CHAPTER 5 DATA PRESENTATION, ANALYSIS AND DISCUSSION

The preceding chapter outlined and justified the interpretive-qualitative research methodology employed to generate data for this book. Data were generated through in-depth interviews and FGIs with TICs and teachers, respectively. This chapter aims to present an analysis and discussion of the findings that underpin this work. The primary research question addressed is: How can the prospects and complexities of quality primary education in satellite schools located in FTLRRAs in Makonde District be adapted to enhance the provision of quality education? The findings are presented, analysed, and discussed according to participants' responses to the following sub-questions:

a. What is the nature and quality of pedagogical processes in satellite primary schools in the provision of quality education?
b. How is the nature and quality of management processes in satellite primary schools implemented during the provision of quality education?
c. How are the prospects and complexities of quality primary education in satellite schools currently managed?
d. How can quality education be improved in satellite primary schools?

The study sample for this book comprised four satellite primary schools, four TICs, and 16 teachers (four teachers from each school). The TICs of the purposively selected satellite primary schools participated in the study. All TICs held a Diploma in Education (Primary), with one also holding a Bachelor of Education Honours Degree in Primary Education. They each had more than four years of teaching experience in satellite primary schools and a minimum of three years in the TIC role. The four TICs possessed relevant professional qualifications and adequate experience to articulate the nature and quality of pedagogical and management processes in their schools during the provision of quality education.

A total of 16 teachers were purposively selected as key informants, specifically the four teachers with the longest teaching experience at each of the four selected schools. All teachers held a Diploma in Education (Primary), with four specialising in Early Childhood Development (ECD). This diploma is the minimum professional qualification for primary school teachers in Zimbabwe. The teaching experience of these teachers in satellite school settings ranged from three to 12 years. They all had relevant qualifications and sufficient experience to effectively discuss the nature and quality of pedagogical and management processes in their respective schools.

The study that underpins this book was conducted at four purposively sampled satellite primary schools in Makonde District, Zimbabwe. To ensure privacy, anonymity, and confidentiality, the schools are coded as Satellite Schools A to D.

Satellite School A had an enrolment of 290 learners, including 50 ECD learners. Based on the MoPSE teacher-learner ratios outlined in Chapter 3, the school was entitled to eight teachers but only had five, including the TIC, resulting in an understaffing of three teachers. To manage nine grades, the school implemented MGT with the following multi-grade configurations: ECD A and B; Grades 2 and 3; Grades 4 and 5; and Grades 6 and 7. Enrolments in these classes were 50, 68, 61, and 56, respectively, while the only mono-grade class, Grade 1, had 55 learners. All classes exceeded the recommended MoPSE teacher-learner ratios, leading to large class sizes that complicated the provision of quality education.

The school had five pole, dagga, and grass-thatched classrooms, but there was a critical shortage of accommodation for teachers. The four teachers and the TIC shared only three single-roomed cottages. Additionally, the school had insufficient Blair toilets, with only eight squat holes for 290 learners and five staff members, instead of the

recommended 15. The nearest source of safe water was a borehole located 5 km away, leaving the school without safe water within the recommended distance of 500 meters.

Satellite School B had an enrolment of 347 learners, including 56 ECD learners. Although entitled to nine teachers, only six were in post, resulting in an understaffing of three. The six teachers managed nine grades through MGT, with multi-grade classes configured as ECD A and B; Grades 1 and 2; and Grades 5 and 6, enrolling 56, 63, and 65 learners, respectively. Mono-grade classes, Grades 3, 4, and 7, had enrolments of 58, 54, and 50.

The school utilised non-standard infrastructure, including a classroom block with three classrooms and an open-sided shade. The ECD classes used the shade, while the Grade 7 class had its own classroom. Seven grades shared the remaining two classrooms. Accommodation for teachers was inadequate, with a three-roomed cottage that housed only two teachers; the others commuted daily from Chinhoyi Town, 45 km away. The only drinking water source was an unprotected stream 200 meters from the school, posing health risks. The school had only 10 Blair toilet squat holes instead of the recommended 15.

Satellite School C enrolled 503 learners, including 74 ECD learners. Although the staff establishment was 13 teachers, only seven were in post, leading to an acute staffing deficit of six. The seven teachers managed 10 grades through MGT, with multi-grade classes configured as ECD A and B; Grades 3 and 4; and Grades 6 and 7, enrolling 74, 103, and 83 learners, respectively. Mono-grade classes, Grades 1, 2, 5A, and 5B, had enrolments of 68, 65, 54, and 56.

The school's only teaching infrastructure was a tobacco barn repurposed into seven classrooms. Teacher accommodation was inadequate, with very small rooms originally used as storerooms.

Although tap water was available, there was a critical shortage of ablution facilities, with only 10 Blair toilet squat holes for 503 learners and seven teachers instead of the required 14.

Satellite School D had an enrolment of 343 learners, including 57 ECD learners. The school was entitled to a staff establishment of 10 teachers but only had seven, resulting in understaffing. The teachers managed nine grades through MGT, with multi-grade classes configured as ECD A and B; Grades 3 and 4; and Grades 6 and 7, enrolling 57, 72, and 75 learners, respectively. Mono-grade classes, Grades 1, 2, and 5, had enrolments of 62, 64, and 70.

The school had an incomplete classroom block with two classrooms accommodating seven grades through double shifting. The ECD classes used an open-sided shade, while the Grade 1 class utilised the garage of the former white farm owner. The school had adequate ablution facilities and tap water available on campus, but teacher accommodation was deplorable, with all teachers living in a dilapidated and vandalised farmhouse. Each teacher occupied a single room.

Regardless of the existence of at least three multi-grade classes at each school, all the teachers and TICs staffing the schools were mono-grade teachers who lacked professional training in MGT. The teachers expressed desperation about teaching multi-grade classes without professional training in multi-grade pedagogy. One of the teachers commented,

> "You are just allocated a multi-grade class without pre-service or in-service training in multi-grade teaching, and there is no one to provide you with support or guidance."

Similar sentiments were echoed by another teacher who remarked,

> "I was trained to teach mono-grade classes, but I was assigned a multi-grade class. I don't have any idea how to teach this type of class. Even during

teaching practice, I didn't comeacross this type of class."

The teachers agreed that they were experiencing challenges in teaching multi-grade classes due to the lack of professional training in multi-grade pedagogy.

Zimbabwe's national primary school curriculum is based on mono-grade pedagogy and the teachers experience challenges in adapting the curriculum to multi-grade settings. One teacher remarked,

> "The MoPSE expects us to adapt the mono-grade primary school curriculum and policies to multi-grade settings without training in multi-grade teaching. We havetried it for over 10 years, but failed…"

Another teacher explained the problem in this way,

> "Scheme-cum-planning for multi-grade classes using syllabuses, resource books, textbooks, and policies designed for mono-grade classes is very tough for us…at college, we were only trained to scheme and plan for mono-grade classes. If there was in-service training it would have been better."

The term scheme-cum-plan book is used in Zimbabwe's education system to refer to a combination of the scheme of work and lesson plans into one record book. When probed, the participants revealed that they prepare separate scheme-cum-plan books and record books for each grade constituting a multi-grade class. One of the teachers commented,

> "We spend a lot of time scheme-cum-planning and maintaining record books for two or more grades constituting a multi-grade class, the workload is unbearable."

All the multi-grade classes in the schools follow mono-grade teaching timetables. In other words, the teaching timetables for multi-grade classes are based on mono-grade pedagogy. The teachers unanimously indicated that utilising mono-grade teaching timetables in multi-grade settings creates instructional time constraints. One teacher aptly expressed the problem in this way,

> "The time allocated to one lesson period in a mono-grade class is shared equally between the two grades in a multi-grade class. The instructional time is insufficient for effective teaching and learning to occur. Teachers

always fail to complete the syllabuses of multi-grade classes…"

Most teachers cope with the timetabling challenge by teaching the curriculum content of senior grades in multi-grade classes.

"This creates learning gaps in learners in the junior grades that affect their mastery of concepts in higher grades", explained another teacher.

Grade combinations in multi-grade classes were identified as the other challenge the teachers confront in teaching multi-grade classes. One teacher remarked,

"I'm having serious problems in teaching an ECD A and B multi-grade class…at college I was never trained to teach a multi-grade class…I attempted to teach the two grades separately, but how to control the other class was always a challenge…I'm teaching ECD B curriculum content to both grades."

Expressing similar sentiments another teacher commented,

"It's possible to combine ECD A and ECD B learners, but our problem is that we were only trained to teach mono-grade classes…because of lack of in-service training in multi-grade teaching we teach both grades ECD B curriculum content."

The teachers lacked both pre-service and in-service training in multi-grade pedagogy to teach multi-grade classes effectively.

The teachers were also worried about the Grade 2 and Grade 3 multi-grade class. One teacher complained,

"Grade 2 learners must be taught in their mother tongue Chishona…Grade 3 learners who are on the transition from their mother tongue to English must be taught in English. I'm forced to teach both classes in Chishona to cater to the Grade 2 learners. What do you expect me to do without training in multi-grade teaching…?"

Another teacher interjected,

"If Chishona is used as the language of instruction…the transition of the Grade 3 learners from mother tongue to English is impeded. The Grade 3 learners will fail to master concepts in higher grades where the language of instruction in all learning areas is English except for indigenous languages."

When asked which curriculum content she was teaching, the teacher responded by saying,

"Due to lack of training in multi-grade teaching, I'm teaching Grade 3 curriculum content to both grades."

This means that the whole Grade 2 curriculum is not covered, and the learners are taught the Grade 3 curriculum content that is above their level of cognitive development. The learning backlogs that are created among the Grade 2 learners, negatively affect their mastery of concepts as they progress with the spiral primary school curriculum.

Another challenging grade combination for teachers was Grade 6 and Grade 7, which are non-examinable and examinable grades, respectively. One teacher noted,

> "Because of examination pressure, teachers teach the Grade 7 curriculum content to both grades. As a result, they fail to complete the Grade 7 syllabus, leaving learners inadequately prepared for the exam."

This puts Grade 6 learners at a disadvantage. This pedagogical issue was highlighted during focus group interviews at all four study sites, indicating a need for in-service training in multi-grade pedagogy to equip teachers with the necessary skills for effectively teaching multi-grade classes.

Learner assessment in multi-grade classes emerged as the other challenge that confront mono-grade teachers in multi-grade settings. One teacher revealed,

> "I'm teaching a Grade 3 and Grade 4 multi-grade class. I teach both grades the Grade 4 curriculum content and assign them assignment tasks. I make sure that Grade 4 learners attempt more questions than Grade 3 learners."

When probed about the level of difficulty of the assignment tasks, the teacher indicated that the questions would be of the same level of difficulty. Further probing revealed that the teachers assign the learners similar assignment tasks because they teach them the same content.

Some teachers attempt to integrate curriculum content and differentiate assignment tasks in multi-grade classes. This became apparent when one teacher said,

"I'm teaching an ECD A and ECD B multi-grade class. When I realise that the learning content is too complex for the ECD A learners, I try to differentiate both the learning content and assignment tasks, but the major challenge is that I lack induction or in-service training in multi-grade teaching."

The other teachers acknowledged that they occasionally attempt to differentiate content and assignment tasks, particularly on very challenging concepts. They emphasised that their main challenge is the lack of pre-service or in-service training in multi-grade pedagogy.

The teachers were very concerned that School Inspectors expected them to scheme-cum-plan separately for multi-grade classes, integrate the content when teaching, and then differentiate assignment tasks. One teacher complained,

"This approach isn't practical at all…School Inspectors should demonstrate how it works in real practice…"

Another teacher argued that,

"Content differentiation is a process that should start with scheming-cum-planning, not learner assessment…that's why most teachers teach the curriculum content of senior grades in multi-grade classes and assign all learners assessment tasks based on the same curriculum."

The teachers handle multi-grade classes as mono-grade classes in terms of learning content and assessment tasks owing to the lack of training in multi-grade pedagogy.

