



BINDURA UNIVERSITY OF SCIENCE EDUCATION

**LITERACY LEVELS OF RURAL DISTRICT COUNCILLORS AND
IMPLICATIONS ON DEVELOPMENT: A CASE STUDY OF CHEGUTU
(2013-2018).**

BY

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I declare that “Literacy levels of rural councillors and implications on development. A case of Chegutu” (2013-2018) is my own work; that it has not been submitted before any Degree or examination in any other university; and that all the sources used or quoted in this document have been indicated and acknowledged as complete references.

William Mothabi _____

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DEDICATION

To my beloved wife Simiso and my children Janice and Walter, my dad and other family members for the support and patience during my long absence from home while pursuing this project.

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It would not have been possible to write this dissertation without the help and support of the kind people around me, special mention to my supervisor Dr D Makwerere. The Commander AFZ for giving me the opportunity, resources and time to undertake the study. I also thank the CEO of Chegutu Rural Council Mr Zvobgo and his staff for availing pertinent information related to the study. I would also like to thank all the councillors who participated in this project as interviewees, for affording me time to interview them; and responding to my questionnaires, for setting aside time to complete the self-administered questionnaire, without which I would not have been able to do this research

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Glory be to God.

ABSTRACT

The rural populace of Zimbabwe has been living in undeveloped areas largely due to inadequate representation by their councillors. Most of the challenges include which require strong leadership and to foster development include lack of infrastructure, high levels of poverty, high levels of illiteracy, failure to attract skilled manpower, few employment opportunities, goods are generally expensive, standards of most schools are poor, limited recreational facilities, investments are low, poor health delivery systems, there is no electricity, communication is poor, villages are not planned. The study identified leadership inadequacy as the challenge as job specification and person specification are not in tandem. The research sought to analyse the link between education and development so as to recommend the calibre of councillors who should be put in office. A mixed approach methodology was adapted in this study that is qualitative and quantitative. Qualitative method was used mainly during field work and the quantitative aspect was used during data analysis through colleration. The research instruments used were self- administered questionnaires distributed to twenty five councillors and six face-to-face interviews held with the CEO of Chegutu RDC and seven councillors. Non-probability sampling method namely Convenience was used in the selection of the participants and the data collected was presented using tables and figures, and analyzed through the Statistical Package for the Social Sciences. The research found that there is a link between literacy and development however there are other factors affecting development such as political interference, clash of interest with traditional leaders, different development prioritise. The study recommended that for one to stand as a councillor one should be in possession of at least O level. Further research was recommended on the adapting of Information Communication Technology in leadership especially in citizen participation on issues of development.

LIST OF ABBREVIATIONS AND ACRONYMS

RDC : Rural District Council

RDDC: Rural District Development Council

SPSS: Statistical Package for the Social Sciences

VH: Village Head

DEFINITION OF KEY TERMS

Literacy: In this study literacy is not used in the context of just reading and writing but being learned to higher levels such as secondary school and university.

Ward: This is the area under jurisdiction of a councillor

Development: Its self realisation which implies the use of resources of geophysical, imagination and unprecedented ingenuity to achieve overall societal objectives.

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CHAPTER ONE

1.0 BACKGROUND TO THE STUDY

Local government is the nearest sphere of government to local communities and it is a very important conduit through which national government implements policies and provides services to communities. Local authorities compose councillors and appointed officials in their quest to provide service delivery to their communities. Councillors are expected to keep their communities informed of events in their wards and to participate in developmental issues (Mupuva 2014). Council setups vary from country to country being federal or unitary types of government. The calibre and ways of selecting councillors also vary globally.

An international overview in the selection criteria of councillors revealed that in Scotland for example, which is organised into 32 unitary authorities does not require particular any qualifications for one to be a councillor (Davison 2016). In the Philippines for one to be a councillor, he/she must be a citizen, qualified voter, resident of the local authority, at least 21 years of age and must be able to read and write (Robles 2018). In the USA qualifications vary from state to state but the basic requirement is being a resident of the area concerned. In Tennessee for example there is a requirement for one to be a diploma holder from high school (Harget 2015).

In African states such as Nigeria the councillor must at least have attained a school certificate. In South Africa one needs only to be an eligible voter to qualify (Juba 2009). In Rwanda a rapid developing nation, there is no specific qualification for one to be a councillor the emphasis is on female and youth participation (Tabaro 2014).

In Zimbabwe, there are no educational requirements for one to be a councillor, one need to be a Zimbabwean citizen of the age 21 according to part 119 of the Electoral Act and in Section (28) of the RDC Act for eligibility. The council functions are guided by the Chapter 29:15 Urban Council Act of Zimbabwe and the Regional, Town and Country Planning Act Chapter 29:12 and Rural District Council Act Chapter 29:13. It is in this Act that operations of council are streamlined. Every council needs to know where it stands when it is making decisions, how far it can go on its own and where its power begins and end. Functions of council is responsible for the social and economic development of its province, including, planning and implementing social and economic development activities in its area, coordinating and implementing programmes, planning and implementing measures for the development of the conservation, improvement and management of natural resources, monitoring and evaluating the use of resources . A general observation suggests that the challenge has been councillors failing to interpret the statutes and comprehending budgetary issues due to incompetency.

The current crop of elected councillors has been found wanting in all facets of local government be it corporate governance issues and quality service delivery (Mupuva 2014). The major crisis that the local authorities have is that the councillors are not doing what the electorate put them into office to do. Throughout all the local authorities in Zimbabwe, there is tellingly and persuasively evident of poor judgment that has uncovered the pitiable calibre of politicians the electorate has catapulted into the local authorities (Mupuva 2014).

Councillors have a critical role of representing their people at ward level forming a greater picture of local governance. Through local governance, local authorities implement policies for the provision of services to local communities and, in addition, formulate bylaws that

effect the provision of such services. Local authorities are responsible for the provision of an extensive range of public services in a geographical location. In addition to making bylaws and providing services, local authorities promote the interests of local communities in various spheres ranging from and including the social, economic, environmental, recreational and cultural (Chakaipa 2010). It is assumed that councillors join local authority with virtually no experience and expertise in local governance, especially how to relate with the citizenry, budget appropriation and to interpret statutes. It remains to be seen if literacy levels have an impact on councillors in them fulfilling their mandate as some councillors have done well in their wards albeit their low literacy levels.

Development expected from councillors includes them advocating for roads, schools, clinics, availability of water and provision of houses. The likes of Joseph Chinotimba who is Member of Parliament for Chivhu is illiterate but is able to articulate issues well in parliament is able to develop his constituency better than those with high educational qualifications. Taking cue from Chinotimba, is it then necessary for councillors to be literate in order to carry out their mandate? This study aims at closing the knowledge gap on the relationship between literacy and development.

The focus of this study is Chegutu Rural District, a District in Mashonaland West in the Northern parts of Zimbabwe. The district covers an area of 5.329 square kilometres and has a population of around 153 655 (Shadrek 2015). The Council is made up of 29 wards which are led by 29 councillors. Council has 6 committees namely Human Resources, Administration, Finance, Social Services, Environment, Road works, Planning and Audit (Shadrek 2015). The level of development in the various wards varies. Some are more developed than others be it infrastructure, clinics or roads. Sharing of the council resources within the council has

imbalances as some wards are better resourced than others (Mupuva 2014). Councillors are expected to stand for their wards and represent them adequately at the council chambers.

This study seeks to interrogate the relationship between literacy and development. Studies have been done before in the literacy area but the focus has been mainly on the education field. Research has also been done in development especially on members of parliament and other higher positions of authority. Study has been limited though on rural councils and thus the focus of this research to narrow the void.

Literacy is defined as the ability to read, write, speak and listen well (Walter 2013), while Becker and McEvany 2010, view literacy as the level of skill in reading and writing that any individual needs to cope with life. Lankshear (2003) a critic views literacy as a means to an end. Literacy goes beyond reading and writing, it incorporates establishment of economic and social values. In this study literacy goes beyond reading and writing it includes the ability to foster social and economic values as propounded by Lanksher. Development also is not just about infrastructure it also involves governance tenants and social development.

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1.2 PURPOSE OF STUDY

The goal of the study is to understand the impact of literacy on competency of rural councillors.

1.3 STATEMENT OF THE PROBLEM

The problem is the selection of the right calibre of councillors. The study will focus on the councillor's literacy levels against their disparities on competency. With their various levels of literacy the performance of councillors varies on their output in the quality of service delivery, good local governance and development. Certain councillors are competent while others are grossly incompetent. This study seeks to analyse the job specification in lieu of person specification in relation to competency in councillors fulfilling their mandate and in particular to close the knowledge gap on whether there is coloration between levels of education and development. The current status quo where the selection criteria of councillors are not set negatively affects communities as they are not adequately represented in the councillor chambers and their respective wards. .

1.4 RESEARCH OBJECTIVES

The research seeks to:

- (i). To explore the literacy levels among local government councilors in Chegutu District.
- (ii).To assess the contributions made by councilors to Rural District Council development.
- (iii) To examine the correlation between literacy levels of councilors and sustainable development

1.5 THE RESEARCH QUESTIONS

The study will be guided by the following research questions:

- (i). What are the literacy levels among local government councilors in Chegutu District?

- (ii). What contributions have been made by councilors to Rural District Council development.

- (iii) Is there correlation between literacy levels of councilors and sustainable development?

1.6 ASSUMPTIONS

This research is undergirded by the assumption that literacy levels are not a contributory factor in the development.

1.7 SIGNIFICANCE OF THE STUDY

This research is going to benefit the following stakeholders:

- (1) Communities through enhanced development, good corporate governance and quality service delivery by selecting the right calibre of councillors.

- (2) Scholars by breaching the knowledge gap.

1.8 DELIMITATIONS OF THE STUDY

The study will focus on Chegutu Rural Council.

Period under review is 2013 to 2018.

1.9 CHAPTER LAYOUT

Chapter One

This is the first chapter which introduces the focus of the research, provides background information and the problem statement and then outlines research questions and objectives. The significance and expected contribution of the study are also part of this chapter, which concludes by outlining the organisation of the study.

Chapter Two

This chapter reviews literature pertinent to the study. The theoretical framework and key concepts used in the study are defined, described and explained in detail and previous studies in the area of study are critically reviewed.

Chapter Three

The research methodology and design used in meeting the objectives of the study are outlined in this chapter. It describes the data collection and management techniques used and finally outline the data entry and analytical tools employed.

Chapter Four

This is the research findings and analysis chapter of the study and it presents results from the field and the discussions thereof. The findings and discussions are presented according to their respective objectives.

Chapter Five

This is the final chapter and it presents the summary of findings from the entire study, outlines research implications and policy recommendations and suggests areas of further study.

1.10 CONCLUSION

In this chapter the researcher established the background of the research covering a variety of issues that included the research problem and the research objectives. The chapter highlighted the delimitation and limitations of the research setting the ground for critical issues to be covered in the preceding chapters. The next chapter presents an analysis of literature related to literacy and development.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.0 INTRODUCTION

This section explores the work by numerous authors on literacy and development. Analyses of various scholars, those for and those against the concepts that link literacy levels to development. Furthermore works of other scholars is also reviewed Literature review provides an overview of what has been said before and provide readers with a background for understanding current knowledge on a topic.

