



An Analysis of Indicators of Quality Education in Low-Fee Paying Private High Schools: A Case Of Mabelreign/Warren Park District in Harare, Zimbabwe

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ABSTRACT

The study aimed to evaluate the indicators of quality education in low-fee paying private high schools in the Mabelreign/Warren Park district in the Harare Metropolitan Province of Zimbabwe. A clear evaluation of indicators of quality education was essential to bridge the knowledge gap on the quality of education in low-fee paying private high schools. Essentially, this study was unique as it evaluated the indicators of quality education in low-fee paying private high schools in an education system where there was a sharp increase in the number of low-fee paying private high schools. The study was guided by the systems theory which looks at the phenomenon at hand through the lens of interrelatedness of elements in the low-fee paying private high schools' systems. The study adopted a qualitative method research approach, interpretivism paradigm and a case study design which enabled the researcher and the participants to be co-constructors of knowledge. More so, the sample for the study was 50 participants which was participants from 3 low-fee paying private high schools in Mabelreign/Warren Park district. Convenience sampling technique was adopted to select fifteen (15) interviewees which was made up of twelve (12) teachers and three (3) school heads. In addition, the number of twelve (12) teachers interviewed were reached based on the saturation point principle. This study used content analysis technique to analyse data. The major findings are that teacher qualifications, and experience, pupil-textbook ratio, teacher-pupil ratio, and teaching and learning resources are the major indicators of quality education. The study recommended that entrepreneurs in low-fee paying private high schools should purchase hardcopy textbooks and even e-textbooks such that they leave their message to the target market of a textbook-pupil ratio of 1:1.

Key Words: Indicators of quality education, Quality education, Qualitative research, Teacher-pupil ratio.

1.0 INTRODUCTION

Green et al. (2017) claim that, private schools in England are largely concentrated in London and South East region. In addition, well known private schools in Scotland are Fettes College and Merchiston Castle and the number of these private schools is much lower (Green et al., 2017). Furthermore, Green et al. posit that the population of private schools rose to 4.3% in 2009. It is also important to note that a research that was conducted by Green et al. (2017) reveals that majority of the parents in England enrol their children to private schools for the sake of good quality education. Similarly, Ball (2013) notes that the Thatcher government and the government during the period of New

Labour promoted parents' school choice with the assumption that competition and parental pressure in schools would assist to improve educational standards. Crawford et al. (2016) posit that majority of the university graduates suggest that private school participants continue to benefit from economic related issues in the labour market. In addition, Macmillan et al. (2015) claim that graduates from private schools are benefiting in the labour market. As Staunton (2019) observes, these private schools in Britain were called 'Great Schools'. Staunton critically claims that by 1820, the Great Schools were seven, and among them are Eton, Winchester, Westminster, Charterhouse, Harrow, Rugby, and Shrewsbury. Consequently, these Great Schools were meant for the upper class for more than 50 years. Meanwhile, Cheltenham Ladies College was opened in 1854 and it was also meant for the upper class. Apparently, there was an increase in the number of private schools in England after the establishment of girls' private schools. It is also interesting to note that the increase in population of private schools in England led to the birth of The Headmasters' and Headmistresses' Conference (HHC); the Girls' Schools Association (GSA); the Society of Headmasters and Headmistresses of Independent Schools (SHMIS); the Independent Association of Prep Schools (IAPS); and the Independent Schools Association (ISA) which are associations of private schools (Staunton, 2019). More so, approximately 5% of independent school learners in Britain by 2016, were foreigners whose parents lived outside Britain (Independent Schools Council, 2016). Statistically, there were approximately 2 600 private schools in England and Wales (Department for Education, England, 2019). As Long (2019) points out, approximately 7% of students in England are enrolled in private schools.