The practice of teaching learners in multi-grade classes the curriculum content of the senior grade disadvantages the learners in the junior grade in the end-of-term tests. This problem was clearly expressed by one teacher as follows,

"Cluster Resource Centres prepare common end-of-term tests for schools in their clusters. The tests are based on the curriculum content of each grade level…"

The same teacher further went on to say,

"Learners in the junior grades of multi-grade classes perform dismally in the tests because the curriculum content of their grade levels is not covered when teachers focus on teaching the content of senior grades."

This problem was raised during the FGIs at each of the four study sites.

The TICs authenticated the sentiments of the teachers that multi-grade classes are quite prevalent in satellite schools. One TIC explained,

> "Multi-grade classes have always been common in satellite schools due to low learner enrolments. Recently, these classes have increased significantly because of understaffing caused by the Teacher Recruitment Freeze implemented by the PSC in 2015."

The TICs reported that understaffing forces some satellite schools to continue with multi-grade classes regardless of class enrolments warranting all grades to be mono-grade classes. Therefore, understaffing associated with the TRF is one of the factors fuelling the prevalence of multi-grade classes in satellite primary schools.

All the TICs like the teachers are mono-grade teachers who lack in-service training in multi-grade pedagogy, hence they experience challenges in teaching multi-grade classes. One of the TICs complained,

> "I'm a mono-grade teacher who was appointed as a TIC without in-service training in multi-grade teaching…"

Another TIC lamented,

> "I was trained to teach mono-grade classes, but upon deployment to this school, I came across a multi-grade class for the first time…no one inducts you into multi-grade teaching…"

The other TICs corroborated that they were mono-grade teachers who lacked professional training in MGT. By implication, the TICs are not able to provide MGT support to the teachers in multi-grade settings, in the respective satellite primary schools that they lead.

The TICs also face challenges in adapting the mono-grade primary school curriculum to multi-grade settings. Concerning this challenge, one TIC remarked,

"The ministry expects us to adapt the mono-grade primary school curriculum policies, syllabuses, timetables, and textbooks to multi-grade settings without in-service training in multi-grade teaching…we have tried it for two decades now…it's not working…"

The TICs expressed the concern that without in-service training in MGT, they find it difficult to adapt the mono-grade primary school curriculum to multi-grade settings. Another TIC sarcastically remarked,

"The teachers expect us to induct them into multi-grade teaching when we never received such induction from the Heads of the 'mother schools' and School Inspectors."

If both the TICs and teachers lack pre-service and in-service training in MGT, the pedagogical transactions in multi-grade classes are unlikely to be of good quality.

When asked to mention the other challenges they face in teaching multi-grade classes, one recurring challenge was to adapt the mono-grade curriculum to multi-grade settings. One of the TICs responded by saying,

"…integrating the curriculum content of multi-grade classes when scheme-cum planning is a problem in the whole district…this is the reason why the district policy is that we should prepare separate scheme-cum-plans for all the grades constituting a multi-grade class."

These sentiments were echoed by another TIC who went on to reveal,

"Lack of content integration expertise is forcing most TICs and teachers to teach the curriculum content of senior grades in multi-grade classes."

Arguably, this pedagogical practice disadvantages learners in the junior grades of multi-grade classes.

All the TICs mentioned the problem of teaching timetables for multi-grade classes. One of the TICs complained,

"For two decades we have failed to design multi-grade teaching timetables…we are using mono-grade teaching timetables. The problem with the mono-grade teaching timetables is that you share the time for one lesson period equally between two grades and you fail to complete   the

syllabuses of both grades."

The same TIC went on to reveal that,

> "Teachers are avoiding this problem either by focusing on teaching examinable learning areas or teaching the curriculum of the higher grade to both grades."

Similar sentiments were expressed by another TIC who said that the mono-grade teaching timetables influence TICs and teachers to treat multi-grade classes as mono-grade classes in terms of learning content and assessment tasks. If the multi-grade class is treated as a mono-grade class, the curriculum content of one grade is not covered, and the learners at that grade level are disadvantaged.

The TICs verified the sentiments of the teachers that some grade combinations in multi-grade classes create challenges in teaching and managing the classes. One TIC identified the combination of Grades 6 and 7. This TIC emphasised that,

> "Grade 7 is an examinable class…it should not be combined with another grade…the teachers have the tendency of focusing on teaching the curriculum content of the examinable grade and ignoring the content of the junior grade."

The TICs agreed that ECD A and B, Grades 2 and 3, and Grades 6 and 7, are not supposed to be combined. When the researcher asked what determines grade combinations one of the TICs responded by saying,

> "There is no grade combination policy in place…the nature of the enrolment pattern is the major factor that influences schools to come up with grade combinations."

The other TICs agreed that there was no official grade combination policy in the district. They emphasised that each school combines grades according to its situation.

Most teachers hold negative attitudes towards multi-grade classes. This became apparent when one TIC revealed that,

> "I experience challenges when allocating classes to teachers. No teacher is

willing to be allocated a multi-grade class. They consider multi-grade classes as more demanding to teach than mono-grade classes."

The sentiments of this TIC were reiterated by another TIC who said,

"The burden of teaching two curricula, maintaining two sets of professional record books, and marking two sets of termly tests influence teachers to hold negative attitudes towards multi-grade classes."

The negative teacher attitudes towards multi-grade classes can be traced to the lack of training in multi-grade pedagogy. Such attitudes affect the teacher's commitment and quality of instruction, compromising the provision of quality education in multi-grade classes.

Most teachers and TICs who participated in the study were either teaching large mono-grade classes or large multi-grade classes. The class sizes exceeded the recommended MoPSE teacher-learner ratios of 1:20 at the ECD level and 1:40 from Grades 1 to 7. When asked why the class sizes were large, one teacher responded by saying,

"The teacher-learner ratios are as high as 1:74; 1:83; and 1:103. What we regard as the smallest class has 54 learners."

The same teacher further continued to say,

"The classes are abnormally large due to the Teacher Recruitment Freeze that was implemented by the PSC in 2015. The recruitment freeze has resulted in severe understaffing and large classes."

Another teacher complained,

"I'm teaching an ECD A and ECD B multi-grade class of 57 learners instead of the recommended mono-grade ECD class size of 20 learners. My class is almost triple the recommended class size…I'm severely overwhelmed."

All the teachers complained that class sizes in the schools are too large for effective teaching and learning to occur.

The teachers proffered the pedagogical challenges they encountered when teaching large classes. They indicated that large class sizes result in overcrowded classrooms that are not ideal for displaying instructional media and establishing learning centres. One teacher complained,

"I teach 57 ECD A and ECD B learners in a small shade without side walls. I can't display charts and learners' work because there are no walls. The classroom is so small that there is hardly any space to establish learning centres."

Another teacher revealed that learners destroy classroom displays and learning centres in overcrowded classrooms. Most teachers are no longer displaying instructional media and establishing learning centres due to the lack of space in congested classrooms. When probed about the impact of a bare classroom environment on learners, one teacher responded by saying,

> "A classroom environment without charts and learning centres denies learners opportunities for independent learning and revision of learnt concepts."

Such a classroom environment is not ideal for the provision of quality education.

Zimbabwe's CBC framework stipulates that teachers should employ learner-centred pedagogical approaches. However, it emerged from the findings that congested classrooms compel teachers to use teacher-centred pedagogical approaches. Regarding this problem, one teacher said,

> "The classrooms are overcrowded, there is hardly any space to hold group discussions…the only available option is to employ teacher-centred methods…"

Echoing similar sentiments another teacher commented

> "Congested classrooms are not ideal for learner-centred approaches…there is limited space for learners to work in groups or pairs. Although the lecture method isn't encouraged by the MoPSE, it's the most viable teaching method under these circumstances."

Most teachers who participated in the FGIs reiterated the inapplicability of learner-centred approaches in overcrowded classrooms. When probed about the impact of teacher-centred pedagogical approaches on the provision of quality education, one teacher responded by saying,

> "Teacher-centred methods promote passive learning as opposed to active learning that promotes effective learning."

The other teachers concurred that if teachers utilise teacher-centred pedagogical approaches, learners are not actively involved in the

teaching and learning process, and they easily forget taught concepts. Another impediment to the provision of quality education in large classes that emerged in all the FGIs is the critical shortage of textbooks for the CBC. One teacher lamented,

> "In the core-learning areas of Mathematics, English, Shona and Science, most satellite schools received only one textbook per grade from their 'mother schools'…"

Another teacher revealed that textbooks for non-core learning areas of the CBC are not available in the schools. The teachers repeatedly mentioned the severe shortage of textbooks in large classes during the FGI sessions.

When asked how they teach core learning areas with only one textbook for each learning area per grade level, one teacher responded by saying,

> "The situation is pathetic. In most cases, the teacher only has a textbook. Learners have no opportunities to take textbooks home to study or do homework."

The same teacher further continued to say that, learners are denied opportunities to read for themselves, effectively making the teacher their only source of knowledge. The teachers complained about the problem of teaching reading and comprehension skills to 50 or more learners using only one English or Shona textbook. One teacher said,

> "It's impossible to effectively develop reading and comprehension skills in 103 learners with just one textbook…."

The other teachers corroborated this challenge. They expressed the concern that a significant number of learners in satellite schools are non-readers, mainly because of the dire shortage of English and Shona textbooks.

The teachers were also asked how they teach non-core learning areas without textbooks. They replied by saying that meaningful learning

was not taking place in non-core learning areas owing to the unavailability of textbooks for both teachers and learners. In the words of one teacher,

> "Without textbooks, teaching guides, and access to the internet, the teacher's content depth in non-core learning areas is very limited."

Another teacher concurred that the content knowledge of teachers in non-core learning areas is shallow because the syllabus is their sole source of teaching and learning content. The unavailability of textbooks makes it extremely hard for the teachers to teach new learning areas of the CBC such as VPA, Mass Displays, and ICT.

> "Teachers skip unfamiliar content in new learning areas owing to the unavailability of textbooks", remarked one teacher.

If some concepts are not covered, then the academic achievement of the learners is affected negatively.

Heavy marking loads are another challenge that teachers confront when teaching large classes. One teacher remarked,

> "My class has 83 learners…it's very large. I assign the learners three or four written items instead of the recommended minimum of 10 items per subject. If I assign them the recommended number of assignment items, I won't be able to complete marking the assignments before the next lesson."

The same teacher went on to say that he was assigning the learners very few assignment items that were easy to mark as a strategy for coping with the heavy making loads. Another teacher who was teaching 65 learners said,

> "We are expected to assign the learners two compositions per week, that is, one in English and another one in Shona. It's practically impossible to meet this requirement with a large class size of 65 learners. I only manage to assign the learners one composition per month in each subject."

The majority of the teachers mentioned the problem of heavy marking loads. They agreed that assigning learners a few assignment items that are easy to mark was a common strategy for contending with heavy marking loads in the schools.

When the teachers were probed about the impact of assigning learners a few assignment items on learning, one teacher responded by saying,

> "…assigning learners very few assignment items, denies them the opportunity to adequately practice and master learnt concepts and skills."

The teachers agreed that very few assignment items do not provide learners with enough opportunities to practise and master new concepts. It is apparent from the responses of the teachers that inadequate assignment items do not enhance the mastery of concepts by learners.

The teachers find it problematic to offer individualised support to learners in large classes. They reported that large class sizes make the classrooms so congested that teachers cannot move around to provide personalised support to the learners. One teacher who was teaching 77 learners complained,

> "My class is so overcrowded that I can't move around to offer learners individualised support…it's a serious challenge to identify all the learners who need individual attention in the congested classrooms."

Another teacher who was teaching 74 ECD A and ECD B learners put it this way,

> "My class is more than treble the size of a standard ECD class of 20 learners. The class is very large for one teacher to offer individualised support to all the learners. I only manage to cater to the individual needs of a few learners."

The challenge of catering for the individual needs of learners in large classes was aptly expressed by another teacher who said,

> "There are fewer chances of a learner getting individual attention from the teacher in a large class than in a small class…large class size forces teachers to focus on teaching fast learners…"

The teachers proffered how lack of individualised support affects slow learners in large classes. In the words of one teacher,

> "Learners who require remedial support are not identified, and they move to higher grades without mastering lower grade concepts…the learners usually lag in theirschool work."

The teachers agreed that the lack of individualised support retards the

intellectual development of learners particularly those with learning difficulties.

Large classes are characterised by disruptive learner behaviours that militate against the provision of quality education. The teachers complained that the large and overcrowded classes are so chaotic that teachers spend more time managing learner behaviours than teaching. One teacher complained,

> "The level of noise in the large classes is too much, especially by learners who sit at the back. They know that you can't squeeze through the overcrowded classroom to get to them…so they are always making noise. Learners who want to learn can't concentrate because of the noise."

Cases of fighting, bullying, destruction of pedagogical resources, arguments, pushing, shoving, theft of stationery, learners not doing assignments, and absenteeism were reported to be rife in the overcrowded classrooms. The sentiments of the teachers suggest that congested classrooms are not favourable ambiences for the provision of quality education.

The TICs confirmed the sentiments of the teachers that the phenomenon of large class sizes in satellite schools was a consequence of the TRF. They verified the concerns of the teachers that large class sizes pose pedagogical challenges to the provision of quality education in satellite schools. In the words of one TIC,

> "…classroom displays and learning centres are always damaged by learners because the classrooms are overcrowded…"

The TICs expressed concern that most of the teachers teaching large classes no longer display instructional media and establish learning centres in their classrooms.

Another TIC complained about the inapplicability of learner-centred pedagogy in congested classrooms. The TIC said,

> "It's very difficult to utilise child-centred approaches in overcrowded classrooms when there is only one CBC textbook for over 40 learners…most teachers are using teacher-centred approaches."

This confirms two findings from the FGIs with teachers. Firstly, the teachers teaching large classes employ teacher-centred pedagogical approaches. Secondly, the textbook-learner ratio is very high in satellite primary schools. Another TIC affirmed the views of the teachers when she said,

> "The critical shortage of textbooks is posing challenges in the teaching of reading and comprehension…in non-core learning areas where there are no textbooks, the content that the teachers teach lack depth and detail. If we had computers and internet access it would have been better."

The TICs urged the government to provide satellite schools with adequate CBC textbooks.

The TICs echoed the sentiments of the teachers that heavy marking loads pose complexities to the provision of quality education in large classes.

> "The teachers are assigning learners fewer written assignment items than stipulated by the MoPSE as a mechanism of coping with heavy marking loads", remarked one TIC.

The learners are denied enough opportunities to practise and master new concepts. Henceforth, learners with learning difficulties may fail to master the concepts.

TICs who juggle school leadership responsibilities with full teaching loads are often compelled to prioritise school leadership over teaching their classes. One of the teachers remarked,

> "The TIC's class is not learning much…most of the time the TIC is away attending meetings and workshops."

Another teacher who echoed similar sentiments said,

> "…a lot of instructional time is lost when the TIC is attending to visitors, doing office work or supervising teachers…the class proceeds to the next grade without completing the syllabuses of the previous grade."

All the teachers reiterated that school leadership and management responsibilities take up most of the learning time of the TIC's class. The teachers appealed to the MoPSE to appoint Non-Teaching School Heads (NTSHs) to lead satellite schools so that each class has its teacher.

The findings indicate that TICs assign learners very few assignment items due to school leadership and management responsibilities. One of the teachers remarked,

> "TICs assign learners very few assignment items because they are overwhelmed by school leadership and administration responsibilities…if they had bursars or secretaries, it would have been better…"

The other teachers raised similar sentiments. Regarding the impact of assigning learners very few assignment items, one teacher commented saying that the learners are accorded limited chances of practising and mastering new concepts and skills.

School leadership and management responsibilities leave TICs with limited time to offer individualised support to the learners they teach. One teacher put it this way,

> "TICs have multiple school management responsibilities…they scarcely have time to cater to the individual needs of the learners they teach."

Echoing similar sentiments, another teacher said,

> "Most of the time TICs are too busy with school administration duties, they don't find enough time to offer remedial support to the learners in their classes…"

If learners are not offered remedial support, they experience challenges in mastering concepts and lag in school work.

When asked how the TIC's class is managed in their absence due to school business, one teacher responded,

> "The TIC usually leaves me with assignments for his class, but I'm forced to focus more on my class because it's an examination class."

Another teacher said,

> "The teachers who are assigned to supervise the TIC's class are in the habit of 'babysitting' the class because they are already overburdened by their large mono-grade classes or large multi-grade classes."

Through probing, it was established that 'babysitting' the TIC's class means occupying the class without meaningful teaching and learning taking place. This confirms earlier claims by the teachers that the quality of education in the TIC's class is very poor.

The TICs indicated that they perform the conflicting roles of school administration and teaching a class.

> "Although our school administration roles are similar to those of Non-teaching School Heads, we have full-time classes to teach", complained one TIC.

This problem was repeatedly raised by the TICs during the interviews. They corroborated the sentiments of the teachers that the school administration and management responsibilities that they perform interfere with their teaching role. In the words of one TIC,

> "We supervise teachers, attend meetings, attend to visitors, and make submissions to the District Office. All these roles leave us with limited instructional time for our classes."

Another TIC complained,

> "You are always disturbed during lessons to attend to office work…when parents or visitors arrive at the school, you can't ask them to wait for you as you teach…you attend to them and the class loses a lot of instructional time."

All the TICs complained that they are stressed by performing school administration and teaching roles consecutively.

> "There is never enough time to perform school administration and management duties or teach your class", remarked one TIC.

The findings show that parents are against the arrangement by the MoPSE of TICs performing the dual role of school administration and teaching a class. They want the MoPSE to appoint NTSHs to lead satellite schools so that each class has its teacher. When probed, one TIC commented that,

> "…it will be a positive development…no class will lose instructional time because the TIC is attending to school administration responsibilities. School administration in satellite schools strengthens, and the quality of education improves…"

The other TICs reiterated similar sentiments and urged the MoPSE to appoint NTSHs to lead satellite schools.

The teachers reported that some satellite primary schools adopted DS as a strategy to cope with the problem of inadequate classrooms. At one school, one teacher explained DS in this way,

> "Our lessons start at 8 am for all classes including those on Double-Sessioning. All the classes at this school commence lessons at the same time with some classes in the classrooms and others outside in the shade of trees."

Another teacher concurred and elaborated,

> "The change-over-time is 11 am for all the classes on Double-Sessioning. Lessons end at 1 pm for all the classes except for ECD A, ECD B, Grade 1, and Grade 2 learners whose lessons end at 12 pm."

The teachers at the other school that practised DS for the same reason mentioned similar timelines.

The teachers expressed the pedagogical challenges that DS presents in the schools. They complained about inadequate furniture for the learners. Concerning this problem, one teacher said,

> "We only have sufficient benches and tables for learners to use when they are in the classrooms. There is no furniture for learners to use when we hold lessons outside in the shade of trees. Learners sit on timber logs, rocks, bricks, pieces of cloth, and even on the ground."

The teachers also indicated that there are no tables for the learners to use. Commenting on the impact of the improvised sitting places on learning, one teacher said,

> "The pain from sitting on logs, rocks, bricks and the ground is excruciating…it distracts learners from participating and concentrating on learning."

Sitting places such as rocks, bricks, timber logs, and the ground do not provide the kind of comfort that is required for a learner to learn effectively.

Due to the unavailability of proper sitting and writing places the teachers are not able to assign learners written assignments for the lessons they conduct outside in the shade of trees. One teacher who said,

"We don't assign learners written assignments for the five lessons we teach in the shade of trees because, without furniture, textbooks and exercise books get dirty and torn", cogently explained this problem.

The teachers indicated that the lack of furniture leads to poor and illegible handwriting by the learners. When probed about the issue of assignments, one teacher responded by saying,

"We focus on teaching practical and oral lessons and assign learners written assignments when they get the opportunity to use the classrooms from 11 am to 1 pm."

The findings indicate that this practice presents challenges to the teachers. One challenge that most teachers mentioned is that the learners end up doing written assignments in only three learning areas per day instead of the minimum set standard of five learning areas. Another teacher expressed the complexity of the problem in this way,

"Classes on Double-Sessioning are in the classroom for only two hours, that is, from 11 am to 1 pm. In those two hours, they are expected to do written assignments for the five lessons that they do before getting into the classroom, and for four other lessons they do in the classroom."

The same teacher further continued to say,

"The instructional time in the classroom is inadequate…that's why most teachers focus on teaching examinable learning areas."

Another teacher concurred and added,

"The instructional time in the   classroom is so limited that you can hardly offer remedial support to all learners…you are forced by time constraints to concentrate on teaching fast learners."

Most teachers revealed that they do not offer individual support to learners with learning difficulties in the classes on Double-Sessioning due to limited instructional time in the classroom.

The teachers also expressed concern about the lack of chalkboards or whiteboards when conducting lessons under the shade of trees. One

teacher complained,

> "…there are no mobile chalkboards or whiteboards to explain or demonstrate new concepts…it's difficult for learners to master new concepts and skills…"

The teachers agreed that the shade of trees is not conducive milieus for the provision of quality education.

Most teachers identified the transitional period of the DS schooling system as a significant issue that contributes to limited instructional time for DS classes. The transitional period refers to the time taken for class changes. Teachers noted that a substantial amount of instructional time is lost during this interim period. One teacher explained,

> "The transitional period occurs during the 11:00 AM to 11:30 AM lesson, resulting in about 20 minutes lost each day for cleaning the room and packing books. An additional 10 minutes are needed for dust in the swept classrooms to settle."

Another teacher supported this, stating,

> "A whole lesson period of 30 minutes is lost during the transitional period."

The teachers agreed that delays during this time further reduce the already limited instructional time for DS classes. Consequently, as reported by the teachers, learners end up being taught examinable subjects at the expense of non-examinable ones.

DS is significantly disrupted by rain, especially during the rainy season. One teacher noted,

> "When it rains, all learners from ECD A to Grade 7 seek shelter in the classrooms. The overcrowding and noise make effective teaching and learning impossible. Lessons only resume when the rain stops."

Another teacher added,

> "If it rains all day, no learning takes place."

The instructional time lost during the rainy season compromises syllabus coverage and adversely affects the overall quality of education in DS classes.

During the in-depth interviews, the TICs corroborated the sentiments of the teachers that some satellite schools introduced DS to cope with the problem of inadequate classrooms. They also echoed the sentiments of the teachers that conducting lessons in the shade of trees compromises the quality of education in classes on DS. One TIC remarked,

> "When teachers hold lessons in the shade of trees, the attention of the learners is distracted by people, animals or vehicles passing by…effective teaching and learning cannot take place under these conditions…"

Another TIC complained that the pain from sitting on timber logs, rocks, bricks, and the ground lowers learners' levels of concentration and motivation to learn.

The TICs acknowledged the sentiments of the teachers that limited instructional time in the classroom militates against the provision of quality education in classes on DS. One TIC explained the problem in this way,

> "Classes on Double-Sessioning have three hours of instructional time in the classroom if they start lessons in the classroom and only two hours if they start lessons outside the classroom…while infant and junior classes that are not on Double-Sessioning have four and five hours, respectively."

The same TIC further continued to say,

> "The instructional time in the classroom is insufficient to cover nine by thirty-minute lesson periods per day…instructional time constraints are forcing teachers to only teach examinable learning areas."

The other TICs verified that limited instructional time in the classroom compels most teachers to teach only four out of the nine timetabled lessons per day.

TICs shared the sentiments of the teachers that limited instructional time in the classroom makes it difficult for teachers to offer individualised support to learners. One TIC remarked,

> "Owing to the problem of limited instructional time in the classroom, most

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> teachers ignore providing individual support to slow learners and
> concentrate on teaching fast learners".

The other TICs raised the same problem. The TICs urged the
government to address the problem of DS by providing funds for
satellite schools to construct adequate classrooms.

The TICs agreed with the teachers that the instructional time in the
classroom for classes on DS is reduced during the change-over time.
One of the TICs commented,

> "The change-over-time often takes 20 to 30 minutes…and instructional time
> in the classroom for classes on DS is reduced from two hours to only one and
> half hours…teachers are failing to complete syllabuses of their classes due
> to inadequate instructional time."

The TICs corroborated the sentiments of the teachers that a lot of
instructional time is lost during the rainy season when rains disrupt
the DS system. They appealed to the government to assist parents by
constructing adequate classroom blocks in satellite schools.

The book corroborates existing studies by the PoZ (2012) and
Mutema (2014) that multi-grade classes are prevalent in satellite
primary schools. Multi-grade classes increased significantly in this
school type following the TRF implemented by the PSC in 2015.
However, the existing studies did not explore the ramifications of
multi-grade classes on the provision of quality education in satellite
schools. This created a knowledge gap on the nature and quality of
MGT in satellite schools and its impact on the provision of quality
education.

Regardless of the prevalence of multi-grade classes in satellite
primary schools, all the teachers and TICs staffing the schools are
mono-grade teachers. This problem originates from teacher
development programmes in Zimbabwe that exclusively focus on
training mono-grade teachers. The pre-service and in-service
training that the teachers undergo does not equip them with the

theoretical and practical aspects of multi-grade pedagogy. Therefore, the teacher development programmes in Zimbabwe can be described as 'multi-grade blind'. They are 'blind' to the need for multi-grade teachers in satellite primary schools and other small schools in the country. This problem is not peculiar to Zimbabwe. In most African countries, pre-service and continuing teacher development programmes do not expose teachers to multi-grade pedagogy (Brown, 2010; Taole & Mncube, 2012; Kivunja, 2014; Siririka, 2018). In their SEM reviewed in Chapter 2, Heneveld and Craig (1996) underscore that appropriate teacher development programmes are indispensable supporting inputs for school effectiveness. Henceforth, there is a need for multi-grade teacher development programmes in African countries, including Zimbabwe to enhance the provision of quality education in small rural schools with multi-grade classes.

The national primary school curriculum, policies, and instructional materials premised on mono-grade pedagogy further complicate the implementation of MGT in satellite schools. It is a daunting task for mono-grade teachers to adapt the national mono-grade curriculum to multi-grade settings without professional training in multi-grade pedagogy. A national multi-grade primary school curriculum is also non-existent in other African countries such as South Africa (Taole & Mncube,2012; Joubert, 2010), Uganda and Zambia (Kivunja, 2014) and Nambia (Haingura, 2014; Siririka, 2018). This is why Little (2006b) argues that MGT is an invisible pedagogical approach at the administrative level in most African countries.

There is a taken-for-granted assumption in most African countries that mono-grade teachers can adapt to multi-grade pedagogy without pre-service or in-service training (Taole & Mncube, 2012). This book contradicts this taken-for-granted assumption. Even teachers and TICs with more than 10 years of teaching experience in multi-grade settings experience challenges in adapting the mono-grade curriculum to multi-grade settings. They teach the curriculum

content of the senior grade of a multi-grade class and neglect the content of the junior grade. Learners in the junior grades of multi-grade classes experience learning backlogs that affect their progress and performance negatively. The same problem is reported in studies held by Mansor (2011) in Pakistan, and du Plessis and Subramanien (2014) in South Africa. For mono-grade teachers to teach multi-grade classes effectively, they should be professionally trained in the theoretical and practical skills of multi-grade pedagogy (Brown, 2010; Kivunja & Sims, 2015).

This book corroborates the observation by Haingura (2014) and Siririka (2018) in Namibia that teaching timetables in multi-grade settings are based on mono-grade pedagogy. The teachers in multi-grade settings utilise mono-grade teaching timetables to teach multi-grade classes. The instructional time for one lesson period in a mono-grade class is shared equally between the grades constituting a multi-grade class. Consequently, the instructional time is reduced, making it impossible for teachers to complete the syllabuses of multi-grade classes. Zimbabwe's primary school curriculum is spiral. Henceforth, the uncovered content impedes the learners' mastery of concepts in the higher grades of the primary school cycle. In their SEM, Heneveld and Craig (1996), underline that adequate instructional time is a fundamental enabling condition for school effectiveness. The problem of timetabling can be traced to the 'multi-grade blindness' of teacher development programmes and the national primary school curriculum framework in Zimbabwe.

Due to instructional time constraints caused by following mono-grade teaching timetables in multi-grade settings, some teachers teach examinable learning areas only. When teachers focus on teaching examinable learning areas, the curriculum is 'narrowed' and learners are disadvantaged (Linden (2001). Most teachers follow the mono-grade teaching timetable and teach the curriculum content of the

senior grade in a multi-grade class. Resultantly, the curriculum of the junior grade is not covered. The gap in content coverage that is created affects the learners' mastery of concepts and academic achievement in subsequent grades. Similar timetabling challenges were noted in studies of MGT in other African countries (Haingura, 2014; Kivunja, 2014; Gasa, 2016).

The combination of grades in multi-grade classes is another problem that creates complexities in the provision of quality education in satellite primary schools. Grades with curricula content that cannot be integrated are combined into multi-grade classes. For instance, Grade 2 and 3 learners who should be respectively taught in their mother tongue and English are combined into a multi-grade class. The multi-grade class is treated as a mono-grade class in terms of the language of instruction, and one grade is disadvantaged. Taole (2014b) reports the same pedagogical practice in a study of MGT in South African schools. The study also corroborates findings by Kivunja (2014) in Uganda and Lingam (2007) in Fiji that examination and non-examination grades are combined. In the study that underpins this book, the schools combined Grades 7 and 6, which are examinable and non-examinable, respectively. The evidence from this book and the existing studies show that examination pressure compels teachers to focus on teaching the curriculum content of the examination grade. The Grade 6 learners are taught Grade 7 curriculum content that is difficult for them. This pedagogical practice militates against the learning progress and academic achievement of the Grade 6 learners. The incompatible grade combinations emanate from the absence of a national multi-grade curriculum framework and policies to guide schools on how to handle multi-grade combinations.

Teachers in multi-grade settings are expected to engage in multi-level assessments of learners' progress against prescribed syllabus

outcomes and maintain separate assessment records for each grade (Taole, 2017). The findings presented in this book show that the teachers maintain separate assessment record books for each grade but assign the learners similar tasks based on the curriculum content of the senior grades. Consequently, the learners in junior grades of multi-grade classes underachieve in cluster and termly tests that are based on the curriculum content of their grade levels. They underachieve because the curricula content of their grade levels is not covered when teachers focus on teaching the curricula content of senior grades in multi-grade classes. The teachers employ mono-grade learner assessment systems in multi-grade settings. Hargreaves (2001 in Brown, 2010) corroborates that, teachers experience challenges in adapting mono-grade learner assessment systems to multi-grade settings without professional training in MGT. This is unlike in South Africa, where Taole (2014a) and Mulaudzi (2016) acknowledge that mono-grade teachers in multi-grade settings assess learners according to the prescribed syllabus outcomes of their grade levels. This is a result of pre-set assessment tasks for each grade that teachers in South Africa are provided under the Curriculum and Assessment Policy Statement (Gasa, 2016; Mulaudzi, 2016). Zimbabwe can adopt this approach to learner assessment to enhance the provision of quality education in multi-grade settings.

Negative teacher attitudes towards multi-grade classes also impede the provision of quality education in multi-grade classes. The teachers regard multi-grade classes as more demanding to teach than mono-grade classes. The workload in multi-grade classes involves preparing and maintaining at least two sets of scheme-cum-plan books and professional record books with marking at least two sets of end-of-term tests. Mulkeen and Higgins (2009) and Joubert (2010) also report negative teacher attitudes towards multi-grade classes in studies of MGT in other countries. In South Africa, mono-grade teachers regard multi-grade classes as an unavoidable 'nuisance'

(Berry, 2010). A close analysis of the findings presented in this book and the existing studies suggests that the lack of training in MGT is the underlying factor that influences teachers to hold negative attitudes towards multi-grade classes. The negative attitudes that mono-grade teachers take to the multi-grade classroom negatively affect their commitment and quality of instruction (Brown, 2010). Heneveld and Clarke (1996) emphasise that positive rather than negative teacher attitudes create an ideal milieu for school effectiveness and the provision of quality education.

Large class sizes present significant pedagogical challenges that complicate the delivery of quality education in satellite primary schools. All the teachers and TICs in the selected schools were either teaching large mono-grade classes or large multi-grade classes. Available literature (Chakanyuka *et al.,* 2009; PoZ, 2012), indicates that satellite schools are associated with low enrolments and small class sizes. The problem of large class sizes is a recent phenomenon linked to the TRF. Large class sizes have created the problem of overcrowded classrooms in satellite schools. The classrooms become so congested that the learners destroy the instructional media that the teachers display and the learning centres they establish. Consequently, the teachers no longer display instructional media in their classrooms. A bare classroom environment in terms of instructional media denies learners opportunities for independent learning and the consolidation of learnt concepts. The teacher becomes the only source of knowledge for the learners, stifling self-directed learning that is encouraged by the CBC. From the perspective of Heneveld and Craig's (1996) SEM, the absence of instructional media creates a classroom ambience that is not ideal for the provision of quality education.

Large class size creates congested classrooms that compel teachers to employ rote pedagogical approaches, especially the lecture method. The study corroborates findings by Opoku *et al.,* (2014) and Marais

(2016) that, the lack of space in overcrowded classrooms forces teachers to employ rote pedagogy. Teacher-centred pedagogy, as indicated by the research participants, does not promote quality education because learners are not actively involved in the teaching and learning process. Expressed differently, rote pedagogy makes learners passive recipients of knowledge. The MoPSE (2015) advocates learner-centred pedagogical approaches that enhance the provision of quality education. In the context of multi-grade classes, Brown (2010) recommends learner-centred pedagogical approaches such as self-study, peer tutoring, and cooperative group work as ideal for the provision of quality education.

Evidence from this study indicates that large multi-grade classes further complicate the provision of quality primary education in satellite schools. The teachers who teach large and congested multi-grade classes not only employ the lecture method but also focus on teaching the curriculum content of senior grades. Resultantly, the curriculum content of learners in the junior grades of multi-grade classes is not covered. Despite the perennial problem of large class sizes, teacher development programmes in most African countries, including Zimbabwe, are not preparing pre-service and in-service teachers to teach and manage large classes (Opoku *et al.*, 2014; Marais, 2016). Therefore, the teacher development programmes in African countries including Zimbabwe are 'blind' to the problem of large class sizes.

This study acknowledges the findings by Wadesango *et al.* (2016) that large classes overburden teachers with heavy marking loads. The teachers contend with the heavy marking loads by assigning learners very few assignment items. This study went further to establish that the assignment items are not only few but also of the low order type. The poor quality and inadequate quantity of the assignment items compromise the quality of education in large

classes. Adequate and frequent learner assessment is essential for school effectiveness and, consequently, for the provision of quality education (Heneveld & Craig, 1996).

Existing studies (Mangwanya *et al.,* 2012; Mutema, 2014) report a critical shortage of textbooks in satellite schools. This study verified the problem of textbooks and went further to explore how the acute shortage of textbooks militates against the provision of quality education in large classes. The unusual cases of over 40 learners sharing one updated curriculum textbook are prevalent in the schools, making the teaching of reading problematic. Learners do not have the opportunity to read textbooks individually or take them home to do homework or home study. This study corroborates the observation by Mutema (2014) that if there is only one textbook for both teachers and learners, learners are deprived of individual exposure to the textbook. Teachers fear that the learners may tear or steal the textbook. The teachers associated the dire shortage of textbooks in satellite primary schools with the high rate of non-readers in the schools. This is why Heneveld and Craig (1996) underscore that sufficient textbooks are vital supporting inputs for school effectiveness and the provision of quality education.