2.1 THEORETICAL FRAMEWORK

Theory is defined by Gill and Johnson (2002) as ‘a formulation regarding the cause and effect relationships between two or more variables, which may or may not have been tested’. According to Sutton and Saw (1995) a good theory includes a plausible, coherent explanation for why certain relationships should be expected in the data. Theory emphasizes the nature of causal relationships, identifying what comes first as well as the timing of events. Kerlinger and Lee (2000) note that the purpose of examining relationships between two or more variables is to explain and predict these relationships. Kelly (1955) asserts theories are necessary in order to make sense of the complexity of the world people live in because without these organizing frameworks researchers would be overwhelmed by the unconnected detail they would have to recall

The study is guided by the Traits leadership theory which focuses on the basic traits of an individual like physical and personal characteristics along with competence a leader should possess. This approach states that leaders have characteristics that they are born with and it remains consistent for a long time (Fleenor 2011). Basing on this theory, levels of literacy have no relationship with competency. Leaders are born with certain traits of behaviour and these traits are consistent across different situations. These people are simple born competent (Cheery 2018). To buttress that point, a study in the early 20th century on leadership traits was done to determine what made certain people great leaders. The theories that were developed were called “great man” theories because they focused on identifying the innate qualities and characteristics possessed by great social, political, and military leaders for example Mohandas Gandhi, Indira Gandhi, Abraham Lincoln, Joan of Arc, and Napoleon Bonaparte. It was believed that people were born with these traits, and that only the “great” people possessed them (Northouse 2016).

While trait theory may seem logical and straight forward, like any theory on personality, it has both its good points and its criticisms..Perhaps the biggest strength of trait theory is its reliance on statistical or objective data. Unlike many other theories, the subjectivity or personal experience of the theorists play no role in trait theory. Freud's relationship with his mother, Adler's childhood illness ,or Jung's belief in mythology could be said to have influenced their theories. In that sense, subjectivity may have biased their ideas (Northouse 2016)Trait theory has no bias Ease of Use and Understanding. Trait theory has been used to develop a number of assessment devices. It provides an easy to understand continuum that provides a good deal of information regarding a person's personality, interaction, and beliefs about the self and the world. Understanding traits allows us to compare people, to determine which traits allow a person to do better in college, in relationships, or in a specific career. The

theory can help guide people toward a more agreeable future by knowing how they interact with the world.

The theory is however criticised for Poor Predictor of Future Behavior. While it can be said in general that a person falls on the high end or low end of a specific trait, trait theory fails to address a person's state .A state is a temporary way of interacting and dealing with the self and others. For example, an introvert maybe quiet, reserved, intellectual and calm in most situations. When around close friends, however, he may seem quite out going, fun-loving, and excitable. The same could be said for the extrovert who, when presented with a job interview, may act more introverted, shy, reserved, and intellectual. The theory also does not address development. While statistics maybe a strength of trait theory, it may also be it' s biggest criticism. Because it is based on statistics rather than theory, it provides no explanation of personality development. Where most theories argue for the development (past), the current personality (present) and provide a means for change (future), trait theory is stuck in the present (Jans 2013).

In the context of this study rural councillors are elected into office based on traits and not level of education, those who are known to be talkative in the villages are usually the ones selected into office at the expense of the well read ones. Leadership is then based on charisma and charm one does not need to be literate for them to discharge their duties but the natural leader needs to be selected.

2.2 LITERACY AND DEVELOPMENT THEORIES

In the quest of analysing whether there is a linkage between literacy and development or governance the works of various scholars was reviewed. The majority of proponents subscribe to the notion that leaders should be learned. Literacy is a concept of events.

Literacy events refer to any occasion in which a piece of writing is integral to nature of participation (Street 2014).

The notion is supported by Shizha and Kariwo (2014), who postulates that education and development are integrated themes for any nation's social and economic development. The writer goes on further to qualify though that in Africa education was designed with a two pronged approach the Eurocentric and Afro centric. Education for the blacks deliberately did not prepare them for leadership but for them to be workers. The education system was very restrictive for the Black population and most only finished six or seven years of primary schooling. On the other hand the colonial Rhodesian government made European education compulsory and universal, and spent as much as 20 times more per European child than the African child. In 1980, for the new government to develop rapidly it invested heavily on education thereby supporting the notion that development and education move in tandem.

Solberg 2017, adds voice by highlighting that for development to take place those leading should be well read. No country can achieve sustainable economic development without investing in human capital (Turk 2015). Development is multi dimensional. It has economic, social, political, cultural and human dimensions. Development involves the increase in the quality and quantity of life of a people. It includes gradual removal of poverty, unemployment, social inequalities, bad leadership and monopolisation of opinion by government. Meanwhile education is one of the most important means to improve personnel endowments, built capabilities, overcome constraints and it's a critical instrument for bringing social and economic development (Venhatraja 2011).

While many scholars are for the argument that one must be well read in order to lead and foster development, however there are those with a different view point. There is an argument that leaders are not made but born. Development has always been taking place with the less

learned councillors. A study of a group of men with varied levels of education concluded that leadership status seems highly consistent despite situational changes (Graham 2010). After exposing the men to various scenarios leaders emerged but not necessarily those with who where learned came tops.

A theory of leadership developmental readiness and ability to develop suggests that leaders motivation to develop is promoted through interests and goals, learning goal orientation and developmental efficacy, while leaders ability to develop is promoted through self awareness and meta cognitive ability (Hanah 2010). This line of thinking supports the notion that leaders are born.

Ambiguity of leadership is a theory supporting the leaders are born line. It views leadership with its ambiguity of its definition and measurement, queries whether leadership affects performance and scrutinises the selection of leaders which frequently emphasises organised but irrelevant criteria. Leadership is a process of attributing causation to individual social actors (Pfeffer 2017). The question as to whether councillor's level of education is linked to development thus remains pertinent.

2.3 PREVIOUS RESEARCHES

Problems affecting rural councils which require strong leadership and to foster development include lack of infrastructure, high levels of poverty, high levels of illiteracy, failure to attract skilled manpower, few employment opportunities, goods are generally expensive, standards of most schools are poor, limited recreational facilities, investments are low, poor health delivery systems, there is no electricity, communication is poor, villages are not planned (Ndlovu 2014).

Certain school of thoughts say its neither levels of literacy of councillors or traits that bring about development or lack of it. It is rather political influence and appointment of special interest councillors. Political in that the minister of local government has too much power in as far as interfering with the running of councils is concerned. Distribution of resources then has bias inclined to ones political orientation (Mupuva 2014). The 2013 Constitution has however addressed that short coming by streamlining the running of councils. The line of thinking of political interference is supported by Muchadenyika (2018) who adds his voice by arguing that councillors are controlled by party feelings rather than direct contributions by the electorate.

Dewa, Dziwa and Mukwashi (2014), support the aspect of political in influencing local leadership by their study on the City of Gweru. It is indicated that politics affect the effective running affairs at the Council. Elected Councilors, who are supposed to represent people, are alleged to be acting in partisan way to outwit perceived opponents from another party. In such political battles, they end up passing decisions favorable to the political group they belong instead of making decisions that benefit the city and its residents. Residents of Gweru claim that tenders were being awarded to party activists, who then supplied below standard goods and services to the council. When it comes to promotions at the City council, they are alleged to be based merely on the basis of how patriotic one is in the party rather than merit and performance. Favoritism also takes precedence in the awarding of business stands like tuck-shops to applicants. Such are favors given to party activists at any place they want, rather than to those with the capacity to run them at designated areas. In this regard, the paternalistic and political meddling in local governance affairs has reduced Gweru City Council to more or less extensions of party politics. Even though local authorities are active in financial matters including planning, revenue mobilization and budgeting, the central

government and politicians still exercise strong controls on their matters (Dewa, Dziwa and Mukwashi 2014).

This study agrees with the view point of the scholars that political interference has an impact on leadership in local governance offices. Whether the councillor is educated or not, their output in fostering development in their wards will be largely influenced by political inclination.

Development requires stability as lack of it breeds corruption and fund embezzlement by those in power (Dewa, Dziwa and Mukwashi 2014). The authors argue that leadership is compromised by corruption making it difficult to measure ones ability to lead. Rampant corruption has seen widespread resource wastage and inefficiency in councils (Dewa at al 2014) Corruption bleeds the nation and fund embezzlement by those in power

Zinyama and Shumba (2014) postulate that , the major crisis that the local authorities have is that the councillors are not doing what the electorate put them into office to do. Throughout all the local authorities in Zimbabwe, there is tellingly and persuasively evident of poor judgment that has uncovered the pitiable calibre of politicians the electorate has catapulted into the local authorities. There is massive corruption in almost all local authorities. However, this problem is now institutionalised in Zimbabwe. Zimbabwe is now facing the real danger of becoming a culturally corrupt and fraudulent nation. The penchant for luxury is regrettable. There is something wrong with the Zimbabwean political system.

As a nation we need to address this problem and we cannot continue harvesting thorns from the current crop of councillors. There is chronic corruption in local authorities which has contributed significantly to poverty, inequality, miss-targeting and inefficiency in social spending programmes.

There are three possible explanations for these undesirable scenarios. The councillors joined local authorities with virtually no experience and expertise in local governance, especially how to relate with the citizenry, The quality of councillors in analysing legislation and the budget is extremely poor. They cannot unpack the relevant pieces of legislation, Urban Councils Act Chapter 29:15, the Regional, Town and Country Planning Act Chapter 29:12 and Rural District Council Act Chapter 29:13 and The dearth of policy formulation and budget analysis skills and competencies in the local authorities is deplorable.

The authors are of the view that formal academic qualifications are a necessary precondition but insufficient on their own to guarantee effectiveness and efficiency in the discharge of local authorities' legislated mandate to the electorate. Academic qualifications are only performance indicators that guarantee manageable outcomes and outputs. It means the selected councillors can be trained or are trainable and can apprehend new skills and accumulate new knowledge without difficulty. Formal qualifications alone cannot arrest the unbridled corruption in local authorities, where inexperienced councillors are encouraged by the more experienced heads of departments and leadership in the council management to enter into unholy alliances to award tenders, and create deliberate hiccups in the implementation of council resolutions and decisions, thereby increasing the cost to ratepayers. One of the major threats to good local governance in Zimbabwe is the magnitude of corruption and the significant role that councillors play in promoting or ending it within local authorities. While academic qualifications are a necessity, in their view the problem has to be viewed from Zimbabwe's experiences with highly educated ministers and other policymakers who have collectively failed the nation. The system of governance is fractured in such a way that it needs a thorough reviewing to harmonise legislation, policies and

systems, in order to be both relevant and responsive to the interests of Zimbabweans (Zinyama & Shumba 2014).

Dewa, Dziwa and Mukwashi (2014), articulate that most Councilors are elected on a political ticket and are not educated to grasp the concept of good governance as enshrined in the Urban Councils Act. There are no academic or professional requirements for one to contest as a Councilor in Zimbabwe. The Urban Councils Act Chapter 29:15 (1996:534) (Part V) in Section 40 (Qualifications for election as Councillors) states that; Any person who (a) is a citizen of Zimbabwe; and (b) has attained the age of thirty years; and (c) is entitled in terms of section seventy to vote at an election of councillors; and is not disqualified from nomination or election as a councillor in terms of section forty one shall be qualified to be elected as a councillor. This clearly shows that education is not a requisite for one to be elected a councillor in Zimbabwe, and highly qualified graduates amongst council workers and councillors are a rare species in urban councils (Jonga 2011). This is exacerbated by poor remuneration, working conditions and political bickering. In most cases the educated people do not participate as candidates for Council elections, as they dump politics a “dirty game” and the post of councillor is considered not lucrative, thereby leaving the uneducated to take chances. Councillors without qualifications are of questionable competency as they cannot understand basic regulations like the Urban Councils Act [Chapter 29:15], the Regional, Town and the Country Planning Act [Chapter 29:12]. Often than not, council workers without qualifications hardly understand how the City Council should operate leading to inefficiency and ineffectiveness. Education and professional qualification entrench a leaders’ understanding of issues and is therefore necessary. It is therefore a necessity for Councillors and any personnel employed in any public institution to be educated, so as to comprehend basic laws of Council governance and management principles. HIV/AIDS scourge will

continue to limit the capacity of local authorities in Zimbabwe`s efforts to provide service delivery to residents.

The researcher notes that scholars Shumba and Zinyama and Dewa atal argue that Zimbabwe has highly educated ministers who on the other hand are worst performers. It buttresses the point that education or being literate does not necessarily foster development, it follows therefore to say leaders are born and not made supporting the traits theory. Corruption is also cited as a major influence in the ability to deliver of local leaders.

