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A school in distress: The manifestations of poverty at a selected satellite school in the Masvingo district, Zimbabwe

Kudzayi Savious Tarisayi

Department of Curriculum Studies, Faculty of Education, University of Stellenbosch,
ktarisayi@sun.ac.za, <https://orcid.org/0000-0003-0086-2420>

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Abstract

Although there is a plethora of studies on poverty in schools, poverty in satellite schools in Zimbabwe remains a neglected phenomenon. Satellite schools are newly established temporary schools which are attached to a registered school. This paper derives from a study that focused on the social capital influences of communal farmers and land reform beneficiaries on satellite schools in the Masvingo district, Zimbabwe after the year 2000. The study drew on the capability approach by Sen (2000) and the poverty pyramid by Baulch (2011). The study was qualitative and it was positioned in the interpretive paradigm. The paper reports on one case study of communal farmers in the Masvingo district. Four semi-structured interviews and a focus group discussion with a purposive sample of ten participants were carried out in the Sambo community. Qualitative content analysis was utilized to analyse the findings and draw conclusions. The manifestations of poverty at Sambo satellite school were infrastructure challenges; physical resources allocation; a natural resource challenge; and learners' participation in extra-curricular activities with other schools. Due to a multiplicity of manifestations of poverty, Sambo satellite school was clearly in distress. It is recommended that the Zimbabwean government provide additional funding to support satellite schools that are located in poor, environmentally challenging contexts.

Keywords Satellite schools; poverty; academic deprivation; social exclusion; Zimbabwe.

Satellite Schools

The launch of satellite schools in Zimbabwe coincided with the land reform process (Mutema, 2012; Tarisayi & Manhivi, 2017). A satellite school is an up-and-coming school operating as an appendage to an established school (Hlupo & Tsikira, 2012; Mangena & Ndlovu, 2013). A satellite school can thus be viewed as an offshoot of a registered school. Satellite schools were devised as temporary solutions to address the lack of schools in the areas that underwent land reform in Zimbabwe. Prior to the land reform process in Zimbabwe, there were no schools on commercial farms as the white commercial farmers supported private and boarding schools in towns. Therefore, the redistribution of commercial farms created a vacuum in the provision of education among the land reform beneficiaries. Mutema (2012) and Scoones (2016) established that there was a crisis in the provision of social services in general, and schools in particular, in areas allocated to land reform beneficiaries in Zimbabwe. Hlupo and Tsikira (2012) noted that the initiative to construct satellite schools fell on land reform beneficiaries. However, Tarisayi (2016) noted that the satellite school phenomenon was later adapted and extended to communal areas around Zimbabwe. Communal areas which did not have schools in their vicinity borrowed the idea of satellite schools from land reform areas and started their own satellite schools. Sambo communal farmers realized that land reform beneficiaries had established a good initiative to address a gap in the provision of schools by the Zimbabwean government. The Parliament of Zimbabwe (2012) revealed that the ingenuity of building satellite schools rested on the land reform beneficiary communities. Thus, essentially the communities were supposed to mobilize resources towards the

construction of the satellite schools. Statistics indicate that in Zimbabwe there are “803 satellite secondary schools from a total of 2,719 secondary schools as well as 993 satellite primary schools from a total of 4,912.” (The Ministry of Primary and Secondary Education, 2015, p. 1). Notwithstanding that satellite schools were initially mooted as a short-term initiative, it is ostensible that they have become a permanent feature in the Zimbabwean education landscape. While there is a plethora of studies on the emergence of satellite schools and poverty in public schools in Zimbabwe, there is an unfortunate dearth in the literature on poverty in satellite schools, which this paper strives to fill.

