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**Management of human capital to curb the flight of skills in Zimbabwean rural schools
A case study of Mazowe district**

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Abstract

The purpose of this study was to investigate the causal factors leading to the flight of skills in Zimbabwean rural schools and to recommend ways of addressing the plight of rural teachers, thus ensuring the provision of quality education. A case study approach was taken focusing on Mazowe District and a model of motivation of human capital was developed. The methodology involved document analysis, observations, telephone interviews, face-to-face interviews and focus group discussions. The respondents included the Provincial Education Director, 3 Senior District Officials, 10 Heads of schools, 100 teachers, 10 schools Development Committees chairpersons and 10 former teachers in Mazowe district. The study established that the major issues that contribute to the desire by rural teachers to migrate to urban schools are: poor state of infrastructure; inadequate teaching and learning materials; poor working environment; political violence, poor remuneration; ineffective performance management system and deployment issues. The poor working environment was affected by issues relating to lack of career progression; poor management systems; security, sexual harassment and corruption. In order to attract and retain qualified and experienced teachers and achieve quality education in rural schools, the Model of Motivation of Human Capital was developed. The application of the Model of Motivation of Human Capital could go a long way in addressing most of the issues raised by rural teachers since it was developed from the data. The model illustrates how motivation can be attained from the perspective of the affected employees. The study recommended that the Government should meet at least minimum standards of the teachers' social and work-related educational needs by improving on infrastructure and other facilities. Teachers should be empowered to be entrepreneurs in order to improve their income. Political tolerance and respect of the teachers' basic human rights needs to be encouraged. The availing of computers and internet facilities with unlimited bandwidth that match or even surpass the facilities in either urban or boarding schools could motivate teachers to stay in rural schools. Improving the Ministry of Primary and Secondary Education internal systems, especially to discourage corruption, and adopt affirmative action in the deployment system could go a long way in restoring confidence in the education system. Decentralisation of decision-making can also go a long way in dealing with corruption and sexual harassment of desperate teachers. The harmonisation and review of related statutes is also critical. The study therefore proposes areas on which the Government can pay attention in order to provide quality education to the rural folk so that they can successfully participate in the national and global economy.

Key Words: Human capital management, rural schools, incentives, motivation, retention