Kurebwa (2015), postulates that Zimbabwe`s legislative environment imposes structural constraints upon sound local governance. This is because of a mosaic of institutions that often contradict local government independence and constrain its soundness. An argument can therefore be made that the inclusion of local government in the Constitution of Zimbabwe in 2013 has not decisively dealt with the subjugation of local government to the form and political orientation of central government. In this way, the powers of the central government have not been limited in relation to the creation, functioning, and dissolution of local government units. The inclusion of local government in the constitution will ensure that local government law. The current structures of power in the rural areas have been organised so the determining authority has been shifted away from democratic institutions, such as the RDCs, to appointed individuals who are beholden to central government in the form of the Ministry of Local Government and the President. These individuals are Provincial Chairpersons, Provincial Administrators, District Administrators, Chiefs, Village Heads, and Headmen. Where a council holds any residual power, the exercise thereof is strictly monitored and controlled by the Ministry, and in the case of their development committees, by the security organisations, particularly where donors and donor funds are concerned. The local

government structure is largely comprised of people who hold explicit partisan loyalty. It is remarkable that any rural dweller dependent on these individuals for access to scarce resources, and frequently food aid should admit to membership of the majority party in government. Local governance is thus not only about formal processes and structures but about informal processes and spaces in which different actors and factors interact. Therefore a political approach which views local government as a site of political action with the state at the local level is more beneficial in approaching local government. Democratic decentralisation in Zimbabwe has been preferred for reasons that include administrative, fiscal and political decision-making. Decentralisation is further justified if it promotes democratic good governance and furthermore participatory approaches to development. It can also be argued that decentralisation can bring government closer to the people and can easily enhance communities' participation and interaction with local government officials in the affairs of their local areas. Moyo (2010) expressed that decentralising governance should not be seen as an end in itself. It can be a means for creating more open, responsive, and effective local government and for enhancing representational systems of community-level decision-making.

The observations by Kurebwa are that while leaders may be blamed for proficiency or lack of it there are other factors that influence the output by end of day these include local government structures, partisan politics and governance principles. The researcher is inclined To support the observations as judging the councillors on two variables that is education and development could be subjective.

Chakaipa (2010), highlights that, The Rural District Development Councils (RDDC) puts critical resources in the district at the disposal of council to assist in planning and implementation of projects. However, councils have not been comfortable with them, mainly because of the role of the District Administrator as chairperson. This is a committee of

council, chaired by a civil servant and dominated by civil servants. Thus, in such an arrangement the wishes and aspirations of the Council may not always carry the day. The staff of line ministries take instructions from their line superiors and are not subject to sanction by councillors. In many areas, this Committee has not produced the expected output. This is attributable to the non-attendance by key personnel, who instead delegate attendance to juniors with little or nothing to contribute. The plans prepared have tended more towards ministries funding requirements and the Public Sector Investment Programme and completely ignore councils' own resources. In the process, because of the limited national cake, many projects included in such plans have not been implemented. This has created frustration at both the village and the ward levels, which forward their plans to the RDDC. Sub-district planning ends up as an exercise in futility.

The dimension brought by Chakaipa impacts on councillors leadership especially in fostering development. It is highlighted that ministries will be having their own priorities and might not necessarily accept or do the needs of the council.

Traditional leaders have had a role in rural local governance since before colonisation. Successive governments after colonisation have aligned rural local government with traditional leaders, namely, chiefs, headmen and village heads (VHs). Current legislation makes the same provisions, including chiefs on the RDC as ex officio members, and headmen and VHs in sub-district structures of RDCs. Chiefs are also members of the PC and are in one arm of the highest legislative bodies, the Senate. There are 271 chiefs in Zimbabwe and 400 headmen. In addition, there are 24 000 VHs. Their coverage is thus much more extensive than that of elected councilors. This has important effects on their influence.

The Chiefs and Headmen Act [Chapter 29:01] of 1982 stripped traditional authorities of

most powers they had prior to independence in 1980. Further, the Act excluded VHs from rural governance and allocated only three functions of a customary nature to Chiefs and headmen. Powers at district and sub-district levels were transferred to elected officials in the District Council and in Ward and Village Development Committees. This new arrangement created tension and role conflict in communal areas. Traditional leaders, despite being legally stripped of functions, such as allocation of land and resolving customary law disputes, continued to carry out these functions. Local people recognised them as community leaders and accorded them the status they had always had. Conflicts arose with the elected leadership on the control of turf. The Rukuni Commission on land tenure recommended the need to harmonise traditional and elective offices. The Traditional Leaders Act [Chapter 29:17] was a process of trying to harmonise structures at grassroots level. Chiefs functions were increased from three to 22 and headmen functions from three to 11. The Act also recognised VHs, allocating them 16 functions.

The primary responsibility of chiefs is to provide traditional leadership to their communities, as well as to perform the duties assigned to them under customary law and the Chiefs and Headmen Act. Under customary law traditional leaders have custody of communal land (Chakaipa 2014).

Makumbe (2014), further adds that the role traditional leaders include allocation of land to local residents for both residential and agricultural purposes. They also play a minor role in the settling of disputes among their people. These are mainly cases of a civil rather than a criminal nature. Apart from settling disputes among the people of their communities, chiefs also have responsibilities in relation to the Council of Chiefs, which is created under the Chiefs and Headmen Act. Each province in Zimbabwe has an assembly of chiefs generally referred to as a Provincial Assembly.⁵ All the chiefs in each province qualify as members of

this Assembly, and one of the chiefs is normally elected by the chiefs themselves to preside over the meetings. Although the Provincial Assembly is generally regarded as a local government structure, there is little evidence that the substance of its proceedings has any bearing on how the province is governed. For example, unlike Rural District Councils and Urban Councils, Provincial Assemblies do not make by-laws and they do not provide any goods and services to the communities in their respective provinces. It is this author's view that the relevance of Provincial Assemblies to local governance is more imagined than real.

The dimensions brought up by Chakaipa and Makumbe highlight a clash of interest between the councillor and the traditional leader in areas to do with development in a ward. This adversely impacts on the capacity to foster development which in turn makes the judgement of councillors literate or not subjective.

According to Afro Barometer on a survey done in 2017 councillors failed their constituents by getting a poor grading. The leadership failed the people they could not attain set targets due to poor leadership qualities as well as poor educational qualities (Ndoma 2018).

In a democracy, elected local and parliamentary representatives are critical channels through which citizens' views and preferences can impact local and national policies. They are also important conduits for disseminating information about government actions to the grass roots. In year 2017 Afro barometer examined how citizens perceive their members of Parliament (MPs) and local government councillors in terms of responsiveness and job performance. Did Zimbabweans feel free to criticize the people they elect to serve them, and how much faith did they have in them?

According to results of the 2017 Afrobarometer survey in Zimbabwe, few citizens thought their MPs and local councillors were willing to listen to their constituents, and a majority did not feel free to criticize them. Only about half approve of their job performance and express

trust in them. Zimbabweans who live in urban areas, have post-secondary education, and/or support the opposition political party are particularly critical of their MPs and local councillors.

Afrobarometer is a pan-African, non-partisan research network that conducts public attitude surveys on democracy, governance, economic conditions, and related issues in African countries. Six rounds of surveys were conducted in up to 37 countries between 1999 and 2016, and Round 7 surveys are being conducted in 2016/2018. Afrobarometer conducts face-to-face interviews in the language of the respondent's choice with nationally representative samples.

The Afrobarometer team in Zimbabwe, led by Mass Public Opinion Institute, interviewed 1,200 adult Zimbabweans between 28 January and 10 February 2017. A sample of this size yields country-level results with a margin of error of +/-3% at a 95% confidence level. Previous surveys were conducted in Zimbabwe in 1999, 2004, 2005, 2009, 2010, 2012, and 2014.

Key findings

- Only one-fifth (20%) of Zimbabweans believe that MPs/ Councilors “often” or “always” do their best to listen to the people. A slightly larger proportion (25%) say the same thing about local government councillors.
- Zimbabweans are divided as to whether MPs/Councillors willingness to listen has gotten better (37%) in recent years or stayed the same (36%), but only one in six (17%) think it's gotten better.
- A majority of Zimbabweans say they don't feel free to criticize their MPs (62%) and local councillors (55%).
- Fewer than half of respondents “approve” or “strongly approve” of the way their MPs (40%) and local government councillors (49%) have done their jobs over the previous 12

months. Disapproval is particularly high among urban residents, the best-educated respondents.

- Slightly more than half of Zimbabweans say they trust Parliament (55%) and their elected local government council (51%) “some what” or “a lot.” As with disapproval, distrust is stronger among urbanites, better-educated respondents.

This study analysed the afro barometer findings to highlight the level of leadership capacity and the viewpoint of the populace. Generally the people do not have faith in the people they put in office. This is an indicator that people just vote in councillors without analysing the job specification in lieu of person specification.

2.4 CONCLUSION

Literature review highlighted that some leaders are born and not made as propounded by the Traits theory, indeed many a great man who tackled ‘‘impossible’’ feats had never seen the door of a classroom. However in the contemporary world literacy has become an issue. Literature further informs no country can achieve sustainable economic development without investing in human capital. It is further highlighted that there are many other factors contributing to development or lack of it, such as corruption, political interference and conflict of interests besides literacy. This chapter analysed the works of other scholars in the literacy and development. Empirical and theoretical literature was reviewed. The challenges bedevilling leadership inadequacy were reviewed. Research Methodology is the next chapter.

CHAPTER THREE

3.0 RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter presents methodological processes involved in the study to investigate the relationship between literacy levels and development. It outlines the approach that was taken in gathering relevant data and information for this study. It also presents the means that were employed in analysing the data in line with the objectives of the study. In order to address the research questions fully, an outline of the research methodology as influenced and structured by the research onion (Saunders *et al.* 2012) is given in this chapter. A detailed explanation of the research process follows. To begin with, it is important for a research process to clearly establish its research philosophy as it has a significant impact on the methodological framework applied.

3.2 PHILOSOPHICAL ASSUMPTIONS OF THE STUDY

The term research philosophy relates to the development of knowledge and the nature of that knowledge, and it represents a researcher's perception of the way knowledge is constructed (Bryman 1989). Knowledge is a complex phenomenon influenced and developed by various contextual variables, which cannot be generalized in a value-free and detached manner (Saunders *et al.* 2012).

The philosophical assumption guiding the research is epistemology which is based on the premise of the researchers view regarding what constitutes acceptable knowledge. Focus is on practical applied research, integrating different perspectives to help interpret data.

Epistemological nature premises on the assumptions about the grounds of knowledge, about how one might begin to understand the world and communicate this as knowledge to fellow human beings. These assumptions entail ideas about what forms of knowledge can be obtained, and how one can sort out what is to be regarded as 'true' from what is to be regarded as 'false'. The dichotomy of 'true' and 'false' itself presupposes a certain epistemological stance. It is predicated upon a view of the nature of knowledge itself: whether, for example, it is possible to identify and communicate the nature of knowledge as being hard, real and capable of being transmitted in tangible form, or whether 'knowledge' is of a softer, more subjective, spiritual or even transcendental kind, based on experience unique and essentiality personal nature. The epistemological assumptions in these instances determine extreme positions on the issue of whether knowledge is something which can be acquired on one hand. or is something which has to be personally experienced on the other (Burrell and Morgan 2005).

Based on the premise by the Burrell and Morgan this study is inclined to the positivists view of epistemology which highlights the characteristics which seek to explain and predict what happens in the social world by searching for regularities and causal relationships between its constituent elements. Positivists argue that hypothesised regularities can be verified by an adequate experimental research programme. To be proved true or false at the end. In this study the hypothesis was tested and proven through correlation using SPSS. The assumption was that literacy has no impact on good leadership. In this study the philosophical assumption was chosen as it allows the correlation of literacy and developmental aspects. This philosophy is appropriate because it focuses attention on the research problem and uses pluralistic approaches to derive knowledge about the problem (Morgan 2007, Patton 2002, Tashakkori and Teddlie 2003) enabled the researcher to emphasize the research problem and use all approaches available to understand the problem (Creswell 2014). The philosophy offers an

instantaneous and helpful middle position philosophically and methodologically, therefore the researcher was able to look to many approaches for collecting and analyzing data rather than subscribing to only one way (Greene 2007). It opens the door to multiple methods, different worldviews and assumptions, as well as different forms of data collection and analysis that best meet the researcher's needs and purposes so as to best understand the research questions (Feilzer 2010).

