

Challenges Affecting Intake 35 – Diploma in Education Students' Progress and Success in Action Research Projects: Perceptions of Research Students at Morgan Zintec Teachers' College in Zimbabwe

By

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Abstract

A survey of 150 purposively sampled third year Intake 35 Action Research Students was undertaken on 6 October 2010 at Morgan ZINTEC Teachers' College one of the twelve semi-open and distance learning teacher education institutions in Zimbabwe. Respondents were asked to identify and explain institutional and student-related factors that negatively affect their progress and success in action research project. Major factors found to impact negatively on students' progress included financial problems, lack of books and journals, poor communication and poor supervision by some tutors. Personal and domestic factors were found not to be significant. Among other recommendations, it was suggested that supervisors and markers of action research projects need thorough training. Libraries should offer more books, journals and internet facilities. The college needs to consider giving action research project students research theory lectures at least three times a term each time they (students) are resident at the college.

Keywords: *Challenges, Diploma in Education, Diploma in Education Students, Action Research Project, Action Research Project Students*