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BINDURA UNIVERSITY OF SCIENCE EDUCATION

RETHINKING FINANCING ZIMBABWEAN PRIMARY EDUCATION: A CASE STUDY OF SHAMVA URBAN CLUSTER OF PRIMARY SCHOOLS.

BY

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B231630B

A DISSERTATION SUBMITTED TO THE BINDURA UNIVERSITY OF SCIENCE EDUCATION IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR A MASTER OF SCIENCE DEGREE IN LEADERSHIP AND CORPORATE GOVERNANCE, GRADUATE SCHOOL OF BUSINESS

BINDURA, ZIMBABWE

[1]i

DECEMBER 2024

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DEGREE: MASTER OF LEADERSHIP AND CORPORATE GOVERNANCE

YEAR DEGREE AWARDED: 2024

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DECLARATION

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…… ……..



STUDENT SIGNATURE DATE

DEDICATION

I would like to dedicate this research project to my mother, sons and husband.

ACKNOWLEDGEMENTS

My deepest acknowledgement goes to Bindura University of Science for giving me the opportunity to study Masters Leadership and Corporate Governance. I would also want to acknowledge the support from my supervisor Dr M. Matambo for the support, guidance and patience he provided through the research period. Finally i would like to thank my husband Moses Gwanhoya for financial support and my two sons Takudzwa and Tinashe for their emotional support.

ABSTRACT

This project examines the urgent need to reconsider how primary education in Zimbabwe is funded, a sector beset by severe difficulties brought on by financial limitations and a lack of infrastructure. Disparities in educational access and quality, especially in underserved and rural areas, have not been adequately addressed by traditional funding models. The purpose of this study is to find creative financing approaches that support sustainability, equity, and better educational results. The project will offer a framework for reimagining financial support in Zimbabwean primary education by conducting stakeholder interviews and a thorough analysis of current funding mechanisms. The possibility of public-private partnerships and community engagement are important areas of emphasis. This project aims to establish a more equitable financing environment that guarantees all children in Zimbabwe have access to high-quality primary education by encouraging cooperation between local communities, non-governmental organizations, and government agencies. In order to help create a robust and inclusive educational system in Zimbabwe, the findings are intended to educate policymakers and educational leaders.

Keywords: Primary education, Zimbabwe, Financial limitations, Infrastructure

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

In an era of rapid social change and technological progress, the financing of primary education is at a turning point. Primary education is not just a fundamental right; it is the foundation on which societies build their future. However, with growing demands for accountability and efficiency, the need for a comprehensive reassessment of financing strategies has never been more urgent. Nations are striving to achieve universal access to quality education but traditional financing models face unprecedented challenges. This chapter consist of background of the study, statement of the problem, research objectives, research questions,aim of the study, significance of the study, limitations of the study, delimitations of the study as well as the definition of terms.

1.1 Background of the study

Education is widely recognized as a crucial driver of social economic development. In many parts of the world, access to quality education has the potential to uplift communities, reduce poverty and create sustainable pathways for economic growth. Financing education is a complex process that varies significantly across countries, depending on economic conditions, governance structures and educational priorities.

Ministry of Education, Culture, Sports Science and Technology oversees the educational systems in Japan. Most children enroll in state funded public education. Public primary education is free in Japan (Townsend and Robbert, 2010). However parents must pay for textbooks, workbooks and other materials. Similar to this, all children of Canadian citizens and permanent residents are enrolled in public schools in Canada, which pay for their education from kindergarten through high school. This indicates that children aged five to eighteen attend school for free. Basic education is offered by public schools in the United States of America from kindergarten through the twelfth grade. Although the children receive this service for free, the federal government pays for it through general taxes and property owner taxes. The states require this schooling. After completing this foundational education, one receives a high school certificate, which serves as an employer-recognized certification of fundamental abilities (Logan et al, 2016). According to Nelson et al. (2014), state government assistance is the main source of funding for elementary and secondary education,

with local contributions coming in second. Kenya, on the other hand, implemented free education in 2003; nevertheless, the country is currently having issues because of insufficient funding. Classrooms are overloaded. (UNESCO, 2021) In Zambia, the current government's free education initiative got underway on January 10, 2022, fulfilling a campaign pledge made by the United Party for National Development (U.P.N.D.), which is now in power. Hichilema, the president of Zambia, assured the people that he would secure the right to education for the nation's approximately eight million children by relieving guardians and parents of the financial burden.

Lesotho launched the Free Primary Education (FPE) Program in January 2000 (MaqalikaLerotholi, 2001). Its major objective was to supply the bare minimum of facilities and resources necessary to allow as many Basotho children as possible to enroll in and finish the primary school cycle. The Lesotho government committed to supporting and giving basic educational supplies, including textbooks, classrooms, and equipment, as well as midday meals for students and teacher salaries, to schools who chose to participate in the FPE program. Additionally, as enrollment grew, the availability of classrooms and the required furnishings turned out to be crucial elements impacting the program's performance. Additionally, the Ministry of Education pledged to provide a few other essential basic school amenities (Maqalika-Lerotholi, 2001).

The government of South Africa is the primary financier of public education, allocating significant portions of its national budget to the Basic Education sector (Imchen and Ndem, 2020). In 2023, the Department of Basic Education received approximately 13.8% of the national budget, which was intended to cover the costs of teacher salaries, infrastructure development, and learning materials. However, despite these efforts, the funding is often stretched thin, particularly in rural and underserved communities where additional resources are desperately needed.

In the past, the government has worked to guarantee that all children have access to primary education, which has traditionally been considered a fundamental right in the region. Following independence in 1980, the Zimbabwean government implemented ambitious reforms aimed at expanding education, leading to significant improvements in enrollment rates and literacy levels. However, over the past few decades, the country has experienced severe economic turmoil, which has adversely affected the financing of primary education (Mlambo, 2017).

The financing of primary education in Zimbabwe is primarily dependent on government funding, supplemented by contributions from households, non-governmental organizations (NGOs), and international donors. However, the economic challenges Zimbabwe has faced, particularly during the period of hyperinflation in the early 2000s, have significantly reduced the government's capacity to fund essential services, including education. Public spending on education has drastically declined, leading to deteriorating school infrastructure, overcrowded classrooms, teacher shortages, and a lack of learning materials (Chimhowu, Manjengwa, & Feresu, 2010). As a result, many schools have been forced to rely on community contributions and external aid, which have proven to be unstable and insufficient sources of funding. A recent report by the Zimbabwe Levels Assessment Committee, ZimLAC 2024, shows that 25.8% of school children are not in school in Mashonaland Central. Many families struggle to pay for school fees, uniforms and other necessary supplies, forcing children to drop out of school or not even enroll. This observation is confirmed by Lewin (2009) who points out that poverty is one of the most important factors hindering education provision in the developing world. This violates the UN agenda for SDG 4 which commits to strive to provide inclusive and equitable education at all levels so that by 2030, all girls and boys will complete free, equitable and quality primary and secondary education, and students will acquire the knowledge and skills necessary to promote sustainable development. (UN, 2015). Before independence in 1980, Zimbabwe's education system was characterized by racial discrimination. Education for the black community was a privilege, not a right (Mhizha and Muromo, 2013). It was the prerogative of the small white community, so access to education was difficult and literacy rates were low among the black majority. However, the post-independence period marked the beginning of improved access to education for the black majority (UNESCO, 2011). The expansion and democratization of the education system was complete, ensuring that every Zimbabwean had access to what was once denied to some during the colonial period. Shizha and Kariwo (2011) report that at one point, Zimbabwe achieved one of the highest adult literacy rates – pegged at 92% – in Africa. The net enrolment rate in 1994 was 81.9%. Literacy rates for 15 to 24 year olds increased from 95% to 98% between 1992 and 1999" (Zengeya, 2011). However, during the same period, the primary school completion rate fell from 82.6% to 76.1% in 1995 and then to 75.1% in 2000" (Government of Zimbabwe, 2001, p. 23), which suggests that initial enrollment rates do not necessarily guarantee completion rates.

However, the 1991 Act (No. 26/1991) reintroduced school fees at the primary level. Shizha and Kariwo (2009) argue that the reintroduction of school fees was a policy reversal of the principle of free primary education enshrined in the Education Act of 1987. This resulted in school dropouts, as Makomboero (2016), in his study of primary school dropouts. of higher and tertiary institutions in Zimbabwe, observed that 40,000 students across the country dropped out of school because they did not register, take courses or sit examinations. Of these, 9,000 (22.5%) were in their final year.

In light of these challenges, there is an urgent need to rethink the financing models for primary education in Zimbabwe. The country cannot continue to depend solely on traditional funding mechanisms, particularly in the context of an unstable economy. As such, innovative approaches, including public-private partnerships, community-based financing initiatives, and the integration of technology in education delivery, are emerging as potential solutions to ensure sustainable funding for primary education (Chireshe & Shumba, 2011). This study seeks to explore these alternative financing models and their feasibility in the Zimbabwean context.

1.2 Statement of the problem

Against the background in the preceding section, the problem is there is inadequate and unsustainable financing of primary education in Zimbabwe. The primary education rely on government budgets and international donor contributions, which has also proven to be insufficient. The Zimbabwean government has struggled to meet its financial demands on the education sector, with only 13% of the national budget allocated to education in 2022 and the budget was below the recommended 20-25% (UNICEF, 2022). Hence many schools have b3n underfunded. According to the world bank (2021) the Zimbabwean economy contracted 8 percent in 2020 resulting in limiting the government ability to finance education. Teachers are being poorly remunerated as compared to other SADC countries. The infrastructure of schools is not adequate for the increasing number of learners. For instance Wadzanai 2 primary school in Shamva district has an enrollment of nine hundred pupils but with only four standard classrooms. Other facilities being used for learning are not usable during harsh weather conditions. Similarly Wadzanai 1 primary school in Shamva district has an enrollment of 2000 pupils with only 40 standard classrooms. This situation forces the school to adopt hot sitting method which affect the quality of education since two classes share the time to spend in the classroom. There is also shortage of textbooks in schools which

result in a large group of learners sharing a textbook. Parents have been strained to pay school fees which affects low income families, especially those in rural areas This results in dropping out of school for children from disadvantaged backgrounds.

The current model of financing primary education does not match the growing population of school aged children. As a result schools experience overcrowded classrooms which may lead to poor quality of education. This is evidenced by the Zimbabwe National Statistics Agency (ZIMSTAT) (2020) reports which states that the primary school population increased by 6% between 2015 and 2020. Hence there is need for rethinking the financial structure in order to address the issues so as to meet Zimbabwe's commitments to the United Nations Sustainable Development Goal 4 (SDG 4).

1.3 Research Objectives

- Analyze the financing mechanisms for primary education
- Outline challenges faced faced in financing primary education .
- To profer resolutions to challenges faced in financing primary education.

1.4 Research Questions

- What are the strengths and weaknesses of financing mechanisms for primary education ?
- Which challenges are faced in financing primary education?
- What are the resolutions for the challenges faced in financing primary education?