Communal Farmers

In order to put this study into context, this section explains the concepts of communal areas and communal farmers. Communal areas in Zimbabwe can be traced to the creation of the Gwai and Shangani reserves. Kwashirai (2006, p. 544) reveals, “The 1894 and 1898 Land Ordinances legislated for a reserve creation policy ended up demarcating and assigning infertile areas for Africans, starting with the waterless Gwai and Shangani Reserves in Matebeleland.” Therefore, the reserve creation policy marked the genesis of what is now termed ‘communal areas’ as well as ‘communal farmers’. The Zimbabwe Institute (2005, p. 6) averred that communal areas, “are the former Native Reserves / Tribal Trust Lands of the colonial era.” Communal farmers can be said to be farmers who are located in these communal areas. The communal farmers are largely subsistence farmers who practice mixed farming on their small plots (Belle, Moyo & Ogundej, 2017). The land in communal areas is largely inherited from the communal farmers’ forefathers. Communal

farmers are villagers who practice subsistence farming on their small plots of land which is around 5 acres. There are strong kinship links among the communal farmers because family ties and neighbours have shared pastures, water points and they have survived calamities together for generations. In terms of demographics, Moyo (2000, p. 7) revealed that “by the end of 1999, over 6 million Zimbabweans lived in the communal areas.” The Zimbabwe Institute (2005, p. 6) adds that, “Communal areas comprise 42% of Zimbabwe’s land area, with as much as 75% of it located in drought-prone agro-ecological regions. Before the disturbances of 2000 onwards, 60% of Zimbabweans were reportedly living and eking out their meagre livelihoods from communal smallholdings.” Communal areas which are occupied by communal farmers are distressed socio-economic and environmental areas. Additionally, Anseeuw, Kapuya and Saruchera (2012, p. 56) provide statistics that reveal, “an estimated 40% of the inhabitants of communal areas [in Zimbabwe] are food insecure (7% chronically and 33% transitory).” Therefore, it can be argued that communal areas in Zimbabwe are drought-prone leading the communal farmers to be food insecure. It is against this background that this paper sought an in-depth understanding of the manifestations of poverty at a selected satellite school, namely that of the Sambo community.

Theoretical Framing

The researcher was guided by a framework that is comprised of the capability approach by Sen (2000) and the poverty pyramid by Baulch (2011). Several scholarly views have emerged in trying to conceptualize poverty. Baulch (2011) argues that poverty is multi-dimensional. Resultantly, Baulch (2011)

identifies six dimensions of poverty. Baulch (2011) outlines six dimensions of poverty consisting of private consumption (PC); common property resources (CPR); state provided commodities (SPC); assets, dignity and autonomy. Whilst Baulch (2011) views the provision of schools as a state-provided commodity, this paper views the case study school as a community asset since the community built the school using its own resources. Furthermore, Baulch’s multi-dimensional conceptualization of poverty is complemented by Amartya Sen’s capability approach. The capability approach explains poverty as the absence or inadequate realisation of certain basic freedoms such as the freedom to avoid hunger, disease, illiteracy, and so on (Broderick, 2018; Sen, 2000). Essentially, poverty is viewed by Sen (2000) as deprivation preventing one from living a good life. The provision of education is regarded as a freedom to avoid illiteracy deriving from Sen’s capability approach. However, it can be noted that not all capability failures translate into poverty per se but poverty denotes extreme forms of deprivation. Thus, poverty must be understood using a multi-dimensional approach. For this paper, Galston and Hoffenberg’s (2010) non-economic definition of poverty is relevant because it is understood that the Sambo community is food insecure with economic activities influencing the non-economic activities in the Sambo community.

Methodology

The study from which this paper was developed was qualitative and it fits into the interpretivist epistemology. Creswell and Poth (2018, p. 7) argue that “qualitative research is a situated activity that locates the observer in the world.” Therefore, this paper was qualitative in endeavouring to

understand the manifestations of poverty at a selected satellite school. Cohen, Manion and Morrison (2018, p. 19) state that the interpretive paradigm "...is characterized by a concern for the individual... the central endeavor in the context of the interpretive paradigm is to understand the subjective world of human experience." The researcher sought to interrogate the manifestations of poverty at this individual satellite school in the Sambo community. The main study from which this paper derives adopted a multisite case study approach. The multisite case study approach involved two communities of communal farmers and land reform beneficiaries respectively. Yin (2014, p. 6) explains "the term 'case study' can refer to either single-or multiple-case studies. They represent two types of case study designs." Furthermore, Creswell and Poth (2018, p. 96) explain that "case study research is a qualitative approach in which the investigator explores a real-life, contemporary bounded system (a case) or multiple bounded systems (cases) over time..." The findings reported in this paper are drawn from one case study of communal farmers in Masvingo district. The community of communal farmers who participated in the study is given the pseudonym Sambo.

