. "In principle I am not against the proliferation of private schools," he said. "So long as they are within the laws of Zimbabwe and certain standards are met in terms of the state of the buildings and that there are sufficient safeguards to ensure that we don't have paedophiles teaching at these schools."

However the advent of private secondary school in Zimbabwe and the way they are operating has raised questions to the researcher. From observation the private secondary schools are operating in individual houses office or in company premises, a case in point is Clemag College sited in Nyakamete Industrial area. As a result one wonders whether there are adequate resources to cater for the increased number of pupils and teachers. Further more the fact that they are unregistered makes the researcher query on their effectiveness. Hence the need for research to establish the correct situation.

The stakeholders also question the effectiveness of the private secondary schools. The parents, the school development committees, the non governmental organizations have their own view about the use of private secondary schools as education centres. Alongside with the stakeholders view the researcher is also compelled to ask questions such as what is the school climate? Are these private secondary schools conducive to teaching and learning. The nature of resources, infrastructure and quality of teaching personnel

Furthermore some of these private secondary schools do not even have recreational facilities and sports grounds and inadequate toilets. And other ministry of education specific requirements which must be At school. In addition to that other private secondary schools are being administered by Para professional or semi skilled teachers., these teachers were expelled from the Ministry of education, Sport, Art and Culture, for bad conduct and many other reasons. The fact that some of these colleges and schools are operating without being registered with the Ministry of Education, Sport, Art and Culture. makes stakeholders to query why and how they are existing

and running. Infact this is a strange and very abnormal situation to be exposed. It is anticipated that the results of this research will throw light on the problems caused by these private secondary schools.

However this study is to find out whether these private schools are effective in providing quality education to our learners enrolled there. Infact a brief analysis on the way they operate, especially on the time tabling, co-curricular activities, enrolment, viability and administrative ethics would raise eyebrows. The researcher is also going to investigate whether they are really private colleges or are mere fundraising institutions or projects. How do these private secondary schools communicate with the outside world?. What is their pass rate? Many views have been put forward by stakeholders. Some of them include the assumptions that, probably in, 2007 – 2008 teachers strikes necessitated their emergence and this might have forced parents to seek for other alternative secondary schools for educating their children .On the other hand the closure of the then established secondary schools or malfunctioning of the public schools excited the mushrooming of these private secondary schools or colleges.

1.2 STATEMENT OF PROBLEM

The mushrooming of private secondary schools mainly in Mutare Urban and the way they are operating is of great concern to many stakeholder on education. The researcher has observed that such schools are operating in offices, private homes and houses. The research wonders whether there are adequate educational resources hence the need to answer the question raised on them, for example. `How effective

are the private secondary schools as viewed by stakeholders in education in Mutare urban`.

1.3 PURPOSE OF THE STUDY

The purpose of the study is to find out whether private secondary schools are providing quality education to secondary school students who were enrolled there and to recommend solutions to the problems and short comings that these private secondary school would have excited .

1.4 RESEARCH QUESTIONS

For the purpose of collecting relevant data, the following sub problems or research questions were used;

- What are private secondary schools?
- Do private secondary schools have adequate infrastructure , teaching and learning resources?
- Are private secondary schools viable in terms of their enrolment?
- How do private secondary schools communicate with the external world?
- How effective is the administration in private secondary schools?
- What is the nature of discipline in private secondary schools?

1.5 SIGNIFICANCE OF THE STUDY

After carrying out the research, the results may be used to assist stakeholders in education especially parents who sacrifice their hard earned money to send children to school. The non governmental organizations, including policy makers will then plan with caution on the establishment of private secondary schools. This is meant to improve their effectiveness. This may also be used for remedial purpose by planners. The study may motivate or stimulate all stakeholders to run schools collectively and effectively before much damage has been done to both students and the education system.

The study's findings may also help stakeholders to understand the conditions in which the people have a restoration of their high educational standards. Most of all the results of the investigation would supplement the scanty literature in the private secondary schools. Finally, the researchers finding may assist the stakeholders in formulating policies that support administration of private secondary schools, thus bringing development and empowering the social ,economic, and educational standards intended to beneficiaries

1,6 ASSUMPTION OF THE STUDY

The study was conducted upon the following assumption;.

- Stakeholders have been well informed about the construction and establishment of private secondary schools.

- Stakeholders are conversant with the functions of private secondary schools in educational provision.
- Private schools exist in Mutare urban
- Private secondary schools should operate like all other school in Zimbabwe.
- Stakeholders have a desire to established secondary school in urban areas in Zimbabwe

1,7 DEFINITION OF TERMS

School development committee. It is a body of persons with delegated functions. As such it obtain those powers which are delegated to it and it is accountable to the appointing body.

Effectiveness is according to Gibson (1997) the extent to which the set goals or objectives of an institution or organisation are accomplishe

Efficiency

It is using maximum inputs to generate a given output.

School Development Committee

This is a committee of give parents established at a school to assist in the running of school activities like financial management and the construction of physical structures.

School

An institution providing primary and secondary education to citizens of a country.

Private Secondary School

Any school which is not a government school and does not receive aid from the state.

Stakeholders

These are people who have interest in school activities like parents, civic society, non governmental organizations and responsible authority.

View

It is how people perceive at things around them.

1.8 DELIMITATIONS OF THE STUDY

The study will strictly be concerned with the views of the stakeholders about effectiveness of the private secondary schools. The focus will be on private secondary schools in Mutare Urban with a total number of (22) twenty two private secondary schools. Out of twenty two six secondary schools will be used on the study. These are scattered all over Mutare because of financial constrains for printing many questionnaires and transport costs . The secondary sector was chosen since it was noted to be the main area affected by mushrooming of private secondary schools, especially in Mutare Urban. In the study the writer focused on effectiveness of schools in general. The study covered opinions of local people.

1.9 LIMITATION OF THE STUDY

The limitations of the study included high dispersion of private secondary schools, lack of financial means and transport problems. Furthermore, the fact that the researcher is a full time teacher and a student, found it difficult to reconcile the demands at work and time for research. Finally, lack of literature on private secondary school and the general dislike of the questionnaire instrument by the respondents were other limitations.

1.9.1 GEOGRAPHICAL LOCATION

The fact that the private secondary schools are scattered geographically in Mutare Urban was one major limiting factor in the study. However the researcher had to resort to cycling walking or boarding commuters for going round collecting information. vehicle where possible. This was done to maintain the sample under study and that data was remained reliable and valid.

1.9.2 TRANSPORT PROBLEM

High transport fares was other huddles in the investigation. They reduced the frequency of visits by the researcher to the private secondary schools.

Therefore, to alleviate these problems each time, the researcher visited the respondents in distributing and collecting the questionnaires.

1.9.3 FINANCIAL PROBLEMS

Lack of funds limited the researcher to using a large sample. However to reduce postage cost of the questionnaire to school heads teachers, parents some form of hand posting system was designed. The researcher sought permission from the district education office that questionnaire be included among pay sheets for selected private secondary school. Although this approach reduced costs it was a mammoth task for selected school heads to collect and submit the questionnaires to district education office for transmission to the researcher.

Another limiting factor was lack of available literature so far exposed on private secondary schools in Mutare Urban. However the researcher used general information supported by interviews and responses from questionnaires.

1.9.4 THE TIME FACTOR

Finally time factor shortage versus work commitments was among the major limiting factor. As a teacher teaching exam classes very little time was at my disposal for conducting research during school days. However weekend were used despite the fact that the expected respondents like teachers and pupils were away from school. However the researcher had to depend much on hand post questionnaire.

1.10 CONCLUSION AND ORGANISATION OF THE DISSETATION

Chapter 1 covered key aspects such as the background to the study. Statement of the problem, purpose of the study and sub problems. The assumptions of the study, delimitations and limitations of the study were discussed.

Chapter II discussed on literature review about the effectiveness of private secondary school in terms of physical structures how equipped the private secondary schools are with learning and teaching materials. The effectiveness of administration, adequacy of personnel ,communication with the outside world ,enrolment viability, staff stability and discipline.

Chapter III focused on the research methodology issues discussed included the research design target population and sample. The research instruments, data collection procedures and how data was analysed and presented were also discussed.

Chapter IV discussed data analysis and interpretation. The following chapter is concerned with reviewing what literature said about effectiveness of schools in general linked to private secondary schools.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

Effectiveness of schools has been a special area of concern to a number of stakeholders in education for a very long time. Hence, the continuous mushrooming of private secondary schools in Zimbabwe leaves questions as to whether they are able to match the expected standards in the education system or not.

Sidhu (1996:10) defines a school as an organization whereby schooling is provided to young students. It is a place of learning therefore a school can be viewed as an organization of institution that is designed to perform a specific function of teaching and learning.

Therefore this chapter focuses on the effectiveness of schools in general inclusive of the private secondary schools with particular reference to Mutare Urban. Issues discussed are on the concept of school that is covering the school as an organization. Smit and Cronje (1992) view an organization as a structure that can be conceived as the anatomy of the enterprise on organization. It serves as a framework for the activities of the structure. It provides for the formalization of relationships between sub systems. It has a process of differentiating positions formulating rules and procedures. The way a framework is created. Therefore the aim of an organization is to control, eliminate or at least reduce uncertainty in the behaviour or individuals. However Kast and Rosenzweig (1985:234) defined an organization in terms of ;

- The pattern of formal relationship and duties including job descriptions or position guides.
- The way in which various activities or tasks are assigned to different departments or people in the organization.
- The way in which these separate activities or tasks are co-ordinated and integrated.
- The power status and hierarchical relationships within the organisation.
- The planned and formalized policies procedures and controls that guide the activities and relationships of people in the organization.

Drawing from the above observation a school as an organization it has a mission vision and values. It has common and specific goals. It has people working together that is pupils, parents, teachers and administrators. It has material and financial resources. It is well co-ordinated and demarcated authority. It also has a formal structure of administration. It provide services and not profit making organization. However the related literature enabled the researcher to identify the gaps that needed to be filled with respect to the problem of effectiveness of private secondary school in Mutare Urban.

A private school in its essence should be registered with the Ministry of Education, Art, Sport and Culture. Private secondary schools operate at an independent site with independent administration. However in Zimbabwe private secondary schools date back to 1850 – 60s. These were mission schools run by church organizations. The missionaries were the first to introduce formal education in Zimbabwe. Credit has been given to these private schools for a good work they have done starting with Inyati Mission School in 1859, Hope Fountain Mission in Bulawayo Emphandeni Mission, Marist Brothers Nyanga, Mount Selinda Chipinge, Hartzell Old Mutare, St

Augustines Mission Penhalonga and St Francis of Assis including many others. These private secondary schools were very effective, they shaped the Zimbabwean education system.

However the attainment of independence brought difficulties into education system. One of the reasons might be that during the war of liberation many rural schools were closed especially between 1975 and 1979. Many young boys and girls crossed the border into Zambia, Mozambique including Tanzania, Yugoslavia and China as political refugees ready to be trained to join the liberation struggle.

Soon after Independence those youth returned home and they were thirst for education. The above is in agreement with Mungazi (1984:4) Prime Minister Banana added in the field of education declares that it is the intention of my government to persue rigorously the reopening of may schools including private schools. Marawanyika (1990:16) supports the above by saying that in order to meet its objectives of providing school places for as many pupils as possible the government sought the full coop of all educational authorities and institutions by extending existing buildings to take more pupils, increasing teacher pupil ratio by introducing hot sitting and double sessions. However it is against this background that laid the foundation for mushrooming of private secondary schools.

It is interesting to note that the colonial private secondary schools were manned by qualified personnel. There were the school principal, trained teachers and grounds men. The fact that the colonial private schools were registered with the government they still bear the responsibility of showing effectiveness in education to stakeholders

Zvobgo 2004 support the above when he declares that the colonial private secondary schools were effective in importing education just like the formal schools.

However WargHaerlel and Ealberg 1990 observed that a private secondary school should be characterized by

- An achievement of high academic performance.
- The degree of curriculum instruction and organization is high.
- There is school wide staff development.
- Demonstrated quality leadership.
- Clearly set goals.

Therefore it is very normal for stakeholders to expect to seeing some of these school quality indicators in private secondary schools. The above is in agreement with Zvobgo (2004:5) who notes that a school by being an institute or organization has clear cut characteristics for effecting its effectiveness and efficiency. Sidhu (1996) summarized by saying that the school organization has aspects as follows.

- The first aspect is that of organization of material equipment. This involves the organization of things like buildings, grounds and furniture. Each physical facility will be arranged in such a way that it can be most efficiently used. The equipment will be proportional to the number of students and nature of school programme.
- The second aspect is that of organization of human equipment. This involves organization of pupils, teachers and administrative staff, menial staff and many others.
- All persons engaged in the task have to be organized in such a way that each member contributes his best to the joint activity. The normal organizational

structure of a school comprises of the headmaster, deputy headmaster, heads of departments, teachers and pupils.

- The third aspect is that of organization of ideas and principles. This involves the organization of desirable ideas and principles and their translation into school system rules and regulations in curricular and co-curricular programmes.

However the extend to which a school functions as an efficient and effective organization depends on how the three aspects mentioned above are coordinated. It must, however be noted that the nature and level of school organization depend on other variables such as size of school its location and the resource that it commands.

2.2 DISCIPLINE

The use of corporal punishment is a controversial issue with some people arguing in its favour others argue for its abolition. The focus of the controversy is the use of corporal punishment to students. However Sprintall and Sprintall (1977:105) suggest that corporal punishment is a crutch supporting poor teaching. Thus the bottom line of this argument is that when a teacher heats a child he or she is confessing failure as an instructor. For a school to achieve its objective discipline should be fostered into the learners. What is the nature of private secondary school in terms of discipline? A private secondary school is a mixed bag of students some are students as well as workers others are parents who are supplementing their failed subject. Others are drop outs. Some are those expelled from formal and public school. It is very interest to investigate how private secondary school foster discipline into the students.

However the use of corporal punishment has been opposed on the ground that it hinges on ethical and social grounds. Kurebwa (1987:210) argues that in the classroom it contributes to poor teacher – pupil relationships. The students who are exposed can develop into resentful and rebellious adults.

