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Examining the Impact of Service Delivery in Private (Non-Formal) Educational Colleges in Hwange, Matebeleland North Province, Zimbabwe



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ABSTRACT

The purpose of the study was to explore the impact of total service quality on staff attitudes in the provision of excellence in the teaching-learning process of A' level pupils. This study would help in discovering and possibly in recommending the need of total service quality in most private colleges so that the pupils are not short changed and the education sector in Zimbabwe becomes a more vibrant and revamped sector which produces uncompromised academics who can drive the developmental process of the country to greater heights. This paper introduces key aspects such as the general overview of the education system in Zimbabwe since the attainment of Independence in 1980, the role of private colleges in ensuring the provision of quality education in the country, how private schools mushroomed in the country at general and Hwange urban district in particular. It also analyses the general organization of private schools as institutions and how this may promote or hinder the provision of excellence.

INTRODUCTION

Due to the economic meltdown in Zimbabwe in the 21st millennium particularly in the period 2007 to 2013, the education sector was affected severely; the government was failing to pay civil servants particularly the teachers and chaos rocked the sector with teachers going on strikes, pupils going for nearly a year or so without proper learning because of the disgruntlement of the teachers. Some pupils survived the wrath by getting assistance from private teachers before the government banished the practice as illegal. Most pupils were affected during this period, some dropped from school while others lost the appetite for learning completely and they decided to leave schooling and went to neighboring countries in search of better living. As a result, the government later came up with a law that allowed the increase of private institutions to operate in the country but with government registration first.

It was against this background that the influx of private colleges was witnessed in the country at large, with these schools promising parents and children the best of education ever. Most private schools recruited qualified teachers who had been frustrated by the government system and also they recruited degree holders from the country's universities. Their promise again was payment of better salaries and good working conditions to their personnel, especially the teachers. With such an attractive promise, they charged exorbitant fees but parents sacrificed for the education of their children. Most children were transferred from a public education system which was struggling to private colleges.

In Hwange urban, some volunteer teachers together with well-wishers formed the *ChingwaChauya* study group which was providing free education for both primary and secondary pupils in Hwange suburb of Mpumalanga. As the group was growing, the teachers then decided to form a formal private school named Christian Academy (CA) registered with the Ministry of Education, Arts, Sports, and Culture. The school was to provide education ranging from form one classes to upper six. The idea also was to provide highly qualified teachers for quality service provision to the pupils. As a result, therefore, the school was later on registered under the Ministry of Education, Arts, Sports, and Culture to become the first private school to be established in Hwangetown.

Statement of the Problem

Private colleges in Hwange urban district are producing poor results in public Examinations, especially at Advanced Level.

Research Questions

- 1) How do you understand and practice the total service quality?
- 2) In what ways do you identify the external and internal stakeholders in private colleges?
- 3) How far does total service quality impact on the A' level results at private colleges in Hwange urban district?
- 4) How effective are supervisory practices at Private Colleges ?
- 5) What strategies can be proffered to enhance total service quality provision at private colleges?

1.3 Significance of Study

The study, upon being successfully carried out would benefit the researcher as an academic, providing literature to other researchers who might have an interest in the area of study, other academics especially in teacher training colleges and universities. This study also sought to benefit private colleges in Hwange urban especially the management of the institutions from the recommendations provided by this research. On a national level, the country could be poised for the provision of services and strategies which promote the provision of quality education to pupils. Furthermore, the study was meant to benefit the Ministry of Primary & Secondary Education and other related stakeholders with the interest of children and education at heart.

Private Schools and the Education System in Zimbabwe

The concept of private education in Zimbabwe backdates to the colonial era. The policy of education was segregatory in nature with private schools meant for the elite (mainly whites) while public schools were for the poor (blacks). Private colleges were meant to be expensive as a method of eliminating the blacks and majority of people who could not afford the fees and the standards required. This is supported by Zindi (1996) who reiterates that, ' a handful of private schools owned by the Church would enroll one or two token Blacks each year, if they showed

“outstanding” academic performance, had influential and wealthy parents, or if they belonged to the same religious denomination (e.g. Catholic Church) as the educational institutions.