The researcher utilized purposive sampling to select the satellite school as well as ten willing participants from the Sambo community. Patton (2011, p. 478) states that "purposive sampling seeks information-rich cases which can be studied in-depth." Thus, purposive sampling entailed the identification and utilization of ideal cases a researcher can study thoroughly which resonated with this present study. Data was generated using semi-structured interviews with the head (principal) of the satellite school and three traditional leaders (village heads) as well as a focus group discussion

with six communal farmers from the Sambo community. The selection of the participants was based on the understanding that satellite schools were being constructed by communal farmers with the coordination of traditional leaders and school heads (Mangena & Ndlovu, 2013). Therefore, the manifestations of poverty are studied from the three lenses of the school administrator (school head); community leadership (village heads); and communal farmers' perspectives. Ethical clearance for the study was granted by the University of KwaZulu-Natal (Ethical Protocol Number: HSS/1221/015D). The codes assigned to the participants in this study are captured in Table 1 below.

Codes	Explanation
SH	Sambo Head (Principal)
SVH1	Sambo Village Head 1
SVH2	Sambo Village Head 2
SVH3	Sambo Village Head 1
SF1	Sambo Farmer 1
SF2	Sambo Farmer 2
SF3	Sambo Farmer 3
SF4	Sambo Farmer 4
SF5	Sambo Farmer 5
SF6	Sambo Farmer 6

The codes utilized in this study, captured in Table 1 are setting codes (Bogdan & Biklen, 2007). The codes presented above captured both the participant's community as well as their occupation. For example, **SH** refers to the Head (Principal) of a satellite school in the Sambo community while **SVH1** means a Village Head (Traditional leader) in the Sambo community.

Findings: The manifestations of poverty at Sambo satellite school

The manifestations of poverty at Sambo satellite school are presented under the following themes: infrastructure challenges;

physical resource challenges; a natural resource challenge and nonparticipation in extra-curricular activities with other schools.

Infrastructure challenges

The participants in this study revealed that one of the indicators of poverty at the satellite school was infrastructural challenges.

SF5 in the focus group discussion stated that *The state of the buildings at the satellite school is below standard. When compared with a well-established school it is obvious that our satellite school is poor.*

It is evident from the above quote that the participant viewed the state of the infrastructure at the Sambo satellite as a manifestation of poverty. Additionally, it was noted that the infrastructure at Sambo satellite school was inadequate when compared with well-established schools.

The Sambo school head **SH** also revealed that *The infrastructure at the satellite school is appalling. The school has one classroom block [with two classrooms, one office and one storeroom] and one teachers' house¹ [six roomed]. Recently, an NGO provided adequate toilets for both teachers and learners. The school resorted to composite classes² due to the shortage of classrooms at the school. Composite classes accommodate two forms in each class instead of having each form in its separate classroom.*

The above verbatim quote reveals that there were infrastructure challenges at Sambo satellite school as evident by the commencement of composite classes. Hence, it was established that learners were learning in an overcrowded environment due to composite classes combining two forms into

one classroom which results in overcrowding. It was noted that the composite classes have a negative impact on teaching and learning at Sambo satellite school due to cross-interactions as well. Cross-interactions are caused by two teachers having to teach concurrently in the composite classes in one venue at Sambo satellite school. It was noted that Forms one and two were learning in one classroom while Forms three and four were in the other classroom. Cross-interactions had implications for both teacher-learner interactions and learner-learner interactions at Sambo satellite school.

Another infrastructural challenge related to the accommodation for staff.

SVH3 added *There are housing problems at the satellite school. Rural schools are supposed to provide accommodation to the teachers. However, currently, all the staff [five including the school head] at the school are sharing one six-roomed house.*

SF2 in the focus group discussion indicated *There is need to improve on the number of buildings at the satellite school. The way teachers at the satellite school are sharing accommodation is unacceptable and unfair. Just imagine a senior teacher being allocated a room (instead of a house). That affects their work and motivation.*

The participants revealed that the satellite school had only two buildings (excluding the toilets): a classroom block as well as a teachers' house. Additionally, the staff accommodation situation at the satellite school was also regarded as unacceptable as evidenced by five staff members sharing a six-roomed house. Schools in communal

¹ Rural schools in Zimbabwe are supposed to provide accommodation for teachers.

