



A study of the challenges faced by satellite schools in the teaching and learning
of Integrated Science at Ordinary Level in Chiredzi District

A project submitted to the Department of Technical Teacher Education

By

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Abstract

This study looked at the challenges faced by satellite schools in the teaching and learning of Integrated Science at Ordinary Level in Chiredzi District. The objectives of the study were to fully bring to an understanding the challenges faced by satellite schools in the teaching and learning of Integrated Science and to expose the effects of the challenges on the quality of Science education. The study also sought to identify possible, sustainable and lasting strategies for improving the quality of teaching and learning Integrated Science at Ordinary Level in satellite schools.

Primary data for the study was collected through interviews and questionnaires that were administered to a sample of 49 respondents. The sample consisted of 24 students, 12 Science teachers, 6 Heads of Science Departments, 6 Teachers-In-Charge and one District Education Officer.

Infrastructure at all the schools left a lot to be desired with majority of classes learning outside. Inadequate accommodation for teachers, toilets and special rooms characterised all the schools. Most schools were understaffed and all science departments were also understaffed and manned by temporary teachers or teachers qualified in other subject areas. There was inadequate furniture resulting in the majority of students learning while seated on the floor. There was a high level of absenteeism and drop outs. All schools were characterised by low fees which were hardly paid by all students. As a results all departments were underfunded with the science department being the hardest as there was not even the simplest or cheapest science equipment for carrying out basic experiments.

The study recommends that government intervenes through the Ministry of Education, Sports, Art and Culture by availing funds to help reconstruction of these schools and incentivising teachers at these schools so that qualified teachers can be lured to these schools. All stakeholders should be encouraged to take part in the rehabilitation of these schools. The schools should be assisted to get registered so that they can become independent schools.

Finally, it is recommended that further research be undertaken to come up with solutions to the challenges faced satellite schools. Studies on satellite schools in other parts of the country could also be undertaken.