With the attainment of Independence in 1980, private education continued beside the efforts made by the government to make education an universal need. The importance of private colleges in the education system was thus recognised by the Ministry of Education, Sport and Culture (2002) when it raised that, another Non-Formal Education Programme that has proved quite popular, especially with providers, are Independent/Private Colleges. These Colleges complement formal secondary schools and provide face-to-face teaching to students. With the stiff competition for formal school places, many who fail to secure places in conventional schools are left with no choice but to enroll at these colleges. Almost all these colleges are enrolling pupils from Form I and hold classes during the day just like conventional schools. In addition, these colleges cater for adults who attend afternoon or evening classes. Many of the colleges employ qualified teachers on both full-time and part-time basis. In addition to the formal school curriculum, the colleges also offer commercial and secretarial courses. The colleges operate on a commercial basis.

On the turn of the 21st century, non-church private schools in Zimbabwe mushroomed on a high degree, especially in urban towns. Most of these were run by individuals or just a group of people. These institutions at first were regarded by the government as backyard schools until such at time government formalised their operations. During this era, private schools were no longer viewed as elitist but a remedy to the problems that were being experienced in the public education system. However, they did not leave up to their expectation with recent comments by the Minister of Primary and Secondary education denouncing the existence of private schools as a shame in the education system. These sentiments were also echoed by the president of ZIMTA in a recent annual conference for their teachers held in August 2015 that private schools have long served their purpose. However, some educationists such as Professor Nziramasanga still hold the belief that private schools are very important in the education system of Zimbabwe and as such, there is a need to strengthen private-public partnership in the education sector to improve the quality of education in the country (Nziramasanga Commission, 1999).

However, researchers have remained silent on the provision of total service quality and its impact on staff attitudes towards the provision of excellence in the teaching-learning process. As

a result, therefore, the need to carry out this research is justified so that a gap which was left, that of total service quality provision to teachers by both internal and external stakeholders is filled.

The role of private colleges has been received by many with some mixed feelings. Ncube and Tshabalala (2014) indicated that private colleges in Zimbabwe are faced with many challenges which affect their provision of education to pupils. They supported their view using scholarly evidence. In Zimbabwe as Bowora (2009) posits, private colleges were initially a phenomenon associated with rich people in the central business districts of major towns and cities. However, currently, private colleges have mushroomed in high-density residential areas. Some of these colleges operate in unsuitable sites for educational business (Magura, 2010). As a result of the high number of these private colleges all over the towns, they are now under the spotlight (Dhliwayo, 2009).

Ncube and Tshabalala (2014) explained the plight of private colleges when they quoted Dube (2009) arguing that, the Zimbabwe Child Rights activists are accusing these private colleges of profiteering as desperate parents lose patience with strikes by disgruntled teachers and the plummeting standards in government schools. According to Mhandu (2010), some private colleges have children learning in overcrowded conditions. In some cases, children as young as twelve years are exposed to adults as there is no age limit because most of the private colleges operate from rented premises, there is little or no long term investment which the owners put in place (Munyoro, 2010). As Bowora (2009) observed, equipment for laboratories is usually not acquired, textbooks are usually in short supply and permanent developments like the construction of additional classrooms and administration offices are often not done.

The above literature as presented by Ncube and Tshabalala (2014) concentrated more on the challenges which private colleges are facing but their research did not consider the provision of total service quality by both external and internal stakeholders to teachers. Even in their recommendations, they talked about the need to staff develop teachers to meet the needs of their pupils but their recommendations did not consider the need for total service quality provision on teachers as a measure of improving excellence by teachers in the teaching-learning process. Total service quality provision is one important element that needs to be embraced by private colleges and the need to investigate its impact on the outcome of results and on staff attitudes is of vital importance and hence, this research strives to fill the gap which was left by several

scholars who looked at the role and development of private schools in Zimbabwe's education system.