² 'Composite classes' entail accommodating more than one grade/ form in one. In South Africa composite classes are referred to as 'multi-grade'.

areas in Zimbabwe are supposed to provide accommodation to staff. Additionally, each teacher should normally be accommodated in a six roomed house known as an F14 house. However, the participants indicated that all teachers at Sambo satellite school were accommodated in one F14 house and not allocated their own home.

The infrastructural challenges at the school can be viewed as an indicator of poverty at the satellite school.

Physical Resources: Textbooks and stationery shortages

The participants also revealed that another manifestation of poverty at Sambo satellite school was the shortage of textbooks and stationery. **SH** indicated *Learning and teaching at our school is being affected by the shortage of textbooks and stationery. The school is currently seized with addressing infrastructure challenges while less funds are allocated for textbooks and stationery. In most subjects, we have textbooks for the teachers only.*

SF6 in the focus group discussion concurred *The learning of our children is affected by a shortage of textbooks and stationery. As parents, we are expected to buy stationery for our children. However, due to the poor yields, we are forced to concentrate on making sure that our children have food first.*

From the above verbatim quotes, it can be seen that the poor yields in the Sambo community incapacitated the communal farmers to provide stationery for their children enrolled at Sambo satellite school. Food security is a priority for the communal farmers, and they were unable to address the textbook and stationery shortages for their children at Sambo satellite school. Learners at Sambo satellite schools were deprived of textbooks as in most subjects only the teacher

had access to a textbook. It was thus noted that on average 35 learners were sharing one textbook with their teacher. This has a ripple effect in negatively impacting the quality of lessons.

Other physical resources in the classrooms

The participants revealed that another indicator of poverty at the satellite school was physical resources challenges namely the desks and chairs which were insufficient. **SH** narrated *Learning at the school is being affected by a shortage of furniture for both students and teachers. The school procured two-seater desks which are being shared by three or four students. Some students end up sitting on the floor or on bricks. It's difficult for the students to write properly during lessons due to the furniture shortages.*

SF2 stated *Our children complain about the shortage of furniture at the satellite school. Some parents opt to send their children to another school which is well-established with adequate furniture. The classes at the satellite school are overcrowded and the children scramble for the few desks that are available at the school.*

SVH3 added that *The satellite school head has been appealing for donations to improve the shortage of furniture at the school. The shortage of furniture also extends to the teaching staff and the school head.*

SH added that *The scramble for a sitting place on the few desks among the learners often leads to fights. Furniture challenges at the school are leading to antisocial behaviour among the learners.*

The participants perceive the shortage of furniture as a manifestation of poverty at the satellite school. The school had two-seater desks which were being shared by at least three students. Resultantly, the students

struggled to write properly during lessons. It was observed that a classroom with only six desks had an enrolment of 30 learners. Therefore, only about 18 learners were sharing the six desks while the remaining learners were sitting on the floor or bricks. Additionally, it was also noted that the shortage of furniture and the resultant scramble led to the development of anti-social behaviour amongst the learners. The fighting for a seat leads to animosity among the learners at the satellite school. Hence, it can be argued that the shortage of desks and chairs at the satellite school was a manifestation of poverty creating an atmosphere that hindered teaching and learning.