1.5 Research Propositions

The study proposed that there is need to adopt the public private partnership in financing primary education. It also proposed that there is need to introduce enterprenual projects in the community as well as at schools which help in financing primary education. There projects may include keeping of broilers, layers rabbits, pigs or gardening

1.6 Aim of the study

The aim of the research on Rethinking Financing Zimbabwean Primary Education is to explore innovative and sustainable financing models for primary education, addressing the challenges faced by traditional financing mechanisms. It seeks to analyze the effectiveness of

existing financing strategies, identify gaps in resource allocation, and propose concrete solutions that improve equity, access, and quality of primary education. By examining case studies from different contexts and involving stakeholders, the study aims to contribute to a comprehensive framework that supports the long-term sustainability and improvement of primary education systems.

1.7 Significance of the study

To the Nation

This study holds significance to the nation by addressing primary education financing in Zimbabwe through bringing out strategies which can be applied in order to be inclusive. The country will be able to achieve SDG 4 producing more literate individuals who are legible to work in industries to improve our economy.

To the ministry

The ministry of primary and secondary education will be abe to produce quality education and keep on raising the literacy rate. Policy makers will be able to address financing of primary education through introducing polices that involve every child in education regardless of their social status.

To the community

Parents will be able to be freed from the financial strains of paying school fees. Low crime rates will be recorded as all children of school going age will have their education funded thus lessening chances of drug abuse and crime rate because children will be occupied . Communities will be able to take part in enterprenual projects in order to help in funding education.

1.8 Delimitations of the study

The study was carried out in Mashonaland Central Shamva District in Shamva urban cluster of schools. It focused on primary education only focusing on financial modes of formal education sector of public schools. The population of the study was head teachers, parents, schools inspectors and teachers.

1.9 Research assumptions

The research assumed that the government has a primary role in financing primary education so as to fullfill the vision 2030. This can be done through making use of primary education goals which are universal access to education, infrastructure development, inclusion and equity as well as partnerships and community engagement. It also assumed that current financing models are insufficient due to the demand of education in Zimbabwe. Education benefits the society hence equitable access is another assumption so that the United Nations Sustainable Development goal 4 will be fulfilled.

1.10 Limitations of the study

Accessing some financial data was a challenge. The researcher alwas able to adhere to ethical standards in order to facilitate smoother data acquisition process. It was also difficult to measure intangible outcomes for example educational quality. The researcher also made use of interviews and focus group discussions. It was also difficult to schedule interviews with other stakeholders therefore, the researcher had to explain clearly on the purpose af the interview and consulted stakeholders on time they are free to be interviewed and flexible platforms they would want to use.

1.11 Structure of the dissertation

Chapter 1: This chapter lays the foundation for the study by describing the research problem, stating the research questions or objectives, the purpose of the research, and providing background information on the topic.

Chapter 2: In this chapter, the researcher reviews and summarizes existing literature and research related to the topic, establishes the context of the study, and demonstrates the gaps in current knowledge that the research aims to fill.

Chapter 3: This chapter describes the research methods and techniques used to collect and analyze data for the study. It includes information about the research design, data collection methods, sample selection, and data analysis procedures.

Chapter 4: In this chapter, the researcher presents the results of the study based on the data collected and analyzed. The results are usually presented in a clear and organized manner, using tables, figures, and other visual elements to support the findings.

Chapter 5: The final chapter of the thesis provides a comprehensive discussion of the research findings in relation to the research questions or objectives. The chapter also includes a

conclusion that summarizes the key findings, discusses the implications of the study, and suggests directions for future research.

1.12 Summary

The chapter has provided an introduction to the complex issue of financing primary education in Zimbabwe. The current financing model faces significant challenges, including inadequate funding, inefficient resource allocation, and limited access to quality education evidenced by the background of the study and the statement of the problem. Research questions and objectives were outlined. Significance of the study to the nation, ministry and community was mentioned.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The financing of primary education has long been recognized as a critical component in achieving global educational goals. With the United Nations Sustainable Development Goal 4 which advocate for inclusive and equitable quality education for all, the need to rethink financing mechanisms for primary education has become increasingly urgent. This literature review explores the challenges faced in financing primary education as well as sources of financing primary education.

2.2 Theoretical Framework

A theoretical framework acts as a blueprint or roadmap for conducting research (Grant & Osanloo, 2014). This framework is grounded in an established theory within a specific research area that connects. Researchers often ‘borrow’ this blueprint to create their own

research inquiry, providing a fundamental basis for their investigation. According to Sinclair (2007), along with Fulton and Krainovich-Miller (2010), the theoretical framework is likened to a map or travel guide. Just as a map directs your route to a destination, the theoretical framework guides the research process. Similarly, the theoretical framework serves to guide researchers, ensuring they stay within the boundaries set by established theories, thus enhancing the scholarly and academic quality of their contributions. In agreement, Brondizio, Leemans, and Solecki (2014) point out that the theoretical framework includes specific theories regarding various aspects of human activity that are relevant to the examination of events. According to Grant & Osanloo (2014), the theoretical framework comprises theoretical principles, constructs, concepts, and fundamental elements of a theory. This framework offers numerous advantages to research endeavors, as it provides a structure for how researchers define their study in philosophical, epistemological, methodological, and analytical terms (Grant & Osanloo, 2014). According to Ravitch and Carl (2016), the theoretical framework helps researchers to place and contextualize established theories within their studies, acting as a guiding tool. This approach aligns their research with academic standards. Additionally, the theoretical framework concentrates the research and is connected to the specific research problem at hand. Consequently, it influences the researcher's decisions regarding research design and data analysis strategies. It also dictates the type of data that should be collected for the study (Lester, 2005). In this particular research, the researcher has chosen to utilize the theory of public goods.

2.2.1 The theory of public goods

The theory of public goods explains how certain goods and services are provided to the society. It was developed by economist Paul Samuelson in the 1950s. Public goods are commodities or services of a society that members of the society cab use without reducing its availability to others (Samuelson, 1954). Public goods are provided by government and can be funded through taxes. This is supported by Samuelson (1954) who says that the government can step in to provide public goods through taxation, public-private partnerships or direct provision. Goods can only be defined as public goods uf they are both non rivalrous and non exchangeable. Examples of public goods include roads, parks, towns, clinics and schools

The theory of public goods has a significance in understanding the financing of primary education. Since public goods are either non-excludable and non- rivalry consumption,

primary education fits in this definition because of its importance in societal development and individual empowerment. Once primary education is provided it is less likely to be prevented from individuals accessing it, thus individuals benefit from education without paying for it

To add on, when one has access to education it does not reduce the availability of education for others since members of the society may have equal access or selective access to public goods. Hence, goods of education can be shared across the society.

2.3 Financing of primary education

The initiative to eliminate school fees was introduced by UNICEF and the World Bank in 2005 and has evolved into a collaboration involving government officials, agency partners, and research and academic institutions (Nielsen, 2009). Over the last ten years, numerous nations in Sub-Saharan Africa have removed tuition fees for primary education, often as part of revitalized efforts to improve their education systems that have been declining, and have even seen a decrease in enrollments following an initial surge after gaining independence (Verspoor, 2006). According to Ansong et al. (2018), increased investments in education contribute to achieving gender parity in educational attainment between girls and boys, which is a significant gender issue, especially in developing countries. Zambia and Tanzania are among the sixteen countries in the world which have no type of fee at all at school (Workd Bank, 2008). Below is a table with African countries that offer free primary education

Table 2.1: African countries and the year they introduced free primary education

County	Year
Malawi	1994
Ethiopia	1994
Uganda	1997
Lesotho	2000
Tanzania	2001
Zambia	2002
Kenya	2003

Source : World bank 2007.

In 2006, 23% of Americans lacking a high school diploma lived below the poverty line, whereas less than 4% of those with a college degree faced the same situation (Rynell 2008). This statistical data has led many to believe that education can interrupt the ongoing cycle of poverty (Bhola 2006; Perry 2006; Rodgers and Rodgers 1993). With the understanding that education can help reduce poverty, the US government has launched initiatives focused on enhancing educational opportunities as a primary strategy to combat poverty.

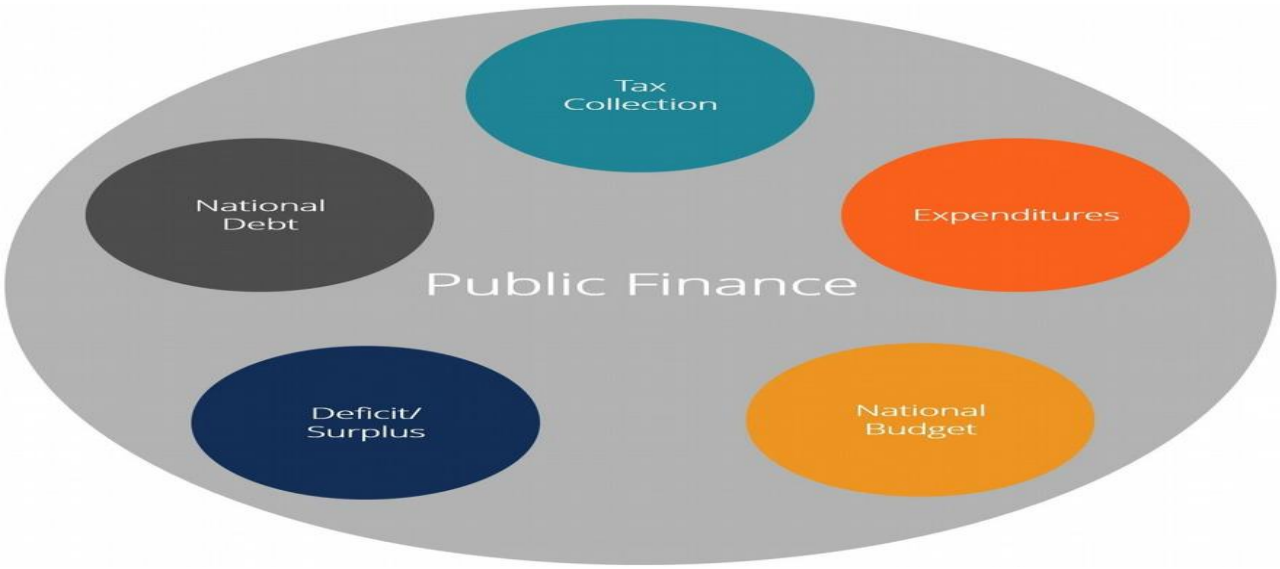
2.3.1 Public Finances

Public financing include the government budgeted resources for education. They may be domestic. According to Saavedra (2002), public finance consists of funds generated from the national or central government, as well as provincial and local or district levels within the education system. It also encompasses funds originating from the education system itself. The proportion of public funds differs from one country to another relative to the gross domestic product, as noted by Akanbi and Schoeman (2010). Public financing in education refers to the allocation of government funds to support public educational institutions, ensuring that all students have access to quality education regardless of their socioeconomic status. This financing is crucial for maintaining and improving the infrastructure, resources, and programs necessary for effective teaching and learning. The public financing system in education is complex and varies significantly across different jurisdictions, influenced by historical, political, and economic factors.