3.3 METHODOLOGY

This study applied a mixed approach of qualitative and quantitative research methods. According to Curran and Blackburn (2001), multiple methods refers to a situation where a single research study may use quantitative and qualitative techniques and procedures in combination as well as use primary and secondary data. In the current study, the research was conducted by means of a literature study and empirical research. The nature and complexity of the research problem, research questions and related research objectives called for a purposeful research design to meet the requirements of these research intentions. For this reason, a multiple methods research design was chosen to conduct this research. This enabled the researcher to use the secondary data to provide a solid theoretical foundation, whereas the primary data contributed to the researcher's ability to address the most important issues in the Zimbabwean context (Robson 2002).

The researcher adopted this design in order to increase the scope and range of the research, so as to address the research problem and the related research questions, since the research did not commence with a set of questions and notions about the limits within which the study would take place (Teddlie and Tashakkori 2009). The researcher thus had to incorporate a multiple methods design for collecting data and analyzing it using non-numerical procedures

to answer the research questions (Saunders *et al.* 2012). These multiple methods provided better prospects for the researcher to respond to the research questions and to better assess the degree to which the dilemma of selecting leaders based on literacy or capability needed to be settled. Qualitative method was used mainly on data collection. Qualitative research explores the aspects of social life in depth by situating a study in a particular social setting. Qualitative research uses an inductive approach; which means that a conclusion is arrived at by observing a certain phenomenon (Saunders, Lewis, and Thornhill, 2012). The colleration of literacy and development brought in the quantitative aspect in this study. Quantitative research is used to quantify the problem by the way of generating numerical data or data that can be transformed into usable statistics. It is used to quantify attitudes, opinions and behaviour. It also uses measurable data to formulate facts and uncover patterns (Taylor, Bogdan, and DeVault, 2016). In this study the quantitative aspects were used at the data analysis stage when SPSS was used to collerate literacy and development.

The qualitative approach which is part of the mixed design of this study has many advantages. These include producing more in-depth and comprehensive information, making use of subjective information and participant observation to describe the context, or natural setting of the variables under consideration, as well as the interactions of the different variables in the context. The disadvantages of the qualitative method are that it is very difficult to avoid or detect researcher-induced bias and its scope is limited due to the in-depth, comprehensive data gathering approaches required. Validity can be a major concern. Observers are forced to rely almost exclusively on their perceptions. They are, therefore, more susceptible to subjectivity, prejudices and selective perceptions (Bailey 2011). Qualitative methods come more out of the sociological and anthropological traditions, where interviewing and observation are central (Kratwohl 2016).

3.4 RESEARCH DESIGN

3.4.1 Descriptive survey

This study used the descriptive survey design and according to Singh (2006) the descriptive survey has the following characteristics, it establishes current facts about a phenomenon, describes general characteristics about the study, does not dwell on the causes of current position, examine trends and patterns, collates similarities and differences, variables are not controlled, studies are cross sectional and study repetitions can be done for validity.

The value of using descriptive survey is that it reveals problems and suggests possible solutions, makes it possible to predict trends and gives a better understanding about a problem. It is also adaptable to a variety of data collecting instruments for use.

While the descriptive survey was selected on this study there are other designs such as explanatory research and exploratory research. Explanatory research, this type of design attempts to connect ideas to understand cause and effect, researchers want to explain what goes on a certain phenomenon. Explanatory research looks at how things come together and interact. This research does not occur until there is enough understanding to begin to predict

3.5 POPULATION AND SAMPLE SELECTION

Population can be defined as the entire set of objects and events or a group of people, which is the subject of research and about which the researcher wants to determine some characteristics (Coldwell and Herbst (2014). Cooper and Schindler (2013) also assert that “the population for a survey consists of the total number of units under consideration in the research problem”. Leedy and Omrod (2002) posit that population must be specified exactly in terms of characteristics, the units to be studied, its geographical area and the period in which it will be studied. Sampling refers to the selection of a subset of persons or things from

a larger population (Scott and Morrison 2007), with the intention of representing the particular population (Neuman 2005). Due to the fact that it may be impractical and/or impossible either to collect or to analyse all the data available from an entire population owing to restrictions of time, money and often access, researchers have to consider sampling (Sekaran 2000). Sampling is the technique applied in primary research for facilitating the researcher in choosing the most appropriate and relevant amount of data for the particular exploration (Bryman and Bell 2014), thereby enabling the researcher to reduce the amount of data they need to collect by considering only data from a sub-group rather than all possible cases or elements (Marshall 1996).

Sample selection is critical to the validity of the information that represents the populations or subjects that are being studied (Easterby-Smith *et al.* 2002). Sampling saves time, and the organization of data collection is more manageable as fewer people are involved (Denscombe 2007). The outcome is the collection of information that is more detailed and fewer data to enter which leads to the results being available more quickly (Saunders *et al.* 2012).

According to Bryman (2016), no decision in research design is more important than defining the unit of analysis as this determines the boundaries within which the research is done, and guides the process of picking or sampling the study cases. On this study non probability method of sampling Convenience was used when extracting data from the 29 Chegutu Rural District councillors. This technique was chosen for this study due to the small number of the respondents. The Convenience sampling technique is based on the researcher's judgment, it is not scientific and it is very subjective in nature.

3.5.1 Non Probability sampling.

Non probability techniques are based on one's judgment or intuition. These techniques are very subjective in nature and are not scientific. Convenience sampling technique is where by

the researcher chooses sampling units convenient to him. There are other techniques such as, the judgmental technique which is based on the judgment of the researcher. Quota sampling technique it is guided by how the population is divided in terms of quotas. There is the snowball technique where the first responded is identified then the subsequent respondents are identified by the first responded. However, the disadvantage of convenience sampling is that the researcher cannot measure the level of certainty or margins of error as the sample is not probability based (Creswell 2014). Due to the fact that the sample will be small, biases are thus inevitable (Ghauri and Grønhaug 2005). Overall, non-probability sampling allows convenience for the researcher while possibly losing data validity due to the lack of representation (Marshall 1996). The researcher thus minimized errors by using some recorders during the interview process, carefully recorded the results so as to remove bias and allowed the respondents enough time to consider the questionnaires and respond with little pressure. In non-probability sampling the issue of sample size is ambiguous and there are no rules (Patton 2002), due to the fact that generalizations are being made to theory rather than a population (Saunders *et al.* 2012, Teddlie and Tashakkori 2009), as such the number of respondents in this research was viewed as being sufficient. According to Marshall (1996) and Saunders *et al.* (2012) an appropriate sample size for a non-probability sampling is usually one that answers the research questions meaning it is dependant on the research questions and objectives. The researcher believes that the above sample should be able to provide enough data for analysis because the cases selected were particularly suitable for illuminating and extending relationships and logic among constructs (Eisenhardt and Graebner 2007).

Ritche *et al.* (2014) mention that a very general rule of thumb is that qualitative samples for a single study involving individual interviews usually lie under 50 because if much larger than 50 they can start to become difficult to manage in terms of the quality of data collection and

analysis that can be achieved. Teddlie and Tashakkori (2009) state that, purposive samples are typically small usually 30 or fewer cases, and case studies involving individuals often range from six to twenty four participants. Crouch and McKenzie (2006) are actually of the opinion that samples of fewer than 20 increase the researcher's chances of generating fine-grained data, while Adler and Adler (2012) cited in Bryman (2016) advice a range between 12 to 60 and a mean of 30 interviews. Guest, Bunce and Johnson (2006) state that for research where the main aim is to understand commonalities within a fairly homogenous group twelve in-depth interviews should suffice. Given the above and the fact that the semi structured questionnaire falls under interview methods (Saunders *et al.* 2012), then a sample size of 25 out of 29 is way adequate to collect the needed data.

3.6 DATA COLLECTION METHODS

3.6.1 Data collection methods

Data collection methods includes surveys, focus groups and interviews. This study used surveys and interviews. Surveys involve use of questionnaires either by telephone, email or though pen and paper to answer predetermined questions. For this study questionnaires were hand delivered to the councillors.

3.6.2 Research Instruments.

The research used the questionnaires and interviews to source data from the councilors. The research instruments were designed in such a way that the research objectives were adequately covered. Questionnaires were delivered by hand to the research participants while the researcher personally conducted the interviews. The CEO of Chegutu RDC and seven

councilors were interviewed while the rest of the eighteen councilors were given the questionnaire.

3.6.3. The Questionnaire

The qualitative method of data collection suffers from the failure of respondents to open up and give solicited answers when faced by the interviewer. In order to mitigate this problem, a self-administered questionnaire was employed as the main research instrument. Leedy and Omrod (2002) describe a questionnaire as a common-place instrument for observing data beyond the physical reach of the observer. The researcher used both closed and open-ended questions. Babbie and Mouton (2001) assert that close-ended questions restrict response choices in terms of presented alternatives, while the closed format questions provide for the simplification of subsequent data analysis. The questionnaire was structured in a way to address the objectives and a portion of any additional information was provided

The questionnaire was chosen in this study because it is cheaper to administer, less time-consuming given the time constraints, and because of its ability to achieve a wide coverage. Babbie and Mouton (Ibid) also note the effectiveness of the questionnaire by alluding to its effectiveness in collecting data from literate respondents. The questionnaire was thus suitable because all respondents were literate. The questionnaire also allows respondents time to analyse and understand items before selecting suitable answers. Self-administered questionnaires are also free from bias and guarantee anonymity, thus reduce pressure on the respondents which is often generated by the presence of the researcher when other instruments such as face-to-face interviews are used.

Other advantages of the self-administered questionnaires are that the respondents are relatively unlikely to answer to please the researcher or because they believe certain responses are more socially desirable (Dillman 2007). Also questionnaires facilitate the collection of vast amounts of data with minimal effort, because more volumes raise confidence levels in the sample (Edwards *et al.* 2002). The other advantage being that they are generally easier to analyse and turn into quantitative results (Hofstee 2009). A questionnaire allows respondents to complete the questionnaire at their own convenience, while allowing some time to think about their answers (Gray 2016). Questionnaires can be used time and time again to measure differences between groups of people, making them reliable data gathering tools (Strauss and Corbin 2008). Another advantage is that the person administering the instrument has the opportunity to establish rapport, explain the purpose of the study and elaborate on the meaning of items that may not be clear (Patton 2002). Lastly well- designed questionnaires can allow relationships between data to be identified, as they are particularly useful to showing relationships with data that are easily quantifiable (Edwards *et al.* 2002).

The questionnaire, however, has a few disadvantages. These include the low rate of returns, failure by respondents to comprehend questions and the danger of non-response on certain questions. In addition, responses to questions may not be genuine and truthful when questionnaires are used. Furthermore other office bearers might delegate the responsibility of filling the questionnaire to subordinates an aspect that is not possible when using an interview as a research instrument. Respondents may discuss their answers with others, thereby contaminating their response (Strauss and Corbin 2008). Questionnaires do not allow for digression from the set format, which means they are limited in the depth to which the researcher can interact or even observe the respondents, as such the researcher is unable to

ask probing questions (Patton 2002). The other disadvantage is that the ease of production and distribution can result in the collection of far more data than can be effectively used (Edwards *et al.* 2002). Another disadvantage is that lack of adequate time to complete the instrument may result in the return of superficial data (Dillman 2007). In order to overcome some of these impediments, the researcher delivered the questionnaires by hand and collected them the same way after an agreed period. The researcher also educated respondents on the requirements of the questionnaires. The researcher used the questionnaire to solicit data from the Chegutu Rural District councilors.