A Natural resource challenge

In addition, the participants indicated that the other indicator of poverty at the satellite school was the lack of a clean water source. **SH** revealed *Despite the stipulation by the ministry [Ministry of Primary and Secondary Education] that each school should have a protected water source, the school does not have a protected water source in its vicinity. Teachers and students at the satellite school use unprotected water sources [shallow wells]. Efforts to seek assistance in drilling a borehole have yielded nothing. This is a health hazard and it also affects our agricultural activities.*

SVH3 indicated that *The satellite school has tried to engage the MP, local government authority as well as NGOs to address the dire water situation at the school without any success. Instead of waiting for outside assistance, we mobilized the communal farmers and dug a well at the nearby stream. The challenge with the well is that they are non-perennial.*

SF5 *The traditional leaders were able to mobilize us as communal farmers to dig a well for the satellite school. Other schools in the district have boreholes but the relevant authorities seem to be neglecting the welfare of the staff and students at our school.*

SF6 added that *The water situation at the school is critical especially in the dry season. At times we have been asked to ensure that our children go to school with adequate water to last them through the day.*

The above verbatim narrations reveal that the participants view the lack of a clean water source as an indicator of poverty. The participants indicated that the satellite school relies on water from an unprotected water source dug by the communal farmers. Additionally, the water situation at the satellite school was revealed to be compounded in the dry season as the well dug by the communal farmers is not perennial. The learners are sometimes asked to bring their own water supplies from home. Therefore, the absence of a protected water source can be argued to be a manifestation of poverty at the satellite school.

Non-participation in extra-curricular activities

In addition, the participants revealed that another manifestation of poverty at the satellite school was learners' non-participation in extra-curricular activities with other schools. The satellite school head, **SH** stated *All schools are required to participate in sporting activities like athletics and ballgames. However, our school doesn't participate due to a lack of resources. Participation in sporting activities and extra-curricular activities requires funding which we don't have at the moment. Funding is required to feed and transport athletes and*

teachers. Failure to participate in sporting activities shows that our school is poor.

SVH1 concurred *It seems the school is currently focused on buildings and our children are not going for sports competitions. We have asked the school head why the school is not competing with other schools in sports, and we were told there are no resources. Other schools can afford to transport their students to competition venues, but our satellite school can't afford to participate.*

SF5 added that *The failure by our satellite school to participate in sports such athletics and soccer is another form of poverty. The school is so poor that it can't afford to buy sports equipment. The soccer pitch has wooden goalposts and no nets.*

The researcher noted from the above verbatim narrations that failure by the satellite school to participate in sporting activities was viewed by the participants as an indicator of poverty. Furthermore, the participants revealed that the sports facilities at the satellite school were inadequate as shown by the soccer pitch identified by one of the participants. The satellite school head attributed the school's failure to participate in sporting activities to resource constraints. The scarce financial resources at the satellite school's disposal were ring-fenced for infrastructure development. Resultantly, the school did not prioritize extra-curricular activities. The satellite school decided to sacrifice the feeding and transporting of athletes to competitions resulting in the school's failure to participate in sporting activities.

Reasons for the manifestations of poverty at the satellite school

The researcher, in unpacking the manifestations of poverty at this satellite school, probed the participants as to the reasons for these manifestations of poverty at Sambo school. The views of the participants are captured and discussed below:

Poverty in the Sambo community

The manifestation of poverty at Sambo satellite school was attributed to poverty in the Sambo community. The verbatim quotes are captured below:

SVH1 revealed *Sambo school was built by communal farmers after realizing that our children were walking long distances [8 km] to the nearest secondary school. However, as you can see this community is generally poor. It is not surprising that Sambo school is poor because it was built by struggling poor communal farmers.*

SH concurred *Satellite schools were first introduced among land reform beneficiary communities but have now been extended to communal areas. The yields in this communal area are low and the farmers struggle to feed their families and let alone contribute meaningfully to the construction of a school. A satellite school is as successful as the community in which it is located. Sambo community is composed of struggling communal farmers and therefore the school is also struggling.*

It was noted from the above statement that the manifestation of poverty at the Sambo satellite was linked to the poverty in the Sambo community. Sambo satellite school was built by the community and is thus a community asset shared among the poor communal farmers.

Poor agricultural yields

The participants also attributed the manifestation of poverty at Sambo satellite

school to the poor agricultural yields in the Sambo community which is affected by repeated droughts.