Public financing in education primarily comes from three levels of government: federal, state, and local. Each level contributes to the funding of public schools, but the distribution and amount of funding can vary widely. Federal Funding is when federal government contributes a small percentage of total education funding, primarily through specific programs aimed at supporting disadvantaged students. State Funding is when states are the primary source of funding for public education, providing the bulk of financial resources. State funding formulas aim to distribute resources according to several criteria, such as student enrollment, local property wealth, and the unique requirements of different districts. Local funding, which mainly comes from property taxes, is essential for supporting public education.

However, this dependence on local property taxes can increase disparities, as districts in wealthier areas can raise considerably more revenue compared to those in less affluent regions. (Source:https://www.epi.org/publication/public-education-funding-in-the-us-needs-an-overhaul/).

Fig 2.1: Components of public finance



Source: https://corporatefinanceinstitute.com/resources/economics/public-finance (2023).

2.3.2 Private finances

Private finances comes from the individual household who send their children to schools, communities, civil society organisation and private sector (Saavedra,2002). This helps in covering operational costs. It can be in form of contribution from individuals, corporations or foundations. They may be paid through direct costs thus tuition fees, uniforms or teaching and learning materials.

Private financing in education refers to the funding provided by private entities, including individuals, corporations, and non-profit organizations, to support educational institutions and initiatives. This funding can take various forms, such as donations, scholarships, grants, and investments. As public funding for education becomes increasingly constrained, private

financing has emerged as a significant source of support for schools, colleges, and universities. Private financing can be categorized into several forms which are donations and Endowments where wealthy individuals and alumni often contribute substantial amounts to educational institutions, creating endowments that provide ongoing financial support.Corporate Sponsorships where corporations may sponsor educational programs or facilities, often in exchange for branding opportunities or tax deductions. Scholarships and Grants where non-profit organizations and foundations provide scholarships to students, helping to alleviate the financial burden of tuition and fees.

2.4 Challenges in financing primary education

2.4.1 Economic constraints

Economic constrains can manifest in limited government budgets. Countries like Malawi and Uganda have experienced limited resources to allocate towards education resulting in overcrowded classrooms, poor infrastructure, lack of teaching materials and low teacher salaries. Conversely, inadequate infrastructure, inefficient transportation, subpar teaching and development, and limited access to technology stem from a shortage of funds brought about by economic constraints (Brollo et al., 2021; Diemer, Khushik, 2020; Khai and Ali, 2019). Economic challenges take precedence over other social, cultural, and political effects within human society (Welfare, 2002). Economic constrains also result in embezzlement of funds where by managers of funds may misuse the funds in trying to balance their social needs ie corruption. Corruption is when finds are misused which can lead to schools being underfunded. In most cases the remaining funds are poorly managed leading to wastage due to conducting programs that do not benefit students. For instance if funds meant for teachers' salaries are misused, the education sector will suffer as most qualified teachers will leave their jobs looking for greener pastures as what was experienced in Zimbabwe between 2007-208. This affects the quality of education since students will have no teachers or they are taught by under qualified teachers.

Corruption can lead inequality thus, few resources left may benefit a small group of students leaving the underprivileged without support. Most projects that are funded but affected by corruption are stagnant. No development will be notices since there is no accountability and transparency. According to UNESCO (2005) some government officials are corrupt and they missmanage or missallocate the funds resulting in poor children missing the opportunity of attending school. Hubbard (2007) notes that in Uganda between 1991 to 1995 the grants

allocated to education were misused by local government officials and politicians with 20% of personnel expenditure going to ghost teacher. Most schools were under resourced.

2.4.2 Political instability

Onye (2006) notes that political instability affects funding of primary schools. Each government that comes into power initiates its own programs which may have a positive or negative impact on funding of education. Economic instability due to political instability can lead to fluctuation in education. Thus, during the periods of economic downturn education budgets may be cut resulting in underfunding of primary education.

During political instability, the government may reduce funding of sectors or fund according to the list of priorities because tax payers may face difficulties in paying their taxes. This may result in limited funds for sectors like education. Political instability also have a negative impact on infrastructure. Development and maintainance of school infrastructure can be a challenge due to under funding. Hence lack of infrastructure may lead to overcrowded classrooms forcing schools to adopt the hot sitting technique which affects the quality of education. The government may also lack funds to recruit and pay teachers and those already in the service may be poorly paid.

Families are also affected by political instability. They may experience difficulties to the extent that education of children will be the last thing on the list of their priorities. Children might dropout of school and this affects ts enrollment in schools.

2.4.3 Lack of accountability

Lack of accountability is when one is not responsible for their actions. According to Hoy and Miskel (2013), accountability in education refers to the recognition of schools' responsibility to provide a comprehensive and effective education to their students. Administrators and teachers are accountable for their students in terms of discipline and learning outcomes. Indiscipline and failure are a result of accountability results in high rate of school dropouts, drug abuse which may result in high crime rate which hinders economic development thereby affecting the funding of primary schools. When there is no accountability funds are easily misused . Some resources may not reach schools or may not be used for their intended purposes. Lack of accountability can lead to corruption of education funds, less motivation for educators and officials to do their jobs well. Public trust may be lost resulting in donors

who help in finding education may decrease their initiatives or stop funding. On the other hand communities may disconnect themselves from schools.

2.4.4 Preparedness

The school fees abolition is a complex undertaking that cannot be done well without careful planning and policy adjustments and multiple fronts (Chikumelum, 2007). Lack of preparedness affects funding of primary schools. Akech and Simatwa, (2010) observed that in Kenya the needs of girls and opharns were not met resulting in lack of quality education. If the authorities are not prepared enough funding may result in large numbers in enrollment while facilities remain the same that is straining the existing physical resources (Ngaroga, 2001). Quality of education is mostly likely to be reduced in classes with large numbers in enrollment.

2.4.5 Culture and poverty

Some societies beliefs support gender inequality for instance cultures that practice young marriages, murder compensation in form of young girls. Some cultures do not value formal eduction. Families that cannot afford to send their children to school may rely on them to work to help support the household. In Tanzania, parents and teachers noted that the inability to pay school fees was a significant reason for children's absence from school (Oxfam, 2001). Prior to the implementation of free primary education in Zambia, the number of school dropouts continued to rise, as approximately 80% of the population lived below the poverty line (Chengo and Musonda, 2005). In Zambia, 45% of the children who left school did so because they could not afford the fees (Tembo and Ndhlovu, 2005).

Reductions in household spending can lead to children dropping out of school, as education spending is diverted to food and other immediate needs. Children in developing countries have to work instead of going to school to earn a living and support their families (Chung & Mason, 2012; Diemer & Khushik, 2020). Dustmann and Micklewright (2001) argue that children in low-income countries may be pushed into the labor market to contribute to family finances due to a lack of funds. This can have negative effects on their education. Some may even choose to leave school as early as possible (if there is one) to earn money through work to finance their consumer spending. This therefore calls for government intervention to provide accessible and quality education to keep children in school, especially those from disadvantaged families. When there is high

poverty rate, the number of private schools rise so as to carter for those that can afford them. This displays social stratification of students and may result in private schools having more funds from households tha public schools because may parents will opt for private schools. All these factors on culture affect the funding of primary education.

2.5 Chapter Summary

In conclusion, the financing of primary education is a complex and multifaceted issue that requires urgent attention and innovative solutions. As global educational goals evolve, so too must the strategies for financing education. This literature review has looked into the various dimensions of educational financing, examining case in other countries which provide evidence on challenges in financing primary education.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

In the previous chapter the aim was predicated on reviewing related literature to establish the facts on rethinking financing the Zimbabwe education. The public goods theory was used as the lead theory in this study. The theory explicitly stated that public services such as

education are better provided for by the government through structural support in order to benefit all primary school learners. This chapter highlighted the research methodology which was used in trying to provide answers to the sub-research problems raised in the introductory phase of the research problem underway, rethinking financing the Zimbabwean education, which used Shamva District as a case study. The chapter focused on the research paradigm, research approach, design, population and sample, data collection, sampling procedures and data analysis in exploring the problem under study. Also, instrumental in this chapter were issues of trustworthiness and truthfulness, ethical considerations and the chapter summary.

3.2 Research paradigm

3.2.1Interpretivism

In this study the researcher selected the interpretivism paradigm. Weber and Henderson (2013) assert that interpretivism is a sociological perspective that highlights the importance of grasping the beliefs, motivations, and reasoning of social participants to comprehend social reality. It is vital to note that interpretivism is a qualitative research philosophy which resonates well with social sciences. The major reason for choosing the interpretivism research paradigm lies in its compelling role in digging deeper into the phenomenon for a nuanced understanding of the subjectivity, multiple and socially constructed problem. This is supported by Berryman (2019:273) who opines that, "For interpretive researchers, to find answers to qualitative research questions, they need to structure their research questions in a way that focuses on understanding the 'how' and 'why' of a particular phenomenon. The interpretivism research paradigm presents itself as vital alternative in research which places focus on understanding the differences that exist between people as social animals in a social system. Interpretivism research philosophy has been credited for its proficiency making use of the contexts to shape experiences and meanings in a given research problem. The research paradigm is relevant in this study as it seeks to unlock the challenges rocking the current public finance system of Zimbabwe education, the financing mechanisms currently underway and the potential solutions which hone the prospects of sustainable public financing mechanism of education as a public service. Ryan (2018) views interpretivism research philosophy as instrumental in providing in-depth exploration of specific cases to gain rich understanding of the nature of the problem in order to arrive at a sustainable framework for financing the Zimbabwean education.

Moreover, Creswell (2019) contends that interpretivists are primarily recognized for embracing a relativist ontology, wherein a singular event can possess multiple interpretations instead of being a fact ascertainable through a specific method. This approach aims to achieve a comprehensive understanding of the event and uncover the intricate issues and phenomena involved. This enables researchers to establish what happens and how it happens which essentially enables in drawing conclusions. Another reason for the choice of the interpretivism research philosophy is premised on its flexibility in the methodologies used in the quest to providing a comprehensive understanding of social contexts in the problems being pursued. This is what Tuli (2010) clearly emphasizes: studies within the interpretivist paradigm can adopt a diverse methodological approach ranging from narrative study, to case study, to ethnography, providing in-depth life experiences of the narrators. It is felt by the researcher that using interpretivism paradigm would fundamentally enable probing interviewees' thoughts, values, prejudices, perceptions, perspectives and emotions. This proffers a vital cog in arriving at conclusions based on multiple perspectives of a particular issues under study. Contrary to the above, interpretivism has been criticised for only concentrating providing detailed insights of a phenomenon instead of simply generalising findings from the results gathered. According to Cohen et al (2011), instead of generalising findings from the results gathered from the participants and their social contexts, interpretivists try to gain a greater understanding and knowledge of the phenomena within the context's complexity. This largely compromises the reliability and validity of the research findings.