Kahn (1996:45) states that corporal punishment lends to develop aggressive hostility as opposed to self discipline. For many students boys are lead into feelings of revenge and social aggressiveness and increase in vandalism. Even in the short term corporal punishment sends out the wrong message. It puts forward a mode of violence particularly the use of violence by those in position of power and authority students learn that if you become frustrated with that person some form of physical force is an effective response.

Mupfure (1996:76) adds that the practice of corporal punishment breeds aggression vandalism assault cruelty and abuse of power which result in a complete breakdown of communication between instructor and the fought. The student may come to fear the punitive teacher and want to avoid school. Students become hostile towards teachers. It destroys the relationship of trust between the teacher and the students because as rightly pointed out by Sithole (1987:35) the student will submit to school rules through fear and not through discipline.

Porteus and Vally (2001:44) pointed out that most people in society are not capable of critical thinking and self discipline and must be closely controlled by those in power through physical punishment. The use of corporal punishment has been directly tied to the maintenance of unequal power relations whereby to fear disobedience rather

than to think for themselves. Corporal punishment has been associated with both authoritarian and non democratic societies in which citizens are not prepared for civic participation but rather for simple obedience to a central authority.

Ruth (2001:56) states that students are taught to consider mechanical questions like. What do you want me to do? What will happen to me if I do not do it. How likely is it that I will be caught. Students are discouraged from engaging in ill discipline behaviour not because they consider it wrong but because they might get caught. Even some parents are also against the use of corporal punishment as reflected in the Drum Crisp (2002) goes on to say corporal punishment offends the modern concept of decency. Berger (1980: 64) revealed that harshly punished students temporarily obey and the punisher tends to think that the punishment works and when they finally vent it. It has detrimental effect to the life of learner.

Using corporal punishment discourages the search for alternative means of discipline Kruger and Detoit (1991:34) says it becomes a crutch supporting other problems including poor teaching methodology, overworked underpaid and frustrations on students. Student may see schools as violent places Castle (1966:72) points out that those children's developing minds are damaged by violent treatment. It is an emotional punishment. Musaazi (1982:120) proposed that teachers are frequently poorly trained underpaid and undervalued students are not encouraged to think for themselves.

However Mupfure (1996) noted that there are other parents, teachers and other stakeholders who still believe that corporal punishment is necessary Clarizio (1979:120) proposed that corporal punishment is a tried and effective means for

changing undesirable behaviour. Others claim that punishment works to maintain classroom discipline. It meets the need Stern (1930) outlined his support of the use of cane in schools as a disciplinary corrective measure. He believed that a sharp point brings better intended changes than withdrawing of rewards as a better form of punishment. Mwamwenda (1995) agrees with the above when he says corporal punishment is instant and painful hence produce effective changes in modifying behaviour from undesired to desired behaviour.

2.3 AVAILABILITY OF PHYSICAL TEACHING AND LEARNING RESOURCES

A resource, according to Mclead (1989:351) cited by Torrington and Weightman (1989) is something that makes it easy to do something and facilitates progress. The school resources are therefore aids or media which makes the systematic training and instruction of children easily. The above is in agreement with Banerjee (1990:104) who says that other facilities will include furniture books, school library, salaries, drinking water game materials and newspapers. Torrington and Weightman further grouped resources into sections. These are physical time financial human and instructional. It should be noted that the quality and quantity of resource materials significantly influence the effectiveness of curriculum operation. Menacker (1974) viewed resources as things which support school effectiveness. By way of summary Menacker (1974:19) says schools without a roof or without books, trained teachers, boards and windows would probably not be a school in what a great deal of learning that goes on.

In fact this research seeks to establish whether the current private schools in Mutare Urban have the physical instructional and human resources that are considered to be the basic necessities at a secondary school.

The physical resources of a school include educational facilities such as classrooms. Sport grounds, furniture and books. Weightman (1989:64) also stated that educational materials and equipment include all physical items used directly or indirectly for teaching and learning. Brojendra (1990:41) added that at present classrooms in our schools are packed and overcrowded. The poor teacher often without help of raised platform has to shout at the top of his or her voice for over 50 minutes in poorly ill ventilated classroom to a noisy crowd of learners.

Ozigi (1997:73) said in addition that a school that lacks essential equipment can not reasonably expect to achieve its main objective Ozigi (1977) and Torrington (1989) declared that schools need to be provided with appropriate tools and materials to achieve quality education and verify their effectiveness. School must have buildings which include classrooms, houses for teachers and toilet facilities. Ozigi (1977) acknowledges that school buildings which are well organised good looking and well kept are a necessity. This is because a school provides an environment for all who use it which positively promotes their tastes, morale and happiness.

Classrooms, besides the fact that they must be there, need to be spacious and so can conveniently accommodate the learners that are to be taught in them. There should be also enough furniture in each classroom for each learner. Such an environment helps

students to live in a safe environment hence have the ability to prepare work as individuals or in groups.

It should be realised that nothing can be done about the shape or size of the school once it has been built. However there is much that can be done about its accommodation and appearance if properly cared for. Ozigi (1977) claims that the school effectiveness can be seen through repairing leaking roofs and dirty crumbling walls. The sweeping of floors, cleaning doors, walls, ceiling and furniture to name just a few, keeps the school clean. Therefore stakeholders also measure school effectiveness through what they physically see. They would wish to see effective management of resources through the head teachers ability to maximise facilities and equipment possessed by the school.

The stakeholders also want accountability on the use of resources offered by the community for the benefit of the learners. Campbell (1969) explains that a school is an instrument to improve the wellbeing of a society. It is also a means of combating crime, reducing juvenile delinquency and teaching democratic ways of life. In short schools should teach basic values.

2.4 CONCEPT OF AN ORGANISATION

The word organisation comes from the word organ. Organs are living things e.g eyes, ears and they have a specific function. Galager et al (1999) defines an organisation as a clearly bonded group or groups of people interacting together to achieve a particular goal or goals in a formally structured and co-ordinated way. This clearly explains that

an organisation is made up of people. Thus according to Buchanan (1997) “an organisation is a social arrangement for achieving controlled performance in pursuits of collective goals.”

The most important thing in the above definitions is that there is co-operation and interaction of two or more people. The people will be having the same tasks to accomplish. Thus each organisation has a specific purpose.

According to Hornby (1995:112), “learning is to gain knowledge or skills by study, experience or being taught.” It is to become aware of something through information or to realise. Thus a learning organisation therefore has got an aim of imparting skills and knowledge. In Zimbabwe examples of learning organisations are creches, schools, colleges, universities and so on. This implies that learning is a process by which a person reorganises that which he has heard read or performed, imposes his own meaning on it and then assimilate it so that it becomes part of his knowledge. In short it is a change in behaviour.

According to Senge (1990:5), learning organisations are organisations where people continually expand their capacity to create the results they truly desire, where new and expensive patterns of thinking are nurtured where collective aspiration is set free, and where people are continually learning to see the whole together. Senge discusses that the rationale for such organisations is that in situations of rapid change only those that are flexible adaptive and productive will excel. According to Senge (1990:69) “The dimension that distinguishes learning from traditional organisations is the mastery of

certain basis disciplines which are systems thinking, building shared vision, personal mastery mental models and team learning.

Any learning organisation has got a vision. A large visionary picture of one's intend. The stakeholders have got a long term plan. The vision is a bridge which links the present with the future. The vision is very important in a learning organisation because it guides the stakeholders. It helps the management team and people involved – to mobilise resources. The vision clarifies steps to achieve the vision. Thus according to Senge (1990:9) "If any one idea about leadership laws has inspired an organisation for thousands of years its the capacity to hold a shared picture of the future we seek to create." A vision has power, for where a vision is genuine; people excel and learn, not because they are told but because they want to. The vision should not only belong to the leader but also to others, thus it must be a shared vision. Visions spread because of increased, clarity, enthusiasm and commitment. As people talk and share sentiments, the vision grows clearer which brings the vision to fruition.

In a school set up, the vision links the school and the community co-values and there is sub-division of labour where each person related to the learning organisation has to know what he/she is supposed to do and at what time. Learning organisations have inputs which are learners, fees and buildings. The learning organisations transforms the society, it is a catalyst for social transformation such organisations changes people at school or in community. The learning organisations are used as screening device, which brings about layers of people.

Furthermore learning organisations have got mission statements. These gives people directions. The mission statement explains on who does what, what will be done, when it will be done and why it is done. The mission statement helps to focus the mind on what should be done.

The learning organisation should have good premises. The building must be planned in conformity with hygiene laws. Another dimension that distinguishes learning organisation from more traditional organisations is the concept of systemic thinking. This is the conceptual cornerstone of his approach.

In an organisation people tend to focus on the parts rather than on the whole. Senge (1990:23) has it that “we tend to think that the cause and effect will be relatively near to one another the systems view point is generally noted towards seeing the organisation as a dynamic process and generally oriented toward the long term view.”

According to Senge (1990:142) Organisations learn only through individuals who learn. Individual learning does not guarantee organisational learning, but without it no organisational learning occurs. People with a high level of personal mastery live in a continual learning mode. Personal mastery is a lifelong discipline. However people then need to build the personal mastery into team learning. Such learning is viewed as, “the process of aligning and developing the capacities of a team to create the results its members truly desire” People need to be able to act together this brings good results to the organisation. This becomes possible when the team members are involved in a dialogue.

In a learning organisation there has to be leadership. A leader is one who guides, directs, motivates incites the people towards a goal. Such leaders are designers, stewards and teachers.

The general characteristics of learning organisations have in common which distinguishes them from other forms of social entity were identified by Galagher et al (1999) firstly, an organisation has clear boundaries, we can see who is a member and who is not. It involves people collaborating together to achieve a specific common objective. An organisation has a formal structure and the activities are formally co-ordinated. There are rules and procedures which govern how people in a learning organisation are to perform their tasks.

Learning organisations have a particular composition and a structure. Some individuals are bearers of authority for example a principal in a college. There are subordinate but an organisation is characterised by co-ordinated and collective activities. There is evidence of people interacting and collaborating with one another. However Westhuizen (1999) has it that “besides the formal characteristic of schools, colleges and universities there are also informal communication groups and informal friendship groups.

A school as a learning organisation is described by Sidhu (1996), “a school is the institution where schooling is provided to the young students. It is a place for learning and education. Sidhu (1996) has it that a school is “a machine for doing work, as such it is composed of primarily persons materials, ideas, concepts, symbols, forms rules, principle or more often a combination of these.”

The first aspect in an organisation involves the organisation like buildings ground, furniture. The school should be situated in a ground that the sun can reach all its classrooms and the air may be able to play freely around it. The land should be dry and easily naturally drained. The buildings should be remote from factories and offensive odours and stand some distance from railways and busy streets so that the work may not be disturbed by external sounds nor the children be unduly exposed to the dangers of traffic. It should be situated as nearly as possible in the centre of one from which the children are drawn, so that no child has to walk very far.

A good out door environment consists of an attractive building set in the midst of beautiful surroundings. The classrooms should also have equipment in form of desks, chairs, chalkboards and cupboards for keeping books.

The other important aspect of organisation is human equipment. This involves organisation of pupils, teachers, and administrative staff. Each person contributes his/her best to the joint activity. The head teacher is generally the director and supervisor. The principal duties of a Head teacher are included in organisation, supervision, teaching and examination.

In any learning organisation, like a school each office or position has clearly defined duties. If these are not clearly defined, it brings confusion and disorder. The offices in a learning organisation carry with them qualifications and are filled on the basis of technical competence and not personal consideration. Recruitment of positions at a school is based on merit for example all head teachers must have first degrees in

Zimbabwe. According to Chiwore (1995:84). An Educational Act, a legal document should be available at every school to be referred to when need arises.

The other important characteristic of an organisation is time table. Close adherence to a well constructed time table further ensures that each subject receives its due share of attention. Clear plans and schedules for subordinates also exist to direct their performance for example meetings and budget. The school must have records of marks, inventory and schemes. In learning organisations, there are internal and external examinations. Examinations are necessary because they determine the efficiency of the school as shown by the progress of the pupils and even certification.

One very important aspect in any learning organisation is discipline. It implies control. There are clear written rules and procedures to direct activities. These include guideline o curricular, subject policy, instructions standard of work procedures and rules and regulations.

The learning organisations can face challenges. For example, the challenge of resources. Due to the current economic situation, the country is using foreign currency. Parents are not able to get enough money to buy school equipment needed for their children's education. The learning organisation therefore suffers from shortages of required material input like books, toilet, cleaners, desks, tables, computers among others. The laboratories are not standard due to shortages or lack of appropriate machinery to do the work. Moore (2000) notes that around 7 000 000 people in Africa use basic internet service such as email. Lack of financial resources and poor infrastructures are the main reasons difficult to introduce computer

technology. These days, the cut off, of electricity becomes a major challenge in the laboratories. The organisations therefore suffer from budget constraints.

In the case of Dangamvura High School, one striking challenge has become competition. There are two schools in the location. The other school is Nyamauru. Many children have transferred to Nyamauru because the school is providing modern services. The parents in the new suburb are able to pay fees unlike those in the first built areas of N, T and two rooms have old and single parents who are not determined to pay their children's fees. Also the Nyamauru teachers are motivated because they are paid a lump sum incentive of \$200 every month on top of their salaries financial constraints in a learning organisation results in the shortage of staff and training materials thus compromising the quality of education.

Another challenge of a learning organisation is lack of craft competence and craft literacy on the leadership. If a leader does not have a vision and goals are vaguely stated the learning organisation does to develop. The learning organisation might also lack support from the policy makers.

One other challenge in a learning organisation is resistance to change. Many people in an organisation want to maintain the status quo. They fear the unknown. The challenge is poor planning. The managers need to create work breakdown structures and estimate effort and duration for each task. There has to be team building where participants are motivated. The learning organisation leaders should hold regular meetings with the team and a process must be put in place to control the change process which can impact seriously on the original plan.

Another challenge is lack of communication. Written and verbal communication is very important. Furthermore some teachers have left some learning organisations and found employment in neighbouring countries. Such brain drain reverses the gains of a learning organisation.

2.5 THE ROLE OF AN ORGANIZATION

Organisations must acquire and allocate resources necessary to achieve their goals. Stoner, Freeman and Gilbert (2005) observed that if schools are to be effectively achieve academic excellence and practical skills, the institutional materials such as text-books, wall charts, pictures, diagrams and posters should be available.

