



Think in other terms

**National University of Science and Technology
Zimbabwe**

**AN ANALYSIS OF CAUSES OF POOR PASS RATE OF
SCIENCE IN RURAL DAY SECONDARY SCHOOLS. A case
study of Chivi rural district in Masvingo Province**

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Abstract

The study focused on investigating factors causing poor pass of science in rural day secondary schools in developing countries particularly in Zimbabwe. Reviewed literature indicated that marginalisation of rural secondary schools before and after independence led to unfavourable learning and teaching conditions in these schools. Decline of science pass rate to below 25% in rural day secondary schools prompted investigation.

A case study of Chivi rural day schools was explored using a sample of 50 respondents selected through stratified random technique. Data were gathered by a combination of qualitative and quantitative methods defined as triangulation. Self-administered questionnaires for heads and teachers, interview guide for ordinary level students and SDC were the instruments employed for data collection. Analysis of the data was done using descriptive statistics.

Findings were that proper science teaching and learning was affected by inadequate supporting inputs and facilities, inappropriate teaching methods and unmotivated teachers shortage of qualified science teachers. However 30% of the schools were staffed with qualified science teachers which contributes to poor science teaching and learning leading to poor pass rates. 50 % of the schools without qualified leadership were indicative of the effect of poor school conditions to staff turn up. In studies carried out in Kenya, Uganda and Tanzania science pass rate also declined as access was increased due to similar causes.

Recommendations were to create a strong collaboration among stakeholders through communication to ensure the conditions for proper learning and teaching of science are met simultaneously as they are interdependent and reforming and help to provide conducive learning atmosphere thereby leading to an increase in science pass rate.