Large class size makes it extremely difficult for teachers to identify learners who need individualised support. Studies by Adu *et al.* (2014), Imitaz (2014) and Marais (2016) corroborate that it is hard to identify learners who need extra support in large classes. There are fewer chances for a learner with learning problems to get individual attention from the teacher in large and congested classrooms than in small classes. The teachers concentrate on teaching fast learners, neglecting learners with learning difficulties (Wadesango *et al.,* 2016). They exclude rather than include learners with learning difficulties. This is against the policy of inclusive education that the GoZ ratified and adopted. The learners move to higher grades without mastering

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lower-grade concepts, a set-up that militates against their mastery of concepts and academic achievement. In the context of the Equity Model, an educational system that is insensitive to the diverse needs of learners is of low quality (Leu & Price-Rom, 2006; OECD, 2012).

Disruptive learner behaviours in congested classrooms thwart efforts by teachers to provide quality primary education in satellite schools. The unruly learner behaviours include deafening noise, bullying, fighting, and destruction of pedagogical resources. Similar disruptive learner behaviours in large classes were observed in South Arabia (Bahanshal, 2013), Zimbabwe (Wadesango *et al.,* 2016) and Zambia (Shwandi, 2017). This study confirms the observation by Marais (2016) that large classes are chaotic and unmanageable. Disruptive behaviours by learners, particularly noise, make it impossible for learners to concentrate on learning. The teachers teaching large classes devote more time to addressing disruptive learner behaviours than teaching. Addressing learner misconduct in large and cramped classrooms reduces instructional time, learning opportunities, lesson pace, and curriculum coverage (Bahanshal, 2013; Chireshe *et al.,* 2014). This makes large class size one of the major impediments to the provision of quality education in satellite primary schools.

The phenomenon of TICs also complicates the provision of quality education in satellite primary schools. Existing studies in Zimbabwe (PoZ, 2010; Mangwanya *et al.,* 2012), report that satellite schools are headed by TICs. However, the studies did not explore the repercussions of the TIC role in the provision of quality education. This study attempted to address this knowledge gap. Although the school leadership and management responsibilities of a TIC and a non-teaching head are similar in Zimbabwe (PSC, 2019), the TIC has a full-time class to teach. The study substantiates findings by researchers in other countries (Preston et al., 2013; Kgomo, 2016;

Pendola & Fuller, 2018) that performing multiple school leadership and management roles consecutively with full teaching loads overburdens teaching heads. Non-teaching heads tend not to experience administrative overloads because they have administrative support staff such as non-teaching deputy heads, secretaries, and bursars to delegate some responsibilities (Preston *et al.*, 2013; Pendola & Fuller, 2018). The administrative responsibilities overburden the TICs because they do not have administrative support staff. The TICs are further overburdened by teaching large mono-grade classes or large multi-grade classes.

The study concurs with Titus (2004) in Brown (2010) that teaching heads are pushed more into administrative responsibilities than the instructional role. Multiple administrative roles leave the TICs with limited instructional time to teach their classes, assign adequate assignment items, and offer individualised support to the learners. This study corroborates findings by Kgomo (2016)in South Africa that school administration responsibilities make it very difficult for teaching heads to complete the syllabuses of their classes. The stress, strain, and burnout from performing multiple roles that TICs take to their classes, affect the quality of their instruction. When TICs are away on school business, their classes are assigned to teachers in the school, and the learners are further disadvantaged. The teachers who are assigned to teach the TIC's class are already overburdened by their large multi-grade classes or large mono-grade classes. Henceforth, they 'baby-sit' the TIC's class, that is, occupying the class without meaningful teaching and learning taking place. From the perspective of The Education 2030 Agenda (UNESCO, 2015) the learners are left behind in the provision of quality education.

The DS schooling system is another pedagogical practice that creates complexities in the provision of quality education in satellite primary schools. This study authenticates the observation by Hlupo and

Tsikira (2012) that, DS emerged in satellite schools due to inadequate classrooms. One limitation of Hlupo and Tsikira's (2012) study is that it did not explore the ramifications of DS on the nature and quality of pedagogical and management processes in satellite primary schools. Other studies on DS in Zimbabwe (Goronga *et al.,* 2013; Mapolisa *et al.,* 2015; Singadi *et al.,* 2014; Kurebwa & Lumbe, 2015) focused on urban schools. This has created a knowledge gap on the pedagogical repercussions of DS on the provision of quality education in satellite primary schools. The study addressed this knowledge gap in the discourse of quality education in satellite primary schools. In satellite schools with DS, lessons for classes in the morning and afternoon sessions start at the same time with learners in the morning session occupying the classrooms. The learners in the afternoon session conduct their lessons in the shades of trees while waiting for their turn to use the classroom. Similar to the study conducted by Goronga *et al.* (2013) in urban schools, there was no furniture available for learners to use under the shade of trees. The severe pain caused by sitting on the ground, stones, timber logs, and bricks distracts learners from participating and concentrating on learning. The people, vehicles, and animals passing by distract the attention of learners from learning in the shades of trees. Hence, the shades of trees are not conducive teaching and learning milieus for the provision of quality education.

The absence of furniture in the shades of trees makes it impractical for teachers to assign learners written assignments in the five learning areas they cover before getting the opportunity to use the classroom. In the classroom, teachers face the dilemma of assigning tasks across five learning areas while also teaching four other subjects, all within a two-hour timeframe. The limited instructional time in the classroom compels teachers to focus on teaching examinable learning areas. The study verifies the observation by Bray (2008) that, the first casualty of limited instructional time in DS

settings is non-examinable subjects. As noted by Linden (2001), the result is the 'narrowing' of the curriculum. The learners are exposed to an incomplete curriculum that militates against their holistic development and life chances.

The transitional period of the DS schooling system further reduces the instructional time for classes on DS. A whole lesson period is lost while the class leaving the classroom packs its books and sweeps the room. The study verifies observations by earlier studies (Bray, 2008; Singadi *et al.*, 2014; Kurebwa & Lumbe, 2015) that if the transitional period is not well managed, instructional time is lost. The limited instructional time in the classroom and large class sizes make it difficult for teachers to cater to the diverse needs of learners. The study confirms the observation by Bray (2008) that, the second casualty of limited instructional time in double-session classes is the provision of individualised support to learners. The teachers focus on teaching fast learners at the expense of learners with learning difficulties. Ashong-Katai (2013) reports that limited instructional time in the classroom is one of the reasons that compelled the government of Ghana to abolish DS. The government aimed to ensure that learners have sufficient instructional time in the classroom, as adequate instructional time is a crucial factor for school effectiveness (Heneveld & Craig, 1996).

The study acknowledges the findings by Bray (2008) and Goronga *et al.* (2013) that rainy weather disrupts the DS schooling system. On rainy days, all learners, that is, those in the morning and afternoon sessions of DS find shelter in the available classrooms. The classrooms become so cramped that teachers cannot conduct lessons. Lessons only resume after the rains stop. If it rains the whole day, lessons are suspended. The instructional time that is lost during the rainy season and the transitional period compromises curriculum coverage, and the provision of quality education in classes on DS.

According to the OST that informs this study, an OST consists of four integrated elements: context, inputs, transformation processes, and outputs (von Bertalanffy, 1968; Ballantine & Hammack, 2012). A dysfunction in one or more elements of a school organisation can impact other elements and the overall quality of education provided (Ballantine & Hammack, 2012; Lunenburg & Ornstein, 2012). The findings of this study indicate that pedagogical processes in satellite primary schools are dysfunctional due to large class sizes, MGT, the multiple roles of the TIC, and inadequate resources. These dysfunctional pedagogical processes are negatively affecting the quality of education in satellite primary schools.

SDCs, TICs, heads of "mother schools," Cluster Heads, and School Inspectors are integral to the management of satellite schools. These stakeholders are expected to provide support that enhances the quality of primary education.

Satellite primary schools are unregistered institutions that do not receive per capita grants from the MoPSE for instructional materials, relying instead on their SDCs for financial and material resources. However, SDCs often lack the necessary resources to adequately support quality education. One teacher remarked,

> "The majority of parents are poor peasant farmers struggling to make a living… they can hardly afford to pay school fees."

Another teacher echoed similar sentiments,

> "SDCs cannot meaningfully support satellite schools because parents are poor resettled farmers failing to pay tuition fees."

The teachers agreed that parents' severe poverty significantly hampers the SDCs' ability to provide adequate financial and resource management support.

SDCs also lack the financial resources to provide decent accommodation for teachers and TICs. Consequently, poor living

and working conditions contribute to high teacher turnover in the schools. One teacher complained,

> "We live in very small rooms that were once used as offices and storerooms by the former white farm owner. Teachers frequently transfer to registered schools mainly due to inadequate and deplorable accommodation."

Another teacher added,

> "In satellite schools, several teachers share a single room, which offers no privacy... You can't live with your spouse and children. The high rate of teacher turnover is largely due to poor housing."

Such inadequate and poor accommodation exacerbates the problem of teacher turnover. When probed about the impact of high teacher turnover on the quality of education in the schools, one teacher remarked,

> "Teacher turnover is very prevalent in satellite schools... at least three different teachers can teach a class in one year. The continuity of the teaching and learning process suffers when a class has a new teacher almost every term."

The impact of high teacher turnover on the provision of quality education is particularly severe in multi-grade classes, where new teachers often lack training in multi-grade pedagogy.

The teachers reported that SDCs lack the resources to construct standard classroom blocks, leading to poor classroom conditions. One teacher remarked,

> "Although most satellite schools were established almost two decades ago, some still use pole, dagga, and grass-thatched classrooms. The SDCs do not have the financial means to build standard classrooms."

Another teacher complained,

> "The roofs of the make-shift classrooms leak during the rainy season, halting the teaching and learning process for long periods."

Conducting lessons in makeshift classrooms on rainy days is impossible, which negatively impacts curriculum coverage and the overall quality of education.

Due to limited financial support from the SDC, some satellite primary schools use tobacco barns as teaching spaces, which the teachers condemned as unfit for educational purposes. One teacher complained,

> "Tobacco barns are designed for curing tobacco, not for teaching. They lack windows and air vents, resulting in poor lighting and ventilation."

This environment makes it challenging for students, especially those with poor vision to read from textbooks, charts, and boards. Another teacher remarked,

> "The barns are a health hazard; if one learner contracts a contagious infection, it spreads rapidly."

Additionally, the excessive heat in the barns, especially during summer, significantly hampers learner concentration and participation in learning.

The financial constraints of the SDC have resulted in a critical shortage of instructional materials and furniture in the schools. One teacher lamented,

> "There's an acute shortage of textbooks for the new curriculum...most subjects have only one textbook for both teachers and learners, or none at all."

This concern was echoed by many teachers, with another saying,

> "When you want to teach an unfamiliar concept but lack textbooks or internet access for research, you're forced to skip it."

Such gaps in resources create significant learning deficiencies that affect students' academic performance. Additionally, the lack of furniture forces some students to sit on the floor during lessons. One teacher remarked,

> "Learning while sitting on the floor is painful and distracts learners' attention."

Without adequate financial support from the SDC for textbooks and furniture, providing quality education in the schools is a daunting challenge.

In this digital era, often referred to as the fourth industrial revolution, computers and internet access are essential for providing current teaching and learning materials. However, the SDCs lack the financial resources to offer these services in the schools. The absence of computers hinders effective ICT implementation in satellite primary schools. One teacher remarked,

> "Parents can't afford to buy computers or laptops... most satellite schools have only one laptop reserved for administrative tasks."

When asked how they teach the ICT learning curriculum area without adequate resources, the teachers indicated they focus solely on theoretical aspects, leaving learners without the practical competencies expected in the field.

TICs confirmed the sentiments of the teachers that SDCs lack the financial resources to adequately support the schools. This problem was cogently captured by one TIC who said,

> "Less than 30% of the parents pay school fees... SDCs are financially incapacitated to develop satellite schools into effective institutions that provide quality education."

The TICs identified several barriers to the provision of quality education in the schools caused by the SDC's financial constraints, including inadequate accommodation, high teacher turnover, makeshift classrooms, and insufficient instructional materials. Regarding high teacher turnover one TIC commented,

> "Teacher turnover is rampant in satellite schools; in 2019 alone, we lost almost half of the staff due to substandard accommodation."

Another TIC added,

> "A teacher rarely lasts a year at this school because of poor housing."

The TICs echoed the concerns of the teachers that high teacher turnover undermines the continuity and effectiveness of the teaching and learning process in satellite primary schools. All TICs were in agreement that SDCs were financially incapacitated to provide the

necessary support for the provision of quality education in satellite primary schools.

TICs occasionally struggle to receive travel and subsistence allowances from the SDC for attending meetings. One TIC revealed,

> "We often miss important meetings and submit urgent reports late...leading a small satellite school with low cash inflows is a serious challenge."

Another TIC expressed a similar concern:

> "You miss a lot of meetings and crucial information if you don't use your own money to attend...the issue is that reimbursement is often delayed due to low cash inflows. By the time you get refunded, the purchasing power of that money has been eroded by inflation... it's very frustrating."

This frustration negatively impacts the TIC's ability to provide effective institutional and instructional leadership in satellite primary schools.

One of the responsibilities of TICs is to provide management support to teachers. The TICs utilise meetings, class visits, and staff development workshops as avenues for providing management support to the teachers. The teachers identified two main factors that militate against the quality of management support they receive from the TICs. They mentioned the TIC's dual role of teaching a class and school administration and the lack of training in MGT.

One teacher remarked,

> "The TICs hardly find time to conduct class visits because they have classes to teach and many administrative responsibilities."

Echoing similar sentiments another teacher said,

> "…you can go for a term or even two terms without being supervised because, on top of school administration responsibilities, the TIC has a class to teach."

It is evident from the responses that the TICs under-supervise the teachers. The teachers identified several consequences of inadequate supervision, including incomplete scheme-cum-plans, poor quality of teaching, inadequate assignment items, and unmarked exercise

books. They also mentioned incomplete record books and a general lack of preparedness by teachers. Therefore, the inadequate supervision of teachers is one of the barriers to the provision of quality education in satellite primary schools.

The teachers also reported that they are not receiving MGT management support from the TICs. One of the teachers commented,

> "The approach to multi-grade teaching in this district is to integrate the curriculum content of the grades making up a multi-grade class and then teach the content from simple to complex. All the TICs are mono-grade teachers; they cannot assist us…we are left to experiment on our own…"

The main challenge confronting the teachers is to integrate content for multi-grade classes without professional training in MGT and MGT support from the TICs.

TICs facilitate staff development workshops to familiarise teachers with the nature of new learning areas in the CBC. However, the teachers expressed mixed feelings regarding the extent to which they are benefiting from the workshops. One teacher commented,

> "The workshops are providing us with opportunities to discuss and address some of the pedagogical challenges we encounter in teaching new learning areas like VPA, Mass Displays, ICT, Agriculture, and Heritage Studies."

They complained that the workshops focus on mono-grade pedagogy at the expense of multi-grade pedagogy. One teacher put across the problem in this way,

> "Yes, we are holding workshops on the new curriculum, but they focus on mono-grade teaching methods as if all the teachers are teaching mono-grade classes. There is no one to assist teachers in teaching multi-grade classes…the workshops are far removed from our day-to-day challenges of teaching multi-grade classes."

The lack of MGT support from TICs forces the teachers to treat multi-grade classes as mono-grade classes in terms of curriculum content and teaching methods. When probed, the teachers indicated that they only teach the curriculum content of senior grades in multi-

grade classes. Consequently, the curriculum content of the junior grade is not covered, a set-up that negatively affects the mastery of concepts and the academic achievement of learners in the junior grades of multi-grade classes.

TICs indicated that they fail to provide MGT support to teachers due to their dual role of teaching and school administration, and the lack of professional training in MGT. They reported that they experience time constraints to conduct class visits. In the words of one TIC,

> "It's not feasible to supervise each teacher at least once per term because I have a class to teach and a lot of school administration responsibilities...as I supervise the teachers, no one will be attending my class…"

Another TIC argued,

> "The set standard of at least one termly supervision visit per teacher was set with a non-teaching head in mind. For a TIC with a full teaching load and school administration responsibilities, it's not practical."

TICs concurred that inadequate supervision of curriculum implementation by the teachers has a negative bearing on the provision of quality education in the schools.

All TICs were mono-grade teachers who lacked pre-service or in-service training to provide effective MGT support to the teachers. One of the TICs remarked as follows,

> "TICs are mono-grade teachers who are just thrust into the TIC role without induction into multi-grade pedagogy. They can't assist much in issues relating to multi-grade teaching. They need in-service training in multi-grade teaching."

Another TIC who had more than seven years of teaching experience in a multi-grade setting had this to say,

> "Regardless of my long teaching experience in multi-grade classes…I'm still experiencing challenges in teaching a multi-grade class or supporting other teachers who are teaching multi-grade classes. I need in-service training in multi-grade teaching…"

In the absence of MGT support, mono-grade teachers in multi-grade settings are unlikely to provide quality education.

Satellite primary schools are extensions of registered schools, commonly referred to as "mother schools." The heads of these mother schools are expected to provide management support to the satellite schools. Teachers shared their experiences regarding the nature and quality of this support. One significant form of support mentioned was the donation of new curriculum textbooks. One teacher stated,

> "This school received one textbook per grade for the new curriculum in the four core learning areas of Mathematics, English, Science, and Chishona from the mother school."

Teachers at two other satellite schools confirmed receiving similar donations. Another teacher remarked,

> "Although the textbooks are very few, they are a lifeline. It was a formidable challenge to scheme, plan, and teach the core learning areas of the new curriculum without them."

The teachers emphasised that the number of textbooks is inadequate and expressed concern about teaching non-core learning areas without proper resources.

The Heads of 'mother schools' are responsible for inducting new TICs into school administration, particularly in financial management and the online registration of Grade 7 candidates with ZIMSEC. However, many teachers reported a lack of management support from these heads. One teacher expressed frustration, saying,

> "I approached the Head of the 'mother school' for assistance on how to simultaneously teach different concepts to my multi-grade class, but he couldn't help me."

Other teachers corroborated this sentiment, noting that the Heads of 'mother schools' are often reluctant to provide support for Multi-grade Teaching issues. One teacher pointed out,

> "Heads of 'mother schools' are mono-grade teachers who haven't received any professional training in multi-grade teaching."

Without support from the Heads of 'mother schools' and TICs, teachers in multi-grade settings are left to navigate these challenges

on their own. As a result, mono-grade teachers in multi-grade environments cannot be expected to deliver quality education.

TICs echoed the teachers' sentiments regarding the donation of updated curriculum textbooks from some mother schools to their satellite schools. They also confirmed that the Heads of 'mother schools' induct new TICs into financial management and the online registration of Grade 7 candidates with ZIMSEC. One TIC stated,

> "I regularly consult the Head of the 'mother school' on school administration issues whenever I collect pay slips for my staff members. I benefit a lot from discussions on general school administration, but I'm not gaining anything related to multi-grade teaching."

Another TIC shared similar sentiments. They revealed that the Heads of 'mother schools' often fail to provide meaningful support for multi-grade teaching because they are mono-grade teachers unfamiliar with MGT. This raises concerns about the effectiveness of the Heads of 'mother schools' as mentors for TICs in school administration and their ability to ensure quality education in the context of MGT.

The MoPSE expects satellite schools to receive management support from Cluster Heads as part of the BSPZ quality education initiative. The selected TICs belong to two clusters and are part of the Cluster Heads' team in their respective areas. Each Cluster Head conducts at least one termly on-site supervision visit to every school within their cluster. The supervision visits primarily focus on lesson observation, record-keeping, school infrastructure and resources, financial management, production units, and various curriculum issues. When asked about the effectiveness of the supervision visits, one teacher remarked,

> "The supervision visits are effective. The Grade 7 pass rate in satellite schools used to be 0%, but the pass rate has improved significantly due to the on-site cluster supervision visits."

Another teacher added,

> "The termly supervision visits serve as a quality assurance measure that enhances the quality of education in satellite primary schools."

Several teachers expressed concerns about the on-site supervision visits by Cluster Heads, primarily noting that they do not provide adequate support for multi-grade teaching. One teacher remarked,

> "Cluster Heads demand that we scheme and plan separately for multi-grade classes while simultaneously expecting us to integrate content during lessons. They always promise to demonstrate how it's done but never follow through."

Another teacher supported this view, stating that Cluster Heads apply mono-grade standards even when supervising teachers in multi-grade settings. This teacher added,

> "All Cluster Heads are mono-grade teachers who have not received pre-service or in-service training in multi-grade teaching."

This lack of professional training in MGT among teachers, TICs, Heads of 'mother schools', and Cluster Heads poses a significant barrier to providing quality education in multi-grade environments.

Some satellite schools are located in remote areas that are inaccessible by road, resulting in a lack of supervision from Cluster Heads. One teacher remarked,

> "The road to this school is so bad that no transport can ply the route."

The teachers expressed significant concern that this inaccessibility isolates them from management support provided by the Heads of 'mother schools' and Cluster Heads. Another teacher added,

> "Because of the inaccessible road, Cluster Heads haven't visited this school for termly supervision visits in over seven years. These visits could have equipped us with the knowledge and skills needed for teaching and managing multi-grade classes…we are at a disadvantage."

The teachers also voiced frustrations about being geographically, socially, and professionally isolated from other educators in multi-

grade settings, limiting their ability to share challenges and solutions related to MGT. This isolation from the 'mother school', Cluster Heads, and school inspectors compromises the quality of management and pedagogical processes, ultimately affecting the provision of quality education.

The TICs agreed with the teachers that supervision visits by Cluster Heads are gradually improving the quality of education in satellite primary schools. However, they noted that financial challenges hinder Cluster Heads from conducting on-site supervision visits at least once per term. One TIC explained,

> "The supervision visits are funded by the BSPZ affiliation fees paid by the schools. Satellite schools often struggle to pay these fees regularly due to low cash inflows, resulting in supervision occurring only once per year instead of three times."

The satellite schools use their limited financial resources, raised from school fees, for infrastructural development and the procurement of curriculum materials. Another TIC emphasised that many parents cannot afford to pay school fees, further complicating the schools' ability to meet their financial obligations. The same TIC asserted that

> ''The lack of adequate supervision visits contributes to the poor quality of teaching and learning in satellite schools.''

The TICs expressed frustration that Cluster Heads do not provide adequate MGT support because they are mono-grade teachers who lack professional training in multi-grade pedagogy. One TIC articulated the issue, saying,

> "The main limitation of cluster supervision is the composition of our supervision teams. All team members are mono-grade teachers, and there's no one available to provide professional guidance on multi-grade teaching."

This concern was echoed by the other TICs. They also pointed out that long distances between schools and inaccessible roads further hinder the effectiveness of supervision visits by Cluster Heads.

The MoPSE expects School Inspectors to provide management support to satellite primary schools. This support covers various curriculum issues, including supervision and assessment of scheme-cum-planning, lesson delivery, classroom management, marking, record-keeping, financial management, infrastructural development, and maintenance of school grounds. One teacher commented,

> "Due to a poor road network, financial constraints, and inadequate vehicles, School Inspectors often provide on-site management support only once a year."

The limited and infrequent supervision visits contribute to low Grade 7 pass rates in satellite schools. Another teacher expressed similar concerns, stating,

> "The Grade 7 pass rate at this school is the lowest in the entire district because School Inspectors and Cluster Heads haven't visited us for on-site supervision in over seven years due to an inaccessible road."

This highlights that management support from School Inspectors and Cluster Heads is critical for ensuring quality education.

Like the TICs, Heads of 'mother schools', and Cluster Heads, School Inspectors are also unable to provide adequate MGT support to teachers in multi-grade settings. This issue was highlighted by one teacher who said,

> "School Inspectors provide us with useful support in all areas of the school curriculum except for multi-grade teaching."

Another teacher complained,

> "When we approach the School Inspectors with problems related to multi-grade teaching, they don't assist us. They tell us that we are the ones on the ground who should address these issues ourselves."

The teachers are in a dilemma regarding MGT because the Heads of 'mother schools', School Inspectors, Cluster Heads, and TICs lack the expertise to help them. These officials need in-service training in multi-grade pedagogy to effectively support teachers in multi-grade settings.

The TICs acknowledged that School Inspectors provide management support to satellite schools through on-site supervision visits and workshops. One TIC commented,

> "Supervision visits are usually held once or twice a year. They cover all curriculum areas comprehensively, except for multi-grade teaching. School Inspectors have promised us a workshop on multi-grade teaching, but it hasn't materialised in over a decade."

Another TIC echoed the teachers' sentiments,

> "When School Inspectors come for on-site visits, they focus on mono-grade curriculum issues and tell us to develop our strategies for addressing the multi-grade teaching challenges we present to them."

One TIC confirmed that neither Cluster Heads nor School Inspectors had visited the school he leads in over seven years due to an inaccessible road. He lamented,

> "I'm the only supervisor of the teachers…there is no one supervising me or the school."

This raises concerns about the quality of education the school can provide in the absence of external supervision.

School Inspectors conduct staff development workshops on the implementation of the new curriculum with TICs, who then cascade the information to teachers in their respective schools. However, all TICs reported that these workshops focus on mono-grade pedagogy at the expense of multi-grade pedagogy. In the words of one TIC

> "All workshops are silent on multi-grade teaching…School Inspectors are turning a blind eye to multi-grade teaching."

The other TICs echoed similar sentiments, noting that MoPSE policies and the new curriculum framework are also silent on MGT. They pointed out that School Inspectors are often mono-grade teachers who themselves require in-service training in multi-grade teaching. This lack of professional training in multi-grade pedagogy among teachers, TICs, heads of mother schools, Cluster Heads, and School Inspectors creates significant challenges for providing quality education in multi-grade settings within satellite schools.

Satellite schools receive management support from SDCs, Heads of 'mother schools', Cluster Heads, and School Inspectors. The government mandates each school to establish a SDC under Statutory Instrument 87 of 1992 (GoZ, 1992). The SDC provides financial support for the school's pedagogical resource needs by collecting school fees from parents. However, satellite schools receive limited financial support from their SDCs because many parents cannot afford to pay school fees. This book confirms existing literature (PoZ, 2012; Tarisayi, 2015) indicating that most fast-track land reform beneficiaries are poor peasants who struggle to pay school fees. As a result, satellite schools rely heavily on the limited support from their SDCs for financial and material resources, especially since they do not meet MSFS criteria to register with the MoPSE. Unregistered schools are ineligible for per capita grants from the MoPSE for procuring pedagogical resources (Mavhunga & Mazodze, 2014), creating significant infrastructural and instructional resource challenges, including inadequate accommodation, makeshift classrooms, and a lack of computers.

The book corroborates the observation by Hlupo and Tsikira (2012) that poor accommodation contributes to high teacher turnover in satellite schools. Furthermore, the book explores the consequences of high teacher turnover on the quality of education. Teacher turnover is so prevalent that three different teachers may teach the same class in a single academic year, negatively affecting the continuity and quality of the teaching and learning process, as well as curriculum coverage. Due to the (TRF), the ministry takes time to replace teachers who transfer, leading to severe understaffing, large class sizes, and multi-grade classes. These factors complicate the provision of quality education in satellite primary schools.

SDCs often lack the financial resources to procure computers for teaching ICT, a new area in the primary school curriculum. Each

school has only one laptop reserved for administrative purposes, which prevents most teachers from teaching the ICT curriculum effectively. Those who attempt to teach it often focus on theoretical aspects, neglecting practical skills. Consequently, learners miss out on acquiring essential computer skills. An education system that fails to utilise and apply ICT is inherently of poor quality (Blignaut *et al.*, 2010; Jenjekwa, 2013).

One of the roles of the SDC is to provide TICs with subsistence and travel allowances for school-related business. However, satellite schools struggle with low cash inflows due to the financial constraints faced by most parents. This situation makes it challenging for SDCs to provide TICs with necessary allowances. The findings verify observations by PoZ (2012) and Tarisayi (2015) that many land beneficiaries live in poverty and cannot afford school fees. The inability of TICs to attend meetings regularly results in professional and social isolation, causing schools to miss critical information necessary for providing quality education.

The MoPSE expects TICs to support teachers through staff development workshops, meetings, and class visits. While existing studies in Zimbabwe (PoZ, 2012; Mavhunga & Mazodze, 2014; Mutema, 2014) acknowledge that TICs head satellite schools, they do not explore the quality of management support provided to teachers. The dual role of teaching and managing leaves TICs with limited time for adequate support. Studies by Haingura (2014) in Namibia and Mulaudzi (2016) in South Africa confirm that teaching heads often fail to offer sufficient management support due to their multiple responsibilities. Inadequate supervision leads to a lack of preparedness and poor teaching quality, prompting fast-track land reform beneficiaries to advocate non-teaching heads to lead satellite primary schools.

TICs do not provide sufficient MGT support to teachers in multi-grade settings. Workshops held on the new curriculum focus on mono-grade pedagogy, ignoring the needs of those teaching multi-grade classes. Lingam (2007) and Gasa (2016) confirm that teaching heads struggle to support teachers in multi-grade settings due to a lack of professional training in MGT. All TICs are mono-grade teachers who have not received pre-service or in-service training in multi-grade pedagogy, indicating a need for similar training for both TICs and teachers.

The MoPSE expects Heads of 'mother schools' to provide management support to satellite schools (Chakanyuka et al., 2009; PoZ, 2012). However, there is little scholarly work on the nature and quality of this support. The study underpinning this book found that while some mother schools donate new curriculum textbooks to ease shortages, Heads of 'mother schools' do not offer MGT support to teachers and TICs. Like TICs, the Heads of 'mother schools' are mono-grade teachers lacking professional training in MGT. Consequently, the quality of education in multi-grade classes is unlikely to improve when teachers, TICs, and Heads of 'mother schools' lack familiarity with multi-grade pedagogy.

Satellite schools also receive management support from Cluster Heads under the BSPZ quality education initiative. However, there are no published studies on the nature and quality of this support in Zimbabwe. Cluster Heads offer management support to teachers and TICs in satellite schools through on-site supervision visits, covering lesson observations, record-keeping, school infrastructure, financial management, production units, and school grounds. The supervision visits are improving the quality of education in satellite primary schools. Jita and Mokhele (2012) corroborate that school clustering involving on-site visits improve teachers' pedagogical skills and the quality of education.

However, low cash inflows often prevent satellite schools from paying BSPZ affiliation fees, which fund cluster supervision visits. As a result, Cluster Heads typically supervise satellite primary schools only once a year instead of at least three times, confirming the teachers' and TICs' claims about the financial constraints faced by parents. The book aligns with existing research (Jita & Mokhele, 2012; Makaye, 2015) indicating that a lack of financial resources significantly hampers the effective implementation of school clusters in rural settings. Additionally, the fact that Cluster Heads are mono-grade teachers limits their ability to provide MGT support for multi-grade classes. Without adequate MGT support from TICs, Heads of 'mother schools', and Cluster Heads, teachers in multi-grade settings cannot be expected to teach effectively. Some satellite schools receive no management support from Cluster Heads and Heads of 'mother schools' due to inaccessible roads, isolating teachers and TICs from essential management support.

The book also corroborates existing research (PoZ, 2012; Jenjekwa, 2013) that School Inspectors do not frequently visit satellite schools. Infrequent visits are attributed to inadequate vehicles, financial constraints, and inaccessible roads. This book explores the nature and quality of the management support provided by School Inspectors, which includes on-site visits and workshops. Their supervision covers scheme-cum-planning, lesson delivery, classroom management, marking, record-keeping, infrastructure, financial management, and maintenance of school grounds. While the teachers and TICs expressed satisfaction with the support they receive, they noted a lack of assistance on MGT. This aligns with findings from other African countries (Mulkeen & Higgins, 2009; Taole, 2014b; Mulaudzi, 2016; Siririka, 2018), indicating that education officials often do not provide MGT support. Like other education officials, School Inspectors are usually mono-grade teachers lacking expertise in multi-grade pedagogy. Without support

from School Inspectors, Cluster Heads, Heads of 'mother schools', and TICs, mono-grade teachers in multi-grade settings struggle to effectively teach and manage their classes.

The MGT support needed by TICs and teachers includes content integration, timetabling, scheme-cum-planning, teaching methods, learner assessment, class organisation, and class management. Due to the lack of MGT support, teachers and TICs treat multi-grade classes as mono-grade classes, focusing solely on the curriculum content for senior grades. Consequently, the curriculum for junior grades is neglected, adversely affecting learner progress. Similar observations have been made in studies on MGT in other countries (Mansoor, 2011; Taole & Mncube, 2012; Haingura, 2014). Mono-grade teachers require MGT training and support to effectively manage multi-grade classes (Haingura, 2014; Gasa, 2016).

From the perspective of the OST informing this book, management processes fall within the transformation processes of a school organisation (Ballantine & Hammack, 2012; Lunenburg & Ornstein, 2012). In this context, SDCs, TICs, Heads of 'mother schools', Cluster Heads, and School Inspectors are all part of the management process. Quality education relies on the technical competencies of both teachers and educational administrators (Lunenburg & Ornstein, 2012; Hoy & Miskel, 2013). A dysfunctional management process negatively impacts organisational outputs, which reflect the quality of education. The management processes in satellite schools are dysfunctional due to a lack of financial support from the government and limited financial backing from SDCs. Additionally, the multiple roles of TICs hinder their ability to provide adequate management support to teachers. The lack of technical competency in MGT among TICs, Heads of 'mother schools', Cluster Heads, and School Inspectors further compounds the deficiencies in the management processes of these schools. Overall, these dysfunctional

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management processes complicate the provision of quality education in satellite primary schools.

The teachers and TICs conduct school-based MGT staff development workshops to tackle the challenges of teaching multi-grade classes. In Makonde District, the focus of MGT is on integrating the content of these classes and teaching it from simple to complex. Through these workshops, teachers and TICs have identified both similarities and differences in the learning content across grades within their multi-grade settings. However, they noted that the learning content in language areas is generally distinct, making integration particularly challenging. One teacher remarked,

"Our main challenge is how to teach similar and different content from simple to complex practically… there is no one to provide us with in-service training."

The teachers are appealing to the MoPSE to organise a comprehensive MGT in-service training program for all teachers in satellite schools.

There is a significant understaffing issue at each satellite school, with at least three teachers missing due to the Teacher Recruitment Fund (TRF) imposed by the PSC in 2015. To address this, the SDCs of satellite schools have attempted to hire additional teachers. However, they face financial challenges, as many parents cannot afford to pay school fees. One teacher remarked,

"One or two extra teachers are hired for a term or two, but their contracts are often terminated due to financial constraints."

When asked about the impact of hiring extra teachers, another teacher noted,

"Employing additional teachers reduces large class sizes and multi-grade classes in satellite schools."

Another added,

"Multi-grade classes are separated, and large mono-grade classes are divided into two or more classes, making them smaller and more manageable."

This highlights the effectiveness of hiring additional teachers in enhancing the quality of education in satellite primary schools.

Satellite schools also utilise the School Improvement Grant (SIG) to

construct standard classroom blocks as a long-term strategy to address the acute shortage of classrooms and teaching staff. However, the annual SIG funding of $4,500 is insufficient to complete a standard classroom block. To supplement the SIG funds, SDCs mobilise parents to contribute free labour and building materials. Parents also provide water, quarry stones, river sand, bricks, tools, and pit sand for the construction of these classrooms.

The acute shortage of CBC textbooks creates significant pedagogical challenges in delivering quality education in schools. Several teachers mitigate this issue by using old curriculum textbooks to teach some CBC learning areas. One teacher explained,

> "We are using old curriculum textbooks with relevant content to teach new curriculum learning areas."