SF1 revealed *The yields have been poor over the past few years due to erratic rains and the soil has lost its fertility. The school was a welcome initiative but expecting us as parents to build it...is a bit too much. We can hardly feed and clothe our child.*

SF6 added *Over the past few years our community has been relying on NGOs and the government to provide food aid. It is difficult to contribute to the building of the satellite school under those circumstances. The land is no longer as productive as it used to be in the past.*

SVH 2 argued *A comparison of our satellite school and other satellite schools among land reform suggests that maybe this type of school was designed for land reform areas. Satellite schools in land reform areas seem to be successful as compared to us. Farmers who received land during the land reform are getting better yields and contribute to the development of satellite schools.*

The participants indicated that the selected satellite school was located within a poor community of communal farmers harvesting poor agricultural yields due to repeated droughts and therefore it was a struggle to provide resources for Sambo school. Additionally, the participants revealed that the poor agricultural yields due to erratic rains and the loss of soil fertility via erosion contributed to the communal farmers' incapacity to invest any funds in the satellite school during such times.

Some of the communal farmers in the Sambo communal areas were relying on food aid from NGOs and the government and therefore they could not afford to contribute

financially to the satellite school. It was further noted from the participants that the satellite school was a microcosm of the poverty in the Sambo communal farmers' community. There was a shared view among the participants that the communal farmers in the Sambo community were poor and therefore it follows that a satellite school dependent on the same community will also be poor. The poverty of the communal farmers is compounded by the reliance on rain-fed agriculture, especially with the recurrent droughts. The participants also drew comparisons with satellite schools among land reform beneficiaries in other areas which they considered successful, and they identified learners at Sambo as being deprived in numerous ways.

Discussion and conclusion

The findings of this paper on the manifestations of poverty at Sambo satellite school are discussed below under the following themes: educational deprivation and social exclusion.

Educational deprivation

The numerous manifestations of poverty established by this paper reveal that there was educational deprivation of learners at Sambo satellite school. This deprivation experienced by the learners at Sambo satellite school was due to infrastructure challenges, insufficient physical resources such as textbooks and stationery. These findings are in agreement with Matondi (2012) who established that learners at satellite schools in Zimbabwe learn in difficult circumstances. Additionally, Mutema (2014) also established that there were resource constraints at satellite schools in Zimbabwe. The implications of the manifestations of poverty at Sambo satellite school on teaching and learning are consistent with Galston and

Hoffenberg (2010)'s conceptualization of poverty as deprivation. Additionally, the numerous constraints in the provision of education at Sambo satellite school (composite classrooms, shared desks and textbooks, no access to extracurricular activities outside of Sambo) can aptly be viewed as educational deprivation (Abebe, 2009). The deprivation experienced by learners at Sambo resonates with Sen's argument that poverty is a deprivation that prevents living a good life. There is an inadequate realisation of the freedoms to avoid disease and illiteracy. The learners were using water from an unprotected water source which deprived them of freedom to avoid disease. Additionally, the numerous challenges inhibited the learners at Sambo of their freedom to avoid illiteracy.

Social Exclusion

The paper established that non-participation in extra-curricular activities with other schools was a manifestation of poverty at Sambo satellite school. It was evident that the learners at Sambo were not socializing with learners from other schools at sporting events. It was noted from this paper that the learners at Sambo satellite school were also being denied the opportunity to participate and showcase their talents in sports. Hence, the learners at Sambo satellite school are being denied the opportunity to have their talents identified and further nurtured. Therefore, it can be argued that due to the learners' non-participation in sports events, there are being deprived of the possible opportunity to escape poverty through the development of their sporting talents as selections of gifting learners take place at such events for later representation at provincial and national sporting events. Furthermore, the manifestations of poverty at Sambo satellite school are consistent with

Robertson's (2011) contention as he argues that poverty reduces learning in schools. Robertson (2011) established that economic challenges in Zimbabwe led to poverty in schools. Resultantly, schools were constrained in their teaching and learning activities. It can be argued that the nonparticipation in sports events is a form of social exclusion in that the learners are denied the opportunity to interact with their peers from other schools.