3.3 Research approach

In this study the researcher adopted the qualitative research approach. The qualitative research approach mainly sync with the paradigm arrived at which requires non-statistical description of primary dat. The researcher selected qualitative research approach solely based on the fact that it offers numerous opportunities in exploring the social setting being investigated in order to gather nuanced detailed data. Creswell (2012) proffers a broader definition of qualitative research approach as a type of social science research that collects and works with non-numerical data and that seeks to understand the phenomenon by interacting with the target population. It should be known to all and sundry that financing public education is a qualitative issues which can thus be best explored and answered using qualitative elements of scientific research. Congruent to the other erudite ideas, Bazerman (2011) defines qualitative approach as a scientific method of observation and probing to

gather non-numerical data. In this study it is clearly prudent to unreservedly highlight the fact that a qualitative research approach represent a broad spectrum of the problem understudy which ultimately revitalises the magnitude of solutions eked out of the study.

More so, in this study titled 'rethinking financing the Zimbabwean education' in Shamva District of Mashonaland Central Province, the researcher was awoken to the reality that the problem understudy could not be solved using numerical data since it required subjective description of the study participants. The same sentiments are upheld by Creswell (2012) who believes that the qualitative research approach aims to capture meanings or qualities that are not quantifiable such as feelings, thoughts and experiences of the afflicted population. Data collected under these circumstances is usually gathered over a long period of time and not a once off event. This substantiates the choice of this approach in acutalising effective and efficient exploring of the research topic, rethinking financing the Zimbabwean education.

3.4 Research design

The research design for this study is case study. Case studies are chiefly typified in specific phenomenon whose outcomes can be determined by vigorously directing energies towards studying and interacting with the study participants. According to Punch (2018), a case study is an in-depth, detailed examination of a single case or small numbers of cases typically involving a rich and contextualized analysis of the cases or cases within their natural setting. The researcher was motivation to focus on the case study as it strengthens the opportunities for extensively learning complex situations while also critically evaluating how the study participants respond in a given situation. Rule and Vaughn (2011) notes that case studies are defined as a research methodology that allows researchers to conduct an in-depth study of a particular person, group of people, community, or unit in which the researcher can provide in-depth information about the variables. Exploring how primary education is currently financed, the emerging gaps in financing the primary education for the benefit of all learners and to recommend the solutions for the same would surely depend immensely on the use of a case study research design. Yin (2018) reveals that case studies have the propensity of aiding researchers to simplify and refine a complicated and broad phenomenon transforming it into a project that is manageable and focused. It is in light of this viewpoints that the researcher selected the case study research design in order to provide a detailed insights into the current misalignment of the public financing of education in Zimbabwe with the contextually obtaining situation. Denzin and Lincoln (2005) define it as the study of

actual, lived events and circumstances as they emerge during routine activities. The major inadequacy of using case studies is the difficulty in generalizing findings from one case study to the other settings. According to Creswell (2017), case studies are mainly criticized on grounds of validity and reliability because of the small non-representative sample. In this study the case study was used in a manner that ensured validity and reliability issues were adequately addressed through triangulated data collection methods.

3.5 Data collection instruments

The tools used in this study are components of qualitative research which synchronizes the case study research design. These instruments are interviews, focus group discussions and documentary search. Research instruments were defined by Creswell (2017) as any tool that a researcher may use to collect or obtain data, measure data and analyse data that is relevant to the subject of one's study.

2.5.1 Interviews

In this study the researcher selected the interviews for use in gathering primary data. The choice of open-ended interviews has been motivated by the fact that interviews they allow the researcher to gather nuanced through probing and clarifying the study participants. It can be noted that interviews are general crucial in studying sensitive topics. According to Seale, Giampeitro, Gubrium and Silverman (2016), an interview is a social encounter where speakers collaborate in producing retrospective and prospective accounts or versions of their past, present or future experiences, feelings and thoughts. The pertinence of interviews is such that they allow can also make judgments of the participants' general feelings through facial expressions gestures. Another reason for adopting the open-ended interviews in this study is premised on the fact that the researcher has control of the issues being discussed so that the scope of discussion does not stray from the main objective which findings answers to the current financing mechanisms in public primary education.

3.5.2 Document Analysis

The nature of this study so demands that the research extensively interact with literature primarily to gather detailed data. Document analysis is a systematic and essential process for assessing printed and electronic documents, from conventional paper-based materials to digital files sent over the internet (Cath, 2018). Document analysis has been credited for ensuring that researchers can extract valuable insights from interacting with multiple

documents. Document analysis has the temerity of allowing the researchers to sift through information in qualitative research until they find important information that help find answers to the sub-research questions. Creswell (2019) concurs that documents analysis can provide supplementary research data. It arguably is instrumental in providing background information which help contextualize one's research within the social phenomenon understudy.

3.5.3 Focus Group Discussion

The researcher chose focus group discussion (FGD) in this study to collect data. According to Lewis (2021), focus group discussion is a qualitative research method and data collection technique in which a selected group of people discuss a particular topic or question in depth, facilitated by a professional external moderator. The motivation to adopt the FGD in this study lies in that it allows the researcher tap the views of the participants when they stimulate ideas through open discussion. The FDG was predicated on the current challenges rocking financing of public primary education in Zimbabwe in what was termed as rethinking financing the Zimbabwean education. To Stewart and Shamdasani (2016), focus group discussion largely influences quality responses as participants often share insights into the problem being discussed. This is one of the reason why the researcher chose the FGD because it helps harness the detailed data through an established social connection embedded in the group discussion.

3.5.4 Observation

According to Gorman and Clayton (2005), observational studies are characterized by the systematic recording of visible behaviors or phenomena in their natural contexts. The observation method refers to a data collection technique where an observer, typically trained, monitors subjects or phenomena and documents details concerning the features of those phenomena (Sproull, 1988). By employing observation, researchers can derive accurate insights into particular topics by closely inspecting observable behaviors within natural settings. This approach not only aids in data gathering but also facilitates an understanding of cultures from the viewpoint of the subjects being observed (Gorman & Clayton, 2005; Spradley, 1980). Particularly within social sciences, this methodology provides the opportunity to engage with everyday life, leading to listening, inquiry, and prolonged observation to achieve a deeper comprehension of different populations (Edgerton, 1984).

3.6 Target population

Best and Kahn (2013:13) argue that, "A population is a group of individuals that have one or more characteristics in common that are of interest to the researcher." The school administrators, teachers and parents were part of the population which actively partook in this study. The personnel from Shamva District Development Coordinators also took part in this study as experts. Also instrumental in this study as the population were the Community Based Organisations and the Nongovernmental Organisations (NGOs) whose thrust is identifying and securing funding to finance the education of primary school children. The district has public primary schools. The major economic activities in Shamva District include artisanal mining, illegal gold panning and communal agriculture.

3.7 Sampling technique

3.7.1 Snowballing sampling

This study adopted the snowballing sampling technique. The choice of snowballing sampling technique emanated from the prowess in enabling hidden populations to be extracted from the study population. According to Ranchiti (2014), snowballing sampling technique, sometimes referred to as chain-referral sampling is non probability sampling technique the samples have rare traits and are difficult to find. It can be argued that snowballing places focus on recruitment of participants based on assistants from the already identified ones. This technique is instrumental in complex phenomenal problems such as identifying school dropouts and other vulnerable children in the district. Barbie and Reuben (2017) claim that using the snowball sampling technique enhances the chances of locating information from hidden variables in order to fully exhaust all angles which leads to continued existence of school dropouts in the wake several intervention mitigations measures in financing the public primary education in Shamva District of Mashonaland Central Province. The snowball sampling technique started by identifying samples from the primary school whose records indicated that they dropped out of school as a result of failure to pay for their education.

3.7.2 Purposive Sampling

Another sampling technique used for this study was purposive sampling. This sampling technique was used for experts such as administrators, key informants, teachers, neighborhood counselors, district development coordinator, and district social development department. Guba and Lincoln (2018) argue that purposive sampling refers to

a set of non-probability sampling techniques in which units are selected because they have characteristics that are needed in their study. Purposive sampling technique has the greatest advantage of accurately target the desired sample whose contribution to the discourse of the scientific research is of superior importance. The purposive sampling technique is vital in that it enables the researcher to match respondents with similar characteristics. This make these two sampling technique instrumental in this study.

3.8 Data analysis

In this study the researcher used the thematic data analysis. Braune and Clarke (2012) define thematic analysis as a method of identifying, evaluating, and reporting patterns inside data characterized by reducing data into flexible fashion compatible with other analysis techniques. This is mainly because thematic analysis has the prowess to enhance easy interpretation through meaning making and connecting patterns in both the primary and secondary data. One of the greatest advantages of use of theme analysis is that it allows researchers to clear answers to the research problem. The same sentiments are shared by Warren (2020) who states that thematic analysis allows the researcher to discover significant patterns that are crucial to the research topic and sub-questions being studied. Thematic analysis arguably is one of the best procedures to analysing data wherein it ensures validity of the research findings.This is what Vaismoradi, Turunen and Bondas (2013) say, who posit without reservation that thematic analysis guarantees the validity of the results, exploring the context using thematic analysis of open-ended responses from surveys or transcribed interviews. It allows the researcher to discover significant patterns that are essential in relation to the subject and the research questions studied.

3.9 Trustworthiness and truthfulness

According to Pilot and Beck (2014), trustworthiness or rigour of a study refers to the degree of confidence in data, interpretation, and methods used to ensure the quality of a study. In this study trustworthiness and truthfulness was predicated on the use of authentic sources of secondary data. This has the propensity of ensuring validity in the data and the study findings. The researcher made sure that issues of trustworthiness and truthfulness were adequately addressed through producing a research that is purely based on neutral findings and not influenced assumptions or researcher biases. This is supported by Polit et al (2014)

that trustworthiness of scientific research is premised on dependability, credibility, transferability and confirmability. It is prudent to highlight the fact that when exploring social science research of the nature like the understudy of investigating the current financing of public primary education, the challenges bedeviling its successful financing and the solutions for the same, there is need for greater truthfulness so that the findings influences future academic discourses ensuring obligatory financing of public goods such as education in Zimbabwe.

3.10 Ethical considerations

The researcher was cognisant of the fact carrying out this research had to done in a manner which would not inflict harm on other parties. It is in respect of this notion that ethical consideration are highly valued in this study. According to Crowl (2019), ethical considerations are a collection of values and principles that deal with the issue of right and wrong in human affairs. In this regard, the researcher sought permission to conduct the study from the responsible authorities starting from the parent university to provincial administrative board charged with administration of Mashonaland Central Province, the Shamva District Development Coordinator and the target institutions. Highest level of privacy and protection of research information were greatly emphasised in this study. This study did not in any way harm the rights of the participants as informed consent became the order of the day on all subjects of active participation in this research. Issues of trustworthiness and reliability were bolstered through acknowledging all the sources of information borrowed and borrowed ideas for the purposes of this study.

3.10.1 Informed consent

According to Creswell (2019), informed consent is the process of informing potential research participants about key elements of a research study and what their participation entails. In this study, the researcher sought to obtain information from all participants who actively participated in the study. In this study the researcher sought informed from all the participants who actively partook in the study. Clear explanation of the implications and parameters of the study were made ensuring the respondents to actively take part out of their own volition. Informed consent in research is critical as it ensures that individuals involved in the study have an informed choice whether to partake in the study or not. Informed consent has been claimed to be critical in scientific research as it reflects the value of the rights of the study participants when carrying out a research.