3.6.4. The Interview Guide

In order to mitigate the weaknesses of questionnaires, the researcher developed an interview guide to conduct face-to-face interviews with the councilors. An interview is an exchange in which a researcher elicits information, expressions, or beliefs from respondents on a one-on-one basis. Denzin (2000) defines an interview as a conversation with a purpose, especially that of gathering information. Face-to-face interviews play an essential role in supplementing the data collected through the self-administered questionnaires. The researcher was able to solicit as much information as possible through probing for explanations where explanations were not clear.

Face-to-face interviews present the researcher with the opportunity to establish rapport with the interviewees, an element that proves vital in motivating them to give as much information as possible without any biases creeping into the interview process. The researcher is able to adapt questions as necessary, clarify doubts and misunderstood questions and ensure that responses are properly understood. It is also possible to detect non-verbal cues from the interviewees. Any discomfort, stress or problems are detected and action is taken to make the

interviewee comfortable during the interview session. The face-to-face interview thus reveals information that is both complex and hidden and also facilitates probing of sentiments that underline expressed opinions. This enables the researcher to gather substantial data.

On the negative side, the researcher may find face-to-face interviews to be expensive, time-consuming and harder to compare responses as participants use different terms or expressions to explain the same thing. There is also a risk of interviewer bias. Good data recording, thorough training on listening skills and use of appropriate language help to minimize this problem. This is also avoided by exercising good judgment as well as testing and summarising understanding.

The researcher liaised with the CEO of Chegutu RDC and timed to interview the councillors during their council seating and as such most of the interviews were done at the council offices. Some of the councillors had to be followed up in their wards though. The interviewees were asked a series of questions during the interview process and one follow-up question which asked the interviewees if they had any other relevant comments before the interview ended. A copy of the interview schedule and the contact detail of the researcher were provided to each interviewee for possible future enquiries.

The researcher assured the interviewee that confidential information was not being sought as such there was anonymity and nothing they said would be attributed to them without their express consent which the researcher would seek and obtain first. This increased the level of confidence in the researcher's trustworthiness, and thus reduced the possibility of response bias (Denscombe 2007). The interviewee was also advised on their right not to answer any question

The study adopted the survey and interviews there are focus groups which can also be used. These are small groups from which information is solicited from, ideas are collected and

compiled and consolidated to form a certain picture or view. In this study the survey and the interview data collection methods were adopted because of the need to probe and gather in-depth information from the councillors. The questionnaires were developed based on the research questions. The questionnaires were hand delivered. Interviews were also conducted to clarify certain areas.

3.7 SOURCES OF DATA

There are two sources of data, the secondary and primary data. In this study a combination of both primary and secondary data was used.

3.7.1 Secondary data

Secondary data is data collected and processed by others for the purpose other than the problem at hand. This is stored data and the sources include reports, books, government publications and statistics from various sources (Black 2003). Secondary data includes both quantitative and qualitative data (Saunders *et al.* 2012) and the data collected included both raw data and compiled data (Kervin 1999). There was an analysis of documentary data which are important raw data sources, storage mediums for compiled data, and provide qualitative data (Krippendorff 2004). Survey-based secondary data collected through ad hoc surveys in the form of academic surveys was also used to extract information (Saunders *et al.* 2012). The secondary data was used to ascertain basic fundamentals forming this research..

The advantages of using secondary data include the fact that the data already exists so it has fewer resource requirements in terms of time and money particularly because the access time is short and the data is generally less expensive to acquire (Ghauri and Grønhaug 2005), it provides an unobtrusive measure (Cowton 1998), longitudinal studies may be feasible, it can

provide comparative and contextual data, it can result in unforeseen discoveries (Saunders *et al.* 2009), and there is permanence of data which will also be available in a form that may be checked relatively easily by others (Denscombe 2007). 75

The disadvantages of secondary data are that the data may be irrelevant, combining various sources could lead to errors of collation and introduce bias (Denscombe 2007), gaining access may be difficult or costly, aggregations and definitions may be unsuitable to the research, there is no real control over data quality because it is difficult to assess data accuracy (Saunders *et al.* 2012), and the initial purpose may affect how data are presented resulting in data not being subject to further manipulation at times (Stewart and Kamins 1993). The other disadvantages of secondary data are that it may not be problem specific, may not be subject to further manipulation, may be old and inaccurate.

3.7.2 Primary data

Primary is data captured at the point where it is generated. The data is captured for the first time and with a specific purpose in mind (Bryman and Bell 2014). For this research primary data was extracted through the interview methods of semi structured questionnaires given to councillors and face-to-face interviews with the CEO RDC Chegutu and selected councillors. Face-to-face interviews were conducted according to a semi-structured interview schedule plan (Appendix B) to allow more clarifying, probing and cross-checking questions (Gray 2016). The semi-structured questionnaire (Appendix A) was used to collect mostly numeric data to enable statistical analysis and to provide quantitative information (Zikmund 2000). Advantages of Primary data are, it is directly relevant to the problem at hand and there is

greater control over its accuracy. The disadvantages are that it could be time consuming to collect and it is expensive.

3.8 DATA PRESENTATION AND ANALYSIS

Data was analysed using the Statistical Package for the Social Sciences (SPSS). This is a tool for statistics in human behaviour. With SPSS a researcher can compile descriptive statistic, parametric and non para - metric analysis through the graphic user interface. The program can also automate analysis and can carry out more advanced statistical processing. Data is the presented through tables, charts or graphs (Farnsworth 2018).

Aside from statistical analysis, the software also features data management, which allows the user to do case selection, create derived data and perform file reshaping. Another feature is data documentation, which stores a metadata dictionary along with the data file.

Statistical methods usable in the software include:

- Descriptive statistics — Frequencies, cross tabulation, descriptive ratio statistics
- Bivariate statistics — Analysis of variance (ANOVA), means, correlation, nonparametric tests
- Numeral outcome prediction — Linear regression
- Prediction for identifying groups — Cluster analysis (K-means, two-step, hierarchical), factor analysis

3.9 ETHICAL CONSIDERATIONS

Ethics denote the right and wrong conduct in research. According to Rawnsley (2012), ethics of research include informed consent, confidentiality, protection of privacy, protection

against harm, and protection against identity. Access and ethics are critical aspects for the success of any research project. Cooper and Schindler (2008:34) define ethics as the ‘norms or standards of behaviour that guide moral choices about our behaviour and our relationships with others’. Saunders *et al.* (2012) define ethics as ‘the appropriateness of one’s behavior in relation to the rights of those who become the subject of one’s work or are affected by it’. This means the researcher needs to be aware of issues to do with how to formulate and clarify the research topic, design the research and gain access, collect data, process and store the data, analyze data and write up the research findings in a moral and responsible way because ethical concerns can occur at all stages of the research project. The fact that this particular research was qualitative in nature it meant that it would lead to a greater range of ethical concerns in comparison with quantitative research, although all research methods have specific ethical issues associated with them. The following ethical considerations were adhered to in this research:

The Chegutu RDC CEO and councillors granted their consent and approved for the researcher to use their databases for access of personal data. An introductory letter was shown to the respondents to encourage their participation in the research. Information was provided to the participant concerning the nature of the study, participation requirements, confidentiality and contact information of the researcher (Appendix C). The right to professional privacy and confidentiality of information obtained was also guaranteed by a written statement in the cover letter (Appendix A). In addition the following were adhered to:

- The researcher made sure that the research design did not subject the research population to any risk of unusual stress, embarrassment or loss of self-esteem, harm or any other material disadvantage (Bryman and Bell 2014). Data was collected only from a research population that was aware of the fact that they were the subject of research and had consented (Rose *et al.* 2015).

- The researcher sought informed consent by being open and honest and did not use deception, making sure not to exaggerate the likely benefits of the research for the respondents, at the same time respecting the participant's rights to privacy at all stages of the research (Creswell 2014, Easterby-Smith *et al.* 2008, Saunders *et al.* 2009, Zikmund 2000).
- The research was conducted in accordance with the ethical requirements to report the findings in a comprehensive and honest way. The researcher made sure not to fabricate or misrepresent the statistical accuracy of any data as this is totally an unacceptable and unethical course of action (Neuman 2005). Thus the researcher maintained objectivity during the data collection, analyzing and reporting stages (Habib *et al.* 2014).
- The researcher ensured that participants and respondents would remain anonymous in relation to anything referred to in the study report unless the researcher is given the participant's explicit permission to do otherwise (Saunders *et al.* 2009). The researcher thus used secondary data to protect the identities of those who contributed to the data collection or who were named within it (Cowton 1998). As such the research was based on genuinely anonymised data.
- Caution was taken to avoid any harm to participants in any way.
- All information to be treated with confidentiality.

3.10 RELIABILITY AND VALIDITY

Validity can be defined as the degree to which a test measures what it is supposed to measure (Mason and Bramble, 1989). Validity is concerned with whether the findings are really about what they appear to be about (Saunders et al, 2000). Validity is establishing the domain to

which a study's findings can be generalized. If a question can be misunderstood, the information is said to be of low validity and hence there is always need for pilot testing (Nyandoro, 2012). The credibility of every study depends on the validity and reliability of its findings and conclusions. This means that research can only be characterized as reliable only if the measures yield the same results on other occasions, if similar observations can be reached by other observers and there is transparency in how sense was made from the raw data (Easterby-Smith *et al.* 2008). This suggests that the reliable research is transparent and replicable. On the other hand, the validity of a study is achieved only if the research findings achieve their initial objectives and addresses the research question appropriately (Sapsford and Jupp 1996). Validity is the most important quality of a measured dependent variable because it refers to the extent to which an empirical measure accurately reflects the concept it is intended to measure, yielding scores that reflect the true variables being measured (Saunders *et al.* 2012).

To ensure validity, the questionnaires were structured in such a way that the questions were clear and had the relevant meaning to the different respondents. Additional space on the questionnaire was provided for respondents to expand on their ideas rather than to be stuck on the researcher's point of view.

On the interviews validity, subject error has to do nature of questions asked, unstructured question tend to give too broad an answer, one loses focus. The researcher used structured questions to maintain focus on the subject matter. The time the interview is carried out impacts on validity if subjects are tired or in a hurry there are likely to give hurried answers. The researcher selected neutral time and date. Subject bias is a great problem in organizations where the management is of an authoritarian character and the interviewee(s) might say what the manager wants them to say, not what they feel. This was mitigated through having

meetings privately. Confidentiality was maintained in order to reduce subject error in this research.

Reliability, correlation of data from various sources and different instruments was done to enhance reliability during the study. Reliability was enhanced through triangulation.

3.11 TRIANGULATION

According to Nyandoro (2012), triangulation involves using multiple data sources in an investigation to produce understanding. It is a powerful technique that facilitates validation through cross verification from two or more sources. It is the scrutiny of the same information from different sources and angles. The benefits of triangulation are that extra information may be extracted by using various methods. Weaknesses from one source are counter balanced by the other. Different sources provide verification of data and at the same time data is complementary. Once data differs it can be easily verified. Besides data the methodology and the theories used can also be triangulated.

In this study information solicited from the CEO's data base about developmental programs was collected with that gotten from the councilors. According to Miles and Huberman (1994) and Yin (2013) research can achieve rigor of validity through five approaches namely construct validity, confirmability, credibility, transferability and reliability. The study construct validity by developing its constructs through a literature review and use of triangulation (Denzin & Lincoln 1994, Marshall & Rossman 1989, Patton 2002). Triangulation allowed for a stronger substantiation of constructs and propositions that assisted in general is ability of the research findings. Also, an interview guide was developed to provide for a systematic process in the interviews (Yin 2013).

3.12 DATA ANALYSIS AND PRESENTATION

According to Denscombe (2000), data analysis means that the researcher is deciding what and which meaning can be attributed to the words and what implications to that effect and how does it relate to the topic being investigated. According to Strauss and Corbin (1990), data collection and analysis should be undertaken in a systematic and well planned manner, in order to be able to analyse the data rigorously and draw verifiable conclusions.