On wall sheets, selected information is presented in large formats suitable for large or small groups to enhance effective learning. Managers should realise that with instructional resources, they effectively influence the tone and attitudes of their personnel. For example, with computers they are used for fun, at the same time teach the learners practical skills.

Cultance and Regnolds (1989) acknowledged that there is a relationship between quality education and provision of academic instructional materials of education. Quality education can be achieved by modern technologies like radio television and computers.

However the fact that instructional resources are available does not always guarantee quality education and schools being effective. There are other determining factors,

each school may face stiff competition for instructional resources from the environment with other organisations such as schools and institutions.

Stoner (2005) noted that organisation like schools compete also for instructional resources from the environment with other organisation such as other schools and institutions.

Stoner et al (2005) noted that organisations like schools compete for instructional resources with their environment see fig 1.

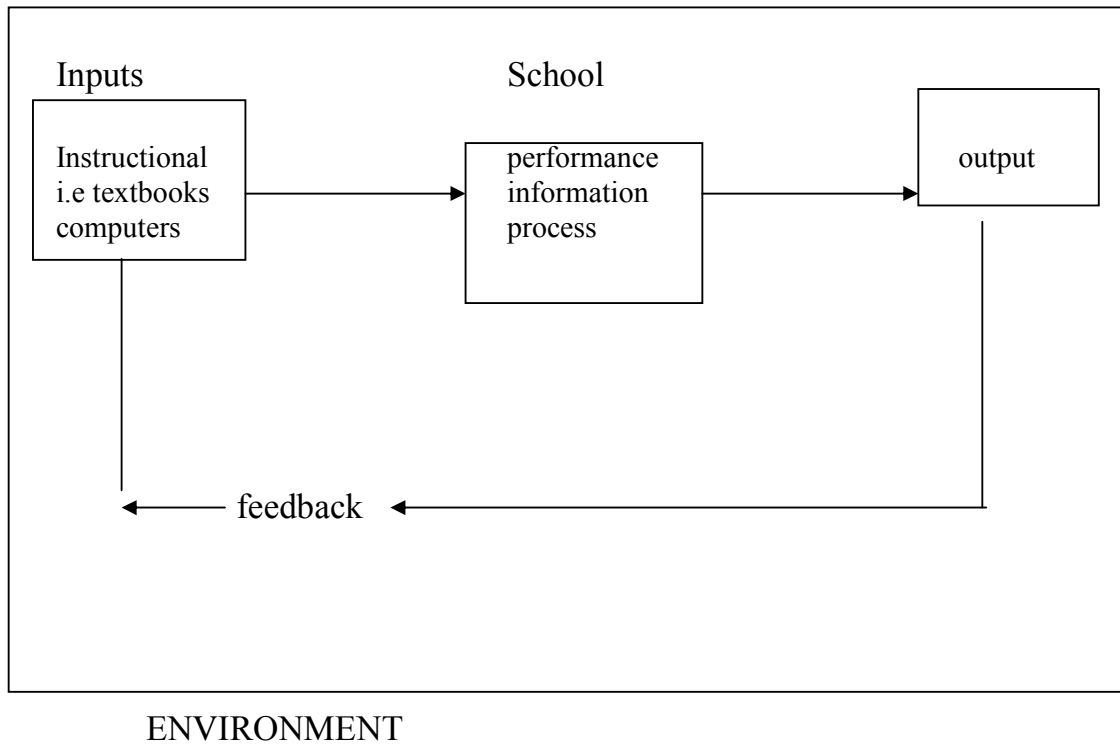


Fig 1 Stoner 2005

With competition suggested by this system resource model, may imply that schools differ on their effectiveness too. This might affect private secondary schools either positively or negatively.

However this varies, since some donors individual and variances in enrolment which contributes to finances and resources.

The effectiveness of a school is thus determined by the extent to which it is able to obtain instructional resources, it requires. This is dependent on the financial strength of the school eg. Textbooks, periodicals, work books, and wall sheets.

Stoner et al 2005 further states that an already effective school can easily acquire the instructional resources such schools can further display the best distribution of these resources to its teachers and learners.

Torrington and Weightman (1980:64) declares that teachers are pivotal and critical to school effectiveness. The above is supported by Menacker (1973) cited in Musaazi (1983:33) Marawanyika (1990:17) sums it up by observing that the government of Zimbabwe expanded teacher training facilities from nine teachers colleges to thirteen. It also introduced Zintec. Zimbabwe Integrated Teachers' Course. The University of Zimbabwe also introduced post graduate upgrading courses. Teachers were able to teach competitively through Bachelor of education program. An agreement was reached between Zimbabwean government and of Cuba so that more than five hundred science teachers were produced. The Bachelor of Science degree in Cuba was an effort to enable teachers to teach effectively in schools.

Teachers are an important force behind the effectiveness of the schools. However the availability of teachers is not enough. We should also consider the characteristics of these teachers and how they perform their duty. Cultance and Regnalds (1992:27) acknowledged that teachers' characteristics contribute to school effectiveness.

The level of training of teachers is one factor that influences school effectiveness. Smetherham (1990:170) adds that an effective school is that each individual staff member has goals and plans for their personal professional growth.

It is very interesting to note that there are different types of teachers. Some teachers are highly educated and highly trained. Such a category of teacher may have 'A' level certificate, a degree in education or masters in education. Such a group of teachers are well educated and well trained. For example at Africa University the degrees are designed in such a way that teachers after completion become highly qualified professionally and academically.

Another group of teachers are those which are highly educated but lowly trained or not trained at all. One might have B.A general degree plus 'A' level certificate. Teaching at a secondary school yet professionally is not trained. The other group of teacher is most found in primary schools. A teacher may hold Z.J.C with primary teacher Lower PTL or PTH primary teacher higher with 'O' level certificate. These qualifications were obtained during the colonial era. Indeed the curricula of an effective school should be based on the academic and professional qualifications that should support the school goals and expectations.

Due to the above mentioned problem manager's end up allocating untrained teachers to any level of class. This may affect the effectiveness of teaching and results. It should be realised further that the age of teachers close to retirement, the relationship of teachers among them, teacher's expectations and motivation have a bearing on their performance.

2.6 STAFF STABILITY

Hopkins and Holly (1987) believe that staff stability is another factor of school effectiveness. The argument put forward is that schools which usually do well are those schools where staff turnover due to transfers and resignations are detrimental to students' performance. A stable staff helps to promote a better continuity of instruction over the years. In some cases it may be argued that temporary and substitute teachers tend to have a negative attitude towards their work.

To some extent this is justified for example St Faith Mission Marist Brother Nyanga and Hartzel seem to have staff stability and this is depicted in their 'O' and 'A' level results. Dilignan 1996 also adds on to say that all classroom activities, for whatever is done the teacher should give a positive feedback to the pupils for mastery of skills and concepts. The way teacher scheme and plan and prepare lessons have an influence on the performance. Planning according to Duighan 1996 reflects adequate coverage of the syllaby. On the other hand teachers should give pupils opportunities, for questioning, discussing, reading, and writing. The above is supported by Chapman (1995) who stated that reading and writing skills are important.

2.7 ENROLMENT VIABILITY FOR SCHOOL

Enrolment viability is one factor that strongly supports the existence of any school. With the growth of school enrolment since Independence, Zimbabwe has encouraged the establishment of numerous secondary school including private secondary schools and colleges. All these were authorised to open whenever the enrolment for form one was more than ten pupils Zvobgo (1986) pointed out that a school to be viable on enrolment a two stream entry should be adopted.

The basic was that since secondary teachers are subject specialists it would be very costly to staff a single stream when it starts to operate. A two stream school was encouraged economically. The approach worked well with schools in communal areas. The problem arose since enrolment growth was greater than school numbers. Hence the mushrooming of private schools sprouted. However the stakeholders still question on the effectiveness of these private secondary schools.

Chapman (1993) declares that to be effective a school must have to mention an enrolment which is both students and staff secure. Madaus et al (1980) argues that where teacher/pupil ratio is high, academic performance is likely to be low and vis versa. This may not always be the case but chances of having such relationships are great. Ishumi (1994:29) adds that making classes so large result in low academic performance. It is very clear that an over crowded classroom clearly abuses the professional expectations of teachers in terms of individual attention supervision of conduct and monitoring process. There are abnormal classes where teacher/pupil ratio is too high, administrators are trading quality for quantity. The stakeholders still

querying whether such large classes in private secondary schools have enough space. Instructional materials such as books, tables, chairs, charts and so on.

2.8 COMMUNICATION WITH EXTERNAL WORLD

An effective school is dependent on efficient network of communication between administration and people who make up the school community. Hence there is need for internal and external communication Dean (1993) further said every school even one which is very small, needs to thought and care to communication both in and out of the school.

Main areas of communication which need to be considered are those carried on between the Ministry of Education Art, Sport and Culture, the school and the community. There should be sound communication between the school head, the staff and students. Therefore, for these reasons, the head teacher needs to examine how effective are his or her channels of communication.

Stoner (2005:524) et al identified two key points for importance of effective communication as the provision of communication threat to management process that is managers develop plans through communication with other organisations. Manager can draw a lot of skills from other organisations.

Cutlip (1994) et al explained that external communication of school includes parents, local media, community, board of education members and business community. Parents are a ready made nucleus of support in education. It is the parents who

finance the school and school projects. The parents mobilised resource and even support the school budget. They provide pupils for the school. Pupils are the raw materials that need to be processed by the school.

There good relationships are created by sound and clear communication. Bean (1995) argues further that an effective school tends to emphasize more on communication with parental environment. This can be enhanced through :-

- Special programmes for parents for example consultation and prize-giving day.
- Conference at school with parents.
- Encouragement of parental observation on normal classroom situations and pupils progress.
- Home visits by teachers to resolve students problems.
- Staff attending field days, funerals and community ceremonies

As noted by Stoner (2005) through public surveys carried out in United States of America parents indicated that they rely mostly on their children for information about the schools. Hence an effective school should note students views and experiences about the school.

Students should be well informed about policies so that they correctly discuss issues with their parents and relatives at home.

The community groups need to contribute on what school ought to teach especially through the school development association.

An effective school takes partnership with business community. This is how schools should also communicate with the outside world. The basic of this argument is that the business community can adopt school programmes, engage in resource sharing and professional training of staff. Consultation in management and technology acquisition can be done with business community to improve school effectiveness system and to promote innovation. For example the business community can provide computer training services for teachers hence benefit the schools service delivery.

An effective school also communicate with state and local government to increase support and remain in tandem with the government policies in education. The support can be informed of building classrooms furniture and books, including paying of teachers.

The school system recognises the necessity of furniture assistance and support from business and industry. The business and industry have a high stake in public schools. The local media are primary forms of involving the public on what schools are doing. This alls for continuous reporting hence an effective school must take an initiative to provide information to the media.

Cutlip (1994) et al said that the press typically covers issues of administration changes and conflicts. An effective school need to direct its reports on curriculum changes, educational policies, issues in their self interest and education at local level.

Teachers and the school can take the opportunity for communicating unlimited issues to the society. Newsletter from the headmasters' desk can be used to covey message

and information to parents and guardians. Verbal means by way of announcing to pupils at assembly.

School programmes can be published into newspapers, radio and television broadcasts. Sporting activities should be considered important. Through sound communication donors can be appealed in form of cash or resource materials.

2.9 SCHOOL DEVELOPMENT COMMITTEE

The school board commonly known as the school development committee act as an intermediary between the professional administrators and school. Their role is to bridge the gap between the community and the school. The school development association members are true representatives of the community. They are voted for by the parents. Therefore they convey messages and information including school and developmental activities taking place at school and community. Through the school development committee the general and extra-ordinary meetings are conducted. The headmaster is part of the school development committee. He also communicate with education officials face to face by physically visiting their offices. The Ministry of Education officials communicate with the school through school visits, circulars memos notices phone calls, letters, magazines, press and newsletters. Electronic media like the radio and television can be used.

2.10 LOCAL SUPPORT AND COMMUNICATION

Bodenhorts and Scheepers (1995) agreed with Pscharopolous and Wood Hall (1985) by further suggesting the need for local support and communication with the people and school. This would benefit each of the following:-

- The child would improve his or her academic attribute towards school.
- The child is likely to develop higher expectations of the teachers and would be motivated to attend school with the feeling that parents have their interest at heart.
- The parents would also develop better communication and understanding with school and teachers.

Bodenhost and Scheeper (1995) went on to say that parents insight in the school's particular needs would develop more appreciation for the schools role in the education of their learners.

The school would improve the interaction and understanding of individual child since teachers got to know their parents and their circumstances. Through sound communication parents can mould bricks, built toilets, repair school roads and repairing and maintaining school infrastructure. At one point parents can purchase pipes to convey water in the school. Eventually the school is serviced by piped water through local support and sound communication.

2.11 SCHOOL ADMINISTRATION EFFECTIVENESS OF PRIVATE SECONDARY SCHOOLS

An effective school needs an effective administrator who has the ability to manage human, materials, financial and time resources.

Administrators, unlike teachers, work a twelve-month year and are fairly busy most of that time. Whether running a small, private day-care center or an overcrowded public high school, an administrator's tasks are many and various, ranging from curriculum development to student discipline. The most familiar school administrator is the principal. Assisting the principal are vice-principals, whose duties tend to be more specialized and who have more responsibility for the day-to-day operation of the school. In a central administration office, other specialists work with some or all the schools in a given district, overseeing particular programs, such as the evaluation of student academic achievement. Any one of these administrators may be responsible for infrastructure maintenance, the hiring and training of teachers, and student affairs.

Administrators abound at colleges and universities as well. Among them are the deans of faculty, who handle academic issues, and the deans of students, who see to the well-being and appropriate conduct of the student body. Registrars process student records and many financial matters, while provosts serve as university-wide trouble-shooters. As in smaller primary and secondary schools, colleges often require their teachers to perform administrative work. To a college student, the most familiar teacher-administrator is probably the department chair. And anyone who has applied to college knows all about the Dean of Admissions. School administration is a combination of brain work and grunt work. Organizational skills are key, as is the ability to operate within constantly tightening budgetary constraints. Since duties can

range from hiring a basketball coach to AIDS education, administrators need to be versatile and flexible. An administrator must have a great deal of patience to deal with the enormous bureaucracy often associated with educational institutions. Finally, and perhaps most importantly, since administrators are responsible for the education of young people, a particular dedication to and understanding of children's needs is essential.