Quality Management and Education

Defining quality in education has proved to be a challenging task. Cheng and Tam (1997) suggests that education quality is rather 'vague and controversial concept' and Pounder (1999) argues that quality is 'a notoriously ambiguous term'. As a result of the difficulty in defining quality, the measurement of quality has also proved to be contentious. According to Cruikshank, (2003) an international tool most frequently drawn upon is that of total quality management (TQM) which is defined as a management approach of an organization, centered on quality, based on the participation of all its members and aiming at long run success through customer satisfaction and benefits to members of the organization and to society (Wiklund et al, 2003). The rationale for adoption is that TQM has the potential to encompass the quality perspectives of both external and internal stakeholders in an integrated manner and thereby enable a comprehensive approach to quality management that will ensure quality as well as facilitate change and innovation.

According to Lewis and Smith (1994), the perception of quality of education by many academics is increasingly becoming a problem for many outside the system. They mention unhappy customers and low employee morale as major challenges. Quality management is seen by many as having enormous potential to respond to such challenges. Subrata and Anindya (2009) puts it that quality management can be applied as a means for improving stakeholders morale, increase productivity and deliver higher quality services to both internal and external customers.

Total Quality Management in Secondary Schools

Previous researchers have suggested that a number of factors contribute to the establishment of quality education in schools. For example, Digolo (2003), and Eshiwani (1993) observed that the maintenance of factors such as curriculum, instructional material, equipment, school management, teacher training, and resources are some of the indicators of quality education. In addition, Gogo (2002) reported that low performance could be attributed to inadequate finance which resulted to an inadequate supply of teaching and learning materials and equipment. Olembo (1992) also suggested that provision of quality education requires that head teachers be

involved in translation of education policies and objectives into viable programs within the school; while Shiundu and Omulando (1992) emphasized that on a daily basis head teachers have the responsibility to ensure that teachers implement the set curriculum and that learning activities take place. In order to support teaching and learning processes, Doharly (1993) observed that the head teacher should ensure quality curricular supervision and provision of adequate physical resources. On the same point, Bound *et al.* (1994) suggested that the quality of principals is a relevant indicator of quality schools, and therefore underscored the importance of head teachers in school administration.

The problem with the above literature, however, is that emphasis is given to the head teacher who in most cases is referred to as the Head of Department (HOD) as if other teachers are incompetent and ineffective in delivering and interpretation of the curriculum. The literature does not show or specify on who should provide quality service in a school, the role of different stakeholders in enhancing quality provision in a school and also the need to provide total service quality to teachers who are the link to the students, the end product in an institution. Therefore, this justifies the need for this research to fill that gap which was left by other scholars in regards to total service quality provision to teachers at private colleges for quality education provision.

The Concept of Total Service Quality and its Characteristics

Kunst (1995) argues that service is defined as "social act which takes place in direct contact between the customer and representatives of the service company." However, Kotler (1990) defines service as any act or performance that one part can offer to another that is essentially intangible and does not result in the ownership of anything. Its production may or may not be tied to a physical product. Services are inseparable. One should be in the classroom to experience the service provided by the teacher. Services are heterogeneous and diverse and standardisation is uncommon in the provision of service. Schools can not provide the same service. Judgment of service depends on consumer perception, for example, a teacher, or a pupil. Variability in services depends on who provides that service. A missed lesson can never be recovered even in the so-called make-up arrangement because that does not bring back that unique lesson. There is fluctuating demand for services. Demand for private school education is viewed as elitist and a luxury by the not-so well off. Such people, they view private education as nothing but just a way

of spending excess money and for prestigious reasons. This means that private education becomes nothing less than just a study group for social activities.