Strauss and Corbin (1990) indicate that data collection and analysis should be undertaken in a systematic and well planned manner, in order to be able to analyse the data rigorously and draw verifiable conclusions. Analysis of data is a process of inspecting, cleaning, transforming, and modelling data with the goal of highlighting useful information, suggesting conclusions, and supporting decision making. Data was analysed using SPSS. Presentation was by means of tables and graphs.. The responses were categorized according to answers. Tables and graphs were formulated from the different responses.

3:13 CONCLUSION

This research was a combination of qualitative and quantitative approaches, where questionnaires and interviews were used to collect data from the respondents. The sample consisted of Chegutu Rural District councillors. The chapter also covered aspects of reliability, validity and triangulation. The chapter explained the data analysis and presentation procedure, which is expected to add new dimensions to the body of knowledge on the topic of interest in the next chapter.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

This chapter focuses on the presentation, analysis and interpretation of the data that was collected during the study from the Chegutu Rural Councillors. This chapter presents the findings as well as analyzing and discussing them. The findings of the study are discussed in relation to existing literature and objectives of the study. The research findings created a platform upon which inferences and recommendations were made in view of the respondents' views. Tables, charts and figures were used to summarise the responses from the participants or respondents. The data presentation is in tandem of answering the research objectives which are mainly to find out the educational levels of the councillors, the development which has taken place in their wards and lastly to collerate the two

4.2 RESPONSE RATE

A relatively high response rate of 93% was achieved in respect of questionnaires. A high response rate can be attributed to the fact that a user friendly strategy was adopted and respondents had ample time to complete questionnaires. This was despite that there was a lot of uncertainty on the part of the councillors as this study coincided with the 2018 harmonised elections. The research methodology adopted, that of convenience was appropriate since the targeted subjects were few and they were the only ones relevant to this particular study. Given the overall relatively high response rate in respect of questionnaires from a representative sample, it can be concluded that responses comprehensively, fairly and truly

represent the opinions and responses of the study population. Saunders et al (2003) is of opinion that a response rate higher than 50% in respect of questionnaires obtained from a representative sample of greater than 30 justifies generalising the findings to the population of study. Table 1 below shows the questionnaires 's response rate.

Table 1: Questionnaires' response rate by councillors.

Questionnaires distributed	Questionnaires returned	Percentage % of total
29	25	86.2 %

Source: Primary data

4.3 ACADEMIC QUALIFICATIONS OF THE RESPONDENTS

The academic qualifications of the respondents thereof are presented in Fig 1:

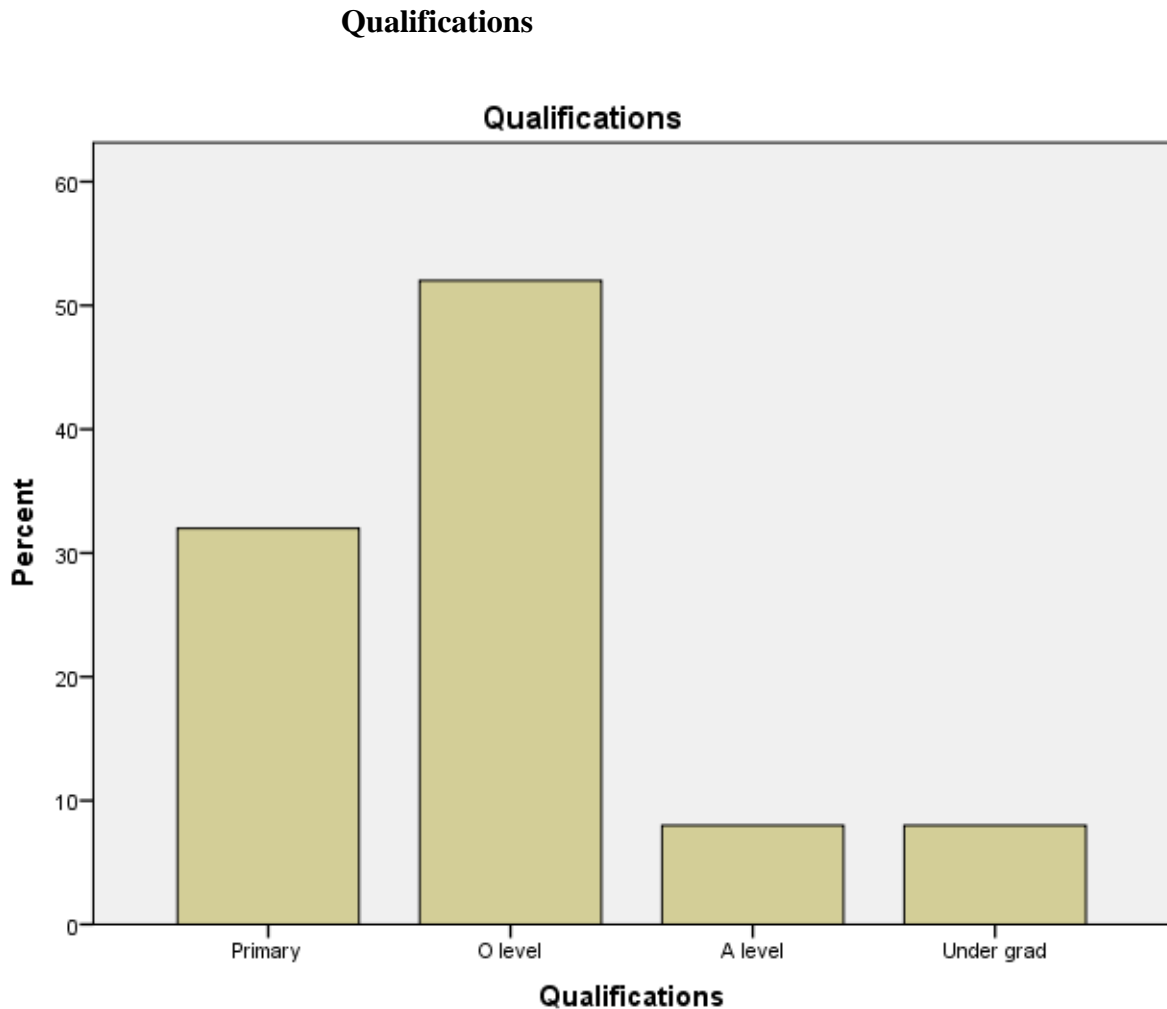


Fig 1

SOURCE : PRIMARY DATA

The academic qualifications of the respondents' show that they all attained school with 32% having gone past Primary education and 50% having attained O level. Only 9% went beyond A level and attaining degrees. Generally the respondents are literate and they understood what was expected of them when responding to the questionnaire and to the research at large. The various levels of education attained can be collerated with the levels of development in their respective wards in meeting with the objectives of this research study.

4.4 AGES OF THE RESPONDENTS

The ages of the respondents thereof are presented in Table 2:

Age

Age- Range	Frequency	Percent	Valid Percent	Cumulative Percent
31-40	6	24.0	24.0	24.0
41-50	15	60.0	60.0	84.0
51-60	4	16.0	16.0	100.0
Total	25	100.0	100.0	

SOURCE: PRIMARY DATA:

The majority of the respondents are between the 41 to 50 years of age constituting 60%. This shows the majority of the respondents are mature and have witnessed development taking place at various stages of their lives over the years. They are able to collerate what they have developed in comparison with what they have witnessed in the past. The age groups also gives the research the impression that the respondents were old enough to understand what was expected of them.

4.5 EXPERIENCE OF THE RESPONDENTS

The experience of holding office as councillors is presented in Table 3

Experience

	Frequency	Percent	Valid Percent	Cumulative Percent
1 term	17	68.0	68.0	68.0
2 terms	8	32.0	32.0	100.0
Total	25	100.0	100.0	

68% of the respondents had a single term in the office as councilors and 32 % had been reelected into council. At the time of the study the councilors' terms were at their completion phase. They had done 5 years in the office. The respondents had adequate time to implement their developmental plans. Those with 2 terms the information was collected for comparison purposes only since the study focus was up to year 2013.

4.6. AWARENESS OF GOOD GOVERNANCE PRINCIPLES

The awareness levels of tenants of good governance are depicted on Fig 2

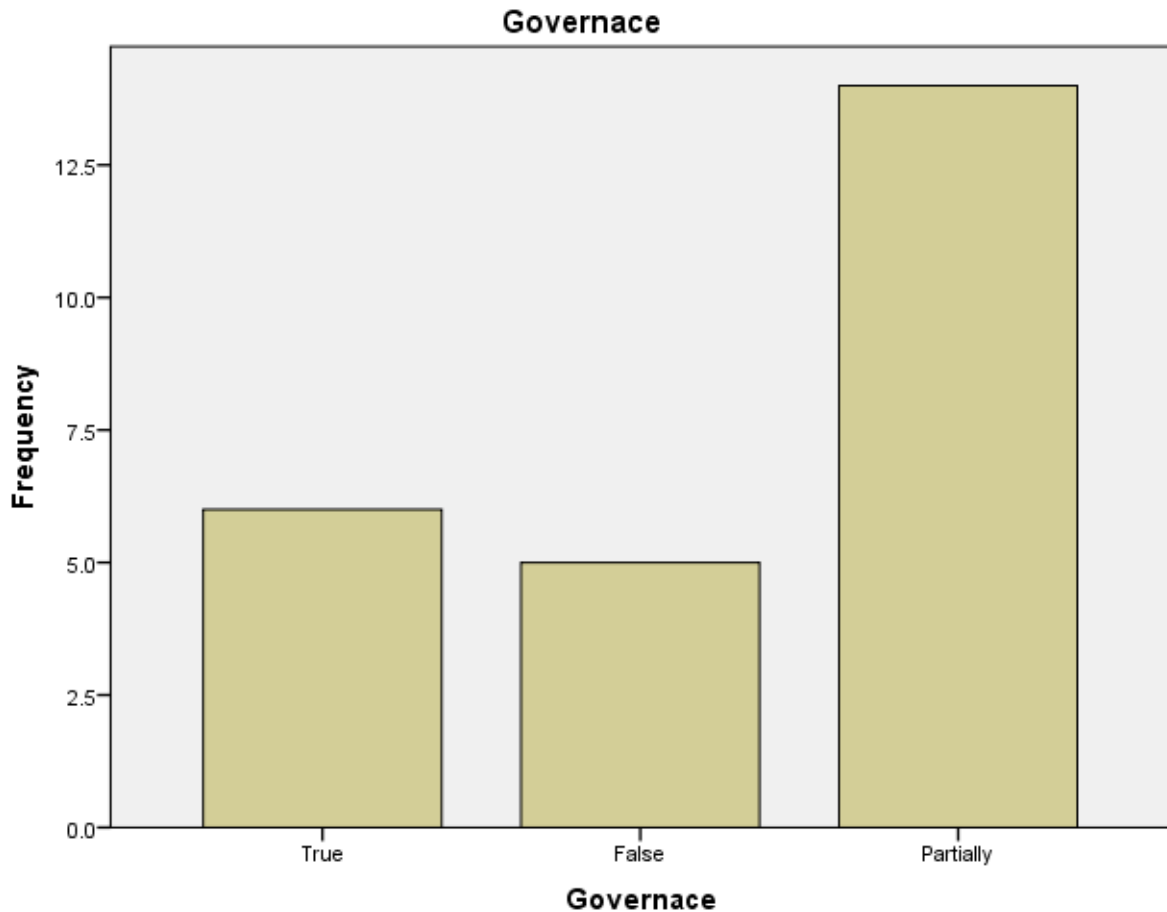


FIG 2: SOURCE PRIMARY DATA

13 of the respondents out of 25 were partially aware of good tenants of governance, 4 were not knowledgeable and 6 of them were. Development in this study includes good governance. Knowledge of good principles of governance is on the low. Constituents were therefore not well represented since the councillors were not well versed with tenets of good governance. Leadership was compromised.

