

School Clusters in Zimbabwe: What Issues Do Clusters Tackle?

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ABSTRACT The study sought to explore teachers' views on the nature of issues handled in clusters and how such issues are important in curriculum improvement. The study adopted a descriptive survey approach in which a combination of quantitative and qualitative approaches were utilised. It considered insights of teachers from schools in one educational district in Zimbabwe. Data were collected mainly through a semi-structured questionnaire administered on a conveniently selected sample of two hundred and forty-two teachers as well as interviews with a purposeful sample of ten teachers. The Statistical Package for Social Sciences statistical package version 17 was used to analyse the quantitative data. Qualitative data was analysed through content analysis and emerging key issues led to themes that guided analysis. It emerged from the study that school clusters handled mostly general administrative and peripheral teaching and learning issues that could not result in major curriculum improvements in schools. The study concludes that there were serious inadequacies in clusters in so far as dealing with issues that could result in curriculum improvement was concerned. The study recommends that school clusters be capacity-built to ensure that they are significant agents of curriculum innovations.