3.10.2 Confidentiality

Social science research work is often susceptible to participant apathy especially on highly sensitive issues for fear of soiling one's image (Creswell, 2019). The researcher ensured confidentiality in this study by having all the necessary researcher details without publicizing it. This is what Lincoln and Guba (2018) mean when they argue that confidentiality in scientific research pertains to a situation where researchers have knowledge of who their participants are, without necessarily making public their information in the research report. Confidentiality helps in building trust between researchers and the study respondents. Confidentiality has been claimed by literature as being instrumental in preserving individual dignity through preserving information misuse. Confidentiality has the propensity of augmenting the privacy of study participants without reputational damage.

3.10.3 Anonymity

This study did not collect identifying information in the form of addresses, names and not linking responses to the participants' identities. According to Leedy and Ormrod (2014), anonymity in research refers to a situation when a person is not known by their name. To ensure anonymity in this study the researcher adopted the use of pseudonyms instead of real names of places and people who partook in the study. This has the impetus of protecting the privacy of human subjects who actively participate in the study. In should be known to all and sundry that social work research has to include anonymity since it deals with real human beings whose information may harm their reputation if made public. In this study anonymity made use of the bulk of the data collection procedures wherein the study participants' information was begrudgingly protected.

3.10.4 Ethical Approval

Ethical approval in research reflects the approval sought before a study is carried out (Creswell, 2019). It follows therefore that ethical approval place focus on the fact that approval is obtained before a research study is carried out. This study incorporate information that is in the public domain hence the need to seek ethical approval in order to protect the dignity and the rights of the study participants. The reason for inclusion of the ethical approval in this study is premised on the fact that ethical standards in scientific research are religiously adhered to. Ethical approval was done well before the researcher into the field to interact with the study participants.

3.11 Summary

The chapter presented the research methodology in which the research paradigm, research approach, research design, the target populations and instrumentation were sufficiently addressed. It was revealed in this chapter that the choice of sampling technique borrows directly from the research approach and the objectives of the study. The sampling technique of snowballing and purposive sampling were perfectly highlighted in this chapter. The next chapter is premised data presentation and analysis. This was concluded by the discussion of research findings

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION ANALYSIS AND DISCUSSION

4.0 INTORDUCTION

The aim of this chapter was to present the primary data wherein the collected data from the study participants were presented using the triangulation approaches. The research problem whose data were presented was titled, Rethinking Financing the Education System in Shamva District of Mashonaland Central Province. In this chapter, data were collected using three different research instruments which are: interviews, focus group discussion and document analysis. The primary data were collected from primary schools in Shamva urban cluster and Nherera cluster in Shamva South District. Data were presented using the content analysis, diagrammatic illustrations, and tables of comments and verbatim responses all of which were presented using the triangulated data presentation. The data presentation approaches were clearly designed to provide answers to the sub-research questions and subsequently the research problem which motivated this study.

4.1 DATA PRESENTATION

4.1.1 What are the current public financing systems for primary school education in Shamva Urban Cluster?

4.1.2 What challenges are facing public financing in primary schools in Shamva Urban Cluster?

4.1.3 What are the recommendations which could be taken to improve public financing in primary education in primary schools in Shamva Urban Cluster?

4.2 DATA FROM THE DEMOGRAPHIC INFORMATION

In this section, the researcher presented the primary data gathered from diverse research respondents who include, teachers, school administrators, the department of social development and parents. This made the data quite nuanced and balanced since it tapped views from considerable variables representing the views of the generality of the population.

Table 4.2: Statistical demographic table

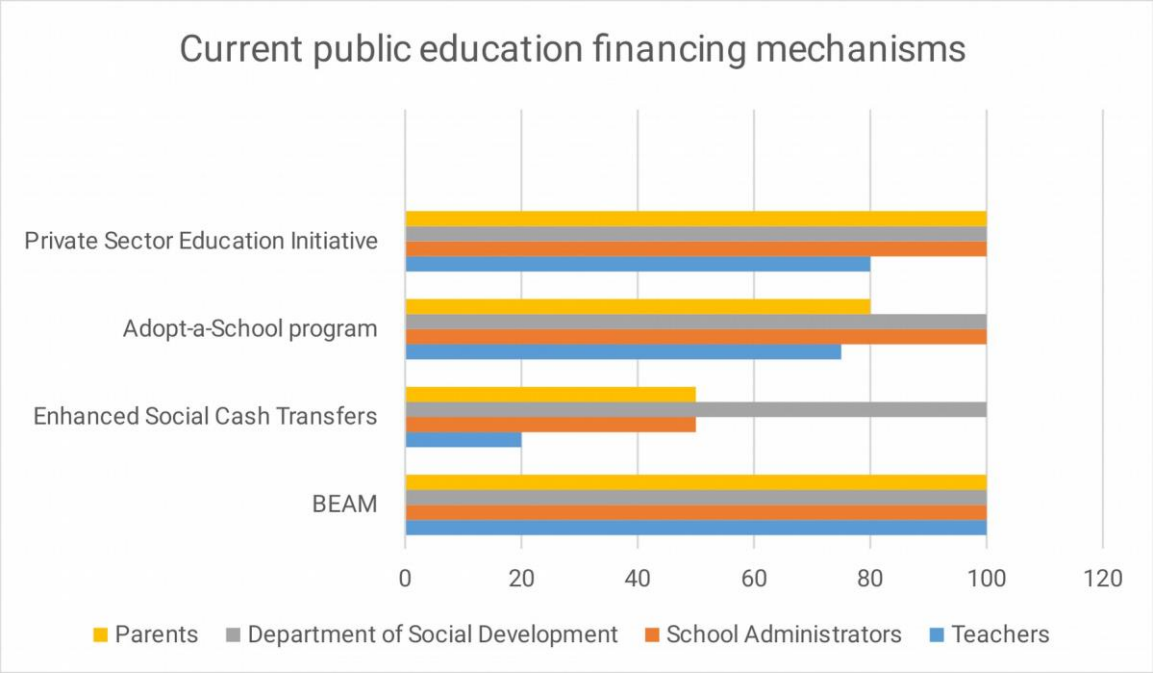
Category of participant	Lowest professional qualification	Highest professional qualification	Religion	Age range in years	Gender	
					M	F
Teachers	Diploma in Education	(M.Edu)	Christianity Islam African Traditionalists	26-53	18	42
School Administrators	Certificate in Education	(M.Edu)	Christianity Islam African Traditionalists	39-64	14	6
Department of Social Development	Diploma	(MSc. Counselling)	Christianity Islam African Traditionalists	30-51	5	5
Parents	Standard Six	Undergraduate Degree	Judaism Christianity	20-55	12	8
Learners	Grade 1	Grade 7		7-14	113	87

The above statistical demographic table shows a succinct diverse range of variables wherein the gender, level of education, religion and age ranges. Having diverse levels of educational and professional qualification meant that the study participants' understanding represented different knowledge levels. The section also depicts the gender differences wherein males and females were each represented heightening the likelihood of drawing views from all these groupings. The age ranges also shown from age 7 to 64 clearly embraces all age groups making the demographic variables all factored. This made the study a balanced representation of the entire population.

4.3 THE CURRENT PUBLIC FINANCING SYSTEMS FOR PRIMARY SCHOOL EDUCATION IN SHAMVA URBAN CLUSTER.

In this section, the primary data presented indicated that most of the study participants were privy to the current public financing system in Zimbabwean Primary schools. The commonly identified responses from the interviews, focus group discussions and the data analysis all pointed to a broadly understood model of public financing of the education in primary schools. The bar graph illustrated below shows the primary data on the current public education financing models:

Fig 4.2: Current public education financing mechanisms.



4.3.1 BEAM Program

In this section, the primary data presented above reflects the fact that all the study participants unanimously agreed that the Basic Education Assistance Module constituted the bulk of public education financing mechanism that is appreciable and known by all the citizens in Shamva. 100 percent of the study participants who actively partook in the focus group discussions and interviews composed of the teachers (60 teachers), school administrators 20 heads and deputy heads), department of social development (10 officers in the department) and parents (20 parents) clearly showed that they immensely understood the role played by the government in ensuring public education financing to the less privileged children and communities.

Snippets from the study participants were as follows:

T01 had this to say: *Well, madam. The major public education financing mechanism that is endemic to Zimbabwe and Shamva district in particular is BEAM. The vulnerable children are accommodated under the BEAM.*

T39 concurred: *BEAM makes up the bulk of public financing mechanism for primary school education. It is bankrolled by the government to cater for the less privileged children.*

ADM09: *Actually. The government through the ministry of Public Services and Social Welfare ensures that education for all is achieved through the BEAM.*

ADM17 revealed that: *Oh! Yes. Let me point out that we have the BEAM program which largely provide social support to the Orphaned and Vulnerable Children (OVCs) through paying for their school fees.*

ODSD: Yes. *As government we have so many public education financing systems chief among them being the Basic Education Assistance Module (BEAM). Under this program, schools and community representatives are tasked with identifying the less privileged children and forward their names to the ministry of Public Service and Social Welfare.*

P1: *Inini ndinongoziva BEAM mwanangu ndiyo inotibetsera kubhadharira vana vaya vanoshaya mari yechikoro. Chirongwa ichi chiri kuti vana vose vawane mukana wekudzidza pasina anotadza nekuti haana mari.*

(I only of the BEAM my child. It is the program that help vulnerable children to have access to education. The BEAM program is crucial in ensuring that all the less privileged children have access to education.)

P07: *BEAM ndiyo iri kubetsera vana vakawanda chaizvo kuno uku muzukuru. Inovabhadharira mari yechikoro.*

BEAM is the one program essentially assisting less privileged children by paying their school fees.

4.3.2 Enhanced Social Cash Transfers

The data also shows that Enhanced Social Cash Transfers is yet another public education financing mechanism wherein the Department of Social Development register vulnerable families earmarked for social protection through the social safety nets. Only 12 teachers raised this public education financing mechanism representing 20 percent of the total number of teachers, 10 school administrators also identified the enhanced social cash transfers representing 50 percent of the total number of school administrators. All the 10 social development officers in the Department of Social Development emphatically highlighted the enhanced social cash transfers as aiding in financing public education in Shamva District. Also, some of the parents amounting to half the total number that actively participated in this study, 50 percent indicated that enhanced social cash transfers was one of the strategies used to finance public education in Shamva District.

Excerpts are presented below:

ODSD: *Our Department of Social Development registers the vulnerable groups such as the OVCs and the elderly. These people receive Enhanced Social Cash Transfers (ESCT) pay outs to support their upkeep. Some of the money is used to buy food, clothes and to pay for their children's school fees.*

ADMI19: I know of the Social Cash Transfers given to the elderly and OVCs for their upkeep and their families. These cash payouts can be used to buy other important amenities needed by children when going to schools.

P13: *Kuno uku kune veSocial Welfare vanofamba vachinyora mazita evanhu vaya vakura kana nherera dzakawanda kuti vagopota vachihora. Mari iyoyo inotengerawo vana zvokudya, zvokupfeka nezvimwe vachienda kuchikoro.*

(In this area there are individuals from social welfare who move about taking down names of the elderly and the OVCs so that they receive monthly payouts. The money can be used to buy necessities for the welfare of the elderly and children.)

4.3.3 Adopt-a-School Program

This public education financing mechanism commonly featured in the interviews and focus group discussions which took place. 75 percent of teachers pointed out this while all the school administrators and experts in the department of social development unreservedly stated that the adopt-a-school program largely perpetuated by the civil society organisations and some nongovernmental organisations and individuals has been instrumental. 80 percent of the parents noted that organisations such as the SOS Village, CAMFED and the Child Protection Services (CPS) have been instrumental in the infrastructure development and identification of vulnerable children often dropping out of school due to many socio-economic reasons.

Some of the views which were brought to the fore during the FGDs and the interviews are provided below:

ODSD1 indicated that: *We have so many organisations that are financing public education through the adopt-a-school program. Under this program NGOs take responsibility of paying for the less privileged apart from infrastructure development*

4.3.4 Private Sector Education Initiative (PSEI)

The primary data presented shows that the private sector has been complementing the government efforts to provide one of the public goods in the form of free education to vulnerable children. 80 percent of the teachers highlighted that the private sector education initiative was a useful public education financing mechanism. The other three groups constituting the research participants who actively participated in the interviews and focus group discussions all agreed that the PSEI was one of the public education financing approach which was popular in Shamva District.

Below are some selected excerpts from the interviews and the focus group discussions carried out on teachers, school administrators, officers in the department of social development and parents:

P6: *Tine makambani akawanda ari kushandira muno umu ari kubetsera vana vanoshaya mari yechikoro. Kunewo vamwe vanongobetsera vana vanotambura vachivabhadharira chikoro nokuvapa zvimwe zvose zvavanoda.*

(We have companies that are operating in this community which are paying school fees for the less privileged as part of corporate social responsibility. We also have individuals that are voluntarily paying fees for the less privileged.)

ADMI 20 had this to say: *There are private organisations that have taken the responsibility of paying fees for the less privileged children.*

ODSD: *We register several private organisations that undertake the corporate social responsibility of infrastructure development as well as social safety nets through paying fees for the less privileged.*

T3: *Private organisations in Shamva district play a role in financing public education through identifying and paying school fees and other essentials to vulnerable children.*

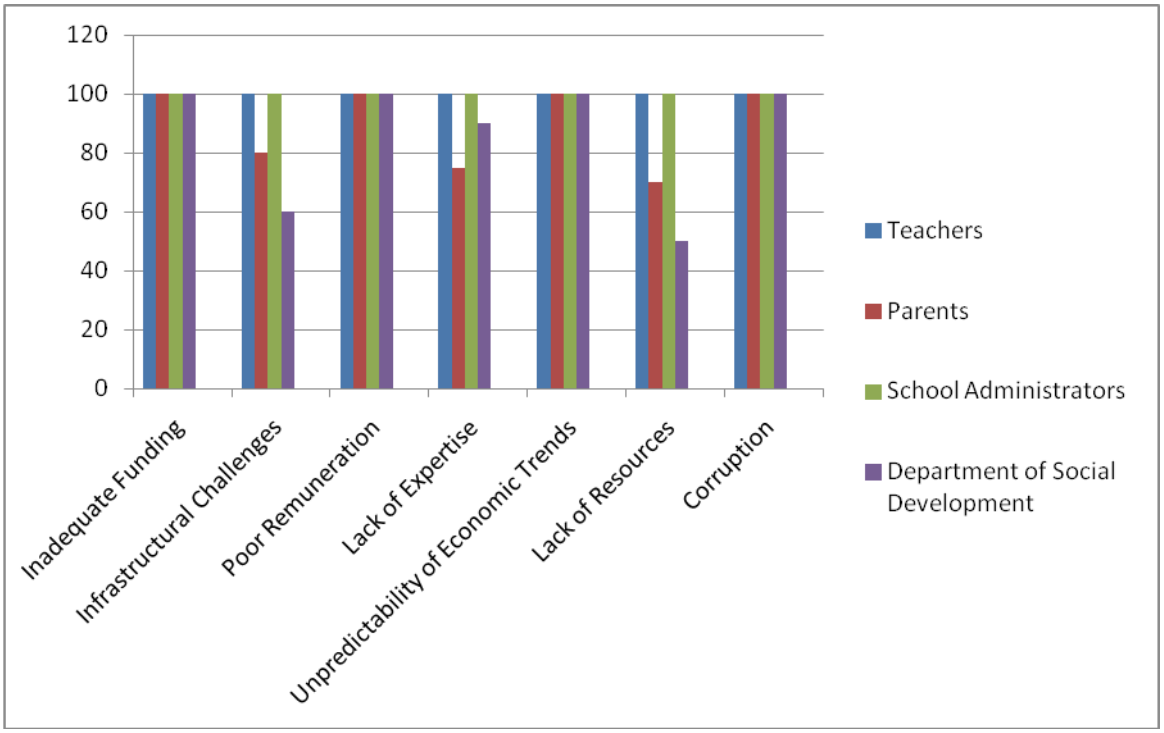
4.3.5 ANALYSIS

From the primary data presented above, it became very clear that most of the study respondents clearly understood the various public education financing mechanisms. According to UNESCO (2018), public financing systems largely place focus on the provision of public goods such as public education, food, water, electricity which cannot be exhausted upon utilization. It is abundantly shown by the data that mechanisms such as BEAM, Enhanced Social Cash Transfers, Adopt-a-School Program and the Private Sector Education Initiatives. The same sentiments are shared by World Bank (2021) which postulate that most developing countries in the Global South engage in public private partnerships to enhance efficiency in the provision of social services such as education. The general sample which partook in the data collection in this study largely indicated the BEAM being the major component in public education financing, the enhanced social cash transfers and the private sector education initiatives were also cited as other vital elements of public financing of primary school education.

4.4 CHALLENGES FACING PUBLIC EDUCATION FINANCING IN PRIMARY SCHOOLS IN SHAMVA URBAN CLUSTER.

In this section, the primary data collected from the study participants identified a number of challenges. The researcher presents the challenges that were highlighted by the research respondents in the form of a column graph clearly indicating both the qualitative and quantitative elements of the data gathered as illustrated below:

Fig 4.3Challenges in financing primary education in Shamva urban cluster.



4.4.1 Inadequate funding

The chart above clearly show the primary data of what most of the study participants highlighted as the challenges bedevilling financing the public education in primary schools in Zimbabwe. Chief among the challenges presented as bedevilling the current public education financing mechanisms was inadequate funding. All the study participants unanimously bemoaned inadequate funding for public education as mainly affecting many children in schools. The participants clearly noted that Zimbabwe's education is largely financed by the government but the funds are simply not adequate especially for the less privileged children who rely on government assistance.

Some excerpts from the verbatim raw data are presented below as:

T33 had this to say: *Our government does not care to provide funding in public schools as the budgetary allocation for education has been dwindling over the years. The quality of education has gone in public schools through lack of funding which is why private schools are mushrooming everywhere.*

T02 revealed that: *Funding for education in primary schools remains a challenge despite the legal provisions instructing the government to guarantee free and compulsory education. School dropouts are a common phenomenon.*

ADM01 concurred that: *The BEAM funds disbursed to support the less privileged are inadequate to cover all vulnerable learners. Also, the delays in the disbursement of funding affects education as you know that education is resource intensive.*

ADM08: *Financing public education remains pathetic opening room for emergence of private schools which are expensive and providing low quality education.*

ODSD had this to say: *Lately we have had a bit of challenges with financing education where at times funds were released only towards the end of the year. This means that schools spend the better part of the year with empty coffers which affects their operations.*

P4 had this to say: *Mari yacho yeBEAM iri kunonoka kuuya muzvikoro zvokuti vana vedu vanopedzisira vave kudzingwa. Plus kunonguya mari yefees chete apa vamwe vana vanenge vasina kana chokudya kumba, poukgara nezvimwe.*

(The disbursement of funds for education is taking too long which result in our children being sent back home or asked to pay fees. In addition, they only provide school fees without factoring other salient factors such as food shelter and many others.)

P11: *Inini chandinoona mwanangu ndechokuti nyaya yemari yedzidzo yevana inopiwa nehurumende iya ishoma chaizvo zvokuti vana vazhinji vanotosara muBEAM muye nokuda kokuti mari yacho ishoma inenge ichikwana vana vashoma chete.*

(The way I perceive it my child is that the BEAM allocations in schools are simply not enough and only catering for few children. Some of the less privileged children end up failing to access education as a result of limited budgetary allocations.)

Infrastructural Challenges

On this one the participants unreservedly stated that infrastructure is a challenge in most schools as there are simply not enough classroom blocks to accommodate the high numbers of learners being enrolled in schools. All the school administrators and teachers interviewed agreed that issues of infrastructure in schools particularly in peri-urban or in the peripheral (rural areas) is a cause for concern. 80 percent and 60 percent of parents and officers in the department of social development respectively stated that shortage of infrastructure remains a challenge. The major infrastructure highlighted as being leveraged on in peri-urban areas is the abandoned farm structures such as barns and shades.

P7 stated that: *Pokudzidzira muzukuru ndicho chibayo. Hakuna makirasi vana vedu vari kukudzira mumabarns akasiiwa nevarungu.*

(We have a challenge of shortage of classroom blocks and our children use the defunct and abandoned tobacco curing barns.)

P05: *Tine dambudziko repokudzidzira. Dzimba dzokudzidzira dzacho ishoma zvokuti kana kuchinaya vana vanoungana mudzimba dziripo dzacho saka kudzidza panenge pasisina.*

(One greatest challenge shortage is that of lack of infrastructure. Learning is disrupted during the rainy season because of that.)

ADM12: *The issue of infrastructure in our schools is challenge. Schools cannot afford to construct more classroom blocks to accommodate all learners.*

T21: *We share classrooms because of shortage of infrastructure. We have hot seating sessions.*

T13: *Infrastructural challenges are a cause for concern as most of the schools in this community do not have adequate infrastructure.*

ODSD had this to say: *Infrastructure development has been slow over the years and schools are overwhelmed by the enrolment pressures. This issue of lack of infrastructure is indeed a challenge.*

4.4.3 Poor remuneration of teachers

The raw data gathered clearly show that the issue of remuneration of teachers is one of the greatest challenges that are affecting education in schools. All of the study participants were clear that poor salary scales for teachers result in the cat and mouse chase between the government and teachers. This ultimately leads to loss of quality time for education where learners have to go for days without teachers in some cases. The issue of poor salaries featured in all the interviews carried as well as the documents analysed. The cause and effect relationship between poor salaries and consistent job actions has been cited by some as a challenge

ADM12: *One of the challenges bedevilling financing education is very low salaries for teachers. They end up failing to perform their professional duties up to expectations.*

ADM01 had this to say: *Every time when schools open we hear of teachers intending to go on strike because of meagre salaries instead of fully preparing for work. This results in the false start during the beginning of the term.*

T03: *It is frustrating that teachers are the backbone of the society yet they are poorly remunerated. This erodes the morale to execute our professional duties.*

P7: *Nyaya yemihoro yemateacher dai vaita zvimwe nokuti kana chikoro chovhurwa tinobatira hana mumaoko kuti chinovhurwa here temu ino. Vadzidzisi vanogara vachiramwa mabasa nemari shoma yavanopiwa.*

(The issue of low remuneration for teachers is a cause for concern. We become worried every time schools open because of the threats from teachers to go on strike for better pay.)

ODSD: *In Zimbabwe, remuneration of teachers has been a hot issue over the years as both teachers and government end up playing the cat and mouse chase on issues to do teachers' salaries. This disrupts education of children in public schools*

ODSD revealed that: *Poor remuneration leads to mass exodus of good teachers in public schools leaving mostly inexperienced teachers.*

4.4.4 Lack of resources

The study participants also highlighted the issue of lack of resources for enabling schools to function properly. 100 percent of teachers and administrators indicated that resources constraints in schools ranging from lack of teaching and learning materials as well as furniture for learners remain a great challenge in schools. 70 percent of the interviewed parents highlighted the issue of lack of resources as largely impacting public education in Zimbabwean primary schools. The other 30 percent did not at all talk about resources as they mainly focused on infrastructure challenges. ODSD indicated that resources are a challenge. This was represented by 50 percent of the total sample

T31: *Schools do not have resources to complement the teaching and learning. Resources such as textbooks, furniture and stationery inhibits teachers from fully performing their professional duties.*

T09: *Resources constraints see teachers having to ask parents to provide resources for their children because we do not even have textbooks. The only few donated textbooks are not enough and some have low quality content insufficient to meaningfully benefit learners.*

ADM01: *Well madam. We have a challenge of lack of resources that enable us to function properly as schools. Education is resources intensive and as such without proper financing mechanisms we find ourselves in a catch 22 situation.*

ADM10: *Shortage of resources in our schools is a serious challenge which negatively impact education in the peripheral schools.*

ODSD: *Issues of resources for schools is a challenge. I must admit that as government we have not been forthcoming in providing enabling resources in our vulnerable children who are in schools.*

P2: *Midziyo yokushandisa muzvikoro haina kukwana. Dzimwe nguva tinotonzi titenge mabhuku evana vedu aya anenge asiko kuzvikoro.*

(There is no adequate resources such as textbooks. At times we are asked to buy some textbooks to complement those that are not provided by the government.

P08: *Vana vedu vanodzidza vakagara vakawandisa pamabhenji. Mdziyo yokugarira mishoma muzvikoro.*

(Our children have inadequate furniture which make them overcrowded in the available furniture.)

4.4.5 Corruption

Corruption is yet another challenge which was cited in this study in the raw data that was collected. This was broadly explained as covering the disbursement of funds, selection of beneficiaries of BEAM and the procurement in schools. All the study participants unanimously agreed that corruption is a rogue element in society as it largely affects the smooth operations in schools.

P6: *Dambudziko ratinaro ndere huori unoona mwana anoti gore rino ari muBEAM rinotevera onzi haamo unobva washaya kuti zviri kufamba sei chokwadi*

(Our major problem is nepotism and favouritism in the selection BEAM beneficiaries. There is no clear formula for selecting BEAM beneficiaries.)

T39 indicated that: *There is another cancer that is affecting financing public education in schools is graft. Embezzlement of funds in schools remains a challenge. We have seen the School Improvement Grants (SIG) being misappropriated and nit meaningfully benefitting learners in schools.*

ADM01: *Corruption in the manner in which public funds are released where BEAM payments are only released towards the end of the year in some cases is challenge.*

ODSD01: *We have another challenge being corruption we have heard stories of public officers having been arraigned before the courts for embezzlement of public funds.*

ODSD08: *One of the challenges bedevilling financing public education is tied to graft. Corruption features in through diversion of funds meant for infrastructure development in public schools.*

4.4.5 ANALYSIS

It has been overly stated that there is trail of challenges bedevilling the public education financing mechanisms in primary schools in Shamva urban cluster. A number of responses clearly spoke to the challenge of inadequate funding. According to Zvobgo (2004), funding public education in Zimbabwe has been a challenge over the years as the government has failed to provide grants which are provided for in the constitution. This was noted wherein all the participants indicated inadequate funding as being a challenge. This is supported by Maravanyika (2016) who argues that financing public education remains a great challenge because of budgetary constraints. Another challenge which was highlighted in the data

presentation was poor remuneration. The issue of low salaries has been claimed to negatively impact the quality of teaching and learning. This is supported by Machingura (2013) who argues that the morale of teachers in Zimbabwean schools has been dampened by reluctance by the government to pay meaningful wages.

4.5 RECOMMENDATIONS TO IMPROVE MECHANISMS FOR FINANCING PUBLIC EDUCATION IN PRIMARY SCHOOLS IN SHAMVA

In this section, the research participants gave a number of solutions which could improve public education financing in primary schools in Shamva urban cluster.

Table 4.3 Recommendations and comments

Recommendation	Comments
Crafting sector specific policies that address how public education can be financed	On this one, all the participants clearly indicated that the challenge of lack of funding was due to lack of clear policies. The issue of policy framework targeting financing public education needed a reconsideration. Snippets from the responses were as follows: P1: *Kunofanira kuve mutemo unojekesa nyaya yokuti vana vanodzidziswa nani uye vachiwaniswa chii mukudzidza kwavo kusiyana nezviripo mazuva ano zvokuti hapana kana anosungirwa nemotemo kuti aite kuti mwana adzidze.* (There is need to refine the policy issues on financing public education clearly indicating to whom the prerogative of financing public education and setting the parameters on how far the they can cover to provide social safety nets in less privileged children.) ADM06: *Clear policies need to be put in places that directly speak to education of all children since education is basic human right* ADM11: *I think policy issues need to be taken into account so that we have social policies that obligates government to play its oversight role and actively provide budget allocations meant to benefit public education.* ODSD08: *I think the current public education financing policies fall inadequate of addressing real issues of ensuring that education is basic human right. There is need to revisit the current laws so that they align with the provisions in the UNCRC and ACWRC. Public education should be solely be the prerogative of the nation state.*

	T2: *Honestly speaking, the current policies are vague and do not place obligation on specific individuals or government for fear being arrested for failing to provide for that right. There is need to relook at the current pieces of laws so that they are tailor-made to address Zimbabwean problems.*
School based income generating projects	Most of the study respondents amounting to 90 percent did not shy away from advocating for school based income generating projects whose proceeds they felt could aid education of learners in the community: The most common verbatim responses were captured below as follows: T34: *I think schools need not wait for government funding but think outside the box and come up with school-based income generating projects in which they partner with Community Based organisations and other stakeholders* ADM06: *Oh, Yes! There is need for schools to engage local communities to up with school-based income generating projects that are commercial in nature by so doing then the vulnerable children can be accommodated. Infrastructure development programs can also be guaranteed under such conditions.* ODSD had this to say: *I think its high time schools venture into commercial businesses in partnership with already established business community so that they self-finance a number of developmental issues.* P5: *Zvikoro zvinogona kuita mabusinesses azvo kuitira kuti zvisamirira mari inobva kuhurumende inouya isingakwane* (Schools need to own their businesses so that they won't have to wait for paltry budgetary allocations.)
Good governance at all tiers	The participants indicated the principles of good governance were essential if schools were to be effective in providing education as a basic human right P1: *Kunofanirwa kuitwa zvinhu zvose zvinoitwa kubvira kune vari kutonga kumusoro zvinge zvakajeka so that zvinhu zvose zvinoonekwa maitirwe azvo.* There is need for transparency from the top echelons of power to the lower tiers of governance in schools. P7: *Efficiency and effectiveness through accounting for all learners failing to attend school so that all learners have access to education.* T30: *Governance has been a challenge at every level in Shamva. There is need to ensure that good governance where everybody is accountable and not above the low so that provision of public goods a reality check.*

	ODSD04: *Good governance is a sure way to ensuring that school operate within the confines of the law for the benefit of learners and for self-aggrandisement.* ADM09: Focusing on good governance in a true sense and not in name could go a long way in addressing some of the challenges bedevilling financing public education.

4.5.1 ANALYSIS

In the table above, the researcher presented the primary data gathered from the research participants. The recommendations provided for by the participants clearly advocated for policy shift to focus on addressing the real issues affecting financing public education in primary schools. As claimed by Maravanyika (2016), public education financing should take the centre stage through policy shift that genuinely seek to address the real challenges faced by citizens. The study mainly identified policy issues and income generating projects as clear strategies that can be pursued by schools in addressing issues of infrastructure development, provision of resources and helping the needy children in the communities.

4.6 DISUCSSION OF THE STUDY FINDINGS

4.6.1 Public education financing mechanism currently used in Shamva urban cluster primary schools

From the primary data provided in this study it was clearly highlighted that public education financing in Shamva Urban Cluster is largely done by the government. According to Zvobgo (2004), public education was largely financed by the government through the populist political manifesto cum an Act of Parliament, The Education Act of 1987 as amended in 1996; 2006 and 2019. This act gave birth to BEAM which makes the bulk of government financing of public education. As claimed by Saunders et al (2019), public education financing has over the years accounted for education of the children in the countryside aiding the constitutional provisions which preferred the state to provide education. Another education financing mechanism, the enhanced social cash transfers meant to provide social safety nets was yet another public financing mechanism that featured in this study. To OECD (2018), enhanced social cash transfer meant for vulnerable groups in the society has been instrumental in accounting for provision of basic needs such as food and education of OVCs. The public private partnerships done through the adopt-a-school program was another initiative highlighted as already being underway in schools. This is spoken to by World Bank (2022) who argues that financing for education in Zimbabwe has somehow been

complemented by the productive partnerships between the government and the civil society organisations or private sector. The private sector education initiatives was also another financing mechanism which was clearly stated by the study respondents.

4.6.2 CHALLENGES FACING PUBLIC EDUCATION FINANCING IN PRIMARY SCHOOLS IN SHAMVA DISTRICT

The study revealed litanies of challenges faced by the communities in financing public education. Among the highlighted challenges were aspects such as lack of infrastructure, low remuneration, corruption, lack of resources inadequate funding, lack of expertise and economic decline. According to OECD (2018), many developing countries grapple with public graft where embezzlement of funds become a reality. It can be argued that corruption has become a common phenomenon in the public sector where public money is channeled for individual use while the real beneficiaries are left in the cold with no benefit of accessing quality education. Another challenge that popularly kept on coming was that of lack of infrastructure especially in rural areas or peri-urban schools. UNICEF (2017) notes that infrastructure development in many developing schools has been a cause for concern. This resonated well with what the participants indicated during the primary data collection. The use of abandoned barns and the farm structures as classrooms and houses for teachers evidently show that infrastructure development remains. Government of Zimbabwe (2013) argue that infrastructure development in most rural areas remains a challenge which needs urgent attention as teachers are not comfortable being deployed in rural schools. The study also was awoken to the reality that lack of funding was one of the challenges bedeviling school operations. Funding in schools is a challenge because most of the schools depend on government allocations and fees from the parents. All the study participants indicated that most of the funds come from the government and the private sector. These largely finance public education in Zimbabwe.

In addition, poor remuneration in schools is another aspect that was identified as being a challenge in public primary schools in Zimbabwe. According to Mukomana (2021), poor remuneration in Zimbabwe remains a stumbling block in the delivery of quality education. All the study participants were concerned about low remuneration in primary schools in Shamva as negatively affecting provision of education to all in keeping with the right to basic education.

Also, from documents analysis, the data collected revealed that the economic situation was one of the challenges that inhibited financing public education in primary schools. According

to Shumba and Chireshe (2015), the standards of education in Zimbabwe have been on the decline owing to the economic meltdown. The government has been faced by countless challenges of adequately financing for provision of public goods such as education.

4.7 SUMMARY

The chapter has presented the primary data which was collected from the study participants. Data presentation and interpretation clearly indicated the trends and patterns of the raw data outlining the views of the study participants in the research problem titled, “Rethinking financing public education in Zimbabwe, A case of Shamva Urban Cluster in Shamva District. The data presented highlighted the quantum of financing mechanisms currently underway in Shamva, challenges faced in financing for public education and the recommendations brought forward from the respondents. The next chapter explored the summary, conclusions and recommendations.

CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The findings of this study have been summarised in this chapter. Discussions, recommendations and conclussions of the research based on the findings have been provided.

The purpose of the study was to revisit financing of primary schools and offering recommendations on challenges faced when financing primary education in Shamva uburn cluster primary schools. Focus groups. Interviews, observation and questionnaires were used to collect data. Head teachers, teachers, education officers as well as parents were the population of the study who provided raw data which was analysed by qualitative approach. Findings will be summarised on this chapter giving recommendations and suggestions for further research.

5.2 Conclusion

The research explored financing mechanisms and challenges faced when financing primary education, and recommendations to challenges faced. The research objectives were as follows:

i) To analyze the financial mechanisms for primary education.

ii) To outline challenges faced in financing primary education

iii) To proffer recommendations to challenges faced when financing primary education.

The problem and its context were explained in chapter one. In that chapter the research gap was identified that is underfunding of primary education. The researcher also looked at the statement of the problem, significance of the study limitations as well as delimitations of the study. Methodology was covered in chapter three where interviews, focus group discussions and observation were used as data collection instruments. Population of the study and sampling techniques were identified. Ethical considerations were also looked at. In chapter four data collected was presented and analysed. Resulting in the conclusion that primary schools are underfunded.

5.3 Recommendations

1) The government should make use of diversified funding sources which are public private partnerships, community involvement and explore grants and donations.

2) The government should employ equitable funding models which consider needs when funding so that those who need extra support are not left behind.

3) Transparent budgeting is needed in order to foster accountability. Involvement of stakeholders for budget discussions is necessary.

4) There is need for efficiency and cost management thus conducting audits monitoring and evaluation of projects.

5) Develop policy reforms that support equitable funding.

6) Engage administrators in literacy programs so that they are trained in budgeting and resource management and allocation.

5.4 Suggestions for further research

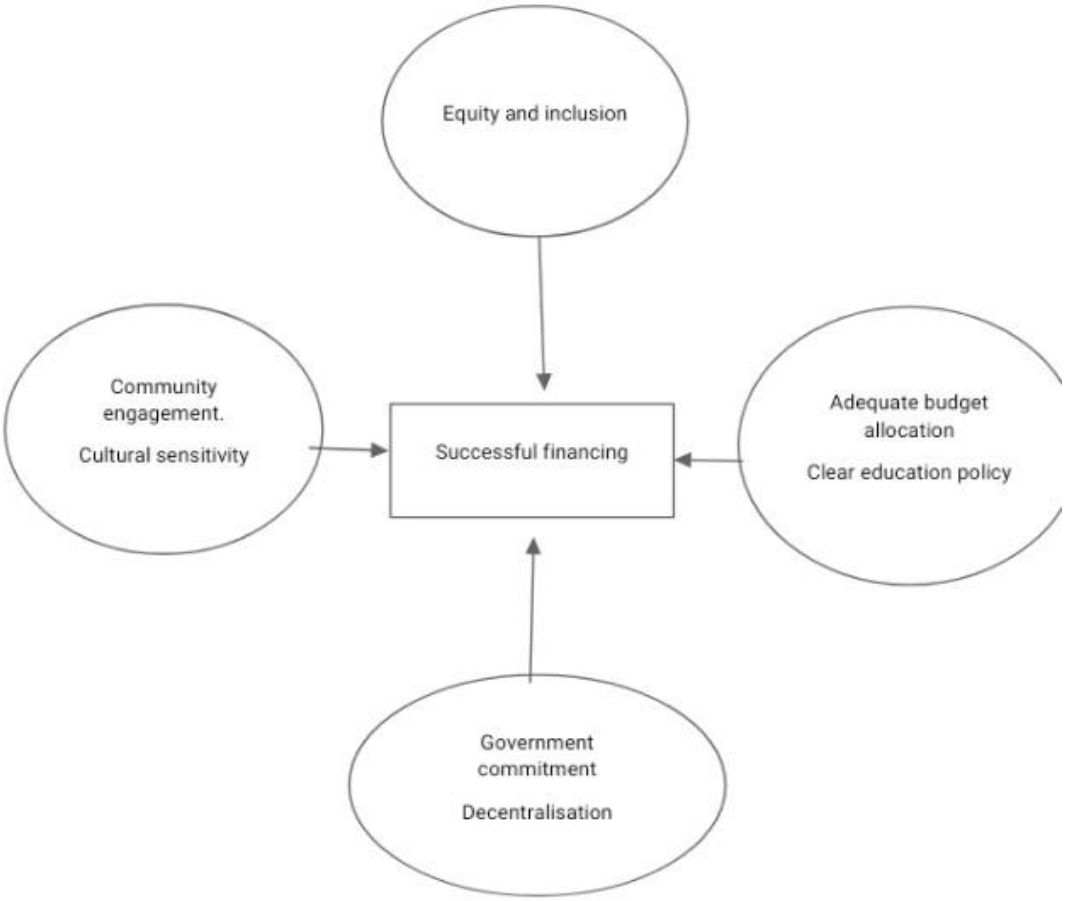
The study found out that primary education in shamva urban cluster are underfunded hence there is need to employ different financial mechanisms. The study only looked at primary schools in the cluster and how they are funded. Therefore

a) A study needs to be carried out in other clusters to compare results with this study.

b) There is need to research on enterprenual projects that can help in Financing education.

5.5 Model

Fig 5.4



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APPENDIX A QUESTIONNAIRE

SECTION A: GENERAL INFORMATION

Instructions

Tick your answers

1.1. Gender of participant. Male. Female

1.2. Age of participant

Less than 25 years. 26-40

40-50. more than 50

1.3 Your Academic Qualification

Diploma Degree

Masters Others (Specify)

2 Section B: Demographics

2.1. What is your role in the education system?

Teacher

School Administrator

Parent

Policy Maker

Other (please specify)

2.2. How many years have you been involved in primary education?

0-5 years

6-10 years

11-15 years

16+ years

2.3. What is the primary location of your work or involvement?

Urban

Peri urban

Rural

3 Section C: Current Financing Insights

3.1 . How would you rate the current funding levels for primary education in your area?

Very Insufficient

Insufficient

Adequate

Sufficient

Very Sufficient

3.2 . What sources of funding are primarily used for primary education? (Select all that apply)

Government Funding

Private Donations

Tuition Fees

Grants

Other (please specify)

3.3. Do you believe the current funding model adequately supports the needs of primary education?

Yes

No

Unsure

4 Section D: Challenges and Opportunities

4.1. What are the biggest challenges facing primary education funding today? (Select all that apply)

Insufficient government funding

Inequitable distribution of funds

Lack of community support

Bureaucratic hurdles

Other (please specify)

4.2. What innovative financing strategies do you think could improve funding for primary education? (Select all that apply)

Public-Private Partnerships

Crowdfunding

Increased government investment

Community fundraising events

Other (please specify)

4.3. How important is it to involve community stakeholders in financing decisions for primary education?

Very Important

Important

Somewhat Important

Not Important

5 Section E: Future Directions

5.1. In your opinion, what should be prioritized in future education funding? (Select the top three)

Teacher training and salaries

Infrastructure and facilities

Educational resources and materials

Technology integration

Student support services

5.2. What role do you see technology playing in the future financing of primary education?

Essential

Important

Somewhat Important

Not Important

5.3. Any additional comments or suggestions regarding financing for primary education?

APPENDIX B DEPARTMENT OF SOCIAL DEVELOPMENT INTERVIEW GUIDE

1. What is your role in financing of primary education?

2. How do you collaborate with schools to address financial issues?

3. What current initiatives are you using to improve funding of primary education?

4. What role do parents play in the financing of their children's education?

5. What barriers do families face in accessing quality education due to financial constraints?

6. What are the most significant funding gaps you observe in primary education?

7. What are your thoughts on public private partnerships in financing primary education?

APPENDIX C HEADS/ TEACHERS INTERVIEW GUIDE

1. What re the current funding models at your school?

2. How effective are the current funding models at your school?

3. What challenges faced on the funding of education at your school?

4. What role do parents play in financing of education?

5. How does the financial structure affect the quality of education of pupils?

6. What changes would you recommend to policy makers to improve financing of primary education?

APPENDIX D OBSERVATION GUIDE

	Adequate	Inadequate	Other
Classrooms			
Teachers houses			
Toilets			
Source of water			
Textbooks			
Class size			

RESEARCH LETTER

Research_Let...LC(1)[1](2)

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GRADUATE SCHOOL OF BUSINESS
Where Great Minds Meet

8 October 2024

TO WHOM IT MAY CONCERN

REF: REQUEST TO CARRY OUT RESEARCH: HANYANDE MELISA TATENDA REG NO. B231630B: MASTER OF LEADERSHIP AND CORPORATE GOVERNANCE (MLC), PART 2.1 STUDENT

This letter serves to confirm that **Hanyande Melisa Tatenda Reg No. [B231630B]** is a Master of Leadership and Corporate Governance student in the Graduate School of Business at Bindura University of Science Education.

The student is in the final stage of study which requires her to carry out a research. Her dissertation is titled ***"Rethinking financing Zimbabwean primary education."***

We would be grateful if you could give her any assistance she may require.

For more details, please do not hesitate to contact us.

Yours faithfully,

COORDINATOR
GRADUATE SCHOOL OF BUSINESS
FACULTY OF COMMERCE
PRIVATE BAG 1020, BINDURA
OFFICIAL

Dr J. Mwenje
Director, Graduate School of Business

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