1.1 The Zimbabwean Education System Pre-Independence

Historically, Gomba (2018); Garira et al. (2019); and Garira (2020) posit that Zimbabwe is a former British colony which was under its rule for almost a century from 1890-1980 when it attained her Independence. It is also important to note that the first mission post was established around 1859 at a place called Empandeni by Jesuit Fathers after which many missionaries began to make progress in the provision of education to black Africans which then result in the arrival of the European settlers in 1890 (Nyathi, 2021). Apparently, schools in the then Rhodesia that were meant for the black Africans were mainly provided by the missionaries (Jenjekwa). It is also important to note that the colonial masters crafted a series of educational policies that were meant to stifle the quality of education that were being offered to the black Africans (Jenjekwa, 2013; Garira, et al., 2019). The educational policies that were crafted by the white minority rule include 1899 Education Ordinance; 1903 Education Ordinance; 1907 Education Ordinance; 1911 Report of the Department of Native Education; 1929 Department of Native Development Act; 1930 Compulsory Education Act; 1959 African Education Act; 1973 Education Act; and 1979 Education Act (Jenjekwa, 2013; Misodzi et al., 2016; Madzivanyika, 2018; Garira et al., 2019; Raftopoulos & Pulosof, 2021). It is also important to note that the colonial mentality and trend of separating whites and black Africans is what led to the mushrooming of low-fee paying private schools in the present-day situation starting from 1980.

1.2 Mushrooming of Low-Fee Paying Private High Schools in Zimbabwe

Zimbabwe experienced an economic meltdown which was characterised by hyperinflation (Gukurume, 2015) which hits approximately 231 million per cent (Kurasha, 2020) which entered the Guinness World of Records. As Mhandu and Dambudzo (2016) point out, this affected the entire Zimbabwean education system. Consequently, all schools in the public sector are perceived to be providing poor-quality of education to the learners. Meanwhile, this phenomenon

led to huge influx of low-fee paying private high schools across the country. As such, it is worth mentioning that these low-fee paying private high schools emphasise the buzz word of quality education.

1.3 Statement of the Problem

In recent years, Zimbabwe has experienced the unprecedented increase in population of low-fee paying private high schools (Mushanawani, 2020; Midzi et al.,2021) in both urban and rural set-up. In Zimbabwe, low-fee paying private high schools charge low and affordable tuition fee to the target market. As such, the word 'quality education' has become lip service in low-fee paying private high schools in Zimbabwe. It appears quality education is being negatively affected, thus, the need for this study in low-fee paying private high schools in Mabelreign/Warren Park district, Harare, Zimbabwe.

1.4 Objectives of the Study

This study intended to:

- Analyse the indicators of quality education in low-fee paying private high schools.
- Examine how quality education can be improved in low-fee paying private high schools.

1.5 Research Questions

1.5.1 Main Research Question

How is quality education being practised in low-fee paying private high schools?

1.5.2 Research Sub-Questions

- What are the indicators of quality education in low-fee paying private high schools?
- How can quality education be improved in low-fee paying private high schools?

2.0 REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

This research is guided by the systems theory. As Lai and Lin (2017) point out, a system is a complex of interrelated elements that work closely together such that the organisation can accomplish the intended objectives. Seemingly, a system is a complex component that is interrelated and interacting in nature (Lai & Lin, 2017). Given this assertion, a low-fee paying private high school is indeed a system that is interrelated with different functional cost centers such as the Sciences department, Geography department, Commercials department, Languages department, Mathematics department, History department, and Information Technology department, that interact with each other as well as the external environment. In addition, a low-fee paying private high school is an open system where it can feed from various components both inside and outside which can then influence quality education.

2.2 The Concept of Quality

The term quality is used in different spheres of life. Quality is an important aspect of any given product that sellers of tangible goods and service providers take it as a top priority. In the education fraternity, quality is viewed as an important ingredient of the tuition that any academic setting thrives to offer to its learners. Several authors concur that the word quality is viewed in different dimensions (Spaull, 2013; Garira, 2020). As Spaull (2013) affirms that the term quality as applied in education refers to both the resources brought into the school system and the outputs of education. Furthermore, Monteiro (2015); Garira et al. (2019); and Garira (2020) posit that in the service industry such as the education sector, the word quality refers to consumer satisfaction or fit for the purpose intended. Thus,

quality in the education field may be viewed as what the learners are satisfied with in terms of the whole spectrum of the curriculum.

2.3 Indicators of Quality education

A growing body of literature suggests in general that curriculum and teaching methods; qualifications of teachers; number of qualified teachers; educational resources; class teacher ratios; instructional aids; library and resource centre; science laboratories; and pupil-textbook ratio are the indicators of quality education. Nevertheless, as the nature and dimension of the phenomenon evolve; there is need to add knowledge base about the indicators of quality education in low-fee paying private high schools. Quality education can be identified in the following aspects: curriculum and teaching methods; qualifications of teachers; number of qualified teachers; educational resources; class teacher ratios; instructional aids; library and resource centre; science laboratories; pupil-textbook ratio; and safe learning environment (Shizha and Kariwo, 2012; Mapuranga and Nyakudzuka, 2014; ILO/UNESCO, 2019; Garira et al., 2019; Garira, 2020).

2.3.1 Quality of teachers

As ILO/UNESCO (2019) observes, Sustainable Development Agenda for 2030 highlights the crucial role high quality teachers` play in attainment of inclusive and equitable quality education in a given state. Quality teachers are at the centre stage of a successful nation`s education system. Quality of teachers is surrounded by elements such as teacher qualifications and teacher`s experience. In addition, authors such as Guichuru and Ongus (2016); Ayieko et al.(2018) concur that teacher quality is widely recognised as the most powerful variable that influences learners` academic achievements in secondary schools. Again, research that was conducted in Pakistan by Shabaz (2018) on Private Schools reveals that quality teachers influence quality education.

2.3.2 Teacher qualifications

Research such as Monteiro (2015) in Europe, and Bertola (2015) in France are centred on teacher qualifications as one of the key drivers of quality education. On the other hand, Ahmed (2013) also observe that Africa faces a severe shortage of suitably qualified teachers which eventually affects quality education secondary schools. In Zimbabwe, Education Amendment Act of 2020 also talks about the submission of particulars of the teachers` qualifications to the Permanent Secretary of Education. The law is very clear in terms of regulating private high schools with regard to the qualifications of teachers. Machingura *et al.* (2012), and Mafa and Tarusikirwa (2013) carried out research in Zimbabwe and these researches reveal that a good school should have well educated and qualified teachers. Qualifications enable educators to gain confidence in executing their duties. Teachers with higher qualifications are viewed to have high level of content mastery in their areas of expertise. It is als important to note that teacher qualifications have a strong relationship with learners` academic achievements (Ayieko et al., (2018).

2.3.3 Experience of teachers

As Bwenvu et al. (2020) indicate, years of experience combined with the level of teacher qualifications have a strong positive correlation on learners` results in communication, arts, and mathematics. It is also important to note that Antony et al. (2019) conducted a research in Indonesia which reveals that there is strong positive correlation between teachers` experience in the field of education and learners` performance in Biology. A research that was conducted in Zimbabwe by Mafa and Tarusikirwa (2013) reveals that quality of education is also based on the experience that teacher have from the time they started teaching up to their present day in the teaching field.

2.3.4 Teacher: Pupil ratio

ILO/UNESCO (2019) asserts that the number of learners in a given class should enable the classroom practitioner to offer learners special and individual attention. Individual attention is very crucial for the teacher to offer personalised tuition for the learners. However, the situation on the ground in the third world countries is so pathetic. Teacher-pupil ratios are very high such that individual learner attention is practically impossible. This situation will burden the teacher; hence individual attention will remain a dream to learners, thus, quality education is compromised. In another research conducted in Pakistan by Shabbir et al. (2014) reveals that there is high teacher-pupil ratio in public schools than in private schools hence parents had left with no option but rather to enrol their children in private schools. In addition, Kalemba and Mulauzi (2020) reveal that the teacher-pupil ratio is as high as 1:40 at one of the secondary schools in Lusaka district in Zambia, which is too high for a teacher to adopt individualised attention. Given this assertion of low teacher-pupil ratio, parents will send their children to private schools so that they can get quality education.