However, this approach does not apply to entirely new subjects such as VPA, Agriculture, Mass Displays, and ICT. Teachers expressed frustration about relying solely on the syllabus as their content source for these new learning areas and urged the government to provide new curriculum textbooks to satellite primary schools.

Another barrier to providing quality education is the multiple roles of the TIC. Teachers explained how TICs manage these responsibilities. One teacher noted,

> "TICs make up for lost instructional time while conducting school administration in various ways. Some conduct early morning lessons, while others teach their classes in the afternoon from 2 PM to 4 PM."

Another teacher mentioned that some TICs leave their classes to attend school business, assigning a different teacher to supervise their class in their absence.

> "The teacher assigned to supervise is already overburdened by their large class," another teacher pointed out.

They all agreed that this strategy is ineffective and urged the MoPSE to appoint non-teaching heads to lead satellite schools.

TICs sometimes multitask to cope with their various responsibilities. In this context, multitasking refers to performing teaching and school management roles concurrently. One teacher provided an example,

saying,

> "TICs simultaneously teach their classes and supervise the professional documents of teachers."

Additionally, TICs utilise after-school hours and weekends to manage their administrative duties.

TICs confirmed that they conduct school-based staff development workshops on MGT, primarily due to the lack of support from Heads of 'mother schools,' Cluster Heads, and School Inspectors. One TIC remarked,

> "When we approach School Inspectors with the multi-grade teaching challenges we face, they don't assist us. They always advise us that we are the ones on the ground who should devise strategies to address the problems."

Unfortunately, these staff development workshops are often ineffective due to a lack of resource persons with MGT expertise in the schools.

The TICs echoed the teachers' concerns that SDCs employ extra teachers to combat understaffing and high teacher-learner ratios linked to the TRF. One TIC noted,

> "Our fees and cash inflows are very low… we can't afford to hire enough extra teachers like established schools."

When asked about the effectiveness of hiring additional teachers, another TIC responded that it helps reduce the number of large and multi-grade classes.

> "Teaching loads become manageable… teachers can assign adequate assignments to learners and address their individual needs," another TIC elaborated.

They proposed that a lasting solution to understaffing and large class sizes would be for the government to unfreeze the recruitment of teachers.

TICs also acknowledged that the SDCs of satellite primary schools utilise SIG funds to construct standard classroom blocks to alleviate issues related to overcrowding and large class sizes. They praised the parents for their contributions to labour and building materials. One TIC revealed,

> "Each household is going to contribute one 50 kg bag of maize towards the construction of the standard classroom block. The SDC will sell the maize to the Grain Marketing Board and use the money to procure building materials and pay builders."

The TICs echoed the teachers' concerns that the severe shortage of new curriculum textbooks in satellite schools poses significant pedagogical challenges to delivering quality education. They confirmed that schools use old curriculum textbooks to teach relevant CBC content as a temporary solution. One TIC remarked,

> "The problem is that you don't find all the new curriculum content in the old curriculum textbooks. For new learning areas like VPA, Mass Displays, and ICT, there are hardly any sources for teachers to consult."

The TICs are unable to procure many new curriculum textbooks with SIG funds, as these funds are primarily allocated for infrastructural development.

TICs also lose significant instructional time while managing multiple school responsibilities. When asked how they compensate for this lost time, one TIC responded,

> "I always take advantage of the study period from 2 PM to 4 PM on Tuesdays and Thursdays to teach my class any uncovered content."

Other TICs conduct lessons early in the morning before regular classes begin. They agreed that compensating for lost instructional time benefits learners but exacerbates their workloads.

To ensure the teaching and learning process continues in their absence due to school business, TICs shared various strategies. One TIC explained,

> "Before I leave for a meeting or workshop, I prepare work for my class and ask another teacher to cover for me. When I return, I check on the learners' mastery of the concepts and address any problem areas."

Other TICs reported that they either write assignments on the board or provide supervising teachers with page numbers for expected work during their absence. However, the teachers assigned to supervise often end up merely "babysitting" the students, as they are already overwhelmed by their own large mono-grade or multi-grade classes. This leads to a lack of meaningful teaching and learning during the TIC's absence.

Multitasking is another strategy TICs employ to cope with their multiple roles. One TIC explained,

> "I don't have a clerk. If I want to conduct the online registration of Grade 7 candidates, I first give my class some work to do and then call the Grade 7 learners one by one for registration." She added, "While registering the learners, I also teach and supervise my class."

Another TIC mentioned that he typically performs administrative tasks in his classroom rather than in the office.

> "If you serve parents and other visitors from your classroom, they realize that you have a class to attend to and are busy. They usually don't stay unnecessarily long after being served," he argued.

TICs do not have enough time to complete all administrative duties during school hours. They echoed the teachers' sentiments that they often use after-school hours and weekends to manage their multiple roles. One TIC revealed,

> "I often take two hours after school if I want to supervise teachers' professional documents or students' exercise books."

Another TIC expressed similar sentiments,

> "Most of the time, I work after school hours and on weekends to get things done and meet deadlines."

This burden of juggling multiple administrative roles alongside teaching affects the quality of the institutional and instructional leadership they provide.

There is an acute shortage of new CBC textbooks in satellite schools. Currently, these schools manage this issue by utilising old curriculum textbooks to teach some new curriculum learning areas. This strategy is inadequate for entirely new subjects in the CBC such as Visual and Performing Arts (VPA), Agriculture, Mass Displays, and ICT. In these areas, teachers rely solely on the syllabus for content, leading to low content knowledge and negatively impacting the quality of education.

The multiple leadership and management responsibilities placed on TICs result in limited time for teaching. To compensate for lost instructional time, TICs conduct lessons early in the morning and during study periods in the afternoon. When TICs are away on school business, they leave assignments for their classes and designate other teachers to supervise. However, these teachers often struggle to effectively teach the TIC's class due to their heavy workloads from large mono-grade and multi-grade classes, which disadvantages learners regarding curriculum coverage and academic achievement.

TICs cope with their dual roles of school management and teaching through multi-tasking, often performing these responsibilities concurrently. Some TICs take on additional management tasks after school hours and on weekends. This aligns with findings by Newton and Wallin (2013), which indicate that teaching heads experience stress and tension related to conflicting role demands and workload intensification, ultimately impacting the quality of education they provide.

Heads of 'mother schools,' Cluster Heads, and School Inspectors are unable to offer adequate MGT support to TICs and teachers. In response, TICs conduct school-based workshops on MGT, but these are often ineffective due to a lack of trained resource persons. This observation aligns with Kivunja and Sims (2015), who note that MGT

is a specialised pedagogy requiring rigorous pre-service and in-service training.

School Development Committees (SDCs) have employed extra teachers to address understaffing and large class sizes resulting from the TRF imposed by the PSC of Zimbabwe in 2015. Hiring additional teachers has positively impacted the quality of education in satellite schools by enabling the separation of multi-grade classes and the division of large mono-grade classes into smaller, more manageable groups. However, this approach is unsustainable due to low cash inflows in satellite schools, as many parents are unable to afford school fees (PoZ, 2012; Tarisayi, 2015). Consequently, satellite schools can only hire a limited number of additional teachers for short periods.

To address the acute shortage of classrooms, satellite schools utilise SIG funds to construct standard classroom blocks. This supports Tarisayi's (2015) observation that SIG enables schools to complete previously abandoned projects due to financial constraints. To complement SIG funds, SDCs mobilise parents to contribute free labour and building materials for classroom construction.

The teachers recommended several strategies to improve education in satellite schools. Firstly, the Ministry of Primary and Secondary Education (MoPSE) should organise in-service training workshops on Multi-Grade Teaching specifically for mono-grade teachers. Additionally, they suggested that School Inspectors, Cluster Heads, and Heads of 'mother schools' also receive this training to effectively support mono-grade teachers in multi-grade settings. The teachers further agreed that MoPSE should introduce MGT allowances to incentivise educators to take on multi-grade classes. They urged the ministry to collaborate with teachers' colleges to deploy student teachers in satellite schools to help manage extra classes requiring MGT.

Moreover, the teachers recommended the establishment of a programme for constructing standard infrastructure and providing new curriculum materials in satellite schools. They highlighted the need for rural district councils to ensure access to clinics, shopping centres, police stations, and accessible roads in these areas. The government also needs to lift the TRF to address the issue of large class sizes in satellite primary schools.

TICs emphasised the integration of multi-grade pedagogy into teacher development programmes for pre-service teachers. One TIC noted,

> "I wonder why teachers' colleges and universities only train mono-grade teachers when there are many multi-grade classes in satellite schools. It's high time they include multi-grade pedagogy in all teacher development programs."

The TICs proposed intensive in-service training workshops on MGT for practicing mono-grade teachers, TICs, Heads of 'mother schools', Cluster Heads, and School Inspectors.

TICs also expressed concern about the absence of a multi-grade school curriculum, policies, and instructional materials to support teachers in multi-grade settings. One TIC remarked,

"It's very difficult for TICs to offer teachers support on adapting the mono-grade curriculum to multi-grade settings without a policy framework and relevant instructional materials."

They recommended that MoPSE develop a national primary school multi-grade curriculum, along with accompanying policies, syllabuses, and textbooks.

Additionally, TICs voiced frustrations about balancing teaching and school management responsibilities. One TIC lamented,

> "We hardly have enough time to teach or perform administrative roles. Heavy workloads, burnout, and stress are the order of the day."

The classes taught by TICs are disadvantaged in terms of instructional time. To address this, MoPSE should consider appointing non-teaching heads in satellite schools so that each class has its dedicated teacher.

The TICs also urged the government to provide satellite schools with grants for infrastructure development and the procurement of new curriculum textbooks. One TIC commented,

> "The grants will go a long way in addressing the acute shortage of updated curriculum textbooks, Double-Sessioning, and poor working conditions."

These grants would empower SDCs to construct standard infrastructure and mitigate high teacher turnover.

Furthermore, TICs highlighted that the double-session model shortens instructional time, forcing teachers to concentrate on examinable subjects. They recommended that the government implement an infrastructure development programme for satellite schools, similar to the SIG, to alleviate the challenges posed by this model. In the words of one TIC,

> "The infrastructural development programme will also address the poor living and working conditions contributing to high teacher turnover in satellite schools."

TICs criticised the TRF established by the PSC in 2015, which they believe has resulted in severe understaffing and high teacher-learner ratios. One TIC lamented,

> "In some classes, the teacher-learner ratio is as high as 1:103 due to the teacher recruitment freeze. The workload is unbearable. Quality education is unattainable in very large classes."

They recommend that MoPSE lift the TRF and fill all vacant teaching positions in satellite primary schools.

Finally, TICs raised concerns about the infrequency of on-site supervision visits by School Inspectors to satellite primary schools, noting that some schools are not receiving these visits due to inaccessible roads. As a solution, they recommended that Rural District Councils ensure all routes to satellite schools are passable and urged School Inspectors to conduct more frequent supervision visits.

A close analysis of the recommendations provided by the TICs and teachers reveals that most align with the transformation process dimension of quality education. Their insights highlight opportunities for enhancing educational quality in satellite primary schools, particularly regarding pedagogical and management processes. From the perspective of the OST, which informs this book, these recommendations serve as a form of feedback, enabling school organisations to address deficiencies in delivering quality education. The strategies proposed by teachers and TICs for improving education quality in satellite primary schools are synthesised into the book's recommendations in Chapter 6.

This chapter presented an analysis and discussion of the study informing this book. The findings indicate several factors that hinder the quality of pedagogical and management processes in satellite primary schools. Large class sizes, MGT, the multiple roles of TICs, the double-session model, and high teacher turnover negatively impact the quality of pedagogical processes. Additionally, the lack of financial support from the government, limited backing from School Development Committees (SDCs), and insufficient MGT support compromise the quality of management processes in the schools. These deficiencies in the transformation process within satellite primary schools obstruct the delivery of quality education. The next chapter will provide a summary of the findings, along with conclusions and recommendations.