4.7 INTERPRETATION OF COUNCIL BUDGET, BY-LAWS, STATUTES AND THE CONSTITUTION

Data displaying the ability to interpret council budget, By-laws, statutes and the constitution is depicted on Fig 3

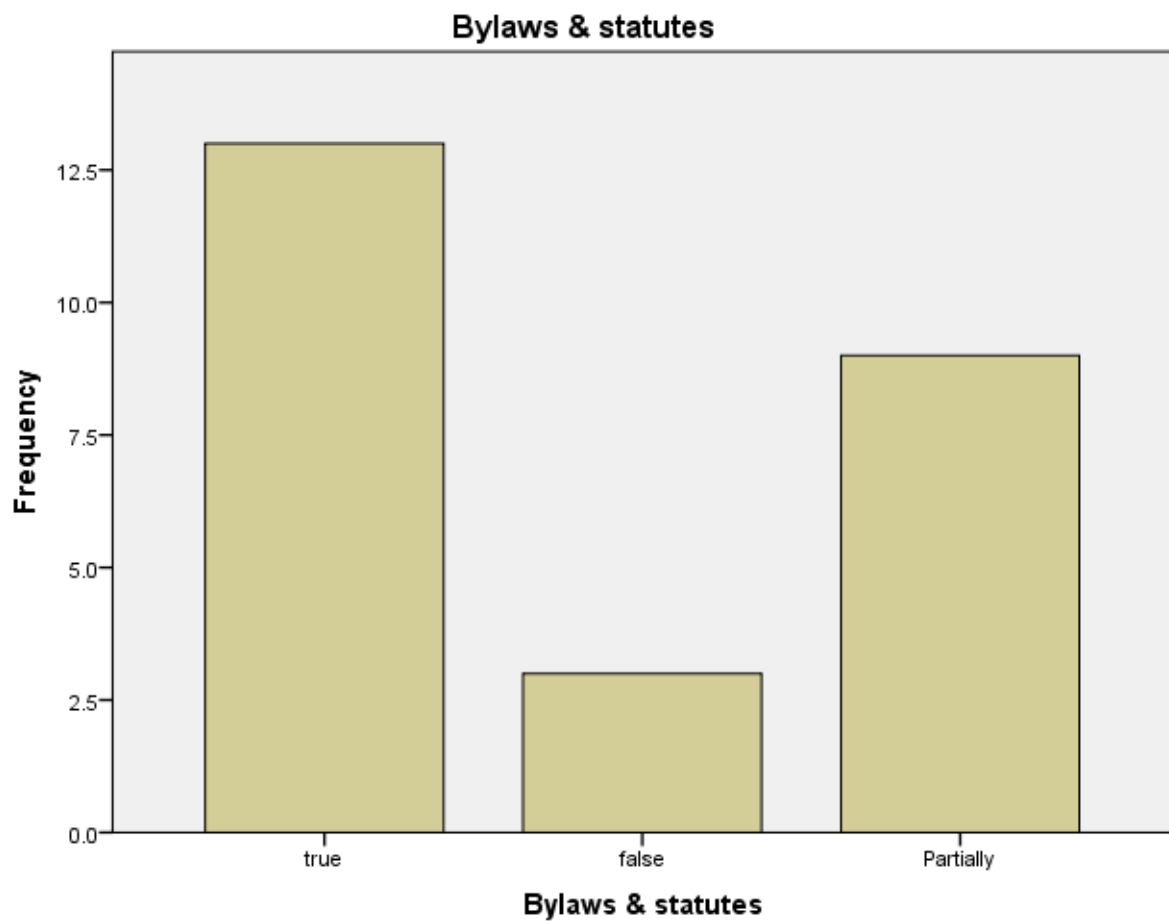


FIG 3

SOURCE PRIMARY DATA

Most respondents are able to interpret council budget and to interpret by laws, statutes and the national constitution. 13 are fully aware, 8 partially while 3 are not in the know. The

implication is that most councillors were able to contribute positively to council development through meaningful contributions.

4.8 COUNCILLORS' IN POSSESSION OF STRATEGIC DEVELOPMENT PLANS FOR THEIR WARDS.

Councillors having long term developmental plans for their wards are shown on Fig 4

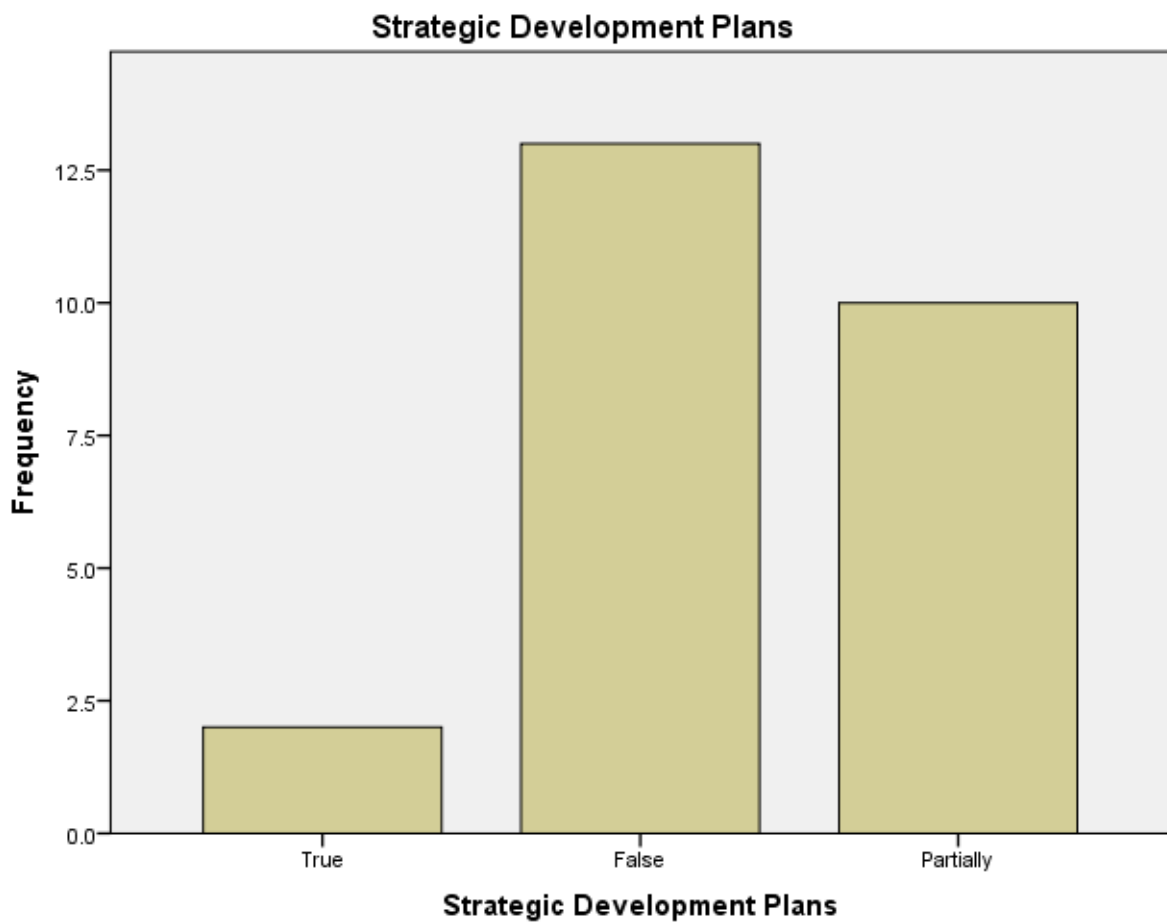


Fig 4

SOURCE PRIMARY DATA

3 councillors out of 25 had strategic developmental plans, 13 did not have any plans while 10 had some sort of plan. The majority of the councillors were just following what the Chegutu

CEO was initiating they had no plans of their own thereby exposing weak leadership qualities expected of councillors. The lack of high education to degree level limited the scope of the councillors. Curricular of higher education involves strategic planning.

4.9 DEVELOPMENT INFLUENCED DIRECTLY BY THE RESPONDENTS.

The level of development influenced directly by councillors in their wards is shown in Fig 5

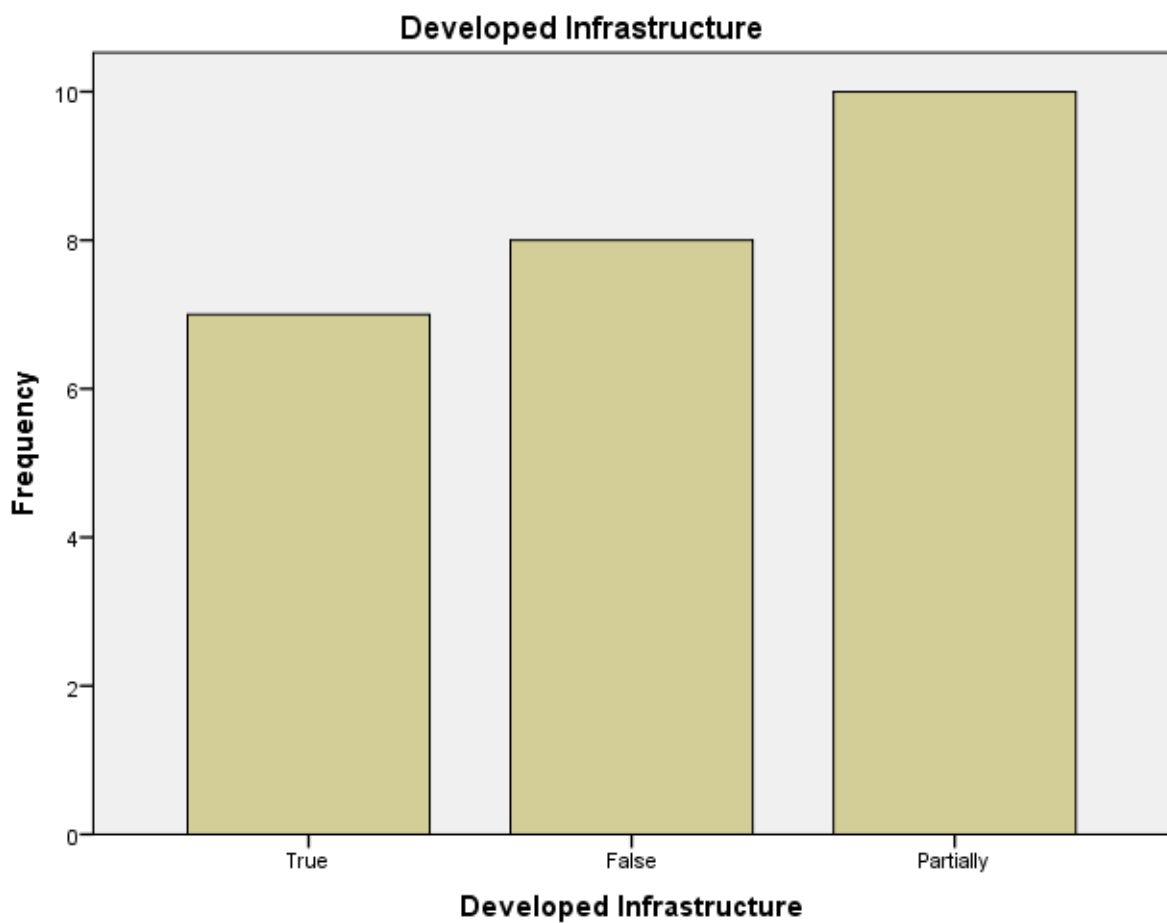


Fig 5

Source Primary data

7 respondents have influenced development in their wards, 8 have not done anything while 10 have contributed in a way. The majority of councillors are passengers in the council and they are not very sure of their responsibilities. Probable due to lack of confidence emanating inferior educational backgrounds.