Models of Service Quality

Tenner *et al* (1991) assert that models on service quality can be used to define quality or value and offer the best balance between simplicity and applicability to services. They defined eight dimensions that can be used at a strategic level to analyse quality characteristics, such as performance features, reliability, conformance, durability, serviceability, aesthetic and perceived quality. Quality is characterized by sets of elements namely deliverables describing what provided and interactions that describe characteristics of staff and equipment that impact on how customers experience process while it is being performed. There are implicit, explicit and latent requirements relative to customer expectations and satisfaction levels. Customer satisfaction ratings respond differently to changes in performance at each of these three levels. The base expectations (implicit characteristics) at this lowest level must always be present to earn merely neutral rating from customers; their absence leads to disaster. By comparison, delivering against agreed-upon explicit specifications yields a proportionate gain in customer satisfaction. Assuming both the lower levels have been achieved providing the anticipated value-added features at the highest levels yield delighted customers. Exceeding service relative to expectations and achieving excellence delights customers. Excellence is not perfection but the highest level of service quality.

The theory on service models touch just the general terms; it does not specify who in an education institution must provide more for the satisfaction of the customer to get the desired results. Furthermore, it does not necessarily give the staff attitude given that the expectations and satisfaction level of the teacher are not adequately delivered. Most theories and models of service quality do not include the impact rendered given that there is lack of it thereof. Moreover, it does not further specify how students will benefit given that there is a delivery against agreed-upon explicit specifications which delight the customer(s). Clearly, the teacher as the customer of service quality from the school's stakeholders should also deliver as per expectation as anticipated by the pupils who are the last recipients in the production chain. Therefore, teachers ought to deliver as per their pupils' expectations whenever service quality is provided to them so as to meet the provision of excellence which is high-quality results.

Quality Strategies

Teboul (1991) gives some quality strategies such as corrective and defensive strategy. These strategies should be analysed at four levels, which should include the process, the corporate system, strategic, vision and management of change. Quality gurus like Kaoru Ishikawa, Deming, Philip Crosby, and Joseph Juran emphasise the role of the quality strategy as a tool for competitive advantage and customer satisfaction so as to produce better performance. To Philip Crosby, quality is meeting the requirements. According to Townsend (1996), quality is what customers perceive when they feel the product or service meets their needs and corresponds to their expectations. He distinguishes between quality in perception and quality in fact. Quality in perception is doing what needs to be done, the right product and the right service. It corresponds to effectiveness. Quality, in fact, is doing things as they are to be done; doing the product right; doing the service right. This is efficiency. Expectations of the customer are based on the promise communicated with the offer. There could be a disappointment (minus) if the perceived offer is inferior. The concept expectation is particularly important for a service, due to its intangible nature. Peters (1986) illustrates the dynamics aspect of extra quality attractiveness. He says ' we don't want to satisfy the customer, we want to thrill the customer, and we want to delight the customer. Passion is of the essence. Let desire transcend.' Thus, adding value to the importance of quality provision for the development of positive attitude on staff members

The relationship between Service Quality, Satisfaction, and Intention

Perceived service quality has been defined as the difference between expectations and performance of service (Gronroos, 1982). If performance equals or exceeds expectations, then the perceived service quality is satisfactory, otherwise unsatisfactory. Service quality is defined in a similar way to satisfaction in the disconfirmation paradigm in the customer behaviour studies. The disconfirmation paradigm states that the consumer will feel unsatisfied if the performance is below expectations, (negative disconfirmation) and satisfied when expectations are confirmed or exceeded (positive disconfirmation). Satisfaction is expected to increase as positive disconfirmation increases. The best-known instrument for measuring service quality is the SERVQUAL scale, developed by Parasuraman and others (1988) where quality is defined as the difference between what a service company should offer and it actually offers. Few studies have related this measure to measures of overall satisfaction or quality to behavioural measures.

The Research Design and Methodology

The research was built upon a mixed research design or approach where both qualitative and quantitative research methods were used or combined. This methodology is also known as triangulation as it combines the use of both qualitative and quantitative approaches. Triangulation is defined as 'the combination of methodologies in the study of the same phenomena' (Denzin, 1970). With regard to social sciences, the concept of triangulation was introduced in 1959 by Campbell and Fiske who presented a so-called multitrait-multimethod matrix to combine different independent measurement procedures to increase validity in research (Campbell and Fiske, 1959). The rationale behind triangulation is that it helps overcome the deficiencies that are inherent in one method or one investigator (Denzin, 1970). Therefore, triangulation can also be seen as a strategy for increasing the validity of research findings (Mathison, 1988).

This study was premised on a case study, which case were the private colleges in Hwange urban district, as it was expected to be feasible and generalizable and representative. Following Yin (1994)'s view on case study choices, this multiple case study design has selected a specific issue to study, that is, provision of total service quality and its effects on staff attitudes, the resultant being the realisation of/ not of quality service provision. If an idiosyncratic case study is chosen under the constraints of time and cost, then it would have limited generalizability and that would defeat the significance of the study.

Validity is a very important aspect to consider when doing research. Ebel (1965) in Shumbayaonda (2011) says that validity is the extent to which an instrument measures what it set out to measure. The construct is a characteristic to be measured and is constituted of, by different parts. For example Neuman (1997) says when studying attitude, we consider beliefs, feelings, and behaviour, which in this study are reflected in such issues as satisfaction, perception, expectation, that determine one's classroom attendance, feedback to pupils, and involvement in the life of a pupil and eventually leads to quality results.

Reliability

The questionnaire design measurement was designed for it to be reliable so that the study does not do an exercise in futility. Babie (1983) defined reliability as a matter of whether a particular

technique applied repeatedly to the same object would yield the same results. This was also supported by Neuman (1997) who explained that the measure is reliable if it is free from random error and yields consistent results. Therefore, whether exposed in different set ups, the questionnaire designed expected to give same results over and over again. It was the same questionnaire which was used in all the three schools which were under the research and also to all the target population in this research so that the same results are collected at all the levels of the research.

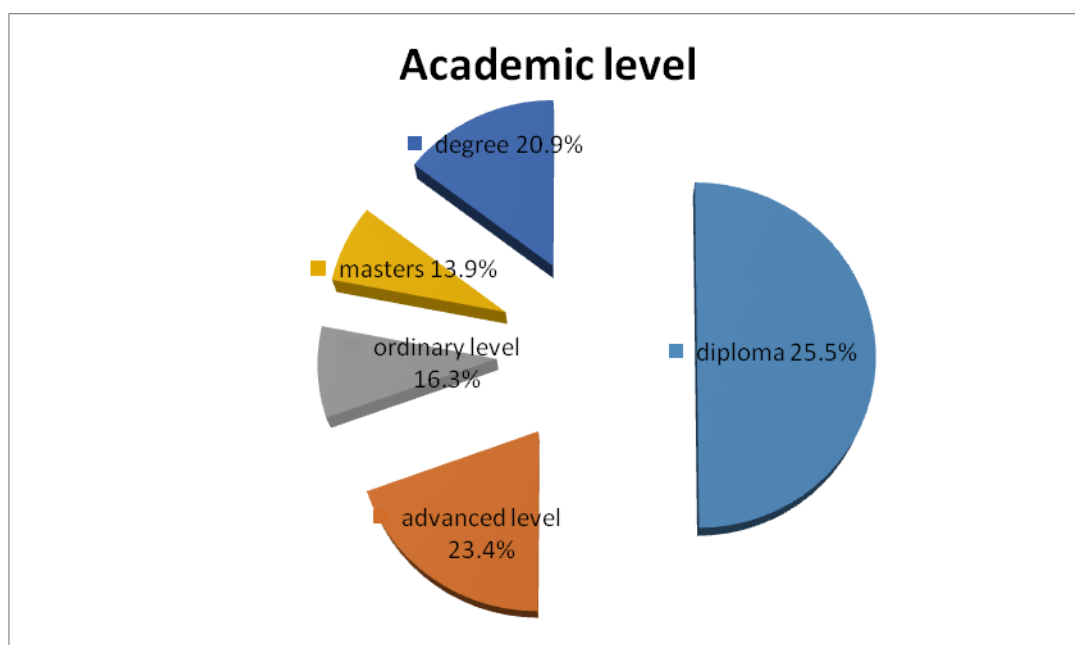


Figure 1: Academic status of the respondents

The percentages in Figure 1 above indicates the academic level of the respondents from the questionnaires returned with the majority people being holders of diploma(s) at 25.5%, followed by Advanced level at 23.4%, with degree holders at 20.9%, 16.3% being at Ordinary level and 13.9% of the population being holders of Masters Degree in various disciplines. However, of all the respondents no one indicated being a holder of a PhD. This can be viewed as a setback especially that education is important in any given community for developmental purposes. The absence or lack of TSQ at private colleges in Hwange urban district might also be attributed to the low level of education within the population. For this reason, there was a problem amongst most respondents who returned the questionnaire without answering or giving the definition of

TSQ or its indicators. As such, it is very difficult for such a population to be able to deliver to teachers something which themselves are not in tandem with it.

Responses from participants indicate that there is lack of total service quality provision to teachers at private colleges in Hwange urban district. The lack of TSQ provision is also affecting results, especially at A' level as was indicated above. Therefore, there is a need for the private colleges in Hwange urban district if ever they still want to be relevant to start thinking towards embracing the concept of total service quality and provide it to the teachers who in turn will provide quality to the pupils.

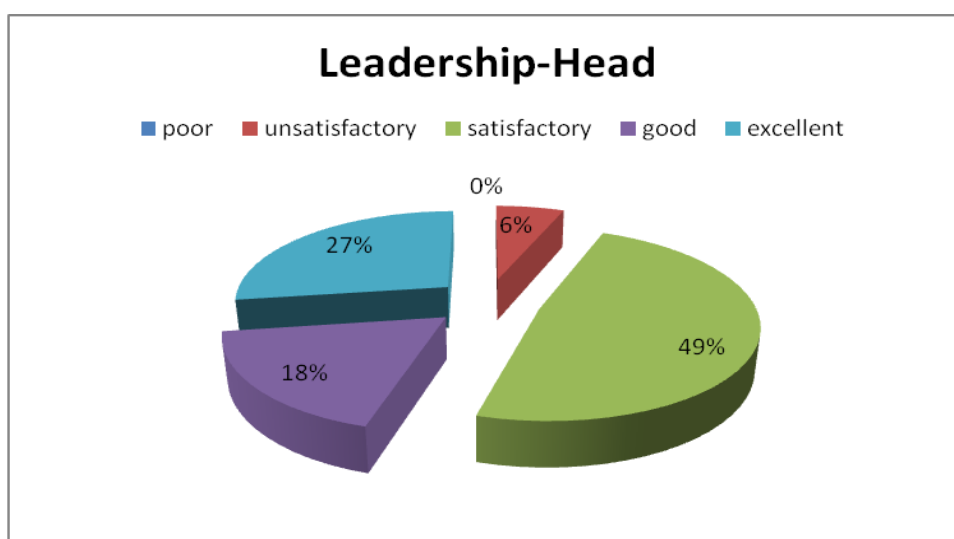


Figure 2- Leadership -Head

The performance of the head as a leader is perceived in a highly positive manner, with the bulk of the answers expressing satisfactory performance, good leadership, and excellent leadership. This according to perception studies, satisfaction and expectation literature, as expressed by Gronroos and others (1992), and Kurnst (1992) and others, signal customer delight. Only a handful believes the head does not give quality a top priority. The head as a stakeholder is positively perceived and thus meets and exceeds basic needs of the teachers and the institution. The interview had such comments as “the head is an example of good stakeholder involvement”. As noted in the rating of performance of institutions by quality awards, this is an encouraging development as leadership is highly rated in quality literature.

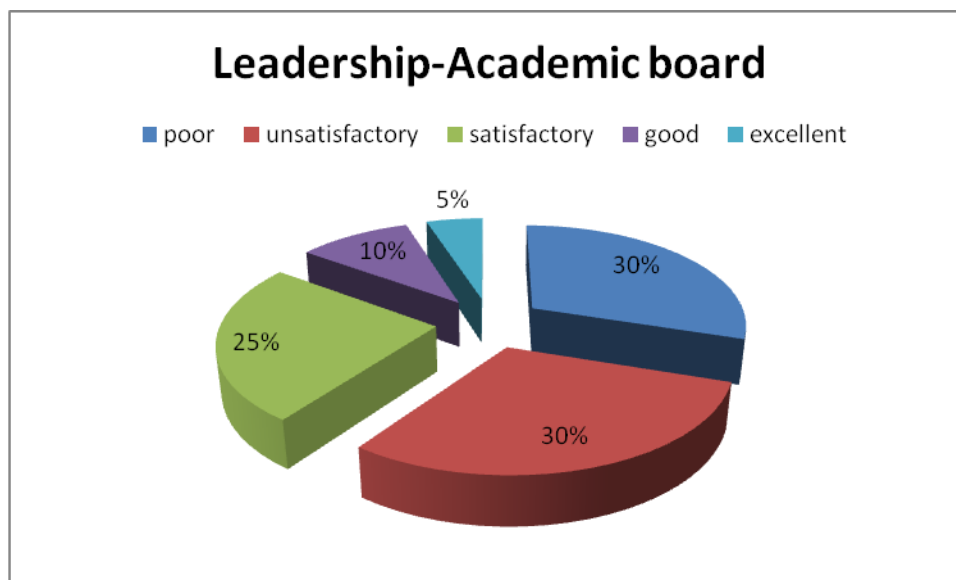


Figure 3- The academic board

Statistically, majority perceives the academic board negatively, and according to satisfaction and expectation literature of Kurnst (1992) and Gronroos and others (1993) SERVQUAL model, the academic board is failing the teachers, in its provision of total service quality. According to quality awards literature and criteria, this is a dangerous development as the academic board is a central leadership element. As noted by one qualitative comment ‘staff should learn to separate social relations and academic businesses’. Further, another qualitative comment was that ‘academic board should take their mark seriously’. This summarises that the academic board is performing far below as expected and that they are not providing total service quality to teachers who are central in transforming policies into action for quality realisation.

Most of the questionnaires distributed to the parents indicated that most of them do not understand what total service quality is all about and as such, it was going to be ironical to expect them to provide something which they do not understand. It was highlighted that parents are not supporting the schools as most of the comments has this to say, ‘parents who are the rightful owners of the schools are disappointing us in the manner in which they relate with the school, most of them do not attend school functions such as prize giving ceremonies, consultation days and to support pupils with money in civvies days and to a greater extent they are not owning up in the payment of school fees’

The standards are perceived negatively as expectations are not met. One comment was that ‘the academy should provide enough resources to all levels and e-learning is to be introduced’. A qualitative comment argues that “there is a need for a tuck-shop that caters for all needs.” This suggests, as noted in the satisfactory literature on total service quality, that base expectations are not met on staff social and refreshment expectations. Base expectations are not met and hence poor and unsatisfactory rating is dominating. This negative perception can be summarized by this comment that “stick to promises, don't lie to students i.e. Courses were promised to be established but there is still nothing up to now.” As noted an expectation literature, failure to fulfill promises in the service encounters leads to negative perceptions, in this case of the leadership. The learning methods are below base expectations and unsatisfactory. As such administration here is negatively perceived with regards performance. One comment to summarize this perception was “students depend on the internet using different kinds of phones because the academy is not innovative,” although really this is a positive innovation. The resource control is perceived negatively as all respondents judged it to be unsatisfactory and poor, a measure below base expectation and satisfaction. One respondent noted that there are “first a few resources to manage which is equal to no resource management at all.” Yet another one argued that “it is not clear as to who exactly is involved in resource allocation, so control tends to be difficult.’

Therefore, there is a lack of total service quality provision to teachers by stakeholders both internally and externally at private colleges in Hwange urban district as indicated by the level of dissatisfaction among the teachers who are the recipients to total service quality cascading it to the pupils the product or customers. Hence, given that total service quality is not given to teachers the meaning and obvious conclusion are that pupils are not receiving a quality education at private colleges in Hwange urban district leading to the continued attainment of poor results especially at A’ level.

Summary of Findings

In the summary, the results of the study came out as follows:

- i). Some of the respondents indicated that they do not understand what total service quality is all about and therefore, they could not give something which they do not know. This will mean to

say that there was a lack of total service quality provision given to teachers as the respondents were not aware of the need of it at private colleges in Hwange urban district.

ii).The internal stakeholders at private colleges in Hwange urban district who are supposed to provide TSQ to teachers included the leadership or management comprising of the Head, Academic Board and the Pupils. The external stakeholders included the Parents, Industry (corporate world) and the Board of Governors (Directors). In terms of provision of quality service to teachers, the Head and pupils were rated by the teachers as the most supportive stakeholder, although their role is minimal to help motivate the teachers to take their work with pride. The external stakeholders were viewed by the teachers as dangerous in the institutions' development because their services to them are the poorest. It is the lack of total service quality provision by both internal and external stakeholders which has weaned the teachers' motivation to teach, leading to poor results especially at Advanced level.

iii).There is a growing dissatisfaction amongst teachers and pupils on how private colleges in Hwange urban district are offering their services. Private colleges had disadvantaged pupils and teachers in many ways. Most teachers resigned from the government to join private colleges after they were promised better salaries and good working conditions of which most of these promises were never fulfilled leading teachers to get disappointment leading to a lack of motivation of teach. Pupils, on the other hand, has suffered in the hands of the private colleges, the curriculum is not well established, some subjects lack resources such as textbooks and revision materials and at some point, they are left with no teachers to teach as there is hiring and firing of teachers.

iv). Private colleges in Hwange urban district are not professionally run, there is no clear-cut job description resulting in the creation of confusion and the unnecessary clash of interest. Their role in the education system was deemed to be far from being praised, this means that private colleges are not a panacea to the problems faced in the education system of Hwange urban district. Instead of giving solutions to the challenges faced by the education system, private colleges in Hwange urban are rather the problem. There is no consistency in their operations as they are being run like 'chicken projects'. The owners are concentrating more on collecting money from pupils instead of giving them a quality service for their money. Most respondents chose public schools as the best instead of private colleges as most of pupils are transferring from private colleges to public schools.

v). Another important finding which came out of the study was that lack of total service quality provision to teachers at private colleges negatively affects Advanced level results. This is so because of lack of motivation among the teachers to do their work. Teachers act as an important asset to the pupils as they assist in delivering the curriculum to the pupils. Coupled with lack of resources and poor organisational culture, the pupils who are the product are most likely to suffer.

Recommendations

The study made the following recommendations;

- i). Both the internal and external stakeholders at private colleges in Hwange urban district should consider seriously on providing total service quality to teachers. There is a need for parents to pay up their school fees, support school programmes such as prize giving days, civvies days and consultation days so that they become in touch with the school activities. The industry ought to donate books, computers and other school related items to the school. Teachers should be given their salaries when due, providing them with incentives such as accommodation and other social incentives and largely, create a positive organisational culture which keeps teachers motivated and having the job security.
- ii). Private colleges in Hwange urban district for them to stay relevant need to change the way in which they are doing their business. There is need for them to build their own structures so that they reduce on payment of rentals, provide a relevant curriculum and service to the pupils far above that of public schools. The exercise of professionalism especially by the administrators should be considered a priority, staff should be recruited based on qualifications and appointment to post should be done also based on merit and not on patronage.
- iii). Government, through the Ministry of Primary and Secondary education (non-formal) needs to seriously consider monitoring private colleges' operations just to make some relevant checks and balances. This will help in policing private colleges so that they will operate within the confines of the education policy as their role is to complement government efforts. Given that there are problems noted with private colleges, government should consider annexing them with public schools or even revoking their licences so that pupils will not continue being short

changed at all times. There is need for government to protect the pupils and teachers from the 'jaws' of private colleges as they hold the potential to disadvantage them.

5.3 Suggestions for future study

The following suggestions for future were made;

Researchers might consider taking a research study on the role of private colleges in the education system of the country, showing the importance of private colleges. Other researchers might also narrowly look on the impact of quality in private colleges in Zimbabwe as a whole

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