Stoner (2005) et al purported that such management abilities are also needed even in private secondary schools. These can be achieved if the administrators have skills of planning, leading, organizing and controlling. The planning covers raising the school objectives and strategize procedures for achieving them in organizing and controlling work, authority and resources among the school members that they achieve the organisational goals. Leading involves directing, influencing and motivating employees for effectiveness. This is done for the purpose of proper atmosphere and helping employees to do their best. Finally controlling is essential for establishing standards of performance and comparing work done by subordinates to the inspired standards. This control keeps the school on track.

The presence of strong supervision is one characteristic of effective school. It is a paradox to note that private secondary school in Mutare urban are being supervised by semi professionals if not the dismissed teachers by the Ministry of Education, Sports, Art and Culture. Dean 1993 observed that the school head has to supervise the work of his teachers to ensure learners benefit from activities performed. He or she has to see to it that performance is in line with agreed standards and taking steps to correct problems.

In an effective school the head carries out the performance evaluation of teachers. The performance of teachers can then be compared with set targets and objectives of the school. The head should not only evaluate staff performance but also assess his or her own performances. Wiles and Bondi (1980) acknowledged that an effective school is achieved through the head that keeps track of reports. He keeps the Ministry of Education, the school authorities and parents informed. Problems and progress of the school are noted.

The head is accountable to all stakeholders both teachers and pupils report to him. The head master designs clear ways of communication. An effective school can be judged through their revenue and expenditure records. Finances must be allocated purposefully by heads and the school authorities. Clear accounting and auditing has to be made for public consumption. The above is supported by Chivore (1994) who advocates that the effectiveness of the school is seen in the heads job description which involves implementing and monitoring the curriculum. The head is an instructional leader and a supervisor. Owen (1981) further admits that the rise and fall of any school can be traced to the quality of the head. He noted that the effective heads are active in creating a purposeful school climate that focuses on learning. Hereveld (1994) cited in Blaze (1987) researched in the American school and found out that a school is likely to be effective when the head allows participation – decision making consultation teamwork innovations and experimentations. The head should motivate the staff and pupils towards school goals and achievements. He should establish open characteristics of communication through school and parents to win their support for school policies. He should be dedicated to school tasks and is ready to take the final responsibility for school activities .Furthermore the head must

facilitate staff development for any school to be effective. The world is ever-changing, thus the professional personnel need to keep abreast with the relevant and recent technical and specialist knowledge skills. Thus staff development is a critical concept in the development in education. In order to achieve this, an effective school might be expected to have:

- strong leadership from the Head
- a pervasive and broadly understood focus on teaching and learning
- a safe and orderly school learning environment or 'climate' that is conducive to teaching
- high expectations for achievement from all students
- parental involvement in homework, helping in lessons etc.
- the use of student achievement test data for evaluating programme and school success
- pupil involvement (both in the classroom and within the school in societies, sports teams, leadership positions, representative positions)

Secondary education is an important level in skill manpower development, through formal education. The level at which, student's area of specialization starts surfacing. In many third world countries, of which Nigeria is one, a dropout rate and transition to university from this level is highland low respectively, without accurate data to ascertain. This has been a source of concern for educational administrators, citizen and policymakers.

With individual and government huge investment in secondary education, one expects secondary schools to justify the value and effectiveness of their programs.

In order to plan effectively, to reduce the dropout, failure and withdrawal rates, there is need for adequate and reliable data. Holcomb (1999) stated that Boards are mindful that allocation of state and Federal funds often necessitates documented evidence that school programs lead to verifiable improvement in students achievement. Hence according to Nwagwu (1995: 5) *“school records are legal and administrative documents. They are public records, that is any interested person has permission to see the records. The school board has the implied power to make and enforce reasonable rules and regulations on school records and how they should be kept for the efficient management of the schools.* The records are sources of data for school management. Adequate data on students academic performance and family history could increase students’ academic achievement. According to Illori (1995: 11) *“To increase students performance, one may need to search for a linkage between socio-economic background and learning outcome. Other relationship between clusters of variables may be investigated.*

Disciplinary problems associated with students may be traced to background and personal characteristics. Analysis of relevant data may therefore lead to proper resolution of such problems. It is clear that speedy processing of students data would enhance students learning outcome. Teachers performance can also be measured using required reliable and timely information in them. School head and teachers should have accurate information of all the activities in the school for effective and easy decision making, aids educational grant procurement and also to satisfy legal requirement and continuous assessment (Nwaidian, 1994; Adeyemo et al., 1995; North Central Regional Educational Laboratory, 2000) If data are scientifically collected and adequately analyzed, information derived provide an accurate way of identifying problem areas in school management; through the formulation and implementation of corrective courses

of action that can solve problems and meet a school's goals. Once improvement strategies are underway, Educational Administrators can continue to analyze the data to monitor and refine their efforts (Feldman and Tung, 2001).

Educational administrators and scholars have identified different kind of data that are necessary for effective management of education. Fagbuluand Duze (1998) identified 29 records, Adeniyi(1989) 31, Multi Resources Associates Ltd. (1990). Nwagwu et al. (1991) identified; admission register, staff records, school budget, log book, attendance register, record of school plants and equipment, as six statutory records that must be kept in Nigerian schools. Similarly, Wade (2001) identified students' assessment data, student demographic data, perceptions data document i.e. how a school is perceived not only by its students, teachers and parents, but by the community at large and school program data i.e. defines programs instructional strategies and classroom practices.

On record keeping in secondary schools, Ogonor and Ojoh (1995) concluded that 60% of the important records are kept, stock book (20%)and eighty-eight percent of urban schools kept records while only 58.89% of rural schools kept records. All school kept records on admission and attendance register, 90% kept records on time book, syllabuses, school diaries and record of work, staff records and cumulative records. No school kept records on family history and health.

2.12 An overview of quality and equity and the role of schools

Each student performs differently in any given assessment. Performance differences can be explained by aptitude and student background, but also by the culture of the

school the students attend. The studies that gave rise to educational effectiveness research surprised educators because of the low between-school variance that they found (Jencks *et al.*, 1972, Coleman *et al.*, 1966). Coleman found a 10 to 20 per cent difference in school performance depending on the ethnic background of the students studied. In addition, a large proportion of this variation was due to differences in the socio-economic status of the school population. School effectiveness and educational productivity researchers stress that schools do make a difference.

2.13 STAFF DEVELOPMENT

Staff development refers to the skills and knowledge attained by both personal development and career advancement. According to Fullan (1991) it is the sum total of formal and informal learning experiences through one's career. It involves a wide variety of people such as military officers, health, accountants, buyers and engineers among others.

In-service training is education for employees to help them develop their skills in a specific discipline or occupation. In-service training takes place after an individual begins work responsibilities. Most typically in-service training is conducted during a break in the individual's work schedule.

Professional development and in-service training are terms which tend to be used fairly loosely and interchangeably. Both tend to be used to cover a broad range of activities designed to contribute to learning of teachers who have completed their

initial training. Staff development is sometimes used in a broad sense and seen as covering all forms of learning undertaken by experienced teachers.

Education development requires teachers not only to update their skills and information but also to totally transform their role as a teacher. It establishes new expectations for student teachers and school communities. According to Coolahan (2002 : 9). Any education system needs to serve the needs of the society and when the society is undergoing profound and accelerating change, their particular pressures emerge to improve alignment between education system and these changing societal needs. Hargreaves (2003:15) describes the teacher as the catalyst for successful knowledge.....” Thus staff development is the key tool that keeps the teacher abreast with current issues in education, helps them implement innovations and refines their practice.

Staff development programmes are increasingly becoming part and parcel of strategic development programmes. It is a programme intended to develop skills for future jobs because today’s employees do not remain competent forever. This is so because their skills may deteriorate or technology may make their skills absolute. People’s skill can be categorized into three classes. That is technical skills, this refers to training directed towards upgrading and improving of employees technical skills. For example a school might buy computers, if the secretary or bursar was used to files then there is need for manual skills unto the technical skills.

Besides technical skills there is a great need for better programmes of inservice education. The rapidly changing culture and its implication to curriculum change.

The continuing increase in pupils enrolment and number of teachers. There is also need for improved school leadership and teachers have to continuously add their knowledge of the learning processed.

Professional school people need to work continuously to keep abreast of what they must know and what they must be able to do. Inservice education of school personnel has always had its objective in the improvement of professional behaviour. The teacher does not only acquire new knowledge but also attitude. Thus learning about ways and means of improving instructions would stimulate changes in practice that would result in these improvements. Thus, someone in authority, in the school, the supervisor or administrator could directly tell teachers how to better their instruction. Instructional improvement programmes depend upon inservice education for their major achievements.

On the other hand, the teacher has the crucial role in educational process. If he is inadequately prepared and lacking in character, convictions, knowledge and skills he or she can exercise harmful influence. Thus all teachers, principals and supervisors must continue to learn through their professional careers. For example an English teacher must keep uniformed on the state of our living language and frequent changes. Social studies teacher has to have recent information about the world current affairs local nation and international. A science teacher must study regularly studies in growth and behaviour of children reverses the commonly accepted ideas about the age of children. Thus teachers and administrations can not rely on knowledge that was gained five to 10 years ago in pre-service education regarding human growth and development.

Staff development improves teachers teaching methods organizing, teaching material and planning activities. In-service education brings supervision and counselling to the teacher.

There are a wide variety of activities included in the in-service education programmes which are workshops, teacher study groups, conferences and also the colleges which the teachers obtained their pre-service education are having a follow up in schools. For example at Dangamvura High School we once had Mutare Teachers College lecturers updating the teachers on methods and content. Recently a workshop on how to teach guiding and counselling was held. The participants felt uplifted through the co-operative effort.

One aspect which has generated pressures towards global conformity is globalization. Thus through staff development teachers are expected to preserve, develop and re-enforce new knowledge, ideological values and cultural identities. As the student population in Zimbabwe becomes increasingly diverse educators must respond with school reform efforts that meets the needs of the students.

Since we have seen that staff development refers to skills and knowledge attained for personal development and career advancement. There are a variety of approaches to professional development including consultation, lesson study mentoring, technical assistance. Fullan (1991) says it is the sum total of formal and informal learning experiences through one's career from pre-service training to retirement.

Staff development may include formal vocational education. A person can go to a college or a university to have a training leading to qualification or credentials needed to obtain or retain employment. Colleges offer staff development programmes. According to Hendree (1976) staff development is the sum of all planned activities designed for the purpose of improving , expanding and renewing the skills knowledge and abilities of participants. These include institutes, workshops, seminars, special purpose meetings in and out of school as well as in and out of education.

To facilitate these activities, colleges should identify deficiencies by examining research data. It is also important that some faculty members are designated to be staff developers. They must plan programmes emanating from identified needs. The staff development programmes should conduct needs assessment. They plant how staff development strategies and consider appropriate personnel and induction sequencing. The teacher educator who implements these programmes properly is one who is dissatisfied with the status quo and is willing to change.

Professional development range from a single workshop to a semester to an academic course. It varies in content and format of learning processes. The programmes maybe formal / informal, group of individuals. For example an individual may pursue a (P.H.D) doctor of philosophy independently.

2.14 THE IMPORTANCE OF STAFF DEVELOPMENT

Staff development enriches teaching and improves learning for all students. It is an essential link to higher student achievement. It supports teacher development both as

individuals and as educators. It is considered as an ongoing process and is conducted in a long term sustained manner. It supports systemic change. According to Bruce (1990:3) staff development is conceived broadly to include any activity or process intended to improve skills, attitudes, understanding of performance in present or future roles.

Staff development improves the job performance skills of the whole staff and individual teacher. The staff will feel valued. The teacher will anticipate and prepare for change. Thus staff development is an innovation. In particular new policies and structures that establish new roles such as mentors, coaches and the like are and be considered as innovations. In Zimbabwe the teachers can no longer easily find a post in town if other schools like Hillcrest now need coaches outside the classrooms.

Staff development helps the teacher to achieve self respect and achievement. Teachers will have opportunities to develop in the areas of their special interest. It helps employees to further their careers. New teachers being hired everyday need to be familiarized to the school and departmental policies.

It is natural for human instinct to stagnate. A refresher course or learning something can benefit all teachers, whether their focus is the retirement of content area, teaching skills or moving into a new area of study.

Staff development programmes are vital for teaching profession, staff development. According to Mupoperi (1994) has emerged as one of the most important strategies for making best use of human resource and improving effectiveness of teachers and

administrators. According to Zenda (1997) the drive towards improved quality of instruction in Zimbabwean schools has necessitated the need for school based staff development.

Staff development is a type of training given to teachers and administrators, in his or her job so as to become effective. It is an occupational education engaged in by adults who are members of a profession.

2.15 ORGANISATIONAL AND INTERPERSONAL CLIMATES OF CHANGE

Madziyire (1998:117), defines organizational climate as a relatively enduring quality of internal environment of an organization that is experienced by its members. It influences their behaviour and can be described in terms of the values of a particular set of characteristics of an organization. The above is simplified by Hoy and Miskel (1998:85) who say organizational climate or school climate is the set of internal characteristics that distinguish one school from another and influence the behaviour of people in it. Sergiovani (1983) views school climate as the enduring characteristics that describe a particular school and on the other hand as the feel that teachers and pupils have for the school.

The above observations are almost in agreement that no two schools or organizations for that matter can have the same climate. This condition or climate of education can be felt and it influences the people within that organization or school. Any time when we walk into a school we had a feel about the place. The difference and variations of schools is mainly caused by interpersonal roles of leadership. Makombe (1982)

claims that, interpersonal roles focus on how the administrator communicates with members in the school and those in the environment. It is very critical at this stage to discuss interpersonal roles and highlight how relevant they are in relation to current private schools in Zimbabwe.

Figure head role, much of the time of the administrator is usually spent performing ceremonial duties and functions. As a figurehead the administrator usually performs the routine duties of a legal or social nature. His presence has an impact on the gathering. He or She maybe requested to stand in for the minister at an important function or ceremonies.

However the deputy head, teacher in charge or head of department can represent the organization. At clusters heads of school can read circulars from the Ministry or President e.g. The Tree Growing and Tree care. The first week of December schools should make sure that each child plants a tree and this is called a national tree planting day. At times the head or D.E.O. would read special message from the Minister or President.