4:10 DEVELOPMENT OF PROJECTS FOUND INCOMPLETE

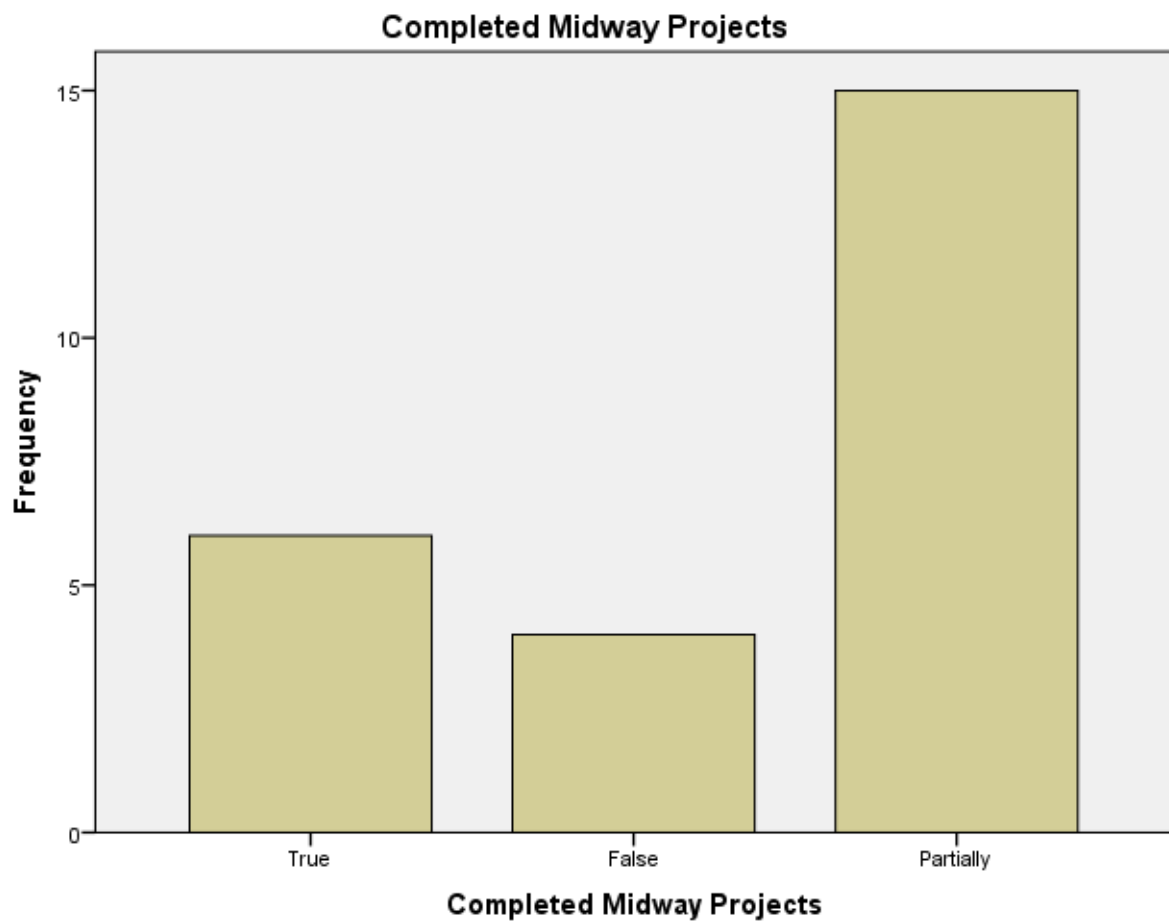


Fig 6

SOURCE PRIMARY DATA

Most respondents attempted to complete developmental projects left by their predecessors with 15 partially, 7 completed while 3 never attempted. The drive to develop is there in the majority of the responded.

4.11 IMPROVEMENT OF SOCIO – ECONOMIC STATUS OF WARDS.

Improvement of socio-economic status of wards is shown on Table 4

Improved Socio-Economic Status

	Frequenc y	Percent	Valid Percent
True	7	28.0	28.0
False	3	12.0	12.0
Partially	14	56.0	56.0
Total	25	100.0	100.0

Table 4

SOURCE: PRIMARY DATA

56% of the respondents partially improved the socio-economic levels of their wards while 28% did improve and 12% did not. Good leadership entails citizen participation and councillors appear to be interacting with their constituents. In that aspect councillors are doing well as the percentage distribution which is skewed to those who know how to improve the socio-economic statuses of their wards.

4.12 CORRELATION OF LITERACY LEVELS AND DEVELOPMENT.

Correlation of literacy levels and development are depicted on tables 5 & 6

Correlations

		Qualificatio ns	Completed Midway Projects
Qualifications	Pearson Correlation	1	.434*
	Sig. (2-tailed)		.030
	N	25	25
Completed Midway Projects	Pearson Correlation	.434*	1
	Sig. (2-tailed)	.030	
	N	25	25

*. Correlation is significant at the 0.05 level (2-tailed).

Table 5

Correlations

		Qualificatio ns	Developed Infrastructur e
Qualifications	Pearson Correlation	1	.072
	Sig. (2-tailed)		.732
	N	25	25
Developed Infrastructure	Pearson Correlation	.072	1
	Sig. (2-tailed)	.732	
	N	25	25

Table 6

Using the Pearson Correlation there is positive but weak association of 0.072 and 0.434 on the relationship between literacy and development as shown on tables 4 and 5. The implication is that one needs to be literate in order to be able to foster development.

4:13 FINDINGS FROM INTERVIEWS

The interviews confirmed what other scholars such as Makumbe (2014), Dewa et al (2014), and Kurebwa (2015) had presented in their works mainly that development in wards is also

influenced by other factors such as corruption, political interference, clash of interests from local leadership and ministries

4.14 CONCLUSION

The chapter discussed findings on the levels of literacy of the councillors in relation to development of their wards. Facts pertaining to development and literacy were presented. The next chapter will present the study conclusions and recommendations.

CHAPTER FIVE:

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 INTRODUCTION

This chapter will give a summary of the findings, conclusions and recommendations pertaining to literacy levels vis a vie development.

5.1 SUMMARY

The purpose of this study was to analyse the link between being learned as a leader and being able to foster development and the focus was on Chegutu Rural District. The study sought to meet the following objectives:

- a. To explore the literacy levels among local government councilors in Chegutu District.
- b. To assess the contributions made by councilors to Rural District Council development.
- c. To examine the correlation between literacy levels of councilors and sustainable development.

The study used the descriptive survey design as the researcher wanted to gather as much information as well combining the qualitative and quantitative research methods. The research sample consisted of 25 respondents drawn from the Chegutu Rural District Council.

Having had an in-depth appreciation of the findings of the study and closely linking them to literature, it is imperative to draw conclusions relating them to the research questions and objectives which guided this research. The major findings from this study included the following:

- a. Rural Councilors are literate mostly to (O level) and are able to understand the budget, by-laws, statutes and the Constitution.
- b. Development is taking place at various Wards not entirely attributed to good leadership qualities of councilors but to a plethora of other factors such as external political influence and availability of resources.
- c. The more the learned the leader the higher the chances of fostering development.

5.2 CONCLUSIONS

The objectives of the research were met. The following conclusions were made with regards to the research objectives:

- a. The majority of Chegutu Rural Councilors at least attempted O level.
- b. There is a linkage between being literate and ability to foster development.
- c. There are other factors affecting development which are not attributable to good local leadership such as party affiliation, CEOs development priorities and National Government programmes.

5.3 RECOMMENDATIONS

The recommendations are a product of an in-depth review of literature on the linkage between leadership educational prowess and the ability to develop. After a thorough analysis of the research findings, the writer recommends that:

- a. There be mandatory educational requirements for one to be eligible to stand as a Councilor. (passing O level set as lower limit)
- b. Prospective councilors be publicly interviewed by an independent body.
- c. Prospective councilors be made to submit developmental plans with set timelines for their wards.

5.4 IMPLICATIONS/AREAS OF FUTURE STUDY

While research has positively identified that for effective leadership, there is need to combine good leadership traits and education, further research still needs to be conducted to establish how ICT can be employed to enhance leadership especially to improve citizen participation.

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Urban Councils Act of Zimbabwe 29:15

Rural Councils of Zimbabwe 29:13

Electoral Act of Zimbabwe 2013.

Appendix A

Cover Letter

My name is William Mothabi, and I am a student (Student No. B1747759) at Bindura University of Science Education (BUSE), studying for my Masters in Peace and Governance Degree. In partial fulfilment of the requirements for the MPG, I am carrying out a research on the implications of literacy on development in councillors. This questionnaire is part of the research project to unpack the relationship between levels of literacy and development. Your responses are important in enabling me to obtain as full an understanding as possible of this topical issue.

Please read the instructions completely as you respond to the questionnaire. The questionnaire should take you about 20 minutes to complete. The information you provide will be treated in the strictest confidence, therefore no personal information is requested in the questionnaire. The answers from your questionnaire and others will be used as the main data set for my research project.

Once you have completed the questionnaire please be sure to advise me via telephone or even whatsapp on 0773 681 744 or 0716 801 054. so that I can come and collect the completed questionnaire on or before August 1, 2018.

If you have any questions or would like further information, please do not hesitate to contact me.

Thank you again for your help with my research.

Yours faithfully,

William Mothabi

MPG Student, BUSE

Student number: B1747759

QUESTIONNAIRE TO CHEGUTU RURAL DISTRICT COUNCILLORS

Dear Respondent.

My name is William Mothabi a student of Bindura University and I am pursuing an MSc in Peace and Governance Degree. I am carrying out a research on *the impact of literacy levels on development*. I would appreciate if you can take your time to complete the following questionnaire. I undertake not to disclose any information considered confidential and the identity of each participant shall remain anonymous. The information obtained will be solely used for the purpose of this study. Once the questionnaires have been collected and analyzed the results will be presented in form of a report.

Instructions to the respondent

- i. Kindly answer the following questions by placing a **tick** (✓) in the appropriate box provided for each question constituting this questionnaire.
- ii. Please do not hesitate to provide any necessary comments in the space provided at the end of the questionnaires for the purpose of clarifying or raising relevant issues of material concern.

1. What is your gender?

Male	Female

2. Age

18 - 30	31 - 40	41 - 50	51 - 60

3. Your highest academic qualifications

GCE 'O' Level	GCE 'A' Level	Undergraduate degree	Postgraduate degree	Other

4. Experience

1 term	2 terms	3terms	4 terms

5. I am aware of good corporate governance principles

True	False	Partially

6. I can interpret council budget, by-laws, statutes and the constitution.

True	False	Partially

7. I at times propose agenda items for council meetings

Always	Sometimes	Never

8. I make contributions during council meetings.

Always	Sometimes	Never

9. I have strategic development plans for my ward.

True	False	Partially

10. I have influenced development of roads and physical infrastructure.

True	False	Partially

11. I have completed developmental projects I found midway.

True	False	Partially

12. I have improved the socio-economic status of my ward.

True	False	Partially

Any additional
information.....
.....
.....
.....
.....

Appendix B

Interview Guide Chegutu RDC Staff:

- Q1. How much do councillors contribute on developmental issues in their wards?
- Q2. What is the participation level of councillors during council deliberations?
- Q3. Do those with higher educational qualifications contribute more on developmental issues during meetings?
- Q4. Does development correspondents with education in the wards?
- Q5. Are councillors able to interpret the budget?
- Q6. Are contributions made in vernacular in meetings?

Interview Guide Councillors:

- Q1. How long have you been a councillors?
- Q2. What is your level of education?
- Q3. Has education influenced in any way in your work output as a councillor?
- Q4. What are or limitations or inhibits your work as a councillor?
- Q5. What development programme have you done?
- Q6. what do you think should be done to improve rural council work

Appendix C

Consent Form

Title of research project: Literacy levels of rural councillors and development. A case of Chegutu (2013 to 2018).

Name and position of researcher: William Mothabi, MPG Student (Student number B1747759), BUSE

Please write Yes/No in the space provided

1. I confirm that I have read and understood the information sheet for the above study and have had the opportunity to ask questions. _____
2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving a reason. _____
3. I agree to take part in the study. _____
4. I agree to the use of anonymised quotes in publications. _____

Name of participant: Date: Signature:

William Mothabi (researcher) Date: Signature: