

Challenges and Mitigations on Quality Education in Emerging Private High Schools: A Case of Mabelreign/Warren Park District, Harare of Zimbabwe

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ABSTRACT

This study aimed to explore the challenges and mitigations on quality of education in emerging private high schools in Mabelreign/Warren Park district in Harare Metropolitan Province of Zimbabwe. It is important to mention that the study was unique as it looked on the challenges and proffer the probable solutions to the challenges on quality of education in emerging private high schools where the population of these schools are increasing each year. The study was guided by the systems theory which views a system as an entity with interrelated elements in each one of these emerging private high schools. The study adopted a qualitative research approach using a case study design. Purposive sampling was used to select the participants. Data from fifteen (15) interviewees, seven (7) lesson observations were generated based on saturation point principle. The major findings are that high teacher: pupil ratio, high textbook-pupil ratio and unsafe learning environment are the major challenges that are experienced by emerging private high schools which in turn have negative impact on the provision of quality education. The study concluded that indeed, there is high teacher: pupil ratio, high textbook: pupil ratio, lack of modern teaching and learning aids, lack of current recommended textbooks; lack of science laboratory equipment and consumables, lack of computer laboratory resources and unsafe learning environment do exist in these emerging private high schools which impede the provision of quality education. To mitigate the challenges, the study recommended that Entrepreneurs in emerging private high schools should purchase current Cambridge recommended textbooks for each learner such that they leave by their message to the target market as per their ads. In addition, the study also recommended that School Heads should make sure that the teacher: pupil ratios are in tandem with the information they disseminate to the market. The study further recommends that Responsible Authorities should purchase the required science laboratory equipment and computer laboratory resources to ensure that learners have more practical lessons before the final examinations. Again, the study recommends that emerging private high schools should invest in modern teaching materials.

Keywords: Quality education, emerging private high schools, traditional private high schools.

INTRODUCTION

The income levels of the majority of workers in Zimbabwe have been drastically eroded by high level of inflation. Some of the parents who shun government schools in favour of private schools are now failing to pay high fees that are being charged by well-established private schools in the country. This led to mushrooming of private schools which are charging lower fees as compared to well established private

schools. The situation has motivated this researcher to carry out a study on the quality of education in emerging private high schools in Harare Metropolitan Province.

Quality education is a buzz word that has been universally applied to assess the provision of education. Quality education has the following indicators: 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 [8]. Consequently, quality education means learners are supposed to receive unaltered instruction and provisions as articulated in the indicators. In addition, [7] conducted a research in Pakistan, which observe that the positive or negative growth of any economy in the new millennium is cemented on its education system. Apparently, quality education is imperative for any country to prosper. In order to achieve quality education, stakeholders in the education sector should collaboratively monitor the indicators of quality education especially at high school level. It is also important to note that there are two types of graduates at high school level, namely ordinary level graduates and advanced level graduates [24]. These graduates are inputs to other systems such as teacher's colleges, polytechnic colleges, vocational training centres, universities and the labour force [24] that are very crucial for the development of any nation in the world. In this case, provision of quality education at high school level is essential if the society is to have a strong base of human capital across all the sectors of the economy.

It is very interesting to note that researches that were conducted in Pakistan by [7] and [19] reveal that more financial resources are directed towards the construction of more private academic institutions because in 2012/13, there were 17 093 private primary schools and 25 658 middle/lower secondary schools and 17 696 high schools all in the private sector in order to cater for rapid increase in population. Mushrooming of private high schools entails that more parents are making decisions to enrol their children in these emerging private high schools in search of good quality education. There is increase in the number of private schools in different countries in order to provide quality education to the market.

Yet in another study by [12], in Nigeria revealed that interactive whiteboards incorporate various learning styles in just a single experience, are spotless and do not require chalk and markers. 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 [4]; [5]; [6]; [7]; [8]; [9]; [11]; [12]; [13]; [14]; [15]; [16]; [20]; [21]. It is also important to note that teacher quality is one of the most important indicators of quality education [4]; [7]; [10]; [17]; [19].

It is also important to note that [22] observe that Zimbabwe is a signatory to a number of treaties and conventions that thrust on quality education on the part of the learner. These declarations and conventions include the Universal Declaration of Human Rights (1948); World Declaration Education for All (1990), The World Education Forum, Millennium Development Goals (MDGs) 2015 and the recently ratified blue print 'Sustainable Development Goal Agenda 2030'. In Zimbabwe it appears quality education has become a relative lip service. This can be evidenced by skewed educational provisions starting from colonial era. For example, during the colonial era in Zimbabwe, the education system was divided in such a manner that private high schools formerly called Group A schools were meant for whites and Group B were for blacks. Quality education in Group A schools (private high schools) was very high [18]. Yet after independence, quality education was compromised. This has seen mushrooming of private schools [8] especially from 2008 to-date that emphasis on the buzz word of quality education. Given this background, government owned high schools were offering poor quality education to the learners. Zimbabwean entrepreneurs identified this gap and they exploited it. This led to mushrooming of private schools at an accelerated rate across the country. However, there is dearth of literature in these emerging private high schools to measure the quality of education they are offering to learners in their private institutions. Against this background

alluded to, this researcher was prompted to explore the challenges and mitigation on quality education in emerging private high schools in Zimbabwe.

Statement of the Problem

The economic meltdown in Zimbabwe, made access to traditional private high schools beyond the reach of many parents, who looked for alternative private schools to cater for their children. This has led to mushrooming of many private high schools in Zimbabwe. The state of affairs in emerging private high schools does not seem to be what owners advertise to the target market. It appears quality education is being negatively affected. What has motivated this researcher was to find out answers to the key question, “What are the challenges that emerging private high schools in Mabelreign/Warren Park district in Harare Province of Zimbabwe are experiencing?”

Research Questions

1. What are the challenges that are being experienced by emerging private high schools in Mabelreign/Warren Park district in Harare of Zimbabwe?
2. What are the inputs of quality education in emerging private high schools?
3. What are the processes of quality education in emerging private high schools?
4. How can quality education be improved in emerging private high schools?

RESEARCH METHODOLOGY

The study used the qualitative methodology and adopted a case study research design. As [3] assert, qualitative research is a means for exploring and understanding the meaning of individuals or groups ascribed to a social or human problem. It is worth noting that qualitative approach has been found useful to understand the challenges that are being experienced by emerging private high schools in relation to quality education. On the other hand, the study was based on a case study research. [3] observes that case research is an in-depth investigation of a problem in one or more real-life settings (case sites) over an extended period of time. Given the nature of the phenomenon under study, qualitative approach was found suitable to provide the researcher with the opportunity to interact with participants in their natural setting [3]. In depth, semi- structured interviews were undertaken in this study. Semi- structured interviews allow the researcher and participants to be co-constructors of meaning to the social reality of the phenomenon under study. In addition, the study also used participant observation to generate data in terms of the challenges and mitigation strategies on quality education in emerging private high schools in Mabelreign/Warren Park district in Harare Metropolitan province of Zimbabwe. Observation refers to systematic description and recording of observed events and physical objects of a given setting. The chief advantage of observer as participant is that the participants will be aware that they are being observed which resonates so well with ethical issues [3]. However, the population for this study consisted of 105 participants made up of 5 school heads and 100 teachers from 5 emerging private high schools in Mabelreign/Warren Park District. In addition, convenience sampling was used to select a sample size of 15 interviewees of which 3 were school heads and 12 were teachers, 7 lesson observations. Interestingly, the sample size for 12 teachers and 7 lesson observations were reached based on saturation point principle. Again, a sample of 3 School Heads of which 2 were females and one male, were selected based on convenience sampling technique.

Data Generation and Analysis

Data were generated by means of in-depth, semi- structured interviews and participant observations. School Heads were interviewed in their offices while teachers were interviewed in the staff room while other teachers were conducting their lessons. Interviews were tape recorded and were later manually transcribed. In addition, data were also generated through participant observation method. More so, data generated were

analysed using the content analysis method where themes and sub-themes emerged.

FINDINGS AND DISCUSSIONS

The study set out to explore the challenges that are experienced by emerging private high schools in Mabelreign/Warren Park district in Harare Metropolitan province of Zimbabwe and mitigation strategies to improve quality education thereto. This section is presented in two parts, viz: data generated by in-depth-face-to-face interviews and discussion and participant.