Lack of infrastructure

The paper established that infrastructural challenges were a manifestation of poverty at the selected satellite school. These findings from this study confirm conclusions reached in the Parliament of Zimbabwe (2012). Additionally, the infrastructural challenges at the selected satellite school can be argued to be a manifestation of poverty as they have an impact on the freedom to avoid illiteracy according to Sen's capability approach. Sen's capability approach argues that any hindrance to the enjoyment of a freedom is a deprivation. Consequently, it can be argued further that at the selected satellite school the freedom to avoid illiteracy is affected by infrastructural challenges. The study further established that 'extreme/ absolute' poverty at the selected satellite school was manifested through the lack of a protected water source (Sachs, 2005). The study findings on the lack of a protected water source as a manifestation of poverty are also consistent with the findings of Grimm (2012). Grimm (2012) views a lack of access to clean water in a community as poverty.

Poverty is multidimensional

It was further established from this study that learners at the selected satellite school were learning in difficult circumstances due to furniture shortages. Additionally, the

manifestation of poverty was further revealed by the satellite school's failure to participate in sports. The failure to participate in sports activities indicated that the learners at the satellite school were not receiving a comprehensive curriculum providing holistic education as an important aspect was missing. Collectively these indicators established by this study, reveal that the conceptualization of poverty in Sambo is contextual and multidimensional. Poverty is multi-dimensional in that different communal farmers within the same context identified various salient indicators of poverty at the satellite school. Hence, it can be argued that this study confirmed the multi-dimensional nature of poverty as expounded by the literature and theories guiding this paper. The manifestations of poverty at Sambo reflect the multidimensionality of poverty in that poverty affected various facets of the life of the learners and this concurs with that of Chinyoka (2013) who established that poverty in rural schools in Zimbabwe was multifaceted. Furthermore, this paper also established that the manifestations of poverty at Sambo satellite school could be explained in non-economic terms although the environmental influence (drought) impacted the finances available to the farmers. The multi-dimensional nature of poverty at Sambo fed into the capability approach by Sen. These manifestations of poverty at Sambo collectively reveal failure by the learners to avoid hunger, disease and illiteracy among others.

Poverty at Sambo satellite school: a microcosm

The findings from this paper revealed that the manifestations of poverty at Sambo satellite school are a reflection of the poverty in the Sambo community. Poor agricultural yields in the Sambo community had a bearing on the

learning and teaching at Sambo satellite school. Therefore, it can be argued that poverty at Sambo satellite school was a microcosm of the poverty among the communal farmers in the Sambo community. Additionally, based on the manifestations of poverty established by this study, Sambo school can be considered to be extremely poor. There is an admirable effort to provide an opportunity for the learners to attend school, however, there is limited access provided and the quality of education is compromised. Limited access is aptly shown by an educational environment constricted due to numerous challenges.

A school in distress

The study established that Sambo satellite school was a school in distress. This entails a school context in which learning is constrained by numerous challenges. The cumulative implications of the multiplicity of manifestations of poverty at Sambo school reveal the magnitude of distress the learners were being exposed to at the school. It was apparent that Sambo school was failing to provide the minimum requirements for a conducive learning environment for the learners. It can be argued from the state of distress at Sambo that the self-funding system utilised by satellite schools in Zimbabwe is not viable for this community school. UNICEF (2011) states that a drop in government funding of schools in Zimbabwe led to the adoption of a self-funding system. Hence, it was established by this study that satellite schools in distress require more funding to ensure the quality educational inclusion of learners. Additionally, it can be argued that Sambo school as a school in distress is consistent with the conceptualisation of poverty espoused by the capability approach. Several freedoms are

being denied to the learners due to numerous challenges at Sambo school.

Conclusion

From the foregoing findings of this paper, it can be concluded that poverty is manifested in a number of ways at a satellite school in Sambo. The findings confirmed the conceptualization of poverty as multidimensional. Among the manifestations of poverty identified in this study were infrastructure challenges, physical resource challenges, a natural resource challenge and nonparticipation in extra-curricular activities with other schools. The paper concludes that learners at Sambo satellite school were affected by academic deprivation and social exclusion due to the various manifestations of poverty. These manifestations at Sambo satellite school were a microcosm of poverty in the Sambo community. These specific manifestations of poverty reveal that learners were being deprived of particular freedoms: to avoid hunger, disease and illiteracy to a great extent which effectively curtails them from achieving positive life outcomes.

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