The other interpersonal role is the role leader. When one performs this role as an administrator you set the tone and climate of the school. Your authority will attempt to bring better integration between needs of teachers and objectives of the school. When doing so, you perform the following leadership activities that is directing, guiding, developing, motivating, evaluating, correcting and rewarding subordinates. The leader's role focuses on vertical relationship. Leaders should make effective decisions. The above is supported by Heck (1984:170) who supports that leaders are

decision makers; they need a repertoire of alternatives or solutions to problems from which they can choose. Such actions requires both a breadth and depth of knowledge leaders: in this case must have a deep understanding of the organization and disciplines being taught.

Another kind of interpersonal role is liaison role. The liaison role focuses on horizontal relationships. The educational administrator maintains a number of relationships with groups and individuals outside the school and so he or she makes social contacts that can have an impact on school. Such a leader is in a position to listen to discuss and have effective communication, with the staff. Such a leader liaises with others he consults and gives suggestions. Therefore if the private school principal work in isolation then the school is not effective.

The other type of interpersonal role is the information roles. As an administrator one serves as the nerve centre of information. You receive reject, filter and altar or pass information to your organization. The information role is a leader who claims himself to be most knowledgeable. He/She monitors, disseminates and is a spokesman. As monitor role, you receive a lot of information that you can use to understand what is happening within the school. You have to decide what information to pass, in what details, to whom and how often. There are times when it may be appropriate to sit on information. In this respect, you perform the squasher role. The administrator for example, may have too many meetings leaving him/her with very little time to perform extra administrative tasks.

A teacher as a spokesperson speaks on behalf of his/her organization. You serve as a public relation officer and represent the organization as the expert. You need very accurate and up to date information about organization and environment. Consider when the leader represents the school at important meetings. However, one should be critical when a leader performs duties which comply with the needs of the parents without complying with needs of the teachers. This can result in tension or uncertainties and inconsistent behaviour. It is also very important to make your role very clear to your subordinates.

Other roles include decisional role. An administrator is often called upon to make decisions. The leader has formal authority and has access to information and this poses no problems. When performing decisional roles the administrator may serve as an entrepreneur resources allocator and negotiator. In this case, the leader must give sound decisions. The above is in line with Heck (1984:169) who views that one difficulty in decision making is that most of the decisions need to be made spontaneously. It is both an art and a skill that requires ability to consider simultaneously many variables associated with needs of teachers, parents and students.

The leader's role as an entrepreneur should be able to initiate and design programmes to improve the school. The administrator should be on the lookout for possible problems. An administrator should be proactive, spot a problem and act quickly. You are expected to maintain supervision control as you remain responsible for all design decisions associated with the programme. An administrator should be able to handle crisis's e.g. fights, strikes or competitions among departments, to resolve

clashes among staff. The administrator should allocate available financial and human resources. There is need for making programmes and make sure resources are being put into good use. The role of a negotiator, the headmaster must have the ability to negotiate with other units within and out of the system. This negotiating role is very delicate therefore it must not be delegated anyhow.

However, the role of leadership in an organization is very insurmountable. Through the interpersonal role leaders can affect the climate of school. Hapin and Croft (1963) view the social climate of the school as a blend of two dimensions, the principal's leadership and the teachers' interactions. The blend of these two gives the tune of a school. It gives the ambience or atmosphere of the school.

There is reciprocal dynamics of leadership and the subordinates. The way in which the head of a school behaves influences the way the teachers are going to interact with each other and this has a considerable impact on the general atmosphere of the school. However Bishop (1995) explains further that there are four aspects which make up leadership behaviour. These are aloofness, production emphasis, thrust and consideration. These factors are conceptually independent of each other.

Aloofness refers to the psychological and physical distance the head keeps from the teachers. It is the degree of formality. The head normally does not like to associate with teachers. He adheres to a tight agenda. Firm rules are established. In fact aloofness makes the head unapproachable by teachers and students. Such a school head is very unfriendly, very rigid and in most cases is shocked by strikes and zero percent pass rates.

However, production emphasis is the degree of active supervision the head exercises over the staff. How tightly is the teacher's work being scheduled? There is downward communication and insensitivity to teachers' reaction. Some administrators are thrust. It refers to the active energetic role modelling aspect of the heads behaviour. How much personal drive and vigour does the head have? Also consideration is concern for staff members as individual beings. It has to do with the kindness and humanitarianism. In most cases the teachers are spirited. They are cheerful and committed to their work. They enjoy being at school together. They are mutually respectful and helpful. They work energetically and loyal to the school. Such teachers fulfil their personal and social needs at the same time they enjoy a sense of professional accomplishment.

However, various combinations of administrators and teachers' behaviours give combination of climate types. Open climate is an atmosphere of high spirit and low disengagement on the part of teachers.

In this case, the head is highly energetic as well as considerate. He is not aloof at all. He/she does not emphasise on production but works well with the staff to advance the school. Such a school moves smoothly towards achievement of a well defined goal. Teachers identify with school and experience a good deal of job satisfactory.

Another type of climate is autonomous climate. It creates almost complete freedom for teachers' spirit and intimacy are high. There is little disengagement or hindrance. The head works hard but is aloof. The head devotes little time and effort to the definition and accomplishment of goals. As a result the morale of staff is high but

little attention is paid to the achievement of goals. No work gets done. Familiar climate has close sociability at the expense of task accomplishment. Teachers are disengaged from work but personal life. The atmosphere is friendly but little gets done because the head tries to be like by all while neglecting control of standards.

Controlled climate is associated with hard work at the expense of social life; though spirit is high, the head is dominating and directing but aloof and is not considerate. The emphasis here is on task achievement. The head has dominating authoritative and rigid. The head does not allow flexibility and insists things should be done his/her way. Paternal climate is the one where the head tries but is sadly inefficient and failing. Teachers are not busy with work they do not get along well and lead to compete with each other. The head is not aloof but is intrusive and emphasizes too much on productivity.

Closed climate is the one where neither task accomplishment, nor social satisfaction is prevalent. The staff is fragmented and disengaged. They are overloaded with paper work only and morale is very low. The head is aloof and inconsistent. There is general feeling of apathy.

2.16 Importance of School Climate

From the definition of climate we have learnt that climate influences the behaviour of people in the organization. A closed climate leads people not to their best. Even if one is competent, workers are subjected to a negative climate they respond with low

productivity. This then means all organizations should thrive to provide open climates including private secondary schools.

For schools in particular a good climate is important because it does not only affect teacher competence but also student behaviour and outcomes. A negative or closed climate would manifest in student indiscipline and poor examination results. This is supported by Silver (19983) who says that the climate of the school is related to the quality of instruction students receive. A healthy school climate frees all concerned to concentrate more fully on educational matters. This is made possible by high motivation and clear direction given by the leader towards achievement of education goals. When there are no unnecessary conflicts all members identify with the school. The emphasis is on the provision of improved instruction and international programmes. Sergiovanni (1990:70) argues that supervisors will have a difficult time exercising leadership without a sufficient supportive climate within which to work.

The work of leadership becomes very difficult in any unhealthy climate subordinates become dissatisfied and tend to react with hostility. Once this is done the educational programmes suffer. An open and healthy climate calls for both the head and subordinates to share their views and by so doing learn from each other.

Selgovanni (1990), points out that good climate is a necessary link between organizational structures, teachers attitudes and behaviour and that is of interest to supervisors. In Zimbabwe the role of supervisor falls in such administrators. School administration or heads should have a special interest in climate changes because the link that is there between leadership style and behaviour and school climate is

important. If school head or leader should set out to create an open school climate to change a closed to an open climate.

Teachers in schools with open climate are highly motivated, satisfied highly productive, easy to work with, easy to supervise, good results and very effective.

A healthy school climate is one that exhibits reasonably clean and acceptable goals and develops communication which is relatively distortion free. The social atmosphere of the school cannot be changed overnight by half hearted attempts by the head. It requires sincere concern and effort being receptive to information being critical and compliment and persistent and making an effort to improve despite of obstacles.

2.17 School Evaluation

Formative and summative evaluation are both very important for an effective school. They have different purposes which when both utilized will improve the school in terms of discipline, timetable, attainment of objectives planning resources and parent involvement among others. However for a private secondary school to be effective, it should continuously evaluate its activities.

According to Norman (1995:118), “to evaluate is to place a value upon or to judge. In education it means judging a student teacher or education programme. Gary (1979) elaborates by saying evaluation is the process of collecting and analyzing data in order to determine whether and to what degree objectives have been achieved.” The

above definitions seem to suggest that evaluation is a systematic process of collecting and analyzing data in order to make decisions.

According to Madziyire (2000:184) formative evaluation refers to an ongoing process that meant the worth of activities during instruction. It focuses on student and teacher activities. Its major concern is formative use of assessments for both teaching and learning. This implies that assessments made will be fed into the teaching process in order to make pupils learn better and this will enhance effectiveness.

According to Madziyire (2000) summative evaluation is terminal. It involves making judgement about the quality of teacher performance. It aims at reporting results at the conclusion of the programme. The terms summative and formative were introduced by Sonven (1967) to describe the various roles of evaluation in curriculum development and instructions. Summative and formative evaluation are both very essential components in the improvement of academic excellence. They focus on the student and teacher activities. They focus on teacher and pupil growth. The next paragraphs will focus on the importance of formative evaluation.

According to Ran (1988), formative is the process that gives form or shape. Formative evaluation is a method of judging the worth of a programme while the activities are forming. It helps the teacher, the head teacher and the ministry of education to plan. It is also known as usability studies. It helps the head teacher or the teacher to find out if he or she is achieving the set goals and objectives. Instead of waiting until the project is finished. In Zimbabwe school education begins from grade one to form 6. A child will have thirteen years in a school. The whole process of schooling is

divided into three distinct phases. Primary, grade one to seven. Secondary form one to four and the final stage form five and six. Formative evaluation is therefore very important because it provides a chance to test the pupils and implement change before she completes the entire course. It is a way to avoid saying “if only had I know, it tests both form and content. Formative evaluation should be conducted at every stage of development. The earlier it is begun the more likely it will be effective. Warsmar (1995:7) asserts that formative testing is done to monitor students progress over a period of time. Apart from focusing on pupils activities there is need to focus on teacher’s formative evaluation.

Teacher gives quizzes, revisions, review questions, projects and assignments. This is referred to as internal examination in Zimbabwe. The pupils write exercises in each subject per stipulated time. This is very important because it reveals the important facts about the school and the progress of its people. A detailed knowledge of the work of the class and progress of individuals is essential to the proper organization and successful management of any school, including private secondary schools for them to be effective.

The head teacher must know for certain through formative evaluation whether his pupils are making progress which they are capable of making. He compares their attainment with those of the previous years. He evaluates whether the schemes and methods of teaching used in the school are suitable and effective as they might be in order that the school maybe full efficient.

Discipline is one aspect which is improved by formative evaluation. The rules and regulations are constantly revised to match the types of students in a particular setting. The teachers also should be disciplined to have a record of marks and a scheme book. The scheme is evaluated on lesson procedures and an individual student. These documents are assessed by the head of departments fortnightly to assess if the departmental policies are being followed. The head teacher assess the documents fortnightly too and he is in the position to consider how far things are proceeding satisfactorily. Thus every teacher is expected to draw up a scheme of work termly and keep record of marks in case of transferring the successor knows exactly how far the work has been covered. The scheme remains the property of the school. He assess which children need special attention. What steps should be taken for the improvement and suggests some modification. The teachers will offer suggestions since they are the classroom practitioners.

For example at Dangamvura Secondary School, the head teacher had formed a special class of pupils who need special attention. Some of them are in form one and form three and they can not write their names. They are to be assisted at their pace of cognitive development without being disturbed by pupils who are faster. The school can also suggest remedial lessons and holiday lessons to add more time, to time allocated in class which would be probably inadequate for the pupils to grasp certain concepts and skills.

During formative evaluation there are types of examination pupils. There is oral examination where there is recitation, pronunciation and orally. There are practical examinations which are restricted to practical subjects such as wood work, cookery,

science and agriculture. In such subjects, grading is not only based on a final test but on quality of the finished work done during the year. There is written work where pupils are asked to enumerate, state, criticize, discuss, explain. Such essays can be applied to many subjects. However, such methods informative evaluation are insufficient in sampling. They lead to cramming. Also the essays will receive different marks from different examiners.

The teacher sets the questions when he prepares his lesson. The teacher should mix questions of remembering and those of testing intelligence. The work is marked by the teacher if they are essays or by pupils themselves if they are one word answer. Pupils who keep the achievement graphs are to be rewarded. For example at Hartzell High School there is a monthly mark order, where the best ten students in the stream are paraded every month. This motivates all the students to work hard. They are stimulated to surpass the records of the records.

The teacher will choose instructional methods which are suitable for the level of pupils. For example grade ones need to learn with tangible materials for them to remember. The teacher will prepare a lot of charts, learning is very significant because it enables the learner and the teacher to receive immediate feedback for aspects which need to be corrected or encouraged.

When an exercise is marked the teacher goes through it with the children. The child will know where he has gone wrong or done well thus he or she knows his present position. Reports are sent home at the end of every term. Parents will see the standing of their children. They will get interest to see if there is a good progress for

their children. They will make an input through involvement of decision making for the betterment of the school. This is done through the school development committees.

According to Mariam (1989:76) formative evaluation is very essential. However, it abolishes the single standard for the whole country. There are schools with poor pass rate and some with higher such that the results can not be comparable. The strangle of formative evaluation will have a positive impact on the final grade, that is summative evaluation.

Summative evaluation is conducted at the end of an instructional segment to determine if learning is sufficiently completed to warrant moving the learner to the next segment of instruction. Bond (1990) asserts that summative evaluation is at the conclusion of instruction and of course final judgement which is pass or fail.

In Zimbabwe summative evaluation is done through external examinations. These are conducted by examiners not directly connected to the school. The Zimbabwe examination council prepares the same set of questions for a number of schools. They measure the students nationally. The results determine the efficiency of the school. In the school of results determine efficiency of the department and then the teacher. Both teacher and the pupil work hard because they want to be recognized on the map of Zimbabwe such examinations are necessary for school leaving students. They are used for certification which leads to brighter prospects in looking for employment. They become a standard measure and absence of such examinations might bring abuses and favouritism.

It can therefore be concluded that both formative and summative evaluation are very essential components in the Private Secondary School system. They improve the quality of the school. They improve academic excellence of the school.

2.18 The concept of decentralisation in education

There are three broad areas of decentralization which are ,political, administrative and market. This paper will examine administrative decentralization focusing on two forms namely, delegation and devolution. The sub heading will be divided into four parts. The first part will define decentralisation. The second part will explain administrative decentralization. The third part will assess the effectiveness of delegation and devolution in the context of a school. The conclusion will be made up of judgment and suggestions.

Decentralization according to Mbamba(1992;84),is systematic effort to delegate authority. It is concerned with placement of authority with reference to responsibility. Authority to command or act is delegated to subordinates and responsibility is exerted from subordinates. Welsh,(1998)supports Mbamba by saying decentralization is the transfer of authority through de-concentration delegation ;devolution and privatization. From the two definitions, it can be noted that decentralization is about the shifts in location of those who govern .It implies dispersal of something concentrated around a single point .In the education system there is dispersal of decision making. Decisions are made by the top executives and enforced through subordinates .

Administrative decentralization seeks redistribute authority responsibility and financial resources for providing public services among different levels o government. It has three forms which are; de-concentration ,delegation and devolution. Administration according to Musaazi (1982;40) is asocial process concerned with identifying, maintaining ,motivating, controlling and unifying formally and informal organized human and material resources within than integrated system designed specifically to achieve predetermined objectives. The definition suggests that administration has to do with the implementation of an organization's plans ,policy and strategies designed at the top of macro level by chief executive

Administration decentralization therefore seeks to transfer managing of public funds from the central government to Sub units .In Zimbabwe the minister is the political head of the Ministry, he is the critical link between the organization and the government .The permanent Secretary is the executive head of the ministry and is the accounting officer responsible for overall co-ordination of the Ministry' s activities. This administration is decentralized to Districts where we find District staffing officers. These next passages will examine delegation as a form of decentralization.

According to Hornby (1995,138) to delegate is to give duties, right to subordinates in a lower position or grade. Delegation is a more extensive form of decentralization central government transfer responsibilities for decision making and administration of public function to semi autonomous organization not wholly controlled by central government but ultimately accountable to it.Musaazi (1982;106)defines delegations as “the process of dividing up your total work and giving part of it to your subordinates Fulmer(1983) agrees when he defines delegation as a process of sharing tasks with

one's subordinates ,giving the subordinates necessary authority to carry out the responsibility ,setting up a control mechanism and still remaining answerable

Common features in the three definitions is the assignment of authority to another person carry out specific job related activities it allows a subordinate to make decisions.

This following passage will examine delegation at national level. In the public sector, all authority a power vests in the parliament .The office bearers who are in charge of institutions act according to legislation .According to Cloete J.N(1984 :91.)Authority can be described as “the right to give an instruction to someone about he has to do, and also how, where and he has carry the instruction out “This means that there must be ways of enforcing accountability. The legislature delegate their authority to executive functionary.

Any delegation should be done on a formal basis. Delegation is done to officials who save under to promote a flow of work .The delegation should be in writing for reference .However there is often failure or reluctance to delegate other by political beavers ,top officers due to lack of mutual trust. As a result the, public sector has a tendency of centralizing its activities are decentralized then there have to be specific measures to exercise control such as inspection and auditing documents. Coming to the delegation at school level, the head teacher delegate's duties to staff members. Members can make decisions; delegation becomes a shift of decision making authority from one organizational level to another. However delegation must not be confused with participation decision where authority is shared. Effective delegation requires trust between the delegator and the delegated. Delegation in the school

involves three concepts which are responsibility authority and accountability. The ultimate accountability lies with the manager who in this case is the head teacher.

From my experience as a teacher in three schools, delegation has been found to be very effective to a larger extent. The Head can not do anything by himself thus there is delegation of duties and division of labour. To the teachers, ancillary staff and to the general workers. Jobs are clearly defined and standardized through job description. Thus according to Rachel(1996;740, a job description has to clearly explain what needs to be done and when..A teacher is given a class to teach belongs to a department which has departmental policies .This brings a uniform way of doing delegated assignments.

Delegation has many benefits .Any interview with one of the heads of a well known school revealed that delegation relieves the top management of workload .Tasks are completed quickly and activities among the themselves is a motivator. They are given opportunity to be involved in decision making which in turn leads to commitment.

However, there are principles of delegation, for instance the head must know his subordinates in terms of their abilities and limitations. He must establish effective and efficient control mechanism which does not frustrate teachers. He can do so by developing clear measurable objectives and not interfere with the delegate. The Head teacher must also provide sufficient authority to go with the duties. Merits of delegation will increase the effectiveness and efficiency to the school. The head considers the competence and skills of subordinates before delegating.

However research has shown that delegation has barriers. For instance teachers might resist responsibility due to poor remunerations. Some teachers also lack experience and competence. On the other hand some head teachers fear that the person given the task would perform better than them. Teachers resist delegation if they feel it is imposed on them. Others fear criticism if they don't do better than the expected. Most teachers felt that the heads were dumping most of the unpleasant assignments as delegation while they enjoyed the benefitting tasks especially those that gave him time and money.

The above passages have examined delegation, the next will analyze the form of devolution. According to Hornby (1985;318), devolution is the transfer of power or authority from a central body to regional authority. Devolution denotes the function of responsibilities to the delivery programs and services from the government to another entity. There is transfer of rights, power property or responsibilities to another, especially the surrender of power to local authorities

In this paper devolve will be used in its loose sense at a school situation. The term denotes any aspect of rules and regulations. The most prevalent case is that at a school the government devolves power to the School development committees. The latter become partners in school governance representing the parents. They represent the government laws. However some of them face a challenge of lack of knowledge and skills to participate effectively in running schools. For example they conduct their business in home language, whilst the laws governing the schools are written in English. This might make teachers and school heads to take advantage of them in their devolution power position.

This section has defined decentralization. It concentrated on administrative Decentralization. Two forms which are delegation and devolution have been examined. Delegation was found to be very effective if the heads realize that delegation entails that authority is conferred from above and earned from below. On devolution, in relation to the school development more knowledge is still to be imparted to both the S.D.C and the heads who might be ignorant of the devolution powers exerted to the S.D.C by the government and how it should be used.

2.19 SUMMARY

The literature review chapter focussed on private secondary school. Key issue discussed is the concept of private secondary schools. Major subtopics covered in the literature review are: The Zimbabwe's Educational Policy, The Private Schools/colonial private schools, availability of physical teaching and learning resources. Role of an organisation, staff stability, enrolment, viability, school administration of effective private secondary school and local support and communication.

CHAPTER III

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter on research methodology sought to outline the research design, targeted population. Sampling procedures, data procedures and examine the instruments that have been used for the purpose of data collection. Explanation on how data was collected, analysed and organised is also provided.

3.2 RESEARCH DESIGN

Delan (1979) said that a research design encompasses a case study experimental historical and descriptive survey. The researcher used the descriptive survey research design as it seem to be the most appropriate method to the problem investigated.

This descriptive survey research design method focussed on logical and systematic description and exposed the salient aspects of a phenomenon, object or situation. The above observation is supported by Khan and Best (1993) who observed that research design was chosen because during the data collection students, teachers and principals were used as the source of information. The focus of the study unveiled the views of the stakeholders on the effectiveness of the numerous private secondary schools in providing secondary education in Mutare Urban.

Drawing from the above situation such a design revealed what has been going on, on this topic. The use of questionnaires to principals' school heads, the district officers, parents and teachers were utilised in the gathering of the data for this research.

The descriptive survey did not completely work in isolation without considering numerical data. In this study some statistical data was considered such information supplemented the data collected from a questionnaire and oral interviews. Data collected in the survey was monitored and validated.

3.3 POPULATION

A population is a “group of elements, cases, individuals, subjects or events that conform to a certain criteria and to which we tend to generalize the results of the research” (McMillan, 1992, p. 69). The targeted population were private secondary schools in Mutare Urban. These private secondary schools included Pinnacle Academy, in Dangamvura, Alpha Institute, Herental College and Dzidzo Private secondary school. Dalen (1979) said population refers to the total number of element or people that one can investigate on. Therefore in this study the population referred to all private secondary school in Mutare urban. Key respondents included principals, teachers, students and parents of pupils. The research dwelled on sample and sampling. From the sample, generalisation of the stakeholders feeling about private secondary schools and colleges were revealed. All this was done with the understanding that a sample is a representation of a large population.

3.4 SAMPLING

Leedy (1997), states that a sample is that representative subgroup of the population that is chosen for direct observation. It is a specific unit of study drawn from a population. It is selected through a sampling process in which it would represent the target population. The purpose of sampling is to gain information about a population.

The samples were made up of six private secondary schools. For a small sample as suggested by Best and Khan (1993) out of the given private secondary school or college in Mutare Urban about six private secondary schools were selected through random sampling procedures.

To achieve this the researcher obtained a list of all the operating private secondary schools from Mutare District educational offices. The total number of private secondary schools were listed in alphabetical order. Then numbers were assigned to these private secondary schools. A gold fish bowl technique of sampling under the probability sampling was used as suggested by Wegner (1999) who concluded that a mix up should be done then followed by a pick up of a card from the box.

The picked numbers shall be paired with a corresponding school on the numbered list. Picking and replacement shall ensure all numbers had the same chance of being picked. However if a certain number was picked twice then the researcher disregarded the second number.

3.5 RANDOM SAMPLING

Random sampling allowed a sample to be drawn from a population in a completely random way. This reduced bias since every element of the population received an equal chance of selection. This gave a fairly balanced cross-section of the population because numbering was done for the whole population or sample frame. It was also possible to calculate and come up with the required side through percent margin. Best and Khan (1993) observed that possible calculation reduce error by margin.

3.6 RESEARCH INSTRUMENTS

The researcher used questionnaires as the key tool to gather information. Tuckman (1994) declares that to be successful in any survey research there is need to pilot test the research questions. The questionnaire went through a pilot test in one of the nearest private secondary school that is First Class Academy.

Pilot test enabled the clarification and correction of both the instruments, sentences, structures and quality of the question. Each item was quality-tested for meaning and genuinity. Precision relevance validity and suitability was checked. After the pilot study the researcher established.

- Questions not well answered and why?
- Questions and wording which need to be corrected or modified.
- Some questions needed to be deleted.

The questionnaire was used because it proved to have several advantages.

- a. It ensures self expression of ideas from the respondents.
- b. The researcher was guaranteed autonomy and freedom to produce information that enhanced validity and reliability of data.
- c. The respondents have some chance to complete the questionnaire. The questionnaire have a space for commending by respondents were necessary.
- d. The questionnaire serve as a point of reference for the future.

Tuckman (1994) supports the above ideas by declaring that the same questionnaire can be used by principals and teachers of private secondary schools.

The questionnaire improves reliability as well as written questions asked in exactly the same way to each respondent.

Questionnaires can be used to cover a wider geographical area in the collection of data which allows a bigger sample size.

However questionnaire can have several disadvantages which, including among others.

- a. Non return or delayed return of questionnaires:-
- b. Some questions may be completed or may be left unanswered.
- c. Questionnaire if not well structured, may provide no room for commenting and suggestions.

Oppenheim (1992) also observed that ambiguities may result in nil returns, which may result in analysis problem. In fact questionnaires need to be administered to a literate sample, thus the old the very young and the illiterate may be sidelined.

3.7 INTERVIEWS

Interviews were used to supplement the questionnaire. Focus was placed more on private secondary school. Principals, parents of the students, teachers and students.

Any interview should not be carried out haphazardly. The questions to be asked must be grounded. A good interview should be conducted in a conducive environment. There is need for the appointment and correct timing.

Just like the questionnaire, interview method has its own merits and demerits. Some the merits of interviews are as follows:-

- a. The method ensures direct interaction with the subject, hence the researcher can notice facial expressions of the interviewees.
- b. The interview method also helps the researcher to judge the degree of intensity of the problems affecting the community.
- c. The same questions can be used on different interviewees or respondents.
- d. Many questions can be asked in short time.

There is immediate feedback provided. The above is agreement with Oppenheim (1992) who purports that interviews increases compatibility of responses. On the other hand, the interview method has its own weaknesses:-This method seems to be expensive in terms of time, transport and energy. This could be a result of appointments visitations and the process of carrying out to do an interview. According to Tuckman (1994) some sensitive information may not be discussed hence information can remain hidden or even lost completely.

In addition it is also very easy to lose focus if the interviewer gets carried away. It is therefore imperative for the person carrying out the interview to be very knowledgeable.

3.8 DATA COLLECTION PROCEDURES

Data refers to the rough materials researchers collect from the world they are studying. They are particulars that form the basis of analysis. Data include what others have created and researcher finds such as diaries, photographs, official documents and newspaper articles. According to Charles (1988), there are four main sources of data for historical and descriptive research; these are people, documents, records and relics. There are primary data sources which are persons involved such as students and teachers. Documents such as school policy and records such as school registers, grade files etc. Secondary sources can be persons not directly involved, historical accounts or newspapers.

Wersima (1991:11). Asserts that before data is collected any necessary measuring instruments must be identified and perhaps developed. If the data is going to be contained in a descriptive narrative, the researcher must organize for taking field notes. Through field notes the researcher writes out description of people, objects and places. The written account of what the researcher hears, sees, experiences and thinks is the course of collecting data.

During the process of collecting field notes to compile them, one should find a quiet place. One should also set aside adequate amount of time. The field notes should be

detailed. The researcher can use tape recorder or typed interview scripts. The researcher can ask for a diary e.g. “how do you feel if I read your diary.” The researcher can also use autobiography, personal letters, official documents, photographs and personal files.

Koul (1997:126) explains that a researcher will require many data gathering tools or techniques which may vary in their complexity, design administration and interpretation. Each tool is appropriate for the collection of certain type of evidence. The researcher must familiarize himself with the nature, merits and limitations of the existing research tools. The major data gathering tools are psychological tests, questionnaires, observation, interviews and socio-metric techniques.

Gal (1996:288) points out that questionnaires and interviews are used extensively in educational research to collect information that is not directly observable. These data collection methods typically inquire about the feelings, motivations, attitudes, compliments and experiences of individuals.

Another alternative of collecting data is observation. The researcher observes the behaviour and environment of individuals being studied. Observation is a more natural way of gathering data. However observation also has limitations because of change o behaviour patterns. It is also time consuming.

Whilst collecting the data, there are ethics, moral principles and values that govern the way an individual conduct its activities. Some of the ethical issues are that the researcher involve consideration of human right, fairness, honest and respect. The

people should be given enough information for them to make informed decisions. The people have the right to confidentiality, privacy and withdraw participation. There should be no bribes or forcing and cohesion.

Permission was sought from the District Education Office before visiting any private secondary school.

The researcher was also given a letter of introduction by the Faculty of Education. The researcher also visited in person to the private secondary schools for research data collection.

Questionnaires were served personally to all principals, teachers, students and parents of students. On arrival at every private college the researcher produced a letter of introduction to the principal or head for identifying himself. The researcher sought permission to work with the staff institution. The researcher also visited the District office and obtained permission for collecting data.

The researcher left the questionnaires collection was done in less than three days. The researcher collected completed questionnaires personally. Some questionnaires were collected during district athletics sport completion. The researcher also interviewed the Mutare District Education Officer. The researcher was provided information which was jotted in the researcher's diary

3.9 DATA ORGANISATION

Organising of data includes editing, classifying and tabulating information. The data is classified into different categories, classes, groups or heads. The data is also tabulated. After collecting the data, it is organized and planned. However Weismar (1991:85) comments that data analysis in qualitative research begins soon after data collection begins. Data collection and data analysis usually run together. The data is organized. There is assembling or organizing of field notes. Data is corded and there is searching for categories and patterns.

There are no formal or universal rules which a researcher may follow in organizing the data in various units, patterns or categories. It requires a creative approach and a lot of perseverance to give a meaningful look to data.

3.10 DATA ANALYSIS PROCEDURES

Data analysis in qualitative research is a process of categorization, description and synthesis. The process is systematic, arranging interview transcripts, filed notes. The researcher breaks them into manageable units. There is synthesizing and comparison whilst searching for patterns.

Analysis of data means studying the tabulated material in order to determine inherent facts or meaning. A plan of analysis should be prepared in advance before the actual collection of materials. This process requires an alert and flexible open mind. No

similarities, differences, trends should go unnoticed. Data can be analysed statistically.

After analyzing the data there is need to interpret the data. It is important to note that in all circumstances the data do not interpret themselves; it is the investigator who must pass judgement on their meaning. Interpretation calls for a critical examination of the results. Thus Charles (1988:187) has it that results are reported verbally and are usually enhanced with tables and figures. In this study the raw data was collected from respondents through the research tools. Summary facts sheets were developed. The raw data was processed in quantities of grouped numbers and percentages.

Tables, graphs and charts were easy to study and interpret. These tables and charts consolidated large quantities of data to numerical presentations.

3.11 SUMMARY

The chapter has discussed the research methodology. The descriptive survey approach was used for the study on the mushrooming of private secondary schools in Mutare Urban. The researcher chose this design because it suits the problem under investigation. The questionnaire was the key instrument used to obtain data from teachers, principals and students.

CHAPTER IV

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

The purpose of this study was to investigate the stakeholders views on Zimbabwe's Educational Policies and how they excited the mushrooming of private secondary school in Mutare Urban. This chapter shall present results as derived from the research instruments used in Chapter 3.

Thus chapter is organised as follows:-

1. Information from interviews and questionnaires.
2. Availability of resources.
3. Communication with the external world.
4. Administration effectiveness.
5. Staff stability

4.2 BACKGROUND TO PARTICIPANTS

The researcher interviewed a number of principals of private secondary schools and colleges. The researcher also reached and interviewed the District Education Officer in Mutare. The researcher also incorporated the background information of the respondents and the majority responded to the best of their knowledge from the information collected by the researcher. It was observed that there is no clear policy pertaining to founding and running of private secondary schools in Mutare Urban.

According to the District Education Officer who was interviewed she said that the District Education Office does not have a clear defined policy pertaining to the establishment and running of these private secondary schools and colleges. She openly explained that the operation of these private secondary schools and colleges should be handled with gloves because it is a political issue. Those who are operating and running these institutions are either politicians or are backed by politicians. Therefore from the information collected through interviews, the ministry has no supervision teams to supervise these private colleges. At the same time the ministry is not taking any legal action to unregistered private secondary schools. This therefore explains to us that the private secondary schools have a certain degree of autonomy. The fees and tuition is not controlled by the ministry. The Ministry of Education Sport, Art and Culture does not receive pass rate and failure rate. Worse off, the situation in the rural areas is different. There are no private secondary schools in rural areas. It is very clear that the issue of mushrooming private secondary school is related to financial resources.

Forty-five questionnaires were sent to targeted respondents. They were collected for collecting data in them. The response rate after dispatch was (36) out of (45) that is 80%. After the first remainder the response reached 45 i.e 100%. The above is in agreement with Wiersamar Try and Ravoviah in Freedman (1995:65) asserted that the validity of Survey research involving a questionnaire depends on the response rate. The principals constituted 32 out of 45 i.e 71%. This was an indication that private secondary schools are generally administered by principals without deputy heads and teachers in charge (T.I.C). The majority of the respondents were teachers. Very small proportion of the respondents were students and parents of students.

4.3 RESOURCE AVAILABILITY

Table 1: Resources needed for effectively running a school

Resources	Responses	(N)	%
Adequate	No	36	80%
	Yes	9	20%
	Total	45	100%
Chalkboard	No	9	20%
	Yes	36	80%
	Total	45	100%
Chalk	No	9	20%
	Yes	36	80%
	Total	45	100%

36 out of (45) i.e 80% respondents demonstrated that the number of desks and chairs (furniture) does not correspond with the children enrolled at the school. This explains one point that private secondary schools in Mutare urban are not properly furnished for good convenient teaching of the learners. However item which are relevantly cheap are afforded by private secondary school. This has been indicated by table one that (36) i.e 80% of the responded indicated that chalks and chalkboards were

available. Only 9 out of 45 indicated that they lacked boards and chalks. Drawing from the above observations. It is most likely that private secondary schools are incapable of building adequate classrooms as well as purchasing adequate furniture which is very critical in teaching and learning process. Such a situation is in agreement with the literature review when some scholars observed that poorly ventilated classrooms over crowded classroom that is high teacher pupils ration and shortage of furniture are not conducive for teaching and learning process.

4.4 COMMUNICATION WITH THE IMMEDIATE COMMUNITY

Table 2: Stakeholders involved in the school community

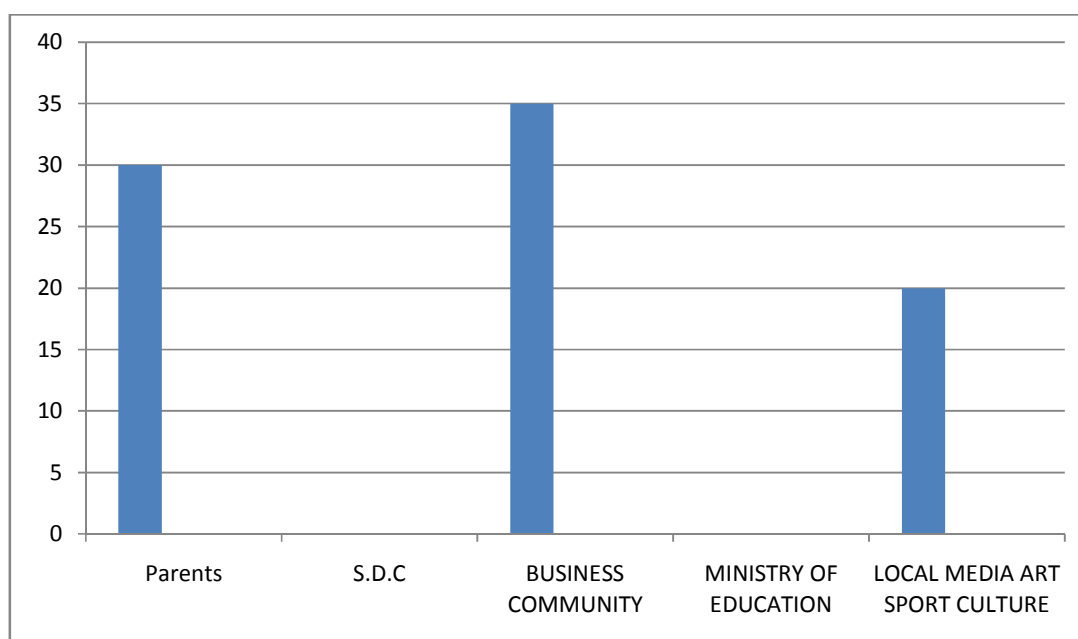


Table 2 displays stakeholders involved in private secondary schools. However there are reasons as to why parents, business community and local media are actively

involved. Yet the Ministry of Education Sport, Art and Culture and S.D.C are not involved and they do not have any contribution.

It is interesting to note that 30 out of (45) that is 67% indicated that they communicate with the immediate community. The business class 35 out of 45 indicated that they communicate with the private secondary schools. That is 77%. It has been observed that school development committee do not exist at private secondary school. 0 out of 45 i.e 0% at the same time the private secondary school operate independently from Ministry of Education Sport and Culture. 0 out of 45 i.e 0%. This explains to us that parents communicate with private secondary school when paying school fees or when sending and collecting their children from private colleges.

It is also very interesting that 20 out of 45 i.e 44% indicated that there is communication with the local media through arts, sport and culture. Most of the private colleges and secondary school do not have enough land either to build or prepare playing grounds. Therefore it is not surprising that out door games such as soccer, volleyball and netball do not exist.

The above information was supported by the Mutare District Education Officer who said that most of private secondary schools are for money-making. They are money generating projects, for the proprietors. In rural areas parents and guardians are generally poor and so they can not sent their children to private secondary schools. In short, private secondary schools interact and communicate with business community and parents who are capable of paying fees. These mushrooming private secondary

schools do not have school development committees. The principal is the owner of the institution and is solely the responsible authority.

4.5 MEANS OF COMMUNICATION WITH PARENTS/GUARDIANS

Table 3: Methods of conveying message to stakeholders

	Response			Response	
Category	Yes	No	%	Yes	No
Verbal Messages	28		62	17	38
Circulars	11		24	34	76
Letters	6		14	39	86
Total	45		100		

28 out of (45) i.e 62% indicated that verbal messages are used by the private secondary schools. The principal assembles all students and give announcements especially amount of fees and deadlines. This explains to us that at times verbal message at school can be very effective and cheap, that is if it well timed and well communicated. The above observation is in agreement with Stoner (2005) et al who indicated that parents rely most on their children for information about school.

The circulars 11 out of (45) are used that is 24%. The head of the private secondary school or college corresponds with parents or guardians through circulars. However delays are expected because some children may fail to deliver the circulars. Others may get lost and the principal does not have control of circulars once dispatched. The least are letters 14% i.e (6) out of (45) especially hand post is used from school to parents or those written by the school to other stakeholders like donors, can be also used. Therefore in general stakeholders viewed communication systems as moderately effective in private secondary schools.

4.6 ADEQUACY OF INFRASTRUCTURE AT PRIVATE SECONDARY SCHOOLS OR COLLEGES

Table 4: Availability of infrastructure

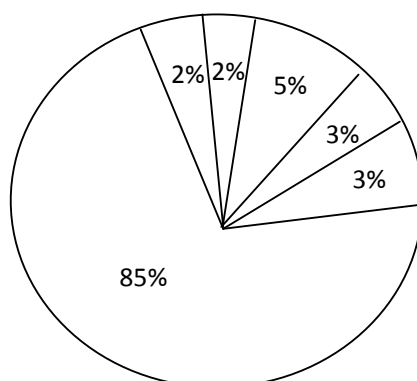


Table 4 depicts infrastructure available in private secondary schools and colleges. Any learning institution is expected to have adequate toilets to avoid spread of diseases such as cholera, bilharzia and diarrhoea. Not only toilets are essential but assemble halls, libraries, netball and football grounds should support the curriculum activities.

As indicated by the above pie chart, most of private secondary schools do have toilets 85% of the respondent agreed that the private secondary schools or college do have adequate toilets. May be the reason behind is that these schools are inspected by the Ministry of Health officials for any private secondary school to operate it must be approved by the Ministry of Health. Therefore it has been observed that the majority of private secondary schools to have functional toilets. It is also very interesting to note that 2% of the respondents do have both netball and soccer grounds.

It is therefore clear that 98% of private secondary schools in Mutare urban do not have co-curricular activities especially soccer and netball. However it is very difficult for a private secondary school to have playing grounds facilities because the majority of private secondary schools are houses and factories which were converted to private colleges and secondary schools. Computers and assemble halls only 3% indicated that they exist. It therefore explains that 97% of these private secondary schools do not have such facilities. Only 5% of the respondents indicated that their is a library. Which means 95% of the private secondary school do not have library and library time. According to the Zimbabwe's educational policy, every school should incorporate sport, art and culture. It is interesting to note that the majority of the private secondary schools and colleges do not engage in extra moral activities.

The majority of the private secondary schools operate independently. They do not contribute or affiliate to (Nash). National Association school heads for sport. Drawing from the above explanation it is absolutely clear that most of the private secondary schools or colleges do not have sporting grounds and adequate libraries. These private colleges and secondary school are not guided by policy. It can be

concluded that these private secondary schools in Mutare Urban are not very effective to cater for school children's social, physical and emotional development.

4.7 SUPERVISION BY PRINCIPAL

Table 5: Frequency of supervision

Category	No	%
Rarely	22	49
Often	18	40
Always	5	11
Total	45	100

Mixed feelings were raised by the respondents. Supervision by the principal. However 22 (49%) of the respondents as indicated by table 5 pointed out that principals really undertake supervision in private secondary schools. The reason may be that they engage in themselves into hard work of collecting fees and balancing financial books with the private secondary school secretary. However 18 (40%) of the respondents admitted that the principal often supervise the teachers as noted by the stakeholders is below average thus making private secondary school less effective. Only 5 out of 45 i.e 1% indicated that the principal always carry out some supervision. It is also very interesting to note that the principal is the member who is always on station. The majority of the teaching staff though qualified they are part time teachers. The principal do not even have time to understand the nature of his

teachers. Members of staff only appear when he or she is having a lesson. This shows us that discipline guiding and counselling including education for life is compromised at private secondary schools.

Discussion

Most of the private secondary schools especially those investigated were not effective in terms of availability of physical and learning resources. These private secondary schools do not have adequate ground and space. As a result most of them are houses and offices being converted to private secondary schools. Mcmead (1989) and Benejee (1990) agree that resources are things which facilitate progress. Therefore school resources are therefore aids or media which makes the systematic training and instruction of children easily. Therefore facilities like libraries, furniture, books, salaries and drinking water should be at disposal at any learning institution. There is no doubt that quality and quantity of resource materials significantly influence effectiveness of curriculum operation. Menacker (1974:19) observed that schools without a roof or without books trained teachers board and windows would probably not be a school in what a great deal of learning that goes on. It is absolutely clear that private schools in Mutare Urban do have inadequate infrastructure that enables a conducive tone and climate of a learning organization.

A normal learning centre should be well organized. Good and well ventilated classrooms are expected. Learning is aided by playing grounds and recreational facilities. Chalks, blackboards, dusters, laboratories and clean water are basic requirements at any learning institution. The above is supported by Ozigi (1997) and

Torrington (1989) who state that schools need to be provided with appropriate materials to achieve quality education and verify their effectiveness. They must have buildings, classrooms, houses for teachers and toilet facilities. It is very interesting to observe that private secondary schools lack adequate infrastructure. This explains that although private schools are delivering services to stakeholders they are ineffective because they lack other important Brojendra (1990:14) sums it up by declaring that private secondary schools are packed and over crowded in poorly ventilated classrooms. Such schools which lacks essential equipment can not reasonably achieve its main objective.

Resources and resource allocation is very critical in an learning situation. For a teacher to perform his duties effectively he or she need material resources. These resources could be in form of charts, flip charts, maps, chalks, pens, plan books and syllabus and resource books. No matter how much a teacher can work he or she need support materials. Most private secondary schools operate from one or two classroom. All the ten or more subjects are taught using only two classrooms. The teachers rotate depending on their timetable. This explains to us that such classes do not have charts, work cards, maps and other learning aids. The information collected explains that private secondary schools are not effective in terms of availability of both physical and instructional resources.

Apart from learning resources a school should have an effective administrator who has the ability to manage and allocate human, materials financial and time resources. Such skills and ability is also needed in private secondary schools. The above is in agreement with Sergiovann (1997:164) who observed that as a leader the

administration sets the tone of a school. For a school to be effective the school head should be able to direct activities by drawing a clear timetable. Learners should be guided corrected rewarded and motivated. Musaazi (1982:53) support the observation by declaring that a leader influence activities and behaviour of an individual follower or a group in effort towards goal achievement in a learning situation. An effective administrator should be able to plan and co-ordinate educational activities. Planning in school is done by the school head or principal. The advantages of planning are too many. A plan gives direction, order, it provide orderliness and every resource is put into good use. A headmaster is a decision maker.

Discussions should be discussed and shared. A good decision maker advantage the organization. A good leader must be accountable to all stakeholders. A skilful leader does have authority to influence followers. Followers do have confidence respect and loyalty. A good head should be able to organize Hornby (1985:817) declares that to organize is to put something into working order. A good administrator organizes instructional methodologies teachers are allocated to classes. Pupils are grouped according to age, ability and interests.

Every resource needs organization, parents, teachers and students, heads, proper channel of communication. Staff meetings and staff development are organized by the school head.

However private secondary schools in Mutare Urban are administered by semi-skilled principals. Others do not even have teacher education certificate or a diploma. Others do not even know how to supervise teaching staff. Others don't have any

teaching experience. In this case private secondary schools are being administered by poorly qualified and poorly experienced principal. Everything is organized by teachers themselves. Teachers draft their own timetable and submit to the principal. However Owen (1991) further admits that the rise and fall of any school can be traced to the quality of the head. An effective administrator is active in creating a purposeful school climate that focuses on learning. Unless the private secondary schools are administered by qualified personnel then effectiveness becomes relevant.

Private secondary schools were very effective especially before independence of Zimbabwe. Private schools included mission schools and non formal schools. These Pre Independence private schools and colleges operated on a clearly defined policies. They were registered, regulated and monitored by the Government of Rhodesia. A qualified principal was put in place. The teaching staff were qualified. Apart from principal and teachers there was a school board. Currently we speak of the school development committee. These S.D.C are comprised of the school head, one staff member and five elected parents representing the majority of the parents and guardians of students.

The S.D.C is a representative board. It work hand in hand with parents education officials including matters of budget finance, accountability and development. Drawing from research findings the private secondary schools in Mutare are operating with out school development committees. The principal who is the founder and owner works with the private school or college very closely. According to statistics there are no school development committees in private secondary schools. There is no deputy headmaster, no senior teacher or teacher in charge. Drawing from the

above discussion facts indicates that the private secondary school rely on the principal alone on its day to day running. Such a situation is very abnormal and strange. An organization or institution should have structures and departments. The above is supported by Cronje (1992) observed that departmentalization can be done according to times where work and subjects are specific. This could be also be applied in private secondary schools. In private secondary school the principal runs the institutions on his own. There is no co-ordination even if it is there it is very little. Owens (1981:16) and Smit and Cronje (1992:192) agree that the role of administrator is to co-ordinate the activities of the subordinates.

The majority of the private secondary school in general lack of certain degree of efficiency and effectiveness. The private secondary schools through observation are found in urban areas where parents and guardians do have some means. There is no issues of private secondary schools in rural areas. Instead teachers in rural areas commit their weekends and holidays to assist learners so as to improve pass rate of the school.

The parents however are continuously sending pupils to private secondary schools may be they want their pupils to be assisted in areas of difficulty. Another problem is the examination centres. Very few private secondary schools in Mutare Urban are examination centres. Students after learning at the private secondary schools they resort to write their examination at formal and public school like Dangamvura, Sakubva 1 and Sakubva 2, of course after paying desk fee which is very cheap. The discussion above indicate that private secondary schools are delivering educational services to learners but most of these private secondary schools lack availability of

resource both physical and instructional materials, the school board or school development committees do not exist yet it is a government policy and requirement. The administrators themselves are the owners of the private secondary schools of which the majority are not that effective.

4.8 SUMMARY

In this chapter data was presented, analysed and discussed. Presentation of data was in the form of tables, graphs and pie chart. Percentages were used as basis for presenting values of the degrees of occurrence. Throughout the discussion the views noted from stakeholders indicated that private secondary schools in Zimbabwe were not guided by established educational policies especially in terms of administrative matters, accountability and service delivery. The next chapter will cover the summary, conclusion and recommendations of the study.

CHAPTER V

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter summaries the research on stakeholders views on existing educational policies that have excited the mushrooming of private secondary school in Mutare Urban. Conclusion derived from the findings of the study are also discussed.

5.2 SUMMARY

The study focused on the mushrooming of private secondary schools in Mutare Urban. However stakeholders have been wondering on the capacity to match the expected standards in education system through the provision of physical and instructional resources. Stakeholders question whether these schools do have a stable personnel. Many parents, who are able to do so, have opted to sending their children to the more expensive private schools that are rarely affected by industrial actions.

The Minister of Education Sports and Culture, David Coltart, said that there was urgent need to monitor the private colleges so as to ensure that they met with the highest possible education standards. However, such efforts have been scuttled by the lack funding - especially vehicles- for District Education Offices responsible for monitoring."In the past we had 73 district officers who monitored schools. But we need vehicles and at present we only have two vehicles per province, said Coltart.

While the education sector is certainly on the mend after decades of neglect characterised by strikes as teachers demanded more money, many parents have lost

faith in the system, opting for private colleges that are not properly registered and therefore illegal.

"The situation has been compounded by the issue of strikes and incentives that the teachers are demanding at government and council schools. Many children are turned away and out of desperation many parents have turned to private colleges. Many are staffed by moonlighting teachers who spend the bulk of their time at private schools rather than at their schools," said Coltart. The ministry does not even have mechanisms to ensure that colleges have basic requirements such as ablution blocks

5.3 THE LITERATURE REVIEW WAS COLLECTED USING THE SUB PROBLEMS

- The availability of physical teaching and learning resources.
- The staff stability
- Communication with external world.
- Effectiveness of private secondary school.
- Communication with immediate community.
- Means of communication with parents and guardians

In Chapter 3 Survey Research Design was found to be the most appropriate method to use in carrying out the research. Investigated forty five questionnaires were used to collect data from a sample of 6 teachers, school heads and students from five private schools or colleges in Mutare Urban area.

Data was presented analysed discussed and interpreted in Chapter 4. The greatest problem encountered by the researcher was inadequate time. Therefore interviews, hand-posting and collecting questionnaires was done concurrently.

The major findings of the study were as follows.;

It was abundantly clear that there exist in adequate physical structures and instructional resources in private secondary schools and colleges as indicated by table 4.

Private secondary schools have 100% trained staff yet they are part time teachers.

Private secondary schools are staffed by teachers who are hired on contract basis.

Private secondary schools are generally administered by the principal and his secretary as indicated by table 2 which indicated that there is no School Development Committee. The Ministry of Education Arts, Sport and Culture has no input on the establishment funding and supervision of private schools.

Private secondary schools are characterised by shortage of recreational facilities like textbooks libraries and resources as indicated by table 4.

Private secondary schools in Mutare Urban continue to operate as long as the established policies of the government on the establishment of secondary schools and colleges continue to be flouted.

It is interesting to note that some of the teachers at established private secondary schools are those teachers who were expelled from the Ministry of Education Art, Sport and Culture on reasons based on Indiscipline, improper association, absent from duty and excessive drinking.

The calibre of students at private secondary schools area mixed bag of characters. Some of the students were drop-outs others were expelled from public schools due to truancy and juvenile delinquency. Others are mothers and fathers who are already working and running families.

The students learning at private secondary schools and colleges do not have the conventional school record cards or (report books). Private colleges expect payment of fees by students urgently. The private colleges and secondary schools do have a clean record of fees payment.

Results of those who passed are the only ones displayed on the notice board. Some do not even have examination centres. From the interview conducted the private secondary schools in Mutare Urban area do not submit their results and results analysis to the District Office.

5.4 CONCLUSIONS

The following conclusions were arrived at from findings of the study:-

Stakeholders conducted were of the opinion that the private secondary schools in Mutare Urban are ineffective due to:- lack of physical resources like buildings, classrooms, playgrounds and libraries.

Inadequate teaching and learning materials like textbooks. Also teachers who teach at private secondary schools provide services for remuneration.

Administration in private secondary schools is ineffective and confusion since it is the principal alone that administrates the institution. There is no vice principal or the teacher in charge (T.I.C).

5.5 RECOMMENDATIONS

The study revealed that many discrepancies and anomalies exist at the private institutions.

The most outstanding recommendation on this research is that the educational policy on the establishment of private schools and colleges must be respected as it is in the Education Act.

All private secondary schools should be inspected, assessed and registered and supervised by the Ministry of Education Sport, Arts and Culture.

Every private school should have a school development committee or there should be a responsible authority even a controlling board.

Private schools should prioritise on physical and instructional resources to match the required educational standard that institutions must achieve.

A monitoring team should be established by the Ministry of Education Sport and Culture, for the purpose of presiding over cases – discipline auditing and controlling

of tuition fees. In fact there should be a regulatory body constituted by educational reputable civil society personnel.

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QUESTIONNAIRE

Instructions. Indicate by your response by way of ticking the appropriate box.

1. Most of the private secondary school have adequate infrastructure
Yes ☐ No ☐
2. The school head is professionally qualified Yes ☐ No ☐
3. The percentage of trained teachers at the private secondary school at Pinnacle Academy is 10% ☐ 20% ☐ 30% ☐ 40% ☐ 60% ☐
4. Is the administration performing duties well Yes ☐ No ☐
5. The number of untrained lady teachers amount to 20% ☐ 30% ☐ 40% ☐ 50% ☐
6. Is your college registered with the Ministry of Education Art, Sport and Culture
Yes ☐ No ☐
7. The school has been operating for 5 ☐ 10 ☐ 15 ☐ 20 ☐
8. The total number of teachers teaching at your college are 5 ☐ 10 ☐ 15 ☐ 20 ☐
9. The school is a ZIMSEC examination centre Yes ☐ No ☐
10. Does your school have a School Development Committee Yes ☐ No ☐
11. Does your School Development Committee contribute to the administration of your school Yes ☐ No ☐
12. How many years have you taught at that college 5 ☐ 10 ☐ 15 ☐ 20 ☐
13. How often are sport group competition held 0 days ☐ 1 day ☐ 2 days ☐ 3 days ☐

14. Are there any sporting facilities/activities Yes ☐ No ☐
15. Do you have sports grounds at your school Yes ☐ No ☐
16. Supervision of teachers is done by Headmaster ☐ Deputy Head ☐
 Senior Master ☐ TIC ☐
17. Most classrooms have good chalkboards Yes ☐ No ☐
18. Most teachers are part time teachers Yes ☐ No ☐
19. Do your student wear uniform Yes ☐ No ☐
20. Report cards are issued every end of term Yes ☐ No ☐
21. Parents are comfortable sending their children to private colleges
 Yes ☐ No ☐
22. Private secondary schools are cheaper Yes ☐ No ☐
23. Parents are very aware on what happens at a private school Yes ☐ No ☐
24. Private college regulations are flexible Yes ☐ No ☐
25. Students at private college are very disciplined Yes ☐ No ☐
26. The pass rate at private college is high Yes ☐ No ☐

INTERVIEW QUESTIONS AT THE DISTRICT OFFICES

1. How many private secondary schools are registered?
2. In case of unregistered colleges what action is the ministry taking?
3. Does the Ministry receive pass rate of each college?
4. Who determine the school fees of these colleges?
5. Is there any cases from private colleges which has been reported?
Yes ☐ No ☐
6. What reasons are behind establishing of private secondary schools?
7. Do you often have supervision teams?
8. What can be the motivating factor for parents sending students to private colleges?
9. What is the situation like in rural areas where there is no private secondary schools or colleges?