2.3.5 Pupil: textbook ratio

From an Information Scientist's point of view, Chisita (2016) observes that Ranganathan (1931) promulgated five laws of the library of which one of the laws touches on 1:1 textbook: pupil ratio. The emphasis is that each learner should have their own textbook for each subject that they are doing. As IRIN (2013) points out, during 2007/8 hyperinflation era in Zimbabwe, the average student-book ratio was found to be 15:1 in secondary schools which is too high. The worst scenarios were noted in schools where the teacher is the one with the textbook. During the inclusive government in Zimbabwe, the situation improved since the then Minister of Education, Arts, Sports and Culture, Senator David Coltart embarked on education transition fund (IRIN, 2013). Private schools in Zimbabwe offer mainly Cambridge syllabi and henceforth Cambridge has its recommended textbooks for its product portfolio for a given period of time. It is important to note that textbooks play a crucial role in teaching/learning process as we endeavour to offer quality tuition to the learners.

2.3.6 Student achievements

As UNICEF (2020) affirms, learner achievement in secondary schools can be considered as an indicator of quality education. It is also important to note that UNICEF (2020) posits that O Level pass rate was 27.86% in 2015, 29.98% in 2016, 28.71% in 2017, 32.80% in 2018, and 33.9% in 2019. Given the above pass rate trend, one can comment that quality education can also be measured by learner's academic achievement in public examinations such as ZIMSEC and Cambridge Assessment International Education. Learner achievement can be attested by both internal assessment and external assessments. Internal assessments are those examinations that are set and marked by teachers at school level. They are yardstick to evaluate how prepared the learner is for the final external examinations such as Cambridge final exams and Zimbabwe Schools Examination Council (ZIMSEC) examinations. Meanwhile, external assessments are those examinations that are set and marked by examination boards such as Cambridge Assessment International Education and ZIMSEC. Learners' achievement in such examinations will determine the quality of education offered by the school. Consequently, emerging private high schools in Zimbabwe publish colourful learner's results in the public media. Surprisingly, the situation on the ground may appear not to reflect the contents of advertisement that will have been placed in the public or social media, thus the relevance of this study to assess the quality education in emerging private high schools.

2.3.7 Teaching/learning resources

Wani, and Mehraj (2014) and ILO/UNESCO (2019) laments that if an education institution lacks latest technology such as interactive boards that are applied in the education fraternity, TQM may become very difficult to implement in the field of education. It is interesting to note that latest technology is a prerequisite to be used as teaching and learning resources for quality education to be accomplished especially in this 21st century era. Consequently, emerging private high schools appear to be struggling to provide latest technology in teaching the learners, thus the relevance of this study in terms of assessing the quality of education in emerging private high schools in Zimbabwe. Modern teaching aids may include interactive boards, use of educational videos, use of cell phones, and the internet among others.

2.3.8 Infrastructure

Wani, and Mehraj (2014) observe that if a school lacks advanced and state of the art infrastructure that is meant for educational purposes, then it may be difficult to apply the principles of TQM in schools. Infrastructure plays a pivotal role in the provision of quality education to the learners (Machisa et al., 2023). It is also important to mention that teaching and learning spaces where formal teaching and learning take place may include classrooms that are well-equipped and good open-air spaces. Infrastructure for a formal school thus include classrooms, administration block, toilets, water facilities, library, sporting fields, science laboratories, computer laboratories among other facilities.

2.3.9 Safe learning environment

SIDA (2015) alludes that the school climate shall be safe and healthy to the school stakeholders who are at the site at any given point in time. This is also in line with the Constitution of Zimbabwe Amendment Act of 2013 which spells out that every child under the age of eighteen years has the right to be protected from any form of abuse. Bolton (2017) claims that school violence is a major challenge in all secondary schools the world over. As UNESCO (2017) points out, the global population of learners who are school violence victims is approximately 246 million every year. Learners are not supposed to be subject to any form of abuse at school, including corporal punishment. It is also interesting to note that the UN Convention on the rights of the child, Article 28 spells out that discipline in schools should respect children`s human dignity.

2.4 Educational outcomes

White (2018) observes that quality learner outcomes are inter alia; achievement in literacy and numeracy, outcomes sought by parents, outcomes related to community participation, learner confidence learning, health outcomes, life skills and outcomes, and attitudes.

2.4.1 Achievement in literacy and numeracy

Montoya (2018, p.1) asserts that “Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts”. It is also important to mention that the literacy rate for Zimbabwe as of 2017 stood at 94% which is second from Tunisia (UNICEF, 2020). Consequently, increase in the population of low-fee paying private high schools will have an impact on this educational outcome.

3.0 THE RESEARCH METHODOLOGY

3.1 Ontology and Epistemology

Ontology is the study of being which is concerned about the nature of existence and elements of reality and what human beings want to know about the universe. The ontological assumption for this study is that there are multiple

realities in the low-fee paying private high schools that in Mabelreign/Warren Park district in Harare, Zimbabwe. In this study, subjective perceptions of reality are important in analysing indicators of quality education in low fee-paying private high schools in the Mabelreign/Warren Park district in Harare Metropolitan of Zimbabwe. On the other hand, epistemological interpretation has been considered important to understand the phenomenon under review. This philosophy was concerned with the creation of knowledge and how to reach out to that knowledge in these low fee-paying private high schools. It is also important to note that this study followed the phenomenological epistemology where the researchers and the participants were the co-constructors of knowledge in low fee-paying private high schools in the Mabelreign/Warren Park district in Harare, Zimbabwe.

3.2 Research Paradigm, Research Approach, and Research Design

This study used the lens of the constructivism paradigm. In addition, given the nature of the phenomenon under study, the qualitative method research approach was found suitable for the phenomenon under study. Furthermore, case study design was chosen to analyse the indicators of quality education in low fee-paying private high schools in Mabelreign/Warren Park district, in Zimbabwe.

3.3 Sample

Apparently, convenience sampling technique was adopted to select fifteen (15) interviewees which was made up of twelve (12) teachers and three (3) school heads. In addition, the number of twelve (12) teachers interviewed were reached based on the saturation point principle. This study used content analysis technique to analyse data.

3.4 Instrumentation

In-depth, face-to-face interviews were undertaken in this study. More so, semi-structured interview schedules used in this study contained open-ended questions. As such, semi-structured interviews allowed the researchers and participants to be co-constructors of meaning to the social reality of the phenomenon that was under study.

3.5 Data Presentation and Analysis Procedures

This study employed content analysis technique. The interviews recorded were transcribed manually by the researchers. Themes and sub-themes were developed, analysed, and interpreted such that meaningful information could be generated.

4.0 DATA PRESENTATION, INTERPRETATION, ANALYSIS AND DISCUSSION

4.1 Quality Teachers

This question was viewed differently by the participants as the responses of the participants were key in understanding how the recruitment of good quality teachers has an influence on quality education in low fee-paying private high schools in Mabelreign/Warren Park district. Apparently, the majority of the participants agree with the notion that good-quality teachers have strong positive correlation with quality education in low-fee paying private high schools in Mabelreign/Warren Park district in Harare. One participant has this to say:

If you look for good quality teachers, it means lesson delivery will be good and also good teachers will be able to help those learners who have got challenges in education and also the teachers will do their things professionally so I think the recruitment of good quality teachers have got an impact even on pass rate that we get at the end of four years or the end of the two years if we are talking of A level.

The other participant said:

“Yes, for example, they know how to teach a mixed-ability class”.

The views of the participants are in line with management of learners with mixed ability in a given class. As such, the results are well supported by ILO/UNESCO (2019, p. 4) who observes that “The 2030 Agenda for Sustainable Development in its Goal 4, has recognised the importance of qualified teachers in achieving inclusive and equitable quality education and lifelong learning opportunities for all”. As such, inclusive and equitable quality education touches on dealing with learners with different academic capabilities. It can be commented that good-quality teachers are well-equipped with pedagogical knowledge that is essential in dealing with learners who have different learning capabilities in a given class.

In addition, the other category of the participants paid particular attention to qualifications as an element that is important in terms of employing good quality teachers which may lead to positive influence of good quality education in low fee-paying private high schools. One participant opined:

I believe when we talk of quality teacher recruitment, we are talking of those with requisite qualifications ... I think the recruitment of good-quality teachers has a positive influence on the quality of education.

In addition, another participant said:

“...so good quality teachers in this context I will take it in the sense that they will have the qualifications as well as you know the skills and the right knowledge to deliver to the students”.

The views of the participants are in tandem with Monteiro (2015) who conducted a research in Europe which reveals that quality education is education which relies on qualified teachers who are very much dedicated and committed to continuously improving their skills and knowledge. In addition, the views of the participants are also supported by the Zimbabwe Education Amendment Act (2020) [Chapter 25:04] S15 (4) (c) which states that “if in respect of an application referred to in subsection (2) the Secretary is satisfied that- the qualifications and experience of the proposed teachers are adequate to ensure satisfactory instruction of the pupils attending the school”. One can comment that appropriate teaching qualifications are very important for the provision of quality education in low fee-paying private high schools. More so, one can further comment that the qualifications that a teacher acquired at college or university is an indicator that they have the much needed subject content which inspire and motivate the learners.

4.2 Teacher-Pupil Ratio

It is important to note that indicators of quality education can be noted in any educational setting. As such, low teacher-pupil ratio is one of the vital indicators of quality education that can be noted in low-fee paying private high schools in Mabelreign/Warren Park district in Harare, Zimbabwe. One participant said:

It's true in the sense that if you look at lower numbers, they are manageable. ... So, if there is a low teacher: pupil ratio it means the teacher has ample time to attend even to the weaker students and give them the much-needed assistance....

In addition to that, another participant echoed the same sentiment that a low teacher-pupil ratio means the teacher has more time to attend to those learners who may be failing to catch-up the concepts being taught during the normal teaching and learning time.

Another participant has this to say:

Low teacher: pupil ratio, yes, to a greater extent it does contribute. Why? Because working with a smaller group like the education system that we have today which is learner based it's easier to coordinate you know you can designate tasks easily, they do take you to know a very short space of time to complete and things like that so low teacher-pupil ratio has a strong positive influence on quality education.

Such views are well supported by ILO/UNESCO (2019) who asserts that small class sizes permits the teacher to give the learners the much needed individual attention especially a with learners with mixed ability. In addition, the findings are also in tandem with Kennedy (2021) who posits that small class sizes in private high schools will enable teachers to adopt individualised teaching strategy which will enable especially the slow learners to catch-up with the fast learners. It can be commented that the low teacher-pupil ratio is the most desirable one in low-fee paying private high schools if good quality education is to be realised in these low-fee paying private high schools.

4.3 Safe Learning Environment

The views of the majority of the participants point out that a safe learning environment is one of the major indicators of quality education in low fee-paying private high schools. One participant said:

A safe learning environment is where learners have the utmost care that they require. No things like bullying, it's an environment where learners feel they are welcome... where they feel they can get the assistance they need, and where they feel they can display their capabilities and the capabilities are nurtured by the teachers around.

Another participant has this to say:

“Yes, sir. A safe learning environment is one in which number one there is security for the students. There are free from victimization and bullying. ...”.

The views of the participants are in line with The Constitution of Zimbabwe Amendment (No. 20) Act of 2013, S81 (1) (e) which states that “every child, that is to say, every boy or girl under the age of eighteen years has the right to be protected from economic and sexual exploitation, from child labour, and maltreatment, neglect or any form of abuse”. In addition, the views of the participants also in tandem with UNESCO (2017) which states that there are approximately 246 million learners the world over who are succumbed to school violence in all schools every year. Furthermore, the views of the participants are also supported by Bolton (2017) who safely say that violence is very common in schools.

As such, one can comment that a safe learning environment is one where there is no bullying of any form. In addition, it can be commented that the existence of bullying in low fee-paying private high schools has negative impact with regards to the victim`s academic achievements hence quality education may be compromised in the process.

4.4 Strategies to Improve Quality Education

The strategies that were suggested by the participants during face-to-face interviews include the involvement of the owners of these low fee-paying private high schools, School heads, teachers, students, and parents as well.

In this study, the participants suggested that in this 21st century technology is at the centre of every activity that one can do every day. As such, owners of low fee-paying private high schools should heavily invest in acquisition of latest technology such as interactive white boards. One participant has this to say,

In the 21st century where technology is something that is highly desired by learners, I think there is need for low-fee paying private school owners to buy interactive white boards.

It is also important to note that the participants proposed that teachers should attend subject-related workshops that are lined up by Cambridge International Assessment Education. One participant said:

“Yaa, I think we can as well go for seminars whereby we are called for a week or so rather than these short workshops which go for half a day or some hours...”

5.0 CONCLUSIONS AND RECOMMENDATIONS

The following conclusions were made:

The study concluded that teacher qualifications is a fundamental indicator of quality education in low-fee paying private high schools.

The study also concluded that teacher experience is an important indicator of quality education in low-fee paying private high schools.

It was also concluded that recruitment of good quality teachers, with subject and pedagogical knowledge is an important indicator in the provision of good quality education in low-fee paying private high schools.

The study further concluded that a low teacher-pupil ratio is a key indicator of quality education in low-fee paying private high schools.

The following recommendations were made:

For School Administrators

It is further recommended that low-fee paying private high schools should craft a teacher professionalism policy.

School administrators in low-fee paying private high schools should maintain a low teacher-pupil ratio as per their ads to the market to promote quality education.

School administrators in low-fee paying private high schools should craft and enforce a code of conducts to promote a safe learning environment or school climate without forms of school violence such as bullying. They should also engage the Zimbabwe Republic Police to give lectures on bullying to the learners.

For Responsible Authorities

Entrepreneurs in low-fee paying private high schools should purchase hard-copy textbooks or e-textbooks such that they leave their message to the target market of a textbook-pupil ratio of 1:1. It is also recommended that colours that surround the learner in the classroom should be attractive and cater for both boys and girls.

School authorities in low-fee paying private high schools should allow parents to form Parents Associations and should allow workers to form workers` committees to improve quality education.

For Parents

The study recommends that parents should engage the responsible authorities to allow the formation of parent associations. In addition, the study recommends that parents should engage school administrators to purchase e-textbooks directly from Cambridge International.

For Policymakers

The Ministry of Primary and Secondary Education should ensure that low-fee paying private high schools are being monitored by District School Inspectors regularly in order to ensure compliance with education policies and circulars.

ACKNOWLEDGEMENTS

We would like to thank the Zimbabwe Open University for granting us permission to start the data generation phase for this study. Furthermore, special thanks is extended to the Ministry of Primary and Secondary Education its head office, the provisional office and the district office for granting us the permission to conduct our research in Mabelreign/Warren Park district in Harare Metropolitan province of Zimbabwe. In addition, we also thank the school heads for allowing us to generate data at their educational settings. Again, we also thank the participants, teachers and students for allowing us to observe the lessons. Lastly, we express our gratitude to all the stakeholders who assisted directly or indirectly for the success of this study.

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