

Teacher Perceptions of Triple-Shift Schooling System: A Case Study of Chikonohono Primary School in Chinhoyi Urban

By

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Abstract

This study was prompted by the existence of a unique teaching arrangement where there was a triple-shift schooling system at Chikonohono Primary School. The objective was to find out teachers' perceptions of the situation they were actually experiencing. Qualitative methodology was used in which a case study was adopted as the research design. In order to establish teachers' perceptions of the phenomenon of triple shift schooling system, interviews and Focus Group Discussion were used as data collection tools. A sample of ten participants was purposively selected for the study. Data were qualitatively analysed in relation to the interview items. The study found out that while the teachers were doing their best working under very hard and frustrating conditions of triple shift system, they did not support a permanent existence of such a teaching scenario. It also emerged that even the school administration was tired of the system and would want to do away with it as soon as possible as it was impacting negatively on the smooth running of the school. The study recommended that, as a matter of urgency, government, through its education ministry and Council should mobilise resources for the construction of a school in one of the newly established high density suburbs. Building a new school would ease pressure on the existing infrastructure and other facilities thus ensuring quality education provision.

Keywords: *multiple shift; triple shift; perceptions; transition period; quality education*