Teacher: pupil ratio and its influence on quality education

There are various challenges that emerging private high schools experience in view of quality education that they offer to the target market. High teacher: pupil ratio is one of the challenges that any emerging private high school administrator can think of. However, the participants gave their views in relation to teacher: pupil ratio. One participant, a teacher from school A said,

“It’s true in the sense that if you look at lower numbers, they are manageable. Why am I saying so? Because learners have different capabilities. Some are fast learners, and others are slow learners. So, if there is 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. So, I believe low teacher: pupil ratio has a positive influence, instead of having bigger classes say seventy learners to one teacher, and the teacher might end up not giving adequate attention to weaker learners who might need more of those as compared to those that grasp concepts much faster”.

It is also interesting to note that school heads also share the same views with the teachers that low teacher: pupil ratio explicitly give the teacher ample time to attend to the needs of individual learners. One school head from school A has this to say, *“Huge groups deny students the interface with their teachers. Another participant, a school head from school C was very precise about low teacher: pupil ratio and has this to say, “When we have a handful of learners you will be able to work with each individual learner and to help each individual rather than to working in a group of 60 learners and above”.*

Such views resonate well with literature review to the effect that class size should be such as to permit the teacher to give the pupils individual attention [22]; [16]. In line with these views of the participants, [7] posits that because enrolment continued to grow through most of this period, the student/teacher ratio rose substantially and was volatile as well. One can comment that low teacher: pupil ratio is the most ideal ratio when looking at emerging private high schools for proper provision of quality education. In this vein, one can further comment that low teacher: pupil ratio will enable the teacher to have individualised attention which will allow the teacher to effectively assist the slow learners. In addition, further comment can be that an environment where the teacher caters for the needs of all the learners is an environment that promotes the provision of quality education in emerging private high schools.

Safe Learning Environment and Its Contribution on Provision of Quality Education

A safe learning environment has strong correlation with quality education. Majority of the participants highlighted that safe learning environment is fundamental ingredient of quality education in emerging private high schools.

Constitutionally, the views of the participants are also in line with the [2], 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 from maltreatment, neglect or any form of abuse”. In addition, the views of the participants also resonate well with [22] which states that statistically,

approximately 246 million children are succumbed to school violence in all the schools every year in the world. In line with [22], [23] cements that violence is very common in schools. Again, the views of the participants are in line with [1] who observes that the UN study on violence against children unearthed four main forms of violence in school setting namely, sexual and gender-based violence, physical and psychological violence, and violence that includes dimension external to school violence associated with gang culture, weapons and fighting.

Again, one can say that a safe learning environment is one where there is no any form of bullying such as cyber bullying, sexual bullying, physical bullying, and psychological bullying in these emerging private high schools. Furthermore, it can be commented that the existence of bullying in emerging private high schools have negative effective in terms of the victim`s academic performance hence quality education may be compromised in the process. In line with this, the victim may feel uncomfortable in and outside the classroom. Furthermore, the victim may even decide to be absent from school which may result in loss of teacher-learner contact time. It is also important to note that the victim in the case of school violence may even decide to transfer to another school.

Challenges Emerging from Qualitative Data Generated

Interestingly, it emerged from this study that emerging private high schools experience quite a number of challenges as they endeavour to provide quality education to its target market who shun state owned secondary schools because of poor quality education and examination problems that are inclined to Zimbabwe School Examinations Council. In addition, they are also finding it difficult to enrol their children in traditional private high schools because of high tuition fees. The challenges that emerged are: high teacher: pupil ratio in some classes; high pupil: textbook ratio; critical shortage of current textbooks as recommended by Cambridge International since these emerging private high schools are affiliated to Cambridge examination body; unavailability of libraries; high labour turnover; lack of Information Communication Technology (ICT) resources to cater for ICT learners; lack of science laboratory consumables for daily practical lessons as well as during internal and public examinations. These findings are in line with [4]; [5]; [7]; [8]; [12]; [13]; [14].

Mitigation Strategies to the Challenges Experienced by Emerging Private High Schools

There are various strategies that were suggested by the participants during the in-depth face to face interviews that can be adopted by emerging private high schools to improve quality of education. It is important to note that one of the most fundamental strategies that were suggested by the participants is that they must remunerate both teaching and non-teaching staff well. It is also important to note that when employees are well remunerated, they will work to the best of their capabilities. One participant said,

“Ammmmmm! I think they must remunerate the teachers that they have well so that there is no high staff turnover as that affect the learners and the pass rate of the schools”.

Another participant has this to say,

“Okay. Ummmmmm! They should try to pay their workers well. Remuneration is one good way of motivating teachers instead of the general mind-set that they have that if you have more students, if you have more classrooms, you will get better results. You get better results when you have a team of motivated teachers and people come here to work as to provide for their families”.

In line with this suggestion, another participant said,

“I suggest that private schools can also, they can also provide teachers with high salaries and other incentives to motivate them so that they can do they work and produce more results which are of good

quality and achieve the goals or objectives of the organization”.

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, entrepreneurs in these emerging private high schools should heavily invest in technologically centred educational media and technology. Consequently, the use of such teaching and learning gadgets that are technologically centred will enable learners to master concepts so well hence quality education comes into play. One participant has this to say,

“In the 21st century where technology is actually something that is highly desired by learners, I think things like e-learning, we look at the use of better gadgets in classrooms, and we look at having things like some advanced projectors, so to speak and maybe tablets, instead of the old-fashioned textbooks sometimes, the hard copies textbooks. I think learners are now more affiliated to the use of gadgets, and therefore if learning can be crafted in that regard, then it can boost the morale in learners of the 21st century. In other words, I am just saying the 21st century learners are different from those way back we use to love books so much. Nowadays the books can be in gadgets and that can motivate the learners provided there is serious monitoring because technology also has some challenges that comes with it, but learners can be motivated”.

In line with this suggestion, another participant said,

“Okay. I would believe that I think we must introduce more of technological education whereby we decentralized our education such that learners have more work to do. Whereby they use technology, by letting them to use computers, by letting them to use tablets, they make researches, everything has to be child-centred due to technology, because with technology, information is available. So, I think we have to improve in terms of our technology in order to improve our quality of education”.

In addition, another participant said,

“Right now, I haven’t worked in so many private schools. But what I can add is on the resources materials they need to improve on that especially resources such as overhead projectors that has something to do with technology and also what they can call the smart boards. They are few private schools that have those so they are need to invest more on those resources”.

These sentiments are well supported by [6]; [11] who talk about the benefits of using interactive whiteboards in schools.

Presentation of Observations

The researcher observed seven (7) lessons which were picked using convenience sampling technique and the number of lessons observed were determined when lesson observations reached the saturation point. Again, physical educational settings, and student behaviours were observed during break time, lunch hour and home time from the three emerging private high schools that were under study in Mabelreign/Warren Park district in Harare of Zimbabwe.

Physical Infrastructure Observation

The researcher observed physical infrastructure from the three selected emerging private high schools in Mabelreign/Warren Park District in Harare. The physical infrastructure observed are classrooms and administration blocks, laboratories, toilets, libraries, water facilities, and sporting facilities. The researcher observed that two of the emerging private high schools have standard classrooms that are spacious and accommodates learners up to 30 in one classroom. The researcher also observed that two of the three selected emerging private high schools in Mabelreign/Warren Park District have make shifts computer

laboratories and science laboratories. It is important to mention that only one emerging private high school in the education district under study has a proper Computer laboratory, Science laboratory and a make shift library. It is also worth mentioning that the computer labs observed have good desktop computers and majority of them are functioning. However, it was observed that few desktop computers in the computer labs were not functioning. Furthermore, the researcher observed that at School A there is only soccer pitch, and no other sporting facilities were observed by the researcher. In addition, the researcher also observed that both School B and School C have no sporting facilities.

The researcher observed the students` behaviour during break time and lunch time. It is important to note that at School A during break time and lunch time, students were observed playing on the grounds, shoving each other. It is important to note that the juniors especially form ones and form twos were teasing each other, running after each other, pushing each other as well as shoving each other. The senior students were seen having their meals while seated outside the classrooms on the edges of the corridors. Conversely, at School B and School C, students were just making noise, moving around while having their meals during break time and lunch time and no horseplay was observed.

Lesson Observations

The researcher was granted permission by school heads to observe lessons through signing a consent form that allowed the researcher to conduct research in their schools. The researcher selected teachers at random and consent was sought and granted through signing lesson observation consent form. As such, seven lessons were observed from the selected teachers in different subjects. At School B, two lessons were observed on 12 September 2022, two lessons were also observed at School C on 13 September 2022; and ultimately at school A, three lessons were observed on 15 September 2022. The researcher was introduced to the learners and the learners were made aware that the visitor is a researcher. In this case, the subjects and levels that were observed at School A are Mathematics Form one, Accounting Lower six and Enterprise Form 4.

The researcher`s first visit for lesson observations was at School B on 12 September 2022. Interestingly, the researcher arrived at the School around 0740 hours. Apparently, two lessons namely Lower 6 Business Studies and Form three Mathematics were observed.

The selected teacher signed a lesson observation consent form as a way of granting the researcher permission to observe their lesson. The lesson started at exactly 1100 Hours and ended at 1130 Hours. Socially, the teacher introduced the researcher to the learners and at the same time the learners were made aware that the visitor is a researcher in the field of education. It is worth mentioning that the teacher introduced and developed the lesson so well. The researcher observed that knowledge of the subject was good; language use was good and appropriate for the level being taught; the teacher used the white board and hand-outs as teaching aids; questioning technique was good; there were 40 Lower six Business Students; learners were not seated in rows; natural light was adequate; learners had no textbooks; pupil-pupil interaction and teacher-pupil interaction was good; standard student desks and chairs were also observed; and the teacher concluded the lesson by way of a summary for the content covered.

Discussion on Observation

It is interesting to note that the lessons observed have several areas that are common. As such, the observations in terms of the quality of lesson delivery are well supported by [4] who claims that what matters most is the quality of teaching and flaws observed in a single lesson by inspectors would not lead to a conclusion that the independent school in question has failed the test.

More so, the observations on good subject knowledge that the teachers demonstrated in all the subjects

observed are in line with [17] demonstrates good knowledge and understanding of the subject matter being taught. In line [17], teachers in Independent Schools should have knowledge in the subject that they will be teaching. In addition, the observation made on good subject mastery is well supported by [9]; [10] who claim that researchers, authors, educationists, and Policy makers concur that teacher quality is widely recognised as the most powerful tool that influence learners` academic performance in schools. Again, the observations are also well cemented by the findings from research that was conducted in Pakistan by [19] on Private Schools- Blessing or Curse? -which reveals that quality teachers have influence on quality education. Similarly, the observations made on teachers having good subject mastery in all the lessons observed are strongly supported by [7]; [13] who claim that School Heads in secondary schools across the globe are under immense pressure of producing good public exam results as such the need to have teachers who are very competent in their subject areas. In addition, the observations on teachers possessing good subject mastery are further supported by literature reviewed as claimed- Teacher`s professional knowledge consists of knowledge on area of expertise, [21] knowledge from the area of pedagogy which is general teaching knowledge and skills.

Again, the observations on teaching resources in emerging private high schools are well supported by [4] who asserts that the Independent School Standards give a guidance to the proprietors of private schools to ensure that the school have adequate textbooks for the learners. In addition, the Independent Schools Standards Guide guides the proprietor that over and above the provision of adequate textbooks, they is also need to make sure that other teaching and learning resources are also available to both the teachers and the learners in order to provide quality education to the key stakeholder- the learner.

Fundamentally, the observations on various teaching methodologies adopted by teachers from the observed lessons are also supported by [13] who observes that globally, classroom practitioners have pedagogical jurisdiction mandate ranging from low to high so that they can manage the units of different educational systems that they preside over. Again, adoption of various teaching strategies observed by the researcher from the lessons observed are also supported by the [17] who claims that the teacher is expected to possess pedagogical concepts such as interpretation of the curriculum, application of pedagogical strategies to realise the fruits of quality education in schools.

It is also important to note that teacher-pupil ratios and class sizes that the researcher observed from all the lessons observed are in line with research findings from a study that was conducted by [19] in Pakistan which reveals that the pupil-teacher ratio increased in public schools, the parents react to transfer their children in private schools. In addition, research that was conducted in Zambia by [13] reveals that at one of the schools in Lusaka district in Zambia, the teacher-pupil ratio is 1:40 which is way too high at secondary level. Again, another research that was conducted in Pakistan that supports the observations made on teacher-pupil ratios and class sizes reveals that in Pakistan, the schools have low student-teacher ratios [7]. Again, the observations on class sizes are also in line the with findings from a survey by [14] conducted in Malaysia entitled, "Challenges of COVID Standard Operating Procedure Compliance in a Secondary Private School" which reveals that parents are mainly concerned with class sizes thus enrolling their children to private high schools were class sizes are small. Furthermore, [14] claims that small class sizes in private high schools will enable teachers to adopt individualised teaching methodology which will enable learners to master the concepts especially the slow learners.

Given this background, one can comment that teachers who possess good content mastery are likely to impart good quality education to the learners. Furthermore, one can say that a teacher with good subject knowledge will have high confidence when delivering the lesson as such the learners will be motivated. It is also important to note that highly motivated learners are likely to produce good results in public examinations.

It is also important to mention that teachers who apply different teaching strategies when delivering lessons

are classified under the trained teachers. In addition, a trained teacher is someone who have undergone a teacher training course that is offered by a recognised college or university in the world. More so, possession of pedagogical skills will allow a teacher to handle learners with different learning abilities which will then help them to realise their full potential.

Again, it can be commented that emerging private high schools are now characterised by high teacher-pupil ratios which is contrary to what they advertise to their target market. In addition, it can be observed that high teacher-pupil ratio has a negative effect on the provision of quality education in emerging private high schools. Furthermore, one can say that owners of emerging private high schools are not worried about increase in class sizes but are after income generation. Thus, profiteering mentality leads to short-changing the parents, big class sizes and divided attention to individualised education support. Consequently, without having care on funding the educational activities will have serious consequences on the provision of quality education.

It is also important to mention that one can say that owners of emerging private high schools are fuelling shortage of materials by not buying teaching and learning resources such as textbooks that are current as per the Cambridge Assessment International Education International General Certificate of Secondary Education/ Ordinary level (IGCSE/O level) and Advanced Subsidiary and Advanced level (AS/ A level) recommended textbooks. Subsequently, owners of emerging private high schools give false information that their pupil-textbook ratio is 1:1 yet the situation on the ground may even be worse to such an extent that some of the subjects may go for years without adequate textbooks.

Contrary to what the researcher observed, [15] asserts that students who spend additional time in games will have a greater advantage. It is important to mention that emerging private high schools in Mabelreign/Warren Park District are leasing the sporting facilities from nearby sports clubs. Furthermore, there are not much sporting activities that are being done in these emerging private high schools.

Generated data from observations is collaborated by [23] assertion that bullying includes hitting, kicking, and destruction of property, teasing, insulting, and threatening someone in the school environment. It is also important to mention that the observations made are also supported by [1] who claim that as the definition of bullying is crystal clear and ordinary play by learners which may lead to accidents may not be classified as bullying. Given this background, one can say that bullying may be taking place in these emerging private high schools but not in the open places like common places where the students gather to have their meals during break time and lunch time. Thus, bullying is very common in hidden places like toilets where the senior boys or girls beat up the junior students.

CONCLUSIONS OF THE STUDY

The conclusions that are drawn hereunder are based on the review of literature that was extensively reviewed, data analysis, and findings of the study – *Challenges and mitigation of quality education in emerging private high schools. A case of Mabelreign/Warren Park District in Harare Metropolitan Province of Zimbabwe*. Again, the conclusions are drawn from the findings.

1. It was also concluded that emerging private high schools in Mabelreign/Warren Park high schools have high teacher: pupil ratio, textbook: pupil ratio which negatively influence quality education.
2. This study concluded that there are no school libraries in emerging private high schools and this have negative impact on quality education.
3. It was concluded that teaching/ learning materials in emerging private high schools are not modern for example, Interactive White Boards, cellular phones, etc., to promote quality education.
4. The study further concluded that emerging private high schools are not affiliated to Association of Trust Schools (ATS) in order to improve quality education.

5. It was concluded that there is no parent associations in emerging private high schools which then affects the provision of quality education.

RECOMMENDATIONS

The study made the following recommendations:

1. Entrepreneurs in emerging private high schools should purchase textbooks such that they leave by their message to the target market of textbook: pupil ratio of 1:1.
2. Entrepreneurs in emerging private high schools should build libraries and equip them with relevant, modern library materials to promote quality education. Again, School administrators in emerging private high schools should have Science laboratory, and computer lab equipped with relevant, modern equipment, and consumables for learners to do daily practical lessons and internal examinations as well as public examinations.
3. School administrators in emerging private high schools should craft and enforce code of conducts to promote 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.
4. School authorities in emerging private high schools should allow parents to form Parents Associations, and should allow workers to form workers` committees to improve quality education.
5. Emerging private high schools` Responsible Authorities should affiliate to Association of Trust Schools (ATS) in